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Theme:

**ESP FOR TOURISM AND HOSPITALITY IN ALGERIA:
PROSPECTS FOR CURRICULUM DESIGN**

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Option: ESP (English for Specific Purposes)

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CONTENTS

Acknowledgement	
Abstract.....	01
Introduction.....	02

PART ONE: THE STATUS OF ENGLISH AND THE PLACE OF TOURISM IN ALGERIA

1. TEFL IN ALGERIA AND THE EDUCATIONAL REFORM.....	07
1.1.The 1970 s: the Structural Approach.....	07
1.2.The 1980 s: the Notional /Functional Approach.....	09
1.3.The Reform Period: From the Communicative Approach to the Competency- Based Approach.....	12
1.4.LMD of English: Which Training Prospects?.....	14
2. TOURISM AND THE STATUS OF ESP INALGERIA.....	16
2.1.Tourism: a Socio-Professional Asset for Algeria.....	16
2.2.ESP: the Context of Emergence.....	20
2.3.ESP: a Long-developing Process.....	23
2.4.ESP: Definition and Classification.....	25

PART TWO: A CASE STUDY IN AN INTERNATIONAL HOTEL IN ALGERIA (PRACTICAL PART)

1. Identification of the company	29
2. EOP: What kind of English for Hotel Staff?	31
2.2. Job Description.....	32
2.3. Job Description Analysis.....	38
3. The Importance of Training in the Hotel Industry.....	42
4. English Courses for Hotel Staff: an Overview.....	44

PART THREE: COLLECTING DATA FOR NEEDS ANALYSIS

1. The Questionnaire: Methodology.....	48
2. The Questionnaire: Analysis.....	49
3. The Questionnaire: Findings.....	59
3.1. English for Hotel Staff: a Multidisciplinary Content Program.....	59
3.2. EFHS and Competency-Based Approach.....	61
3.3. Communicative Competence in the Hotel Industry.....	64

PART FOUR: CURRICULUM DESIGN FOR STUDENTS OF TOURISM AND HOSPITALITY

1. Kiplin’s Six Honest Serving Men: EOP versus EAP.....	69
1.1.Profile of the learner and Human Resources (WHO).....	70
1.2.The Curriculum Goals (WHY).....	71
1.3.Methodology (HOW).....	73
1.4.The learner’s pedagogical needs (WHAT).....	74
1.4.1. Developing Linguistic Competence in S1 and S2.....	76
1.4.2. Implementing Pragmatic Awareness and Cultural Skills in S3 and S4.....	80
1.4.3. Instilling Professional Skills in S5 and S6.....	83
1.5.EAP at Tertiary Level (WHERE and WHEN).....	91
Conclusion.....	93
Bibliography.....	
Annexes	

Acronyms

CBA: Competency-Based Approach

CBLT: Competency-Based Language Teaching

CLT: Communicative Language Teaching

CTH: Centre touristique et hôtelier

EAP: English for Academic Purposes

EFHS: English for Hotel Staff

ENST: Ecole Nationale Supérieure de Tourisme

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ELT: English Language Teaching

F&B: Food and Beverage

FL: Foreign Language

FO: Front Office

GSA: Guest Satisfaction Agent

INTH: Institut National de Tourisme et hôtellerie

LT: Language Teaching

TEFL: Teaching English as a Foreign Language

TESP: Teaching English for Specific Purposes

TSA: Target Situation Analysis

WTO: World Trade Organization

EFHTI: English for Hotel and Tourism Industry

List of figures:

Figure 1: Professional Skills and Knowledge (p41.)

Figure 2: Hotel staff training (p43.)

Figure 3: A needs Analysis according to Munby (1978) (p63.)

Figure 4: Developing Linguistic Competence (p87.)

Figure 5: Implementing Pragmatic Awareness (p88.)

Figure 6: Instilling Professional Skills (p89.)

Figure 7: EFHTI competence (p90.)

Annexes:

Annex A: Table on Project Pedagogy (3AS)

Annex B: Journal article '*Prés de deux millions de touristes ont visité l'Algérie*' (April 03,2010, Le Quotidien d'Oran)

Annex C: Journal article '*431 projets d'hotels en deux ans*' (March 29,2010, El Watan)

Annex D: HR official Job description

Annex E: Objective Placement Test

Annex F: Questionnaire

Annex G : Newspapers article '*Le système LMD des langues en débat*' (May 05, 2001, Réflexion)

Abstract

The purpose of this study was to investigate the way English is taught in Algerian schools, universities and foreign companies. Another aim was to find out what English for Tourism and Hospitality entails in terms of specific English. Finally the aim was to design a BA professionalizing curriculum for Tourism and Hospitality Management in the LMD framework.

This piece of research lied on an Empirical study. The study focused on a synthesis of the jobs description in order to best understand the main professional skills, knowledge and competencies required to work in both industries. A questionnaire was administered to the hotel staff under investigation in order to examine the employee's needs, lacks and wants in terms of Specific English.

The results of the study were that English taught in the Hotel 'X' is not tailored to the workers' professional needs. It was also found out that both methodology and programme content are inappropriate. One conclusion was that teaching English for Hotel and Tourism should be based on a Competency-based programme.

One conclusion was that being communicatively competent in English for Hotel and Tourism implies developing linguistic competence, pragmatic awareness, cross-cultural competence and professional skills.

Introduction

How to teach English as a foreign language has often been subject to discussion among professionals, educationalists and teachers for many years, as it involves an accurate knowledge of the learner's linguistic needs in terms of Foreign Language learning. Regarding the current linguistic situation, it is commonly acknowledged that the English language took a place of pride in the world, a fact that is considered as a direct consequence of Globalization. Thanks to this worldwide phenomenon and the rapid growth of English, it is generally known that the English language is nowadays regarded as the language of the world, and that such a linguistic evolution is bringing about important changes at the social, political and economic levels. In this Globalization and internalization framework, many developed and developing countries are gradually and slowly involved in this international whirlpool, including Algeria. Though our country witnessed many years of lethargy and political unrest, the situation has positively changed and this has led Algeria to get out from its isolation and open its boundaries to modernization. The peaceful atmosphere, the economic stability together with a political conciliation towards the international market allows Algeria now to be involved in worldwide competition and one of the fields our country is trying to focus on and promote is Tourism. This activity which is but a huge industry is nowadays regarded as a serious alternative to hydrocarbons.

Despite Tourism is being seen as an interesting socio-professional asset for Algeria, it is not a recent phenomenon even if it is still considered as an emerging activity in our country. Promoting our cultural and historical heritage as well as our wonderful landscapes has become a promising issue and a real source of investment for Algeria. Besides, Saharan tourism has been listed as a priority under the SDAT (Schéma Directeur d'Aménagement Touristique). However, the current situation has to be examined objectively and we have to acknowledge that the infrastructures and the professional qualifications are poor because they are new and undeveloped. Hence, a political will has arisen to stimulate this sector and focus on both the financial means and human resources to achieve this end. Also, the new legislation and the recent programs will create a platform to develop and strengthen the tourism industry over the medium to long term.

One has to know that tourism is a general term that encompasses various other disciplines we shall see in details in Chapter1. One of the first priorities is to train future professionals and teach them multidisciplinary knowledge related to Tourism and Hotel

industry. Indeed, working in this field implies providing trainees with professional skills and competencies in order to help them come up with tourists' expectations and needs. This many-sided activity manifests itself on one hand by the trainee's ability to be professionally competent. On the other hand by the trainee's capacity to put forward some personal qualities that will allow him to perform specific job-related skills, such as to take in charge tourists or give them information about the different restaurants in the town. Therefore, we may deduce that all these professional techniques are but targeted commercial strategies that rest upon one fundamental concept: communication. To work in the hotel industry, as in many other domains, implies speaking English. Yet, the problem is that generally most people who want to apply for a job do not master English, though they studied it for many years at school. Consequently, efforts had been made to reconsider the teaching of English in our country and to best implement communicative competence.

It is worth pointing out that our educational system witnessed several shifts which seemed to be responses to approaches that emerged throughout the world, leading Algeria to adapt itself to those drastic changes. Among those approaches, there was the Structural Approach, in vogue in the 1970s, which strongly emphasized grammar and language knowledge. Later on in the 1980s, the Notional/Functional Approach came as a reaction against the previous one, though the aim remained the same i.e. developing communicative competence. However the latter fell short of expectations too, for it was criticized because of its restrictive use of communicative forms of language. A reform was therefore needed.

The last decades in Algeria are synonymous of rapid evolution in terms of political, social and economic changes, as well as changes or reforms in system. And as exposed previously, some symptoms showed that things were going wrong in that field, notably regarding the inappropriate teaching methods, the growing percentage of failure in the Bac exam, the unemployment increase. It was in this atmosphere of internal problems associated with world-wide evolution that our country had to reconsider its linguistic policy in terms of foreign languages' teaching in order to enable the Algerian society to get involved in modernization, and provide the future citizens with the necessary weapons and skills to face the professional life. Subsequently, several dispositions were set into motion.

This reform was marked by the introduction of the Competency-Based Approach and the Competency-Based-Language training, which broadly speaking, are projects to train future generations to be good and responsible citizens. Indeed, both approaches teach how to

work together, interact, share and exchange ideas, and help the student play an active role in his learning while allowing him to acquire increasingly autonomous conduct. This approach is characterized by the project pedagogy, an activity that aims at creating collaboration between the learners and develops the different skills and competences that should be used in a dynamic pedagogical context. What the CBA and the CBLT have in common is that both of them are directed towards the same objective namely linguistic, methodological/technological, socio/cultural or else socio/professional in the unique unchanged purpose of achieving communicative competence; hence a new focus on the learner.

Taking into consideration the fact that teaching English should be more learner-centered, the status of the English language in our country had to be reconsidered as well, at least pedagogically speaking. Indeed, if we were to ask students at tertiary level why they want to study English, a majority of them would reply that mastering this foreign language has become a necessity in the professional world, and would agree upon the fact that it's required in almost every domain. Few of them, however, would answer that it is for prestige or to ensure a decent education. Indeed, the infatuation in Algeria towards the English language is not recent, for not only are the first economic resources- oil and gas- exploited by the famous national company, the Sonatrach, whose partners are mainly Americans and English speakers, but also because our country is still attracting many overseas companies placing therefore Algeria at a place of pride in terms of foreign investments. Thus, being proficient in English is now regarded as a significant criterion to apply for a job since almost all jobs in Algeria require English: be it for a technician who would need it to understand instructions, for a businessman to communicate and negotiate, or else for a receptionist to deal with foreign tourists, etc. This professional English is commonly referred to as ESP (English for Specific purposes). Being geared towards the learner's professional needs, it is also intended to help him perform specific job-related skills in his future professional life.

The new focus being on the learner and his professional needs, a reform was also needed at the tertiary level. This change took shape through the implementation of the LMD programme and was aimed at replacing the BA in English also called 'License Classique d'enseignement en Langue Anglaise', intended to train the students to teach English but deemed as being too limited and restrictive regarding their professional horizons. With the implementation of the LMD system, things tend to change although many universities in Algeria still propose both programs which is the case at Mostaganem department of English.

Here, it is worth stating again that the LMD programme is but a professionalizing curriculum meant to prepare the trainees to acquire the necessary knowledge in terms of professional skills, competencies and ESP. Besides, this professionalizing programme of study is characterized by a set of features. Here we no longer speak in terms of 'modules' but rather in terms of teaching units containing subject-matter fields focusing on specific areas. Also, training in partnership with professionals and companies will be proposed in order to consolidate the knowledge acquired during the semesters. Besides, several LMD projects had been proposed and validated at the Faculty of Letters and Arts of Mostaganem among them 'English for Medias', or 'Business English'. Also, 'English for Tourism' was briefly evoked but fell through. Thus, it is an opportunity for us to deal with this idea and to clarify some issues.

The reason for choosing to deal with ESP for the Hotel and Tourism industry as a research topic is that to the best of our knowledge, few studies have been conducted on this issue in Algeria except some research that dealt with ESP for Biology students or EST (English for Scientific and Technological Purposes). This specific aspect was primarily studied by the forerunners Ever and Latorre (1969), Swales (1971), Selinker and Trimble (1976) and others who were the first to examine EST. This choice was also influenced to a great extent by my recent professional experience in an international hotel, an opportunity that motivated me to carry out a piece of research based on an analysis of the way English is taught in this American company, and see whether it fits with the kind of jobs that are performed in this hotel.

The aims of our research are manifold. Our first objective is to examine the different skills and competencies that are required to work in the Hotel/Tourism industry in order to understand the needs in terms of linguistics tools. The next objective is to demonstrate that English taught in Algerian schools, universities and even companies (in this case the hotel) does not correspond to the kind of English necessary for the professional world. In order to reach this objective, a questionnaire was administered to the workers and several hypotheses have been raised. The first hypothesis is that the employees have difficulties to interact and socialize with the English-speaking guest. The next one lies in the fact that they are not communicatively competent. Eventually, the company does not provide the employees with necessary courses attuned to their professional needs. From this analysis our ultimate goal is to elaborate a professionalizing curriculum in order to prepare students wishing to work in the

hotel industry, tour operators or travel agencies to be communicatively and professionally competent when interacting in English with foreigners.

This analysis is therefore divided up into four parts including first a theoretical chapter which starts with a short history of TEFL approaches, including an overview of the different communicative teaching issues that have been briefly referred to in this introduction. The first part encompasses as well, a descriptive analysis of the status of ESP in Algeria, notably the context of emergence of this approach and its impact on different fields notably Tourism. As pointed out previously, the second chapter includes first, a presentation of the company and a description of the English courses provided at the hotel. Then, a job description-based analysis of the different competencies and skills that are related to the jobs performed in this hotel. Afterwards, the third part includes the questionnaire proposed to the Hotel 'X' workers notably the methodology, the analysis and the findings. Part four is a proposition of a curriculum for students of Tourism and Hospitality Management in the LMD framework, including the pedagogical goals, methodology and the different variables that constitute a curriculum.

PART ONE:
THE STATUS OF ENGLISH AND THE PLACE OF TOURISM
IN ALGERIA

1. TEFL IN ALGERIA AND THE EDUCATIONAL REFORM

1.1. The 1970s : the Structural Approach

The teaching of English as a Foreign Language in Algeria has gone through several approaches and this on account of the evolution in terms of research, i.e. from a scientific point of view, a method or an approach is at a certain extent likely to be rejected or replaced by another one which will make up for the limitations of the previous one. In Algeria, the educational system witnessed a great deal of changes throughout several reforms and notably the reform of 2003 (we will tackle this point in details later.). The aim here is on the one hand to shed light on the different approaches that have been applied hitherto including the structural approach, the functional approach, and the communicative approach and finally the competency- based approach. On the other hand, one seeks to have a clearer idea of the learner's entry profile in English when he registers at university. Let's first highlight some features of the structural/grammatical approach through the Algerian educational system.

Teaching a foreign language implies taking into consideration several issues which will influence considerably the learning process. These issues include the approach to be adopted, the syllabus to be followed, the topics to be dealt with, the texts to be used and the classroom activities to be proposed. As the discussion unfolds it seems to be suitable to illustrate this part with some definitions in order to clarify some basic concepts. Let us first define the term 'approach' in the first place. In LT (language teaching) the term 'approach' is usually used to refer to a general view of how teaching should be carried out, e.g. 'the structural approach' implies that stress should be put on the structure of language (form and function). The second concept to be defined is that of 'syllabus'. According to Widdowson (1984:26) a syllabus is

'Simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded with absolute rules for determining what is to be learned rather points of reference from which bearings can be taken'¹.

Another more traditional definition defines syllabus as being concerned essentially with the selection and grading of units or items to be taught. In the case of the structural/ grammar approach, emphasis is put on the teaching of sentence structure and grammatical

¹ Widdowson, H.G., 'Educational and Pedagogical Factors in Syllabus Design' in Syllabus Design ed by Brumfit C.J. London: Pergamon Press & the British Council, p.26, (1983)

rules; the identification of the approach being made, the aim is to list and order the rules of grammar to be taught as teaching and learning points. All the teaching and learning points constitute some sort of inventory that represents the syllabus.

From a theoretical perspective, what mainly characterizes the structural approach is not only the teaching of formal and structural knowledge as pointed out so far, but also the learning of separate syntactic elements (syntax-based) and the memorization of grammatical rules and application of them in unrealistic ready-made situations. In this atmosphere, Wilkins evoked what he coined 'a synthetic syllabus' to refer to the grammatical syllabus and claimed:

'a synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation until the whole structure of language has been built up'².

Here, the focus is on what is dubbed *linguistic competence*, a term initially coined by Noam Chomsky and referring to '*our knowledge of language as a system of regularities*'. Later on, Widdowson (1990:48) coined linguistic competence '*learning sentences which constitutes an investment in competence to be variously realized to meet unpredictable requirements in the future*'.³ Basically, linguistic competence is a term that refers to the knowledge of the formal rules of a language that speaker/hearer acquires innately (native speaker through stimulus-response or through learning a second language).

In practice, the application of the structural approach manifests itself by the teacher's proposal of typical exercises such as pattern drills, which consist in manipulating a grammatical pattern in the assumption of creating a wide range of instances (language mechanisms). Other kinds of drill manipulating, whereby the focus is always on form and usage, consist for the learner in devising interrogative sentences with different lexical items and syntactic constituents. Such a kind of exercise is the result of the merging of two streams of thoughts namely structuralist linguistics and behaviorist psychology⁴.

Bloomfield (1935), one of the forerunners of the structuralist stream, defines grammar in terms of syntagmatic features carrying fundamental propositions (statement, interrogative, negative, imperative, etc.) and notions (time, number, gender, etc...). Besides some forms of exercises such as 'substitution tables' which consist in creating sentences from various

² Wilkins, D.A. , *Notional Syllabus*, Oxford: University Press, p.2, (1976)

³ Widdowson, H.G. ,*Aspects of Language Teaching*, Oxford:University Press, p.48, (1990)

⁴ This simple but significant theory says that learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence.

words belonging to several grammatical categories help the learner acquire certain mechanisms . In parallel, ‘audiolingualism’, popular in the 1960s and mostly in the US, came as an approach that strongly recommends imitation and intensive repetition. Thus the combination of both approaches produces typical grammatical/ structural exercises designed in the assumption that it is the internalization of grammar coupled with exercises of syntax that provide the learner with the necessary grips in terms of learning.

The lesson under a structural approach are given following a teacher-centered method ,a method closely related to the behaviorist tradition which assumes that learners are passive and that they become active by reacting to stimuli in the environment, here it is the teacher who precisely gives a frame to the context and ‘stimulates’ the learner. As its names suggests, the focus is on the teacher; he talks while the learners are listening to him and he corrects every mistake which represents a sort of hyper correction. In such a framework, the teacher is said to be the primary information giver and evaluator and transmits his knowledge to the learner.

Concerning evaluation, success is measured in terms of the accurate use of grammar and vocabulary⁵. The kind of evaluation which is done, and notably in Algeria before the 2003 reform of 2003 said to be ‘summative’, which means that the learner sits for a test and then the teacher gives him a mark. Traditionally, this evaluation is regularly made and is designed to ensure that the information shared during the lesson or the course provides a balanced picture of the learner’s strengths and weaknesses. Here the means of assessment is traditional textbook based questions coupled with drill manipulating and syntax-based exercises.

1.2.The 1980s: the Notional/Functional Approach

It was assumed among ELT practitioners that teaching with the structural/grammatical approach, thereby providing the learner with the necessary grip in terms of formal knowledge would enable the latter to create a wide range of structurally good sentences and use language (the usage and the written form) appropriately. However after many years of application of this approach to language teaching, ELT practitioners found that the above assumption fell

⁵ Including vocabulary memorization (List of words to learn), rule usage (rules of thumb to learn by heart) and written production and skills.

short of expectation and that the structural approach presented negative aspects. First, it has turned out that the language taught was rather a sort of decontextualized, idealized and standardized form of language generating static and inert learning.

On this issue, Newmarks (1979:163) defined as *'structurally incompetent' the student who has developed the ability to produce grammatically correct sentences yet is unable to perform simple communicative tasks*⁶. Such a lack of spontaneity both in terms of teaching and learning pushed not only ELT (English Language Teaching) practitioners and linguists, but also psychologists (among them Firth), whose scope of research extends to language as well, to question this approach and tackle language differently. This means that behind the word categories, the grammatical rules and the syntactic structures that precisely enable the learner to produce sentences endlessly, there is a whole range of features that cannot be automatically systemized. At this particular juncture, one may say that Cook (1989:81), a famous linguist, criticized harshly this approach saying that most of the time students fail to act upon their systemic knowledge to communicate because grammar on its own is not enough for communication. Hence he claimed,

*'Splitting communication into levels of communication may sometimes help but those separate levels will always need to be integrated if communication is to take place, sadly this does not always happen'*⁷.

In this atmosphere the latter and other linguists came up to the conclusion that language works at two levels: formally and functionally. This is what we should develop in details. Saying that language works 'functionally' means dealing primarily with 'form' versus 'function'. By 'form' we refer to the internal grammatical structure of a word: 'men' as the plural form of 'man', 'see', 'saw', 'seen', 'seeing' as the forms of the verb 'see'. 'Function', however, is the rule underlying the use of language in specific situations; it is the purpose for which speech or writing is being used. Nevertheless, our aim being to focus on 'functional-notional approach', we have to define what is meant by 'notional' (stemming from 'notion'). A 'notion' stands for the context in which people communicate (at the bank, at the supermarket, etc.). In this context 'function' is more precisely the speaker's social behavior and his specific purpose to communicate in the context (warning, threatening, advising etc.). Therefore, the purpose is no longer to create sentences but utterances, which is according to Halliday and

⁶ Newmark, L. , *How not to interfere with language learning*. In C.J. Brumfit and K.Johnson (eds), *The Communicative Approach to Language Teaching*, Oxford University Press, p.163, (1979)

⁷ Cook, G. , *Discourse*, Oxford: Oxford University Press, p. 81, (1989)

Hassan (1976: 1) '*a unit of language in use*'⁸; 'use' referring in the didactic arena to the actualization of abstract knowledge while 'usage' corresponds to the handling of linguistic forms.

Another distinction which may be highlighted is that the structural approach advocated drill pattern practice, whereas the functional approach focuses on the acquisition of snatches of pre-conceived and artificial communicative behaviors to be accumulated and issued in appropriate circumstances. To illustrate this observation let us mention Wilkin's claim (1976) who states '*What people do through language is more important than mastery of the language as an unapplied system*'⁹. To put it another way, advocates of such an approach claimed that this would help the learner develop his ability to communicate effectively and appropriately in a variety of real-life contexts.

At this particular juncture, it is important to underline that the following concepts: 'function', 'notion', 'use' paved the way to what is dubbed 'Speech act', a theory initially coined by the American linguist philosopher Austin in his article 'How to do things with Words' (1962) whereby it is assumed that the speaker (or writer) may convey different messages (a function i.e. force) through the same sentence (structure). In other terms, the following sentence 'Shall I prepare a cake?'¹⁰ is structurally speaking an interrogative sentence while functionally speaking it as a suggestion. Here lies one of the differences¹¹ between the structural approach and the functional approach since exercises proposed through the first approach would consist in devising other interrogative sentences with different lexical items. The purpose through the second approach would be however to infer other 'suggestions'. One may say then, that the functional/notional syllabus was born.

Besides Wilkins compared the notional syllabus to what he coined 'analytic syllabus' which is according to him, '*organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes*'¹². Yet one question remains, what is meant by 'purposes for which people are learning language'? This paves the way to the next approach: the communicative approach

⁸ Halliday, M.A.K, and Hassan, R., *Cohesion in English*. London: Longman, p.1, (1976)

⁹ Wilkins, op.cit., p.10

¹⁰ This aspect remains more in terms of Locutionary, Illocutionary and Perlocutionary Acts.

¹¹ But not always, for instance 'I fly to New-York next week' (Intention act) and 'I'm flying to New-York next week' (Affirmative act)

¹² Wilkins, op.cit., p.13

1.3. The Reform Period: From the Communicative Approach to the Competency-Based Approach

The last decade in Algeria is synonymous of rapid evolution in terms of political, social and economic changes as well as changes or reforms in system. In fact some symptoms showed that things were going wrong in that field, notably regarding the inappropriate teaching methods, the growing percentage of failure at the Bac exam, the unemployment increase. In such a context of internal problems associated with globalization and technological evolution, a reform was undeniably needed.

It is an undisputed fact that one cannot evoke globalization without talking about the spread of English which is the language of science, communication and business *par excellence* and a world language. Besides, there is a tacit agreement on the fact that English is actually regarded as the international language and some researchers say ' *half the world's population will be or learning English by 2015* ', and ' *two billion people are expected to start learning English within a decade and three billion will speak it* '¹³ claims a British Council estimate. Therefore, one may work out that the status of English has changed and this development carries significant sociolinguistic, psycholinguistic and educational implications.

It was in this atmosphere of world-wide evolution that our country had to reconsider its linguistic policy in terms of foreign languages teaching so that enabling the Algerian society to get involved in modernity and provide the future citizens with the necessary weapons and skills to face the professional life. Hence, in 2001 an educational reform covering several dispositions was set in motion. This shift took shape through the CBA (Competency-based Approach) and the CBLT (Competency-based language teaching) which are projects to prepare future generations to be good and performant citizens. Before explaining in details this new form of language teaching, let us survey briefly the different approaches applied hitherto in Algeria in order to understand the current paradigm shift in teaching English as a foreign language.

After many years of application, the functional approach has proved to be ineffective and was vividly criticized for not being helpful in developing the learner's interactional ability. Indeed though learners managed to communicate effectively either in pairs or groups,

¹³ www.news.independent.co.uk/world/environment/story.JSP, accessed 10 December 2004

through different situations set up by the teacher and that they were likely to encounter in real life, their English remained ‘a classroom English’. According to certain linguists, among them Widdowson, this method fell short of expectations as to what concerns communication *per se*. Hence the latter claimed (cited in Nunan, 1998) that such a method represents a simplistic view of communicative competence and fail to address the process of communication.¹⁴

After many research in the field of ELT and Psychology, a new approach to language teaching called the Communicative Approach mushroomed in the late 1970’s and viewed language teaching as a form of social behavior. In fact, beyond structures, functions and notions, it was assumed that there is a wide range of concepts which are actually at the heart of communication. This approach rests on the theory of communicative competence, the main precursor of which is Dell Hymes. This famous American linguist viewed communicative competence as the ability to communicate through language fluently, spontaneously and appropriately within a given cultural context.

Moreover he claimed that a person who acquired communicative competence acquired both the linguistic knowledge and the ability of using the language (in Richards & Rogers 1986:70)¹⁵. For him competence involves far much than grammaticality. The rules of language are according to Hymes ‘rules of use without which the rules of grammar would be useless’¹⁶ (in Brumfit and Johnson 1979:15). In other words though the structural approach was deemed inappropriate and paid scanty attention to language use, grammar however remains a pillar in communication; hence Littlewood (1981) states ‘one of the most characteristic features of CLT is that it pays attention to functional as well as structural aspects of language’.¹⁷

Starting from this evidence, the introduction of the communicative approach and notably in Algeria after the reform of 2003 lead gradually and slowly towards the application of the competency-based approach; a new method that advocates primarily the learner’s autonomy and social interaction.

Focusing on the learner’s autonomy means providing the learner with a meaningful learning that mainly rests upon the acquisition of various skills likely to be used in real life situations.

¹⁴ Widdowson, H.G., *Teaching Language as Communication*, Oxford University Press, p.48, (1978)

¹⁵ Richards, J.C. and Rodgers, T.S., *Approaches and Methods in Language Teaching: a description and analysis*. Cambridge: Cambridge University Press, p70, (1986)

¹⁶ Brumfit, C.J. and Johnson, K.(Eds), *The Communicative Approach to Language Teaching*, Oxford University Press, p15, (1979)

¹⁷ Littlewood, W., *Communicative Language Teaching*. Cambridge, p.1, (1981)

But before dealing in details with the different abilities to be taught, let us first define the concept of ‘competency-based approach’. As its name suggests it, this approach stems from the word ‘competency’ which is according to Mrowicki (1996:144)

*‘Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment’.*¹⁸

Not only CBA teaches how to work together, interact, share and exchange ideas, but it also helps the student play an active role in his learning and enables him adopt increasingly autonomous conducts and responsible behaviors.

Basically, this approach follows the line of ‘project pedagogy’ which consists in proposing the learner to carry out a research on a given context and work in group. The whole process is orchestrated by the teacher who plays the role of facilitator. Indeed this activity aims at creating collaboration between the learners and developing the different skills and competencies to be restituted in a dynamic pedagogical context. The reform of 2003 in our country definitely marked the shift in the educational system in applying this approach at middle and high school. Though knowledge to be assimilated in 3AM diverges from the one to be achieved in 3AS, the skills or outcomes and the competencies to be acquired are directed toward the same objectives namely: linguistic, methodological/technological, and socio-cultural/socio-professional and in the unique purpose of achieving communicative competence (cf Annex A)

1.4 LMD of English: which training prospects

The discussion that follows is intended to have an idea as to the programs content of both the Classical License¹⁹ and the LMD²⁰ curriculum. Until recently, the classical license was still considered as a degree for Teaching English, preparing the students to become teachers at

¹⁸ Mrowicki,L., *Project Work English Competency –Based Approach, Approaches and Methods in Language Teaching*, Portland, OR: Northwest Educational Cooperative,p.144, (1986)

¹⁹ Classical Licence : A BA that lasts four years in Algeria as opposed to a BA based on a three year program within the 3x5x8 Anglo saxon system.

²⁰ LMD : a 3x5x8 system (license :3years, Master :5 years, Doctorate :8 years)

middle or high school, and even at university (with a magister degree). Besides, fourth year students had to perform some teaching practice in class during a given period of time and write a portfolio about their experience. However, after many years of implementation, this license was deemed as being somehow too restricted for the professional horizons that students could hope as their professional opportunities were limited to teaching. As a matter of fact, the 'English BA' became the new license replacing therefore the traditional English teaching license, though ironically, the programme did not change. With the implementation of the LMD (license, master, and doctorate) system, things tend to change although many universities in Algeria still propose both programmes. This is the case at Mostaganem department of English. Let us then consider their respective contents.

The classical license is a four years curriculum which offers various disciplines and modules mixing knowledge of the language, general knowledge and more specific areas such as Phonetics and Linguistics. From the first to the third year, the students are taught grammar, written-expression, oral expression, etc. The aim is to teach the four skills i.e., reading, listening, speaking and writing and allow the students to acquire the knowledge of the rules of the language. The second year includes an introduction to British and American civilization and literature offering the students valuable insights such as the culture, history and the literary heritage of the target language. Third and Fourth year students also attend certain courses in Psycholinguistics and Sociolinguistics in order to better work out the linguistic process at both the cognitive and social level. Eventually in the fourth year, methodology, TEFL (Teaching English as a Foreign Language) and Psychopedagogy are focused on, preparing therefore the students to teaching. To the best of our knowledge the 'Classical License' fell short of expectations as to the teaching of the communicative skills. Indeed, once the fourth year students hold their licence, most of them are perfectly able to talk about 'the Wall Street Crash' and the 'Great Depression' or else debate and discuss literary movements such as 'Modernism'. Yet, when it comes to interact and communicate properly and appropriately in an unexpected situation, things get complicated. This issue will be discussed in the Third Chapter.

The LMD programme, however, clearly aims at preparing the students to their future professional life. Hence, this programme is presented according to more specific criteria and proposes a final training in partnership with companies and professionals. Concerning the implementation of this programme at the Faculty of Letters and Arts, University of Mostaganem, one may say that a number of LMD projects resting on specific areas had been

proposed and accepted such as 'English for Medias and Communication', 'English and pedagogy' or 'Business English. As we may notice, these programmes are attempted not only to meet with the students' professional expectations but also to provide the learner with specific training, placing therefore ESP at the core of the debate. The project 'English for Tourism' was evoked but fell through. This is therefore an interesting opportunity for us to develop the idea and attempt to bring some answers.

2. TOURISM AND THE STATUS OF ESP IN ALGERIA

2.1. Tourism: a Socio-Professional Asset for Algeria

Tourism is not a recent phenomenon, though it is nowadays considered as an emerging economic activity in Algeria. The first definitions of the concept go back to the beginning of the nineteenth century. Hence, one of the earliest definitions was given by an Austrian economist in 1910 who defined it as a: *'Bob total of operators, mainly of an economic nature, which directly relate to the entry, stay and movement of foreigners inside and outside a certain country, city or region'*²¹. Three decades after, Hunziker and Kraft provided in 1941 a more complete definition of the term qualifying it as:

'The sum of the phenomena and relationships arising from the travel and stay of non- residents, insofar as they do not lead to permanent residence and are not connected with any earning activity'.²²

With regards to these two definitions it would be interesting to add that tourism today is not only a phenomenon but also a huge industry. One of the first questions that come to our mind is the following one: Why do people travel? The answer goes beyond the traditional and Cartesian, though realistic, view that people travel for leisure, recreational and professional purposes. Indeed, exploring the 'otherness' and knowing more about different ways of living, traditions and rituals in other regions or countries has always been an irrepressible desire for man that pushes him to transcend his own life and discover the 'unknown'.

Nowadays, to escape from one's routine and travel toward new horizons is no longer a fuzzy philosophical concept: it is but a real market, a huge industry which involves

²¹ Sidestore.com/hotel_booking.php

²² Website, op.cit.

organizations and professionals whose main mission is to welcome the tourists and sell dreams. Besides, this industry represents 11% of the international gross domestic product and employs 231 millions people who work in different fields or service sectors associated with tourism, including transportation (taxis, boats, planes, buses...), accommodations (hotels, restaurants...) and leisure activities (sport, entertainment venues...). Moreover, tourism has proved vital for certain countries such as Tunisia, due to the income generated by the consumption of goods and services by tourists and the opportunity for employment in the service industries related to tourism.

Therefore, this observation leads us to look into the situation in our country and try to understand the reasons behind the development of this important economic sector. Evoking few years before the word 'tourism' and the activities it encompasses would have sounded like utopian and this on account of the tragedy and lethargy our country witnessed during the 1980's -1990's. Despite this negative image accentuated by a constant fear, things have changed positively in Tourism. Indeed, the tourism ministry recorded 2 millions tourists who visited Algeria, as compared to 500 000 tourists five years ago. In fact, there are several reasons and factors that allow us to better understand this infatuation. First, it is important to note that nowadays the world finds itself in a context of internalization and globalization where developed and developing countries are gradually and slowly involved in this international whirlpool. This applies to Algeria as well.

The peaceful atmosphere, the economic stability together with a political conciliation towards the international market allows Algeria now to get involved in a worldwide competition and promote its wonderful landscapes and cultural heritage. Besides, the most visited towns and tourist destinations are: the Saoura, the Taouat, Gourara, the Hoggar, the Tassili, Iliizi, Ghardaïa, the Casbah of Algiers, the bridge of Constantine, Santa Cruz in Oran, the Western beaches and of course the wonderful Saharan South which represents a place of escape and welfare. Thus, Saharan tourism is now regarded as an 'in vogue 'destination for most European tourists.

Moreover, thanks to the transportation and air fleet modernization, it is now possible to take a flight from Paris and reach Tamanrasset in four hours to discover endless sand seas and volcanic mountains. According to ministry sources, about 10 000 tourists (out of the two million tourists mentioned above) went to the Ahaggar in Tamanrasset, the town which is appreciated most in Algeria. Another aspect of the Algerian tourism is the thermal tourism,

softened by a temperate climate, which offers the possibility to relax in hammams²³ and sources. Among these natural jewels we may find ‘Hammam Salhin’ near Biskra, ‘Hammam Bou Hadjar’ in Ain Temouchent or else ‘Hammam Masskhoutin’ in Guelma. Eventually, business tourism plays a significant role in our country and this on account of the increasing number of foreign companies and investors that settled down in Algeria ten years ago and who are still investing.

In an effort to meet the increasing demand to promote the sector, a cooperation program between the Minister of Town Planning, Environment and Tourism, and the World Tourism Organization (WTO) for 2010-2015 was signed in Algiers on the sidelines of the 50th meeting of WTO commission for Africa (May 17-19, 2010). The programme includes three main lines: marketing, the improvement of infrastructures and training. This paves the way to the following discussion which highlights some dispositions adopted during this commission as well as the expectations in terms of vocational training.

In the light of what has been discussed so far, tourism is now regarded as both a promising issue for the economy and a serious alternative to the hydrocarbons as well; therefore a political will to stimulate this industry which represents a significant investment for the country. The fact is that Algeria has abundance of wealth both natural and cultural. Yet, the current situation has to be considered realistically and we have to acknowledge that the accommodation infrastructures and the qualifications in terms of human resources are poor though great efforts are made to improve the situation. In fact, this industry is still new and not very developed but political action plans are carried out to achieve the aim of optimizing both the domestic and inbound tourism. These notions of *domestic* and *inbound* tourism were provided by the United Nations which classified three forms of tourism in 1994 in its recommendations on Tourism Statistics: Domestic tourism which involves residents of given country traveling only within this country. Inbound tourism, involving non-residents travelling in the given country; and outbound tourism, involving residents travelling in another country.

²³ Turkish baths or Saunas

At this particular juncture, it would be interesting to have in mind some numbers that give us an idea of what has been discussed during the Commission of Africa (mentioned earlier), indicating thus a clear improvement in the field of Tourism:

- 431 hotel projects corresponding to 38 882 beds and generating 58 323 jobs
- Creation of 20 villages of excellence
- Almost 2 million tourists in 2009, as compared to 500 000 five years ago²⁴

This leads us to indicate the impact of such action plans that is twofold. First, it is economic and financial since it will boost the national economy. Then, it is social and this regarding the discovery of the Algerian people through their landscape and culture as well as a social promotion in terms of contacts with the foreigners.

As far as training is concerned, the tourism sector has at its disposal its own professional training track which includes human resources and infrastructures. In fact, one has to know that tourism is an umbrella term that encompasses various disciplines (catering, hotel industry, travel agencies, the tourists 'activities etc.), that not only demand a certain 'know-how' but also a 'know-how. Several institutes notably the INTH in Tizi-Ouzou (the National Institute of Tourism and Hotel Management) with several annexes, the CTH (Tourism and Hotel Management Center) and the ENST situated within the hotel El Aurassi (the National Institute of Tourism) in Algiers are therefore the main institutes in charge of the future vocational training. Besides, while the latter proposes among other things two programs namely the LMD and the Classical License in Hotel Management, the INTH for instance ensures specialized training in catering and culinary art. The point to be noted here is that one of the first priorities is obviously to provide future professionals with adequate training based on a multidisciplinary knowledge which will allow them later on to come up with the tourist's expectations and needs.

Indeed, this multifaceted nature of Tourism manifests itself on one hand by the trainee's ability to apply certain skills and professional techniques and this, regarding the services sector in which he or she works (for instance catering). On the other hand, to work in this domain requires from the (future) employees to possess a certain number of personal qualities, such as the availability and sociability that will help them perform particular professional competencies such as taking in charge the tourists, promoting the cultural or

²⁴ March 29,2010, Le Quotidien d'Oran, p.24

historical heritage of the region, give information about the different hotels, restaurants or other spots where they can settle down. In such a context, all these targeted commercial strategies that represent this huge industry rest upon one fundamental concept which is communication.

2.2. ESP: The Context of Emergence

The different points that have been dealt with hitherto show that the educational system in Algeria underwent tremendous changes on account of the different reforms that took place, mainly through the 2003 reform. Indeed TEFL in Algeria has proved to be a tricky issue since our country had to adapt itself rapidly to the other countries in terms of FL (Foreign Language) policy and provide adequate approaches of teaching in the assumption to meet the learners' wants and needs. Let's skate over the main pedagogical trends our system witnessed since the very beginning of the English teaching. The 1970s referring to the structural approach that strongly recommended the memorization of grammatical rules and subsequent application through syntax-based exercises soon came under attack for being flawed by the lack of 'communicative dimension'. Then, the 1980s with the notional approach came as a reaction against the structural approach and rested mainly on the idea that behind a sentence there is an utterance; a function that helps communicate in different situations.

However, this approach was also criticized because of its restrictive use of communicative forms of language. Eventually the Communicative Approach followed by the Competency –Based Language Teaching came as a revolution insofar as it advocates mainly the learner's autonomy and social interaction through project pedagogy. The reform in Algeria allowed therefore ELT practitioners, educationalists and teachers to apply the CBLT likely to provide the learner with the necessary skills, knowledge and attitudes required for effective communication in real situations and contexts. So, one may ask the following question: Why do we learn English in Algeria?

Despite the fact that the English language is an international language, there is no straightforward answer to this question for it requires a deep analysis as to the status of the English language in Algeria. Learning English is no longer for pleasure or prestige to ensure a

well-rounded education. Rather, it became a necessity for the future Algerian citizens who, once they have finished their studies have to find a job where English is required. The interest in Algeria towards this foreign language is not new since the first economic resources, oil and gas, are exploited by the national company, Sonatrach, whose partners are mainly Americans and English speakers. Still, Sonatrach is not the only company in Algeria that generates profit since a lot of foreign companies (English, German, Spanish, Chinese...) invested and are still investing, and require therefore from the job seekers to have a good command of English. In short, one may say that almost all jobs in Algeria require English: technicians and engineers to decipher the instructions, doctors to get with new technologies, businessmen to communicate and negotiate, and secretaries to write mails and answer the phone in English, or else hotel employees to deal with foreign tourists, etc. This paves the way to the following point: do all these jobs require the same English?

Here the answer is quite obvious since generally all the jobs require specific English for each context in which they are performed is specific. Yet there is a great deal of confusion as to what is specific or what is not, for if we follow the idea that a language is said to be specific when intended for a particular purpose, we may therefore deduce that ‘baby talk’ for example is specific. Likewise, if we consider each of our utterances acting as messages or ‘forces’, we can also presume that they are specific too. The point to be noted here is that the debate of what is specific from what is not is an endless discussion for every use of the language may be regarded as being specific. For that reason, we shall explore only one aspect that manifests mainly in the professional and academic world and which is commonly referred to as ESP (English for Specific Purposes).

The emergence of the term ESP goes back to the late 1960s and was mainly influenced by three factors which are according to Hutchinson & Waters (1987:06) ‘*the demands of a new brave world, a revolution in linguistics and a new focus on the learner*’.²⁵ Indeed after the end of the Second World War, the world witnessed a great expansion in scientific, technical and economic activities. The most powerful nation at that time was by far the United States of America often called ‘the Arsenal of Democracy’ which succeeded to grow rich and powerful after the war and thanks to the other countries debts. This expansion gave rise to a world dominated by two forces: technology and commerce. It is in that

²⁵ Hutchinson, T. & Waters, A., *English for Specific Purposes: A Learning-Centered Approach*. Cambridge, Cambridge University Press, p.25, (1987)

framework that English, as both cause and effect, has been accepted as being the international language.

This infatuation towards this language was accelerated by the oil crisis of the early 1970s, a period in which major industrial countries and particularly the USA faced shortages of petroleum. This led therefore the country to deal with potentially sources in the Middle East oil-rich countries helping English become the language of business which lies on two basic concepts: Time and Money.

The second factor that influenced considerably the growth of ESP was undeniably a revolution²⁶ in Linguistics (Hutchinson T, and Waters A, 1987). The term ‘revolution’²⁷ was coined regarding the fact that the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Widdowson 1978). In fact, as pointed out previously, TEFL witnessed through the last decades many changes due to new influential ideas. For example Dell Hymes’ communicative competence was a stepping stone towards a new approach that bears the same name, namely the ‘communicative approach’. Other findings proved that there is a difference between a ‘sentence’ and an ‘utterance’, between say the word ‘notion’ and function’. Afterwards, Discourse Analysis, qualified by Fasold (1990: 65) as being ‘*the study of discourse is the study of any aspect of language use*’²⁸ draws insights from the analysis of any piece of language (written, oral, gestual etc.) through various approaches including, for instance, the Speech Act Theory²⁹ as expounded in Austin (1962) who studied context as the guiding light of his research. To shed light on the term ‘context’, let us consider the following definition drawn from an encyclopedia of linguistics (2005:237) ‘*contexts are seen as textual elements embedding particular utterances, and as circumstances surrounding particular situational events*’³⁰. So all these approaches and new findings lead naturally to the conclusion that context plays an important role in TEFL and ESP.

Consequently, this gave rise to the view that there are important differences between English for technicians or English for hotel staff for instance, insofar as the context changes

²⁶ Hutchinson, T. & Waters, A., *English for Specific Purposes: A Learning-Centered Approach*. Cambridge, Cambridge University Press.,p.7, (1987)

²⁷ In reality the only revolutions in Linguistics we know of are those by W. Vonthumbolt, F. de Saussure and lately N. Chomsky (60 s’)

²⁸ Fasold, R.,*Sociolinguistics of Language*. Oxford: Black Well,p.65,(1990)

²⁹ Austin J.L, *How to do things with words*. University Press, Oxford,(1962)

³⁰ Strazny. P., *Encyclopedia of Linguistics, Volume 1, Taylor & Francis Group*, New-York, Oxon,p237,(2005)

accordingly. Hence, such a shift in linguistics coupled logically with the emergence on ESP. Besides Hutchinson, T. & Waters, A (ibid: 19) define ESP as '*an approach to language teaching in which all decisions as to content and method are based on the learners reason for learning*'³¹. One must stress here that Hutchinson, T. & Waters, A were not the first linguists who studied ESP as the first publications and writings on ESP date back to the seventies and dealt mainly with English for Scientific and Technological Purposes.

We also mention Ewer and Latorre (1969) who gave descriptions of written scientific and technical English, Swales (1971), Selinker and Trimble (1976) and others. In short the idea was that any particular group of learner need English courses tailored to their needs and modeled on vocabulary and structures they use.

The third factor that helped ESP mushroom was a new focus on the learner who not only needs English to communicate but also to perform specific job-related skills. Operating on the basic principle that English taught for specific purposes should be geared towards the learners' needs, several conditions for learning took a different shape and notably the notion of motivation. Indeed the first step towards this objective was achieved thanks to the introduction of the CBLT in middle and high schools. This allowed the learner to acquire certain skills, knowledge and attitudes likely to prepare him to his future professional life. With ESP the notion of motivation nowadays is more important than before for the learners can apply what they learn during the course to their main field of work. So, dealing with vocabulary and grammar structures they actually use in professional real-life is highly motivating, for the learner acquires English not only in terms of form but also in terms of function.

2.3. ESP: A long-developing process

While in the previous discussion, we tackled the different factors that led to the rise of ESP, the analysis that follows deals now with the different phases ESP has undergone through its development. Indeed, in addition to the world-wide growth of English combined with a 'revolution' in linguistics and a new focus on the learner, ESP has been also studied through different approaches in the assumption to work out the way it operates. The first approach is

³¹ Hutchinson, T. & Waters, A., op.cit., p 19

coined 'Register Analysis' and as its name implies, it offers valuable insights into the language register, which is, according to Halliday and Hasan ((1985:39),

"A configuration of meanings that are typically associated with a particular situational configuration of field, mode, and tenor...[which must] include the expressions, the lexico grammatical and phonological features, that typically accompany or REALISE these meanings".³²

Granted the fact that the English used by technicians differs from the one used by hotel staff in terms of terminology, the idea was then to analyze both the linguistic and syntactical features of the given language through large corpora of texts. Besides, Ewer and Latorre (1969) wrote a book entitled 'A course in Basic Scientific English' in which they carried out an analysis of the characteristics of the scientific language. They came with the conclusion that English for Sciences presents a great deal of specific words and redundant syntactical forms such as the passive voice.

Yet this approach was soon undertaken by the field of discourse analysis. While the former dealt mainly with the formal properties of a given register, discourse analysis shifted attention to the level above the sentence. One of the main forerunners of this movement was Henry Widdowson who quoted in his book written in collaboration with Allen (1974) that

' We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently, their needs cannot be met by a course which simply provides further practice in the composition of sentences , but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts'.³³

The aim was therefore to go beyond the sentence and study the functions that once combined together to give meaning. Here emphasis is put on the communicative aspect rather than on the systemic features. Register and discourse analysis were considered as the stepping stones towards an understanding of ESP. However, both approaches paid scanty attention to the learner and his real needs in terms of learning. ESP material designers had thence to see the learner's purpose of learning rather than the specificity of the language,

³² Halliday, M.A.K. & Hasan, R., *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective*, Victoria: Deakin University Press, p.39, (1985)

³³ Allen, P., Widdowson, H., *Teaching the communicative use of English*. Review of Applied Linguistics. p 19-29, (1974)

conceding that in order to grasp the learner's needs there should be an analysis of the situation in which the latter communicates. Commonly dubbed 'Target Situation Analysis' (TSA), this approach is intended to provide us with exact information as to the language used through various contextual situations. The aim is therefore to identify first the target situations in which the learner uses language in order to have a clearer conception of the learner's needs. (This is what we shall develop in detail in section 2.3).

Thanks to the different approaches that emerged hitherto, ESP material designers were conscious about the way to design a syllabus. Register analysis that grounds on 'lexicostatistics'³⁴, as pointed out in Swales (1989) enables to identify lexical and structural features of a given language, discourse analysis helps decipher the meaning above the sentence and eventually TSA is applied to identify the professional situations in which the learner finds himself. Furthermore, ESP practitioners and linguists went further in studying the different skills and strategies used by the learner, and they based their research on the 'skills-based approach' which advocates that the learner or worker makes use of precise skills while performing his job. For example, a tourist guide would need to improve his spoken skills to interact easily with tourists or else, a technician would need to focus on the reading competence to be able to read technical instructions in English.

2.4 ESP: definition and classification

Having surveyed the main phases of development and approaches that feed into the field of ESP, one may now understand the reason of its emergence and its significant role throughout the linguistics field. Therefore, these issues gave us useful insights regarding the meaning of ESP such as the notion of 'specificity', 'motivation', 'needs' or else 'professional context'. Yet, though this term seems clearer than it was at the beginning of this discussion, several aspects remain fuzzy, a fact that leads us to ask some basic questions such as, what is ESP? Are there differences between say 'General English' and English for Specific Purposes? And eventually what does this term encompass? The following discussion is precisely an attempt to shed light on these series of questions.

³⁴ In Swales, J., *Service English Programme design and opportunity cost*. In: Johnson, R. (Eds.), *The Second Language Curriculum*. Cambridge University Press, Cambridge, p. 79-80, (1989)

What is undisputed fact is that a large number of linguists strove to bring an exact definition of the term, among them Streven (1988), Robinson (1991), and Hutchinson and Waters (1987). The point to be made here is that Dudley-Evans and St-John (1998) tried to bring a 'revised' definition of the term taking into account several aspects that have been already dealt with by their predecessors. We have for instance, the case of the notion 'absolute' and 'variable' characteristics, a term initially coined by Streven. Let's consider then Dudley-Evans and St-John's definition (1998:4)

Absolute characteristics:

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics:

1. ESP may be related to or designed for specific disciplines.
2. ESP may be used in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could be, however, for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.³⁵

We may also consider Hutchinson and Waters (1987: 19) who claim that

'ESP must be seen as an approach not as a product, ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material, Understood properly, it is an approach, it is an approach to language learning, which is based on learner need'.³⁶

Both definitions enable us to work out the meaning of ESP which is according to Dudley-Evans and St-John's definition (1998) involves 'absolute' and 'variables' characteristics which means that ESP varies according to the professional or academic

³⁵ Dudley-Evans, T., & St. John, M.J., *Developments in English for specific purposes: A multi-disciplinary approach*, Cambridge, Cambridge University Press, p.4, (1998)

³⁶ Hutchinson, T. & Waters, A., *op.cit*, p.19

context, the learner's needs and methodology to be used. The second significant point to be noted here is that according to Hutchinson and Waters (1987), ESP is not a *product* but an *approach*. In other words, giving ESP courses does not mean teaching it as you teach mathematics or literature. Rather, it implies identifying the specific language used by specific learners in a specific context, and to design a specifically-based syllabus; the whole being orchestrated by an appropriate methodology.

PART TWO:
A CASE STUDY IN AN INTERNATIONAL HOTEL IN
ALGERIA (PRACTICAL PART)

Introduction

Chapter Two rests on a Case Study carried out in an International hotel that we have chosen to dub Hotel 'X' to ensure confidentiality. The aim of this chapter is to have a precise idea about English which is practised (check spelling) in Tourism mainly in Hotel Industry. This chapter is divided up into three main parts including first a description of the company (services, sections, and organization in general), then an analysis of the job description intended to shed light on EFHS (English for Hotel Staff) main features, and eventually a discussion with regards to the importance of training in the Hotel Industry emphasizing on the English courses which are provided at the hotel.

1. Identification of the Company

The hotel 'X' in which this research has been carried out is an international chain of five-star hotels and it belongs to an American hotel group which controls other prestigious hotels such as 'The Méri dien' or 'The Luxury Collections'. These hotels promote luxurious catering and accommodation and are implemented all over the world. Besides, there are 800 hotels in 100 countries; all of them extend over four divisions which are North America, South America, Eastern Africa, the Middle East and Pacific Asia. There are three hotels of this kind in Algeria; the one in which this study was carried out hires almost 600 employees.

Every year, this hotel 'X' welcomes thousands of tourists and businessmen coming from different countries and from different nationalities, among them Europeans, Americans and Chinese mainly, who regularly come to Algeria for business matters. Hence, mastering English is necessary to work in this international hotel for the hotel standards and procedures are in English. Then, to interact and communicate with English speakers or foreign tourists necessarily demands speaking the international language.

Bringing up standards and communication, it is important to note that the hotel 'X' as other prestigious hotels of this kind is characterized by its 'culture'. Indeed the hotel industry is, as we may know, a recreational service industry which offers to the clients a large array of activities and relaxing outlets. This commercial activity is then reinforced by a sort of 'culture' of the company which is nowadays an excellent marketing and communication tool. This is dubbed 'service culture' and it is inherent to great brands. The aim behind this marketing strategy is to deliver a message and create a kind of loyalty link between both the hotel and the clients. At the hotel 'X', the service culture is accompanied with specific training to the employees and conveys values and mottos that they have to apply mainly through standards that strongly recommend a kind of ethics code based on good attitudes towards the client.

As mentioned above, the hotel 'X' proposes several recreational services that we are going to discover in order to have a better understanding of the hotel organization. Several restaurants exist in the hotel. They offer a refined and diversified eclectic gastronomy: Spanish, Moroccan, Algerian, Lebanese, Asian, or else Irish and British. This implies therefore a good knowledge of the culinary products and a certain aptitude to describe them.

Indeed, certain cooks are sometimes asked to cook in front of the client, this is the case of ‘plancha’ cooking, a situational context that leads them to interact with the client. The room-service is a floor service that is opened at any time and it allows the clients to have their breakfast or dinner in their bed room or suite. Also, the hotel presents other recreational services such as huge banquet rooms used for celebrations and conferences with an accommodation capacity up to 2000 persons, a Hammam³⁷ and a sauna, stores, swimming pools (internal and external) and a fitness room. Thus working in such an environment requires available, qualified and smiling employees who are constantly requested.

Therefore several departments constitute this huge building including the Front Office (reception, reservation, and switchboard), the Housekeeping and the Food and Beverage departments (kitchen, catering and stewarding) which are the most important of them all. In this framework, one may deduce that in addition to be the international language, English is regarded as specific to some extent for the activities and jobs performed in the hotel occur in a professional environment, and require therefore English that is attuned to specific job-related skills.

At this particular juncture, one may ask the following question: What is the place of English in an international hotel implemented in Algeria? We have to know that the Algerian dialect, the mother tongue, Berber for certain, French (largely practiced in Algeria and remaining the second speaking-country in Algeria) are mixed and used in everyday life interactions. As far as English is concerned, Algerian employees have to understand and practise it whenever they are able to, for two main reasons. First, with so many different people travelling from all parts of the world, English is often the preferred language for many tourists. As a matter of fact, it is a very hard task for the Algerian employees who most of them ‘acquired’, or at least were supposed to acquire English at school, to communicate effectively and appropriately. In fact during many years they had been taught and exposed to a kind of static and inert academic English deprived from any socio-cultural dimension. (We will back up this assumption in detail through the questionnaire analysis).

As it was pointed out earlier in the first chapter, ESP is an umbrella term which encompasses several sub-divisions, a fact that leads us to ask ourselves about the kind of ESP which is practiced in the hotel. Starting from the evidence that an operator needs English to answer the phone, a receptionist to proceed to the check-in and check-out, or a waiter to

³⁷ Turkish bath

describe a menu while interacting at the same time with the English speaker, one may deduce that these are EOP³⁸ needs which are undeniably required for professional purposes.

2. EOP: What kind of English for Hotel staff?

Identifying the company was clearly an attempt to shed light on several characteristics that make the hotel so specific both in terms of organization and internal communication. To make it short, it is important to bear in mind that the hotel 'Y' is an international five-star hotel run under a strict hierarchical structure with very clearly defined areas of responsibility. It is also characterized by its service culture which is according to Zeithaml and Bitner (2003:24)

'Culture where an appreciation for good service exists, and where giving good service to internal as well as ultimate, external customers is considered a natural way of life and one of the most important norms by everyone'.³⁹

In other terms, service culture is a set of shared values, beliefs, and rules of common behavior in the organization. It implies type of organizational culture that promotes kinds of behavior in its employees that leads to high concern for serving its customers.

As the dissertation unfolds, we would like to mention that the focus is put on the jobs performed by what is called 'guest-contact'. Indeed, there is a clear-cut distinction between say the guest-contact employees, the ones who are likely to interact with the clients (waiters, hostesses, receptionists...), and the non-guest contact employees, the ones who remain at the back office and who have no contact with the client (for example people working in the human resources administration). In order to have a clearer idea of the jobs that are performed within the hotel, the aim is precisely an attempt to synthesize the job descriptions of the hotel 'X' and classify them in the following table. This table encapsulates some jobs that are performed in the hotel and the role of each employee; the purpose being to work out their main tasks and the kind of English they need.

³⁸ EOP means English for Occupational Purposes. Here 'Occupational' means vocational or professional.

³⁹ Zeithalm, V.A. and Bitner J.L., Services Marketing, Third Edition, Tata Mc Graw-Hill, New Delhi, p24,(2003)

2.1. Job Description

This part is based on a careful synthesis of some job descriptions which are provided by Human Resources administration. (an example of official document is put in Annex D)

JOB	OUTCOMES	SKILLS	NECESSARY KNOWLEDGE	ASSESSMENT
WAITER	<ul style="list-style-type: none"> •Deliver the service, respecting both the hotel 'Y' standards of quality and performance, as well as the policy adopted by the establishment, •Help the employees in keeping a continuity during the service process •Ensure the client full satisfaction 	<ul style="list-style-type: none"> •Knowledge of the meals composition ,menus, drinks as well as their price, •Take orders in accordance with the hotel 'Y' standards •Make sure the bill adressed to the client is correctly filled in and presented in accordance with the hotel standards •Follow up the client's complaints and enquiries in a diplomatic way •Inform the supervisor of the client's complaints 	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knoweledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department •Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general
CHEF DE RANG	<ul style="list-style-type: none"> •Supervise the service process checking that the performance and quality standards establishment policy are respected . •Help the departmental employees in keeping continuity during the service process •Ensure the client full satisfaction •Help in maintaining the outlet contineous improvement and its brand image 	<ul style="list-style-type: none"> •Ensure the client a warmly courteous welcome in accordance with the hotel standards •Watch over the other section employees do the same at both the client's arrival and departure • Make sure after a thorough checking of the client's wishes that the order is delivered on time and in accordance with the hotel 'Y' standards as regards to time, hygiene, and quality-price ratio <ul style="list-style-type: none"> • Must satisfy the client's wishes and give rapid feedback to potential enquiries and warn the supervisor if necessary • Must have both an accurate knowledge of the outlets culinary products and concept,menus and dish of the day, and have a good seller spirit in order to maximize the outlet 	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department •Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general

		<p>sellings promotion .</p> <ul style="list-style-type: none"> • Knowledge of the other outlets schedules and services, the ongoing special events in order to participate to the hotel and outlets promotion. 		
HOSTESS	<ul style="list-style-type: none"> •Supervise the service process checking that the performance and quality standards establishment policy are respected . •Help the departmental employees in keeping continuity during the service process •Ensure the client full satisfaction •Help in maintaining the outlet contineous improvement and its brand image 	<ul style="list-style-type: none"> • Welcome the client at the outlet entry according to the hotel 'Y' standards • Knowledge of all the hotel services • Keep up to date the reservation book • Take the reservations according to the hotel 'Y' standards • Indentify the VIP client and inform the outlet staff of its arrival • Answer the phone according to the hotel 'Y' standards <p>Should be informed of the hotel events</p> <p>Knowledge of the menu and special dishes in order to make the promotion of the outlet</p> <ul style="list-style-type: none"> •Inform in details the outlet manager of the client's complaints • Collect the client's adress , phone numbers and visiting cards . 	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department •Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general

ORDER TAKER ROOM SERVICE	<ul style="list-style-type: none"> • Make sure that the outlet correctly works, respecting both the hotel 'Y' standards of quality and performance, as well as the policy adopted by the establishment, • Help the employees in keeping a continuity during the service process • Ensure the client full satisfaction 	<ul style="list-style-type: none"> • Answer the phone properly and in accordance with the hotel standards • Take the client's order via telephone • Enter the order on micros and print the bill that will be transmitted to the client in his room and signed by the latter • Ensure services according to the standards and solve the problems rapidly and effectively • Give immediate feedback to the client's complaints and inform the supervisor if necessary • Make up selling • Knowledge of the outlets meals and drinks meals • Maintain a good satisfactory level • Show positive attitude at any moment and convey to the clients and employees a good brand image. 	<ul style="list-style-type: none"> • Knowledge of the company regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept • Leadership 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department • Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general
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AGENT DE RESERVATION	<ul style="list-style-type: none"> • Provide an effective and courteous service to the client in accordance with the hotel 'Y' service and performance standards and hotel 'Y'. • Apply marketing strategies in order to maximize the hotel revenue. 	<ul style="list-style-type: none"> • Ensure at any time both high level services and the client's taking in charge • Answer the phone properly and politely after the third ringing • Inform the revenue manager of the VIP clients arrival, conventions, seminars, consular visitings or other special requests • Handle and solve all the client's complaints and enquiries stated by phone • Assign the reserved rooms, suits or other special requests • Follow up of the reservations made by phone, mail, e-mail, fax or telegraph 	<ul style="list-style-type: none"> • Excellent manner of talking over phone • Ability to work in an organizational way • Master the computer tool and have wide knowledge of word and excel • Very good administrative and communicative qualifications are required.. • Ability to work with the team but also independently • Have the ability to work under pressure and handle with the dead lines. • Enthusiastic and cheerful personality with a high sense of organisation and accuracy. • Grooming and behaviour reflecting the luxurious image of the hotel. 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department • Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general
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GSA	<p>Perform all the fonctions in connection with the reception and acording to the hotel 'Y' norms , standards and service procedures</p>	<p>Responsible for the hotel register, bookings, enquiries, cancellations and often responsible for welcoming the guests.</p>	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept • Leadership • Basic knowledge of Opera and Micros or other management softwares • Training techniques 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department • Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general
DOORMAN	<ul style="list-style-type: none"> • Perform all the fonctions in connection with the reception and acording to the hotel 'Y' norms , standards and service procedures 	<ul style="list-style-type: none"> • Offer an enthusiastically warm and courteous welcome as soon as the client arrives at the principal hotel entry • Should pay attention to all arrivals and departures • Make sure the client feel comfortable once he arrives and inform him that his bagages will be delivered in his room by a bagagiste and check the follow up • Able to identify the VIP clients or the members of the loyalty programme and offer them an appropriate welcome • Give the client an excellent impression at both his arrival and departure by greeting him politely 	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept • Leadership • Basic knowledge of Opera and Micros or other management softwares • Training techniques 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department • Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general

<p style="text-align: center;">OPERATOR</p>	<ul style="list-style-type: none"> •Provide an effective and courteous service to the client in accordance with the hotel 'Y' service and performance standards and hotel 'Y' . •Play an active role in the employees departmental training 	<ul style="list-style-type: none"> •Answer the phone and connects the external or internal with the requested room with courtesy and promptness •Take the messages from the client who stays in the hotel, the client whose is about to arrive and make sure they are promptly transmitted •Accept and enter precisely all the requests received at the guest service transmit on time any request made by the client to the appropriate department •handle and solve any request or enquiry made over phone 	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept •Training techniques 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department •Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general
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<p style="text-align: center;">CONCIERGE</p>	<ul style="list-style-type: none"> •Provide an effective and courteous service to the client in accordance with the hotel 'Y' service and performance standards and hotel 'Y' . •Have an active role in the employees departmental training •Assist in all the fonctions in connection with the bagagiste and according to the hotel standards and procedures •Help the other in keeping continuity during the service process •Ensure the client full satisfaction 	<ul style="list-style-type: none"> •Ensure an optimum level service and an excellent client's taking in charge , collaborating with the bagagistes and GSA •Accurate knowledge of all the hotel activities and events, outlets and meetings •Handle and solve all the client's requests in a diplomatic way •Welcome in a courteaous and warm way taking them at the place they wish to go 	<ul style="list-style-type: none"> • Knowledge of the compagny regulations • Knowledge of the service organisation • Sales technique • Knowledge of French and English • Accurate knowledge of all outlets concept •Training techniques • Leadership 	<ul style="list-style-type: none"> • The client's overall satisfaction of the outlet • Professional value • Interaction with the employees' department •Honesty and integrity • Satisfaction programme outcomes • The client's comments • Relational behaviour with both the superiors and the other employees • Grooming and behavior in general
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STAR MEETING CONCIERGE

- To be in charge of the coordination between the banquets clients and the other departments in order to ensure a high standard of organisation and guest service within the banquets department
- This job requires to be present at any moment in order to anticipate , understand and respond the client's expectations.

- 80% of the job is devoted to the interaction with the client and his guests in order to satisfy them
- Revision of all written communications (Group Resumes, Daily Event Lists, Banquet Event Orders, etc...) and checking of the good banquets rooms set up
- Meeting with the organizers before their function in order to check all the specifications and set up communication methods accordingly
- Is available at any time for the conference organisers or banquets clients

- Knowledge of the banquets department standards and the hotel 'Y' general procedures
- Organisation and communication skills
- Sales techniques
- Knowledge of French and English
- Thorough knowledge of all outlets concept
- Thorough knowledge of all the hotel services
- Computering basic knowledge (Microsoft Word, Excell and Opera)

- The client's overall satisfaction of the outlet
- Professional value
- Interaction with the employees' department
- Honesty and integrity
- Satisfaction programme outcomes
- The client's comments
- Relational behaviour with both the superiors and the other employees
- Grooming and behavior in general

2.2. Job Description Analysis

The jobs that we chose to synthesize and describe in the table are the following ones: Waiter, Chef de Rang, Hostess, Order-taker Room-Service, Reservation Agent, GSA (receptionist), Doorman, Operator, Concierge and Star-Meeting Concierge. Job analysis is according to Dessler (2006:61) *'the procedure through which you determine the duties of these jobs and the characteristics of the people who should be hired for them'*⁴⁰. We see that the job descriptions are presented in terms of outcomes, skills, necessary knowledge and assessment, a fact that allows us to presume that they are competencies-based. The following discussion deals in details with each of the four criteria we just mentioned.

The first outcome or objective that the employees mentioned above are asked to reach is to deliver, supervise, provide, and ensure -according to the position- a courteous service respecting both the hotel 'Y' standards of quality and performance as well as the policy (service culture) adopted by the establishment. Indeed, as already pointed out, the service culture plays a fundamental role in the international hotel industry and the aim is precisely to go beyond the simple and traditional service. In fact, the aim is to create a truly emotional and warm exchange with the client (also called the guest) and demonstrate sincere attention at any moment. Besides, this policy is also applied to the employees who are provided with service culture training in order to make them aware of the following motto 'what aims is not what you do, but how you do it'. In fact, the guest may notice the innovations brought to the conception and selling of the products, but what he will remember first is his exchange with the staff. Each position, be it GSA or Waiter, plays a significant role in the guest overall perception and expectations of the guest who is able to recognize an environment where the employees are happy and proud to work in. The guests may measure it in their smile, their spontaneity in giving their help or else their ability to understand their own expectations, and even go beyond to satisfy him.

Ensuring an excellent service worth of a five-star hotel requires certain skills and abilities which are here again in connection with the hotel standards. For example, the duty of the Waiter is to take the order, make sure the bill addressed to the client is correctly filled and presented according to the standards. As far as the Chef de rang is concerned, the latter has to

⁴⁰ Gary, Dessler, *A framework for Human Resource Management*, 4th edition. New Jersey, Pearson Prentice Hall, p61, (2006)

check if the order is delivered on time and in accordance to the hotel 'X' standards in terms of time, hygiene and quality-price ratio. All this organization is then orchestrated through an accurate service process which requires some skills such as the ability to work in a team or independently in an organizational way. Those abilities are thus organizational and communication skills. Other skills or abilities are also demanded such as responsibility for client care since one of the main tasks the guest –contacts have to perform is to give immediate feedback to the client's complaints and enquiries. Such an aptitude not only requires responsibility but also analytical and judgment skills insofar as the employee must be able to identify the problem, decide whether or not to inform his supervisor and finally find solutions and solve it accordingly.

Hospitality and warmth qualities are also notable for a reservation agent or an operator who are definitely asked to have an excellent manner of talking and answering the phone, or else for a hostess or a concierge to ensure a warmly and courteous welcome, in accordance with the hotel standards. Bringing up the skills and abilities the staff must have, waiters, room-service takers or people working in the Food & Beverage department must perfectly know the menus, drinks and prices that they are regularly asked to learn by heart, and this even in English. The same ability is required for the persons working at the F&B and Front Office departments who should as well have an accurate knowledge of all the hotel activities, events, meetings, outlet concepts, and the service organization.

The third criterion corresponds to what is called 'necessary knowledge' and encompasses as its name implies its general knowledge that are fundamental for persons wishing to work in such an establishment. Granted that the service industry rests exclusively on commercial activities, one of the main aptitudes for an employee working as a waiter or as a GSA (receptionist) is well and truly to be a good seller, though it is tacitly required. Besides, the aim for a waiter to learn by heart a menu is not only to provide the guest with precise information but it is also to be able to sell the products. Here, the Waiter, GSA, Chef de rang, Hostess or whoever else induces, through particular sales techniques, the customer to purchase more expensive items, upgrades, or other add-ons in an attempt to make a more profitable sale. One of these techniques is precisely called the up-selling strategy (also dubbed suggestive sale) and is probably used most in Food and Beverage outlets such as restaurants, bars or cafés when the counter staff would ask the customer to pay just a little bit more for an up-size or a better brand of drink.

Another noticeable knowledge is 'leadership', the ability to supervise and manage staff, which includes particular qualities such as integrity, honesty, discipline, passion, perceptiveness and tenacity. In terms of organization, looking after and supporting staff, engendering trust and making staff feel valued is vital. This is on the assumption that contented and motivated staff provides a better service and a good working environment makes things better for everyone. Anyone may reach the rank of supervisor or manager in the catering industry for professional development is vividly encouraged in this field.

Furthermore, computer knowledge is highly recommended and especially for the employees working at the Front office or the F&B department. In fact, the reservation agent for instance should have a wide knowledge of Microsoft Word and Excel; the GSA or chef de rang have to master Opera which is a software used in the restaurant industry. This tool primarily includes touch screen computers for the serving staff to place orders, which are then sent to kitchen and bar printers for preparation. Bringing about knowledge proficiency in terms of computer knowledge, one may deduce that the staff must have knowledge of French and English for not only the standards are elaborated in English but so are the software like Opera.

Eventually assessment is an unavoidable step for the staff that is evaluated through different parameters and notably through the guest's overall satisfaction who will let comments on the service quality, the outlet comfort or whatever else. Besides there is a program (the name of which is kept confidential) which consists in asking a certain number of question in a questionnaire form and sending it to the client. The questions tackle all what is in connection with the service, be it regarding the staff grooming, the service process or the staff competencies, attitudes and knowledge of the standards and so on. This tool is therefore a good indicator of the hotel quality and it provides interesting feedback regarding the staff professional value. Also the employees are evaluated regarding their good relational behavior with both the superiors and the other employees.

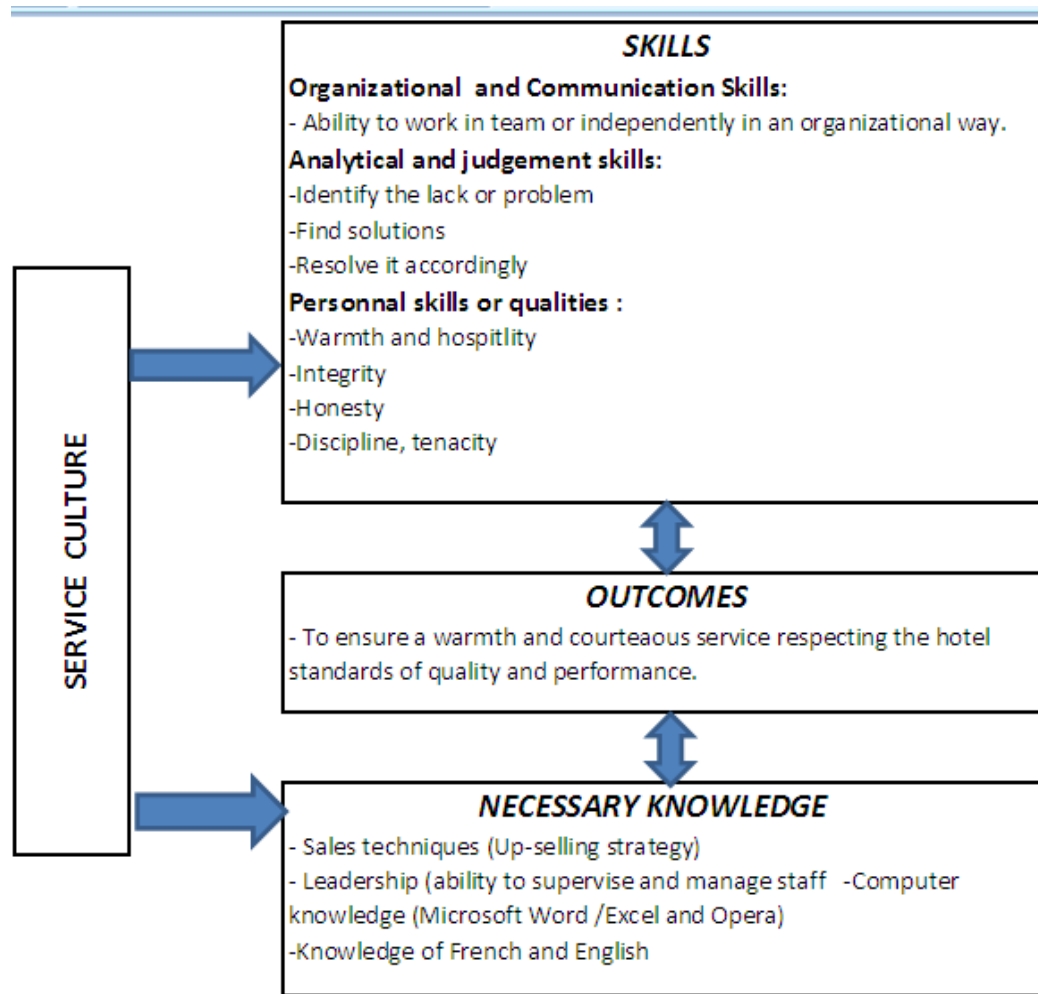


Figure 1: Professional Skills and Knowledge

3. The Importance of Training in the Hotel Industry

In modern hotel business, training is considered as fundamental to ensure a good management, to increase productivity and to satisfy the client. Indeed training is all about competence in people, and especially the employees' qualities. The qualities are knowledge, skills and thoughts which lead to the survival and development of the hotel. In this atmosphere, Sommerville (2007:208) stated '*training is the process that provides employees with the knowledge and the skills required to operate within the systems and standards set by management*'.⁴¹ Therefore, staff training is essential in many ways. It increases productivity while employees are taught professional knowledge, experienced skills and valid thoughts. Staff training also motivates and inspires workers by providing employees with all the needed information in work as well as it helps them to recognize how important their jobs are. A whole training program is then designed in the assumption to provide the employees with the necessary skills and knowledge to perform specific job-related functions. There are several trainings, among them, departmental training, cross- training and English courses training, the latter being the main concern of this research.

Departmental training (for instance, 'how to take an order' for a waiter) is the first step that a new employee should go through insofar as this provides him with all the trainings he needs regarding the techniques and skills specified in the job description. Here, job descriptions and standards are precisely useful and resourceful tools to be used in order to achieve high standards of performance and quality which are inherent to the hotel. The second type of training is called cross training and it is vividly encouraged for it offers the employee the opportunity to develop his career and ensure professional polyvalency. The aim is therefore to give the employee the possibility to receive knowledge and skills from other departments and discover other services. This form of training is important in this research framework for we may deduce that a GSA for example can be promoted Chef de rang for example if he succeeds in the adequate training. This shows us that working in the hotel industry means to have a wide range of knowledge and skills which undeniably lead to career development.

⁴¹ Kerry, L . Sommerville, *Hospitality Employee Management And Supervision, Concepts and Practical Applications*. New Jersey. John Wiley & Sons,p.208, (2007)

Eventually, English courses are unavoidable for a company operating in English that employs professionals for whom English is a foreign language. Otherwise, many of its manpower

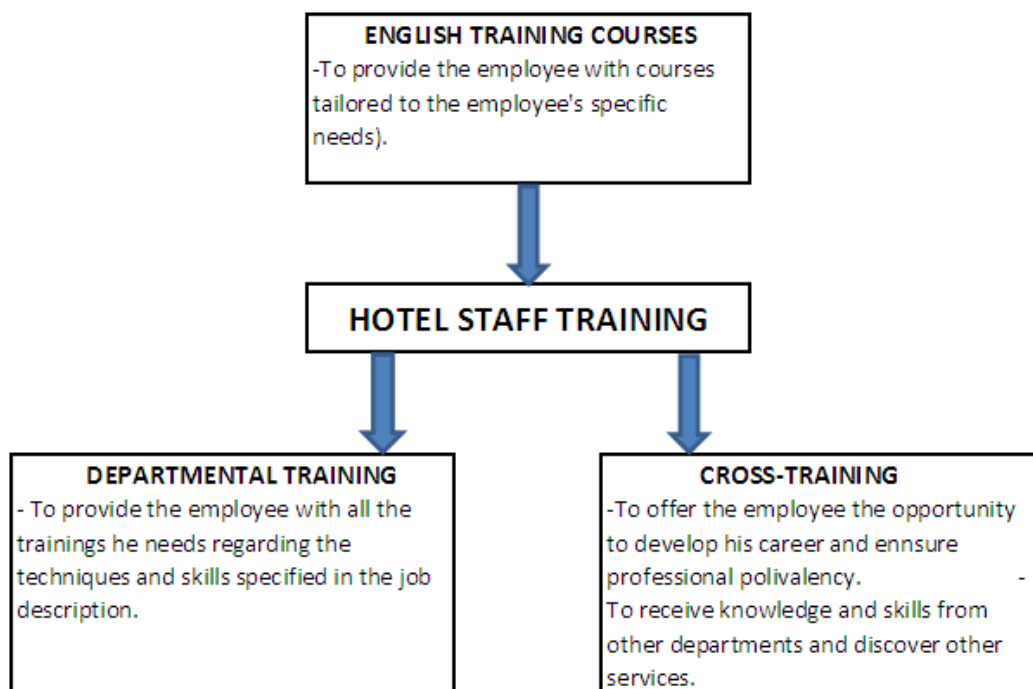


Figure...: Hotel Staff Training

Figure 2: Hotel Staff Training

would be handicapped by poor speaking, writing or listening skills. The purpose is therefore to provide English courses tailored to the professionals' specific needs. For example though it is assumed that a switchboard operator has some basic knowledge of the language, there is still a need to provide him with adequate training which consists in developing the speaking or listening skills. These skills will enable him to answer the phone, offer help, connect the caller or say why he cannot and offer to take a message. The company is therefore responsible for training the employees and providing them with English courses attuned to their specific-job related functions or in other terms English for Occupational purposes. The following analysis is an attempt to analyze the way English is taught there, and see whether it is attuned to the jobs performed in the hotel.

4. English Courses for Hotel Staff: an Overview

As pointed out in the previous presentation, English courses are obligatory for all the employees (from all departments), except for the ones who are proficient in English. Therefore, we would like to shed light on the way the courses are given i.e., methodology, and examine the program content through the pedagogical materials used by the instructor. Before starting with an overview of the English courses, the point to be made here is that once they are hired, the employees sit for an assessment dubbed 'Objective Placement Test' in order to check their level in English. What follows is therefore an attempt to describe this test and work out how English courses are scheduled and provided.

The aim of the assessment is then to get information about the trainees' level and to help them not only to identify their strengths and the areas they need to develop, but also to give the teacher feedback so that he can plan future work together. Afterwards, the trainees will be given English courses which are designed regarding four distinctive levels: Beginners, Pre-Intermediate, Intermediate and Upper level. The Objective Placement Test has three sections: Listening, Reading and Language Use. The whole test proposes 70 questions and the trainees are allowed 50 minutes ^{2**}/to complete the test. In the listening section of the test, the trainees will hear conversations and answer some questions about themselves. The aim is to read the situation before and answer afterward (cf. Annex E). For the reading section, the trainee is asked to read short passages, answer questions about him by choosing the word or words that best complete the answer.

After his or her recruitment, the trainee sits for a test as explained previously and then followed scheduled English courses according to his level. Indeed, the English classes are designed regarding four distinctive levels: Beginners, Pre-intermediate, Intermediate and Upper level. Concerning the pedagogical material, the teacher has at his disposal a series of books, videos and tapes that constitute a program intended to meet with the requirements of the hotel. The following part is aimed at analyzing the content of such program and see whether it is tailored to the trainees' professional needs or not.

The first book, 'New Interchange' is a collection of books published by Cambridge University Press and used by the teacher as a reference. There are actually four books that propose the teaching of General English, namely: New Interchange (Intro), New Interchange I and New Interchange III. As its names suggests, New Interchange (Intro) is an introduction to

English and is designed for beginners; i.e., learners who either have no knowledge at all, or they have just limited knowledge about English. Here are some aptitudes that the learner is likely to perform at the end of the program:

- Articulate the alphabet, spell his name, and give his address, phone number...
- Talking about geographical locations; asking for and giving information about places of origin, nationality, native language, and age; describing people
- Asking about and describing clothing, talking about the weather; finding the owner of an item.

The sixteen units that constitute NEW INTERCHANGE III are designed for the elementary learner; that is the learner who lacks to use basic grammatical structures but lacks vocabulary . At the end of the program the learner will be able to:

- Greet, introduce himself and the others, start a conversation
- Express his preferences and capacities
- Talk about the past and use irregular verbs
- Plan and use the future tense

NEW INTERCHANGE II is for pre-intermediate learners, i.e., those who understand basic situations but whose creativity is limited. At the end of the program, the trainee is likely to know what follows:

- Express problems related to transport and suggest solutions
- Plan holidays and ask for advice
- Describe new technologies and give instructions
- Express his opinions about books and movies

NEW INTERCHANGE III is designed for intermediate learners, which means learners who already have a good written comprehension and a good level regarding grammar, but whose style is limited. The different objectives behind this program are the following ones:

- Express agreement and disagreement
- Describe and compare professions

-Express certitude, probability and possibility

-Understand cultural differences

Another book used by the teacher is 'HIGHLY RECOMMENDED'; it is an elementary-level course for adult learners on the hotel and catering industry. This manual is designed to provide the trainee with specific English necessary that is necessary to deal with customers in a variety of situations that occur in a hotel or at a restaurant, such as taking bookings, checking guests in and out, dealing with enquiries and complaints, explaining dishes or else taking payments.

Eventually, one of the biggest shortcomings regarding methodology is by far the nonexistence of interaction. The courses are flawed by the lack of role plays, games and simulations which should be at the core of ESP courses to induce learning and assimilation.

PART THREE:
COLLECTING DATA FOR NEEDS ANALYSIS

Introduction

Chapter III entitled ‘Collecting Data for Needs Analysis’ is aimed at both completing the observations we made in Chapter II with the analysis of job description, and collecting data and information as to the professionals’ needs who work in the Hotel Industry, have in terms of English for Specific Purposes. This section encompasses three main parts including a questionnaire* (methodology, analysis and findings) administered to the hotel ‘X’ employees, an overview regarding both the English courses content program and methodology which is but a springboard to work out how ESP for Tourism and Hospitality should be optimized and tailored to the learner’s needs. Eventually the last part of this section sheds light on communicative competence giving us therefore insights regarding what professionals who work in both areas need to be communicatively and professionally competent.

*Cf. Annex F

1. The Questionnaire: Methodology

As already mentioned, the main concern of this research rests mainly upon an analysis of the way English is practiced and taught in the hotel. The first idea was to synthesize the jobs description in order to get an accurate idea of the main professional skills, knowledge and aptitudes an employee should have. The main purpose behind this attempt to highlight all these concepts was to identify in the first place the professional needs the hotel staff requires then to proceed to TSA (Target Situation Analysis), a tool that is embedded in the cornerstones of ESP. The discussion was based on an overall view of the English courses given to the staff. Our first observations lead us to deduce that the English courses are not tailored according to the hotel staff specific job –related functions. In order to complete the different points we notice hitherto, the idea was to administer a questionnaire to the hotel employees and try to underline their lacks, needs and wants. Let us first describe the methodology used for the questionnaire working out.

The aim of our research is to demonstrate that the English taught in the Algerian schools, universities and even in companies (in this case the hotel) does not correspond to the English required for the professional world. In order to reach this objective, several hypotheses have been raised. The first hypothesis is that the employees have difficulties to interact and socialize with the English-speaking guest. The next one lies in the fact that they are not communicatively competent. Eventually the company does not provide the employees with specific courses attuned to their professional needs.

In order to administer the questionnaire to the employees, the help of the teacher of English was needed for several reasons. The first reason was that from a practical point of view, it was by far easier and quicker to ask the latter to hand out the questionnaires to the employees who are most of the time very busy and very much in demand. The second reason is that the teacher of English is directly concerned with this research insofar as it tackles several issues regarding the ESP courses. In order to optimize the different steps of the questionnaire, the teacher was asked to have several aptitudes including the fact of being involved in this research and understand its objectives and the ability to set up a pleasant atmosphere in order to allow the employees to answer at their ease. Also, our task was to identify the potential difficulties of comprehension the workers may encounter regarding the vocabulary or the meaning of the question. Thus, in order to make sure the employees will

understand the questionnaire; we chose the Algerian dialect to explain the different questions and purposes of this study.

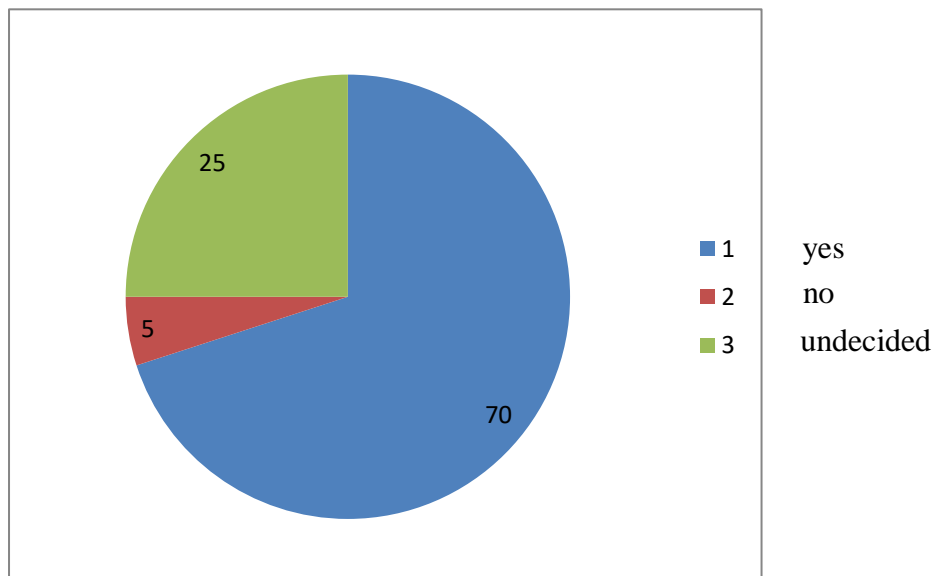
The questionnaire was therefore administered to the hotel 'X' staff that attend the English courses and more precisely to the guest-contact employees who are, as already mentioned previously, professionals who may interact with the English speaking guest (waiter, hostess, concierge...), which is not the case for the non-guest contact employees who work at the back office or in the administration. The point to be made here is that the survey was carried out unexpectedly and internally i.e., within the establishment and just after the English courses in order to mobilize a maximum of trainees.

Another aspect of this questionnaire is that it is grounded on a quantitative research which seeks to quantify the collected data for analyzing and find a final course for the action. Once the data collected, the aim is to make statistics and try to give explanations and confirm or reject our hypotheses. Furthermore, this questionnaire is based on opened questions that allow the employee to answer freely and the way he or she would do it during an interview; which is in reality quite difficult to do for the staff is not available. Initially, the idea was also to proceed to the focus group technique and gather a wide range of opinions and viewpoints but once again mobilizing a substantial mass of employees at the same time turned out to be impossible. In this framework, 80 questionnaires were administered to guest-contact trainees and 60 were answered. This represents a percentage rate of 75%.

2. The Questionnaire: Analysis

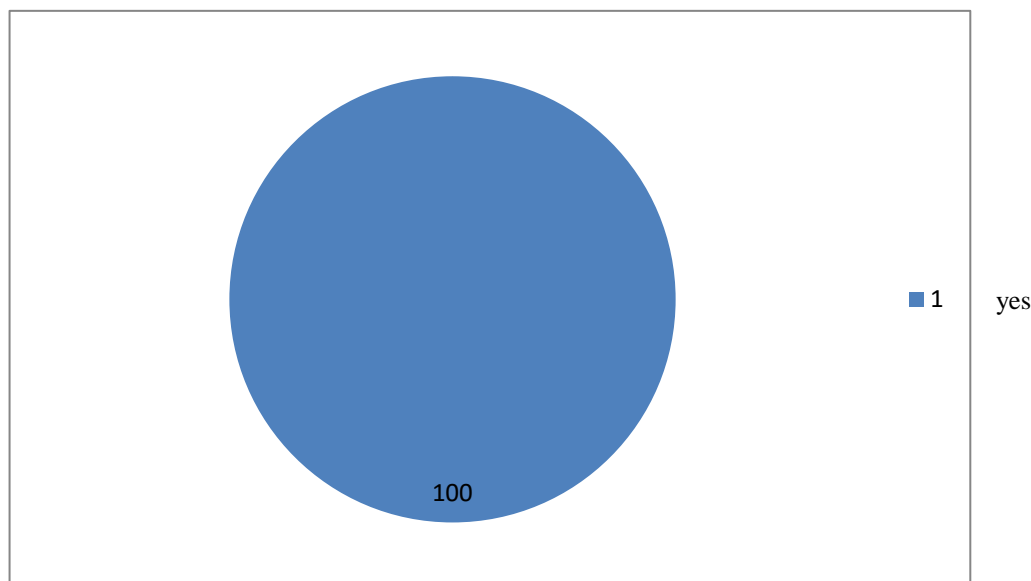
The discussion that follows rests on an analysis of the different answers provided by the employees. The questionnaire was written in two languages i.e. French and Classical Arabic in order to facilitate comprehension and optimize the percentage rate of answers. The last point to notice is that the questionnaire contains 10 targeted and precise questions that cover the different topics and research hypotheses we tackled previously.

Question 1: Do you think that the English taught at school or at university is different from the one taught at the hotel 'X'?



To the best of our knowledge we know that there is a noticeable difference between general English taught at school and English for vocational purposes. The idea here is to see whether or not the employees can make this difference and what they think about the English courses that are given at the hotel. The most important difference lies in the learners and their purposes for learning English. They are adults and have already some acquaintance with English and are learning the language in order to be proficient in English and to perform specific-job related functions. ESP concentrates more on language in context than on teaching grammar and language structures. It is not taught as a subject separated from the students' real world (or wishes). Instead, it is integrated into a subject matter area. The term specific in ESP refers to the specific purpose for learning English. They approach the study of English through a field that is already known and relevant to them. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned neither in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs. Hence 70% answered that English taught at school or university is different from the one taught in the hotel. For 5%, there is no difference. 25% remained undecided.

Question 2: Do you think that the English courses are necessary?



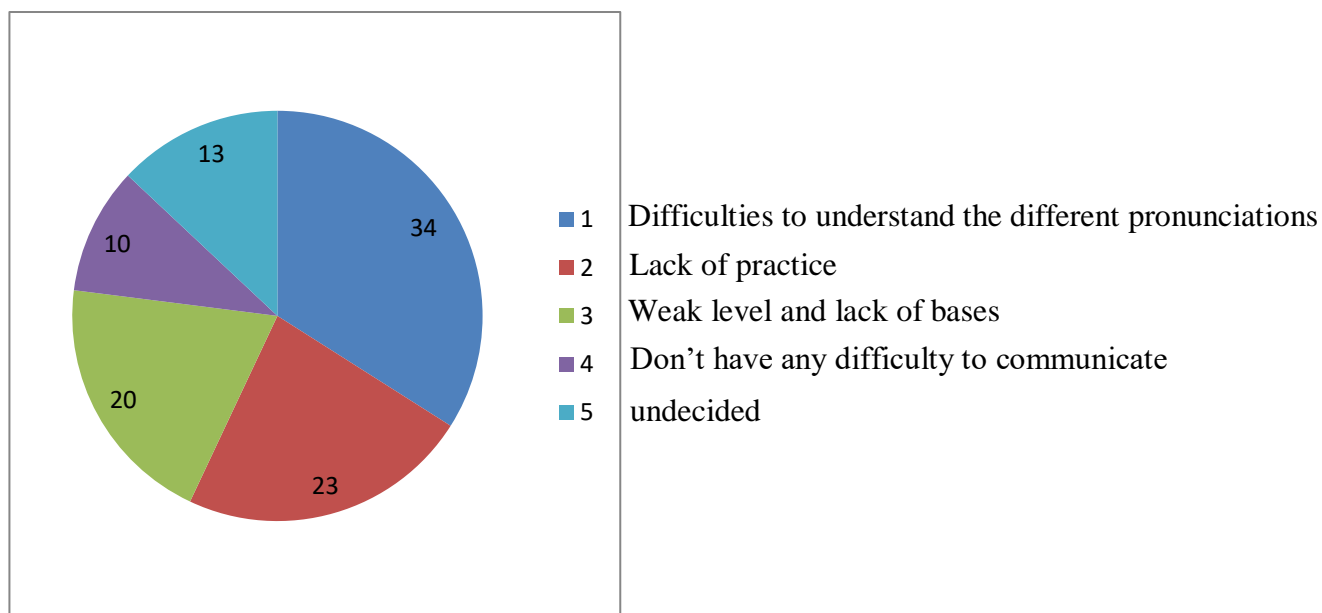
Though the answer to this question seems obvious regarding the status of English as an international language, the purpose of asking such a question was to know if the employees are ‘aware’ of this need for learning English. This point was raised in ‘English for Specific Purposes- A Learning-centered approach’ (by Tom Hutchinson and Alan Waters 1987). According to Hutchinson & Waters (1987:53), the difference lies in the fact that there is an ‘awareness’ of the need. Hence they argue

‘If learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side what potential can be exploited’⁴².

So, except needs and target situation analyses, which are foremost tools that allow ESP practitioners to identify the professional or vocational needs of the trainee, motivation and awareness of the learning purpose remain essential. Besides, 100 % answered ‘yes’ justifying that it is indeed an international and universal language and that it is indispensable to communicate and interact with foreign tourists.

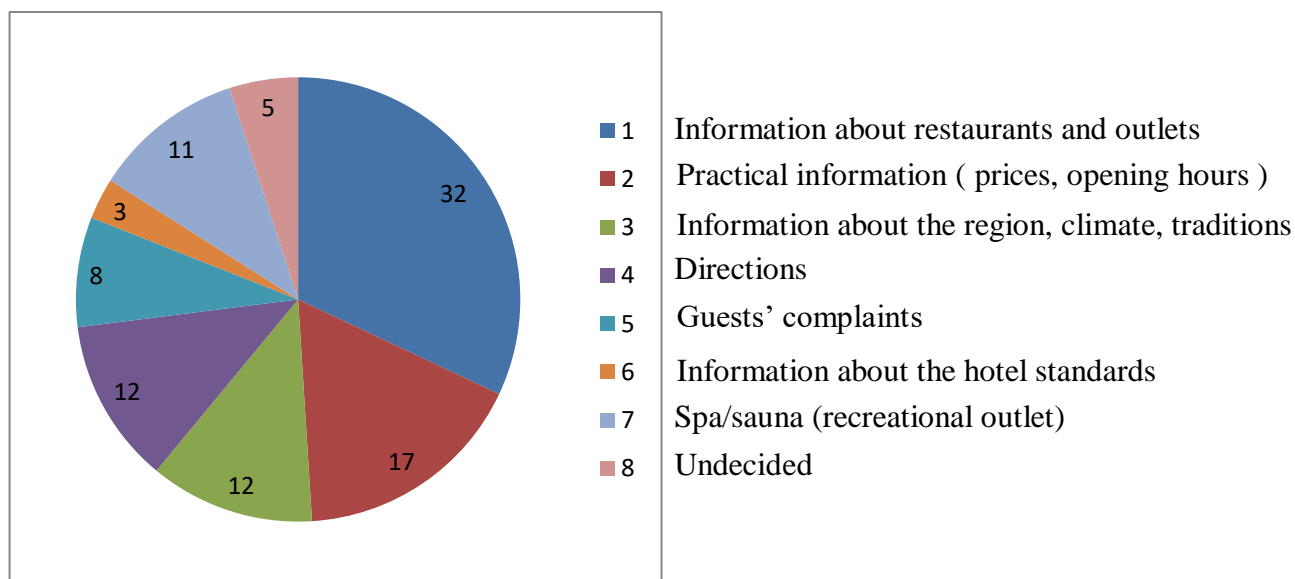
⁴² Hutchinson, T. and Waters, A. op.cit. p.53

Question 3: Why do you have difficulties to talk or understand English speakers?



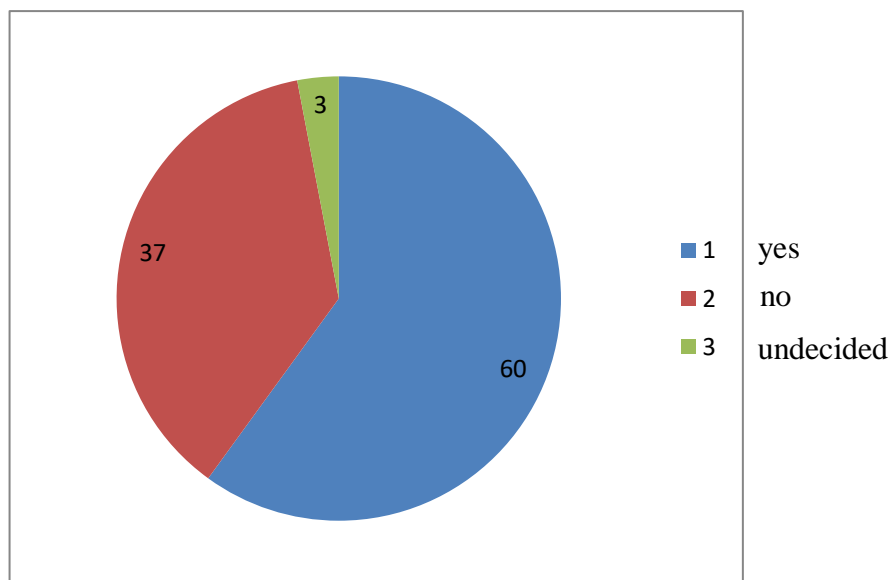
The point to be noted here is that behind this question, there is an assumption that the trainees have difficulties to communicate appropriately and effectively. And the aim of this research is to back up this assumption through the different research hypotheses we have raised so far. Indeed the different issues regarding communicative competence are still an in-going debate. 34 % answered that they have difficulties to understand the pronunciation which according to some of them 'changes according to the nationality'. Others mentioned that it is the American accent that is hard to grasp; hence they described it as 'informal language and slang'. The lack of practice in situational contexts is for 23 % of them the reason behind those difficulties and 20 % think that this is due to their weak level. However 10 % say they don't have any difficulty to communicate properly while 13 % are undecided.

Question 4: What kind of information are you asked by the English tourist?



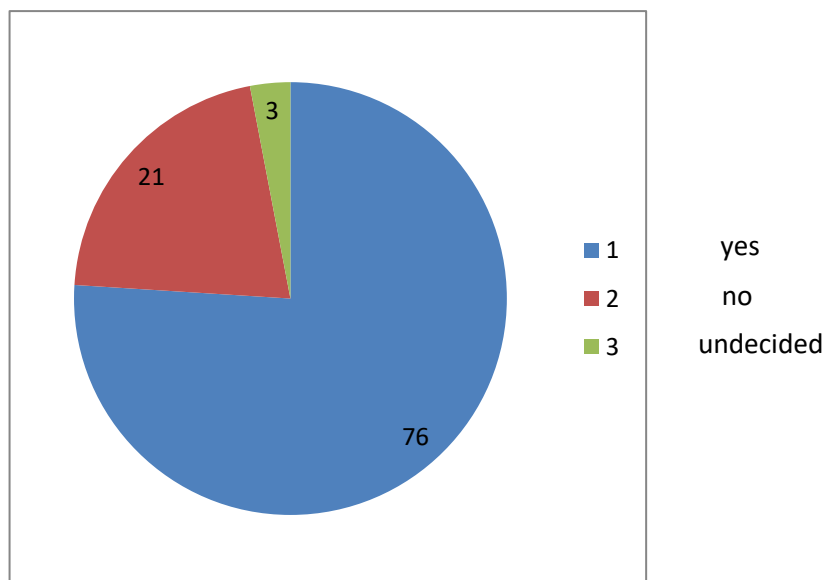
We already know that working in the hotel industry requires some social qualities such as courtesy and availability. Hence, identifying the kind of information an English speaker is likely to ask is very interesting insofar as this provides us with valuable insights regarding the different acts of communication that may occur between an employee and a guest. Thanks to the various answers we managed to classify, studying the way the speaking skill may be taught and improved will be an interesting issue for this research. 32 % say that most of the time the guest asks about the different restaurants, services and recreational outlets, needs a full description of the menus and the various culinary specialties. 17% of the employees notified that the guest generally asks practical information such as the prices in general (room, service...), the opening hours of the different outlets, and the possibility of renting a car or else the schedule of the taxis or shuttles pick up. According to 12% of the employees, the guest often is interested in knowing about the different tourist sites, the Algerian traditions and culinary specialties, the districts in Oran, and also questions concerning the town surface and the climate of the region. Then, 12% answered that the guest regularly requires information concerning the direction or the outlet place, 8% have to face the guest's complaints and 3% wrote that they are sometimes asked about the hotel standards. Otherwise 11% of the employees interact with foreign investors who ask information about the spa, sauna or other recreational outlets. 5% are undecided.

Question 5: Do you think that the English courses that are provided at the hotel help you to understand and talk to the English guest?



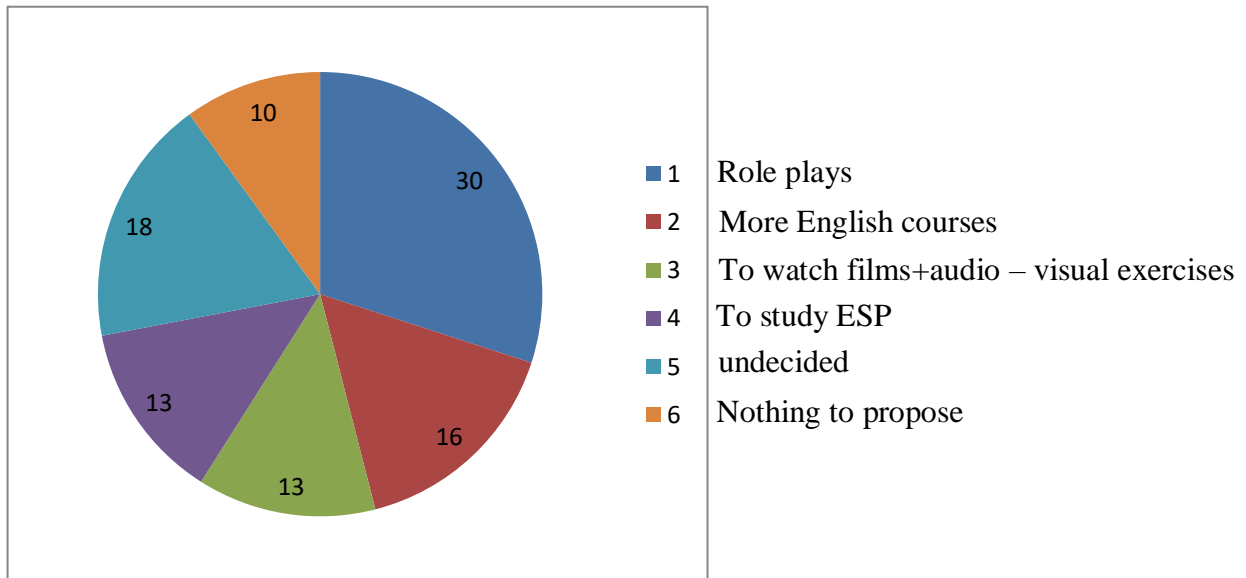
We saw earlier that the company should provide its employees with English courses for some of them could be handicapped by their weak level and unable to perform certain professional skills related to their job. For example, an operator should be able to answer the phone in accordance with the standards. Thus the idea is precisely to see whether or not the English courses given at the hotel are on one hand attuned to the trainee's needs and on the other hand designed in the assumption to develop communicative competence. 60% of the employees answered 'yes' saying that attending the English courses gives them the necessary language tools and help them to improve their level. Some of them noticed that the courses, rest on a program devoted to the hotel industry. However 37% answered 'no', most of them explaining that the program which is taught does not correspond to their job: GSA and operator. In other words, one may deduce that there is a lack in providing English courses to the Front Office staff. 3% remained undecided.

Question 6: Does the fact of talking to the English speaker help you to improve your level in English ?



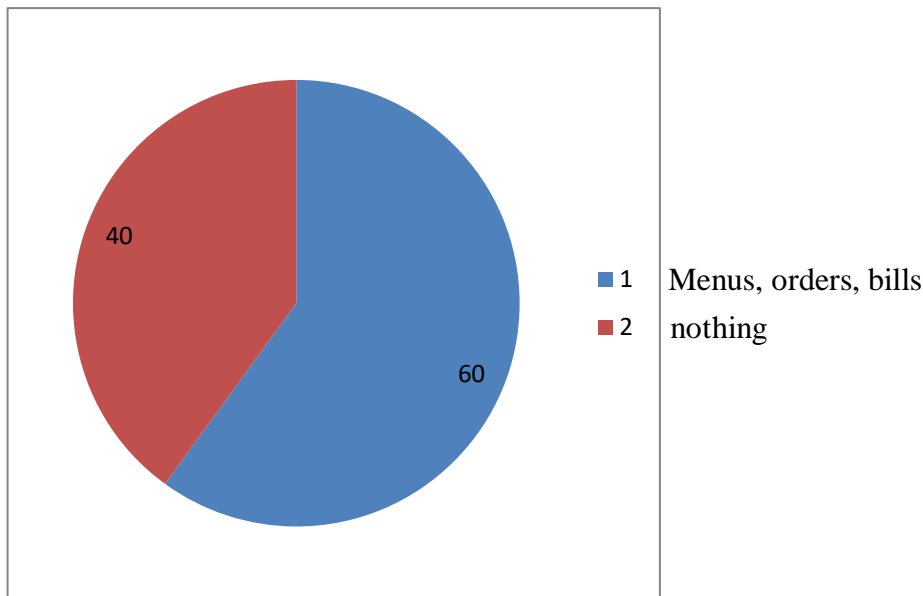
Compared to the previous question, one may notice that this question is the same as question 5 but put differently. Indeed, the aim of asking if interacting with the guest allow them to improve their level is to know if the English courses are efficient first. This seems to be the case regarding the answers we classified so far, then to prove that it is the fact of practicing in a situational context and with English speakers that helps in triggering off communicative competence. Here 76% answered 'yes', mentioning that the fact of interacting daily in English is the best way to improve their listening skills. However 21% remained undecided, which represents an important percentage rate. Eventually 3% answered 'no' stating that the kind of English which is taught is general English, an answer which seems irrelevant and incoherent regarding the question. So the lack of opinions added to the irrelevance of their answers is probably due to the fact that they simply did not understand the question.

Question 7: What could be the topics or activities you would like to propose to the teacher of English to improve your level?



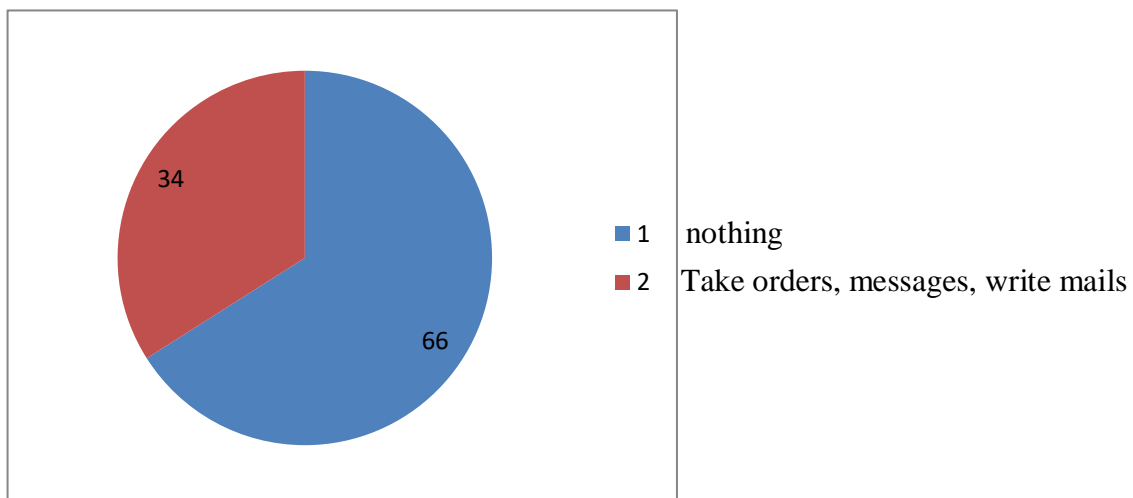
The purpose of this question falls within the ESP arena in the sense that it has been shown that the trainee should be active and take part in his learning. The idea is therefore to ask the employee what are the different topics or activities they would like to deal with. Thus, the philosophy behind ESP courses is really to help the trainee and the teacher to create a collaborative atmosphere in which both participate. 30 % assert that there should be more role plays, 16% wish to have more English courses at least 4 hours per week, and 13% think that watching films and practising exercises with audio materials would help them in improving their level. 13% would like to study English more tailored to their specific needs and less general. Finally 10% have nothing to propose while 18% remained undecided. This an important percentage rate that leads us to deduce that almost 1/5 out of the employees don't really feel concerned with being involved in this idea of actively participating,

Question 8: Are you sometimes asked to read documents in English at your work?



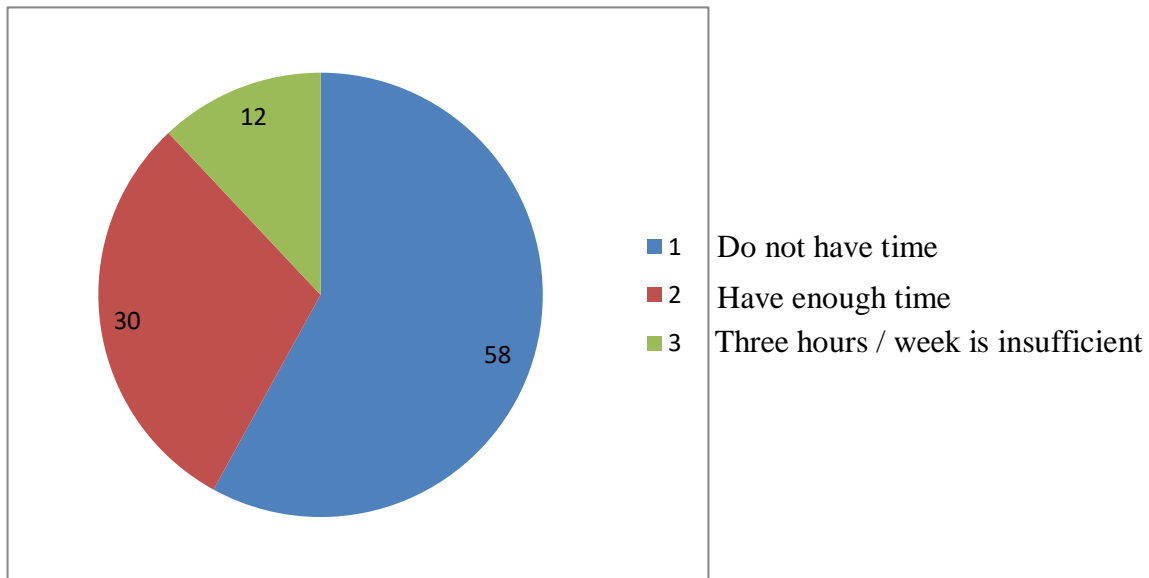
Identifying the skills that should be stressed on before designing a specific course is clearly embedded in the cornerstones of the ESP field. Hence, through this question we wanted to know the reading skill frequency and what are the kinds of written materials the trainees may encounter in their job. 60% answered that most of the time they have to read menus, orders and bills while almost half of them answered “nothing”, a percentage rate that shows us that the reading skill is not really important

Question 09: Are you sometimes asked to write in English at work?



Here again, the purpose is to see if the employees use the writing skill and in which circumstances. 34% answered that they regularly take orders and messages, or write mails. 66% answered ‘nothing’

Question 10: Do you have enough time to attend the English courses?



Attending English courses while working in a company is very difficult for the trainees as their job remains by far a priority though the courses are highly recommended and sometimes obligatory. Here 58% assert that they do not have enough time to attend the English courses because generally the courses are scheduled during their shifts. According to them having three hours of English courses is not sufficient. Indeed they said that generally, they do not have enough time to attend the English courses and this for several other reasons notably long working days, overworked planning and the lack of staff. Generally those employees are people who work in the Front Office or Food and Beverage departments where they always have to be on the alert and at the guest’s disposal. Still 30% assert that they have enough time to attend.

3. The Questionnaire Findings

3.1. English for Hotel Staff: a Multidisciplinary Content Program

The above questionnaire shows that several clarifications should be made regarding some aspects, among them methodology used for ESP courses and the different skills and competencies that are necessary to achieve communicative competence in the hotel industry. The fact of carrying out an analysis of the needs through the job description specification and the questionnaire study gave us information as to the kind of English which is practised in the hotel. Hence we will try to shed light on these different points while backing up our observation through the different trainees' comments.

Let us start this discussion with an overview of the English courses. As already explained, the first step aims at identifying the trainee's entry profile (as opposed to the exit profile) thanks to the objective placement test which mainly assesses the trainee's language knowledge. The problem here is that the latter is evaluated with regards to different criteria that do not reveal much about his ability to communicate effectively. Thus assessing certain skills such as reading, listening and language use (schematic knowledge) is certainly important but insufficient. Depending on the results that are obtained, the trainee will attend English courses that correspond to his level i.e. beginners, Intermediate, Pre- Intermediate, and Upper level. In fact, what goes wrong is that the courses are not planned regarding the department but regarding the employee's level. In other words, the courses are flawed by the lack of 'specificity' for all the employees coming from different departments are mixed and follow the same program. At this particular juncture, one may ask the following question, how can the teacher provide his audience with ESP courses granted that a waiter attends the same course as the receptionist?

Understandably the ESP courses are neglected and this, for several reasons. Firstly, groups are heterogeneous, a fact that rules the teacher out from giving specific courses. Teaching English for Hotel Staff to a group of waiters would be ideal in theory but impossible in practice for mobilizing for two hours ten waiters from the Food and Beverage department is very laborious. Indeed, the teacher has to take into account several parameters among them the occupancy rate and the hotel events. This means that most of the time, the employees cannot attend the courses for they have to be either on the alert to ensure the service or simply

because the courses occur during their shift. The problem is the same for cooks, housekeepers, and operators etc., who give priority to their job.

In the light of what has been discussed so far, one may notice that ESP courses should be materials –driven. This means that the teacher should make use of specific and authentic materials, books or other pedagogical documents that are attuned to the trainees ‘needs. Considering the book *Highly Recommended*, one may discuss several points. In fact this book is interesting insofar as it covers very specific fields and proposes targeted units such as ‘taking room reservations’, ‘describing dishes’, ‘or else’ giving directions outside’. The unit untitled ‘dealing with complaints’ for example covers several sections including listening skill exercises which consist in listening to different complaints and matching the key to the problem or else, matching the sentences with the replies. Other sections such as ‘language study’ provide the trainee with new expressions and words to use. Eventually the last section devoted to structures and syntax proposes a wide range of grammatical and structural exercises.

Highly Recommended is therefore interesting insofar as it contains exercises that are based on specific vocabulary, and most ESP literature agrees on the need for teaching such vocabulary. At this particular juncture, one may ask the following question which is, to which extent is EFHS vocabulary considered as specific. We saw previously that EFHS is considered as ‘occupational English’ for this term refers to the distinctive language associated with a particular way of earning a living. Hence, if we consider the simplest professional skill ‘setting a table’ for a waiter, we may notice that there is a noticeable array of terms which are inherent to the catering field and proper to this given skill; for instance vocabulary to refer to the table linen (‘felting’, ‘tablecloth’, ‘slip-cloth’, ‘napkin’, ‘white cloth’), the different plates (‘dinner plate’, ‘side-plate’, ‘soup bowl’, ‘bowl, dish’), the cutlery (‘teaspoon’, ‘fish-knife’, ‘dessert-fork’), glassware (‘water glass’, ‘mug’, ‘coaster’, ‘jug’, ‘decanter’) etc. Still, certain terms like ‘napkin’ or ‘tea spoon’ or even the ones mentioned above are lexemes that we may regularly use in our daily life, and what really makes the ‘specificity’ of the term is certainly the context. Therefore one may deduce that this type of vocabulary is general vocabulary that has higher frequency in a specific field, in this case catering.

In sum, the pedagogical materials and the content in general are interesting in that they provide the trainees with grammatical and four-skills based exercises coupled with specific vocabulary. Yet what comes out from the questionnaire is that not all the disciplines are

covered as the case is for, the Front Office department which requires various aptitudes and skills.

3.2. EFHS and Competency-Based Approach

We dealt previously with the jobs description and noticed that they are based on a set of competencies which is a process which integrates a set of capacities, skills and an amount of knowledge that will be used effectively in circumstances that never occurred before. Thus, the program should be Competency-based and aimed at helping the trainee learn how to listen, speak and re-use what he knows in original and new situations.

Indeed, teaching ESP using the CBA (Competency –Based Approach) is still a problem. Widdowson (1983:87) states *‘methodology has generally been neglected in ESP.’*⁴³ This is the case at the hotel under investigation. Indeed instead of using the CBA intended to help the student play an active role in his learning, the teacher teaches the traditional way whereby students passively receive information and emphasis is on acquisition of knowledge outside the context in which it will be used. Hence, regarding the answers to the question ‘What could be the topics or activities you would like to propose to the teacher of English in order to improve your level?’ A large group of trainees answered that they would like to have more role plays. Others prefer to learn through movies and practise exercises with audio-materials. This fits in with the CBA characteristics which not only advocate flexible training approaches including large group methods and small group activities, but also a variety of support materials such as print, audiovisual, and simulations (models). Role plays also play a significant role in the acquisition of communicative behaviors in that they help the trainee perform English language functions that they will find in real life situations. Revell (1979:38) states in this vein: *‘role play can create motivation for the students as the student can recognize soon the application of role to real life outside the classroom’*⁴⁴. This means that the English teacher ought to have provided opportunities in the classroom for the trainees to engage in real life communication in the target language.

⁴³ Widdowson , H .G., *Learning Purpose and Language Use.* Oxford: University Press,p.87,(1983)

⁴⁴ Revell, J., *Teaching Technique for Communicative English*, The Macmillan Press, p38,(1979)

Another feature is that through the CBA, competencies are carefully selected and this is due to the needs analysis. Besides, Watson (1990:58) advocates that the CBA appears 'especially useful in training situations where trainees have to attain a small number of specific job-related competencies'⁴⁵. These competencies are for example 'taking phone calls', 'giving information', 'taking room reservations', 'receiving guests', 'taking a food order', 'dealing with complaints or request', or 'giving information', etc.

In this framework, one may discuss certain terms such as 'target needs'. In their book entitled 'English for Specific Purposes: A Learning-centered Approach' Tom Hutchinson and Alan Waters (1987:55) dealt with concepts 'necessities', 'lacks' and 'wants'. We shall be only interested in dealing with 'necessities' which are according to them, *'the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation'*⁴⁶.

As far as the employees of the hotel are concerned, and knowing the usual competencies they have to perform, the questionnaire revealed that most of the time the employees are asked to give information about the hotel services in general, the outlets, the menus, the culinary specialties of each restaurant, and also to give polite explanations concerning the facilities for the business traveler for example. Hence, a waiter for instance might need to describe a dish, take an order, interact and communicate effectively with the guest and so on. He or she will presumably also need to know the linguistic features- discursal, functional, structural, and lexical- which are commonly used in the situations identified. Figure 3 (p.66) illustrating these features is adapted from John Munby's *Communicative Syllabus Design* (1978), and shows the necessities for a learner who works as a head waiter in a hotel.

Considering the previous table, one may notice several points. First, it is defined in terms of communication activities which are determined according to a precise need analysis aimed at answering two questions, i.e., what language does the trainee need to learn, and how it can be most effectively learned. As far as the second column is concerned, related 'micro-functions' refer to the speaker's social behavior and his specific purpose to communicate in the context. Hence, Johnson and Morrow (1981:6) say *'By looking at the situation in which our student will want to use English...we shall be able to decide which function and notion*

⁴⁵ Watson A., *Competency-Based Vocational Education and Self-Paced Learning*. Monograph Series, Technology University: Sydney, Australia. ERIC: ED 324443, p58,(1990)

⁴⁶ Hutchinson, T. & Waters, A., op.cit., 1987

(and which language forms associated with each) will be useful to teach'.⁴⁷ For the communication activities 'attending to customers' arrival' for instance, the micro-functions are suggesting, advising, describing etc. and correspond to social events through which utterances occur (May I suggest....?). At this particular juncture one may ask the following question: what is the relationship between the term 'function' and 'communicative competence'? The discussion that follows is an attempt to discuss this issue.

Sample 'communication activities'	Related 'micro-functions'	Language forms (productive)
7.1.1 Attending to customers' arrival	7.1.1 1. Intention 2. prohibit 3. direct etc.	I will bring the menu. I am afraid we are full/closed Please follow me/will you sit here please
7.1.2 Attending to customer's order	7.1.2 1. Suggestive 2. advise 3. describe etc.	May I suggest the? May I recommend the.....? You may find thetoo hot/spicy
7.1.3 Serving the order, etc.	7.1.3 1. Questionfor you, sir/madam? The.....?

Figure 3: A needs analysis according to Munby (1978)

⁴⁷ Johnson, K., Morrow, K. Communication in the Classroom. Harlow: Longman, p6, (1981)

3.3. Communicative Competence in the Hotel Industry

Communicative competence is still a current and ongoing debate in the didactic field and one may say that it is more vibrant than ever in the ESP field. As the dissertation unfolds, we should first make the difference between the term ‘competencies’ - already defined so far - and the term ‘competence’, and more precisely ‘communicative competence’. Indeed, Dell Hymes (1972:281) claims that a person who acquires communicative competence acquires both knowledge and ability for language use with respect to,

“whether and to what degree something is formally possible, whether and to what degree something is appropriate (adequate, happy, successful) in relation to a context in which it is used, whether and to what degree something is in fact done, actually performed and what its doing entails”⁴⁸.

Many linguists tempted to redefine communicative competence. Canal and Swain (1980: 29) divided it up into three other components namely ‘grammatical competence’, ‘sociolinguistic competence’ and ‘strategic competence’⁴⁹. Furthermore, we already know through our previous discussions that though systemic knowledge or Chomsky’s linguistic competence (knowledge of lexical items, syntax, grammatical structures, phonology, semantics...) is not sufficient on its own to achieve communicative competence, it is still an indispensable knowledge that plays a significant role in the communication process.

Hence, delivering EFHS courses implies first teaching some appropriate lexis coupled with grammatical exercises. Yet, we observed through the questionnaire analysis and the jobs description that the hotel staff is in close contact with the customers. For this reason they need more than mastery of the systemic knowledge. Besides, question 3 reveals a lot about the staff’s ability to communicate and interact. Asking this question in an assertive manner was done on purpose because we already know that pupils, students or learners in general in Algeria have difficulties to communicate effectively and appropriately; a lack that is due to the fact that our educational system fell short of expectations as to the teaching of English as a Foreign Language. Hence, their answers show that most of them have problems in understanding the American pronunciation, while others mentioned that pronunciation changes according to nationality. This is the case for an employee who has to take spoken

⁴⁸ Hymes, D., *On communicative competence*. In J.B. Pride and J. Holmes (eds). *Sociolinguistics* (pp. 269–93). Harmondsworth: Penguin., p281, (1972)

⁴⁹ Canale, M. and Swain, M., *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*. *Applied Linguistics* Vol.1 No.1, p29, (1980)

instructions given in a hurry and in an unfamiliar accent such as ‘Cockney’⁵⁰ for example. Here one may deduce that this shortcoming is the direct consequence of a standardized and decontextualised kind of teaching that does not help the learner discover in class different pronunciations of English through meaningful input, and this was hitherto one of the main drawbacks of TEFL in Algeria.

If we analyze deeply the skills and competencies performed by the hotel staff, we may notice that the employees not only need much more than simply mastering specific vocabulary and usual grammatical structures but also that their oral interaction with the guest goes well beyond the plain small talk⁵¹. What we can draw from the questionnaire is that one of the most recurrent skills that is required from the hotel staff – mainly from the employees working at the F&B and FO departments- is the ability to describe (menus, meals outlets concept,...) and give information (about the hotel activities, events, entertainments...). However, behind these ‘mere’ skills, there is another dimension which prevails i.e. *pragmatics*. Pragmatics studies how the transmission of meaning occurs not only on the linguistic knowledge of the speaker and listener, but also on the context of the utterance and knowledge about the status of those involved. The ability to understand another speaker’s intended meaning is called *pragmatic competence*.

Our interest here is directed towards one aspect of pragmatics which is –as already mentioned in the theoretical part- Speech Act Theory whose forerunner is Austin. According to Austin (1962:108), stretches of language combine

*‘Performing locutionary act...is roughly equivalent to uttering certain sense and reference, which is again equivalent to meaning in the traditional sense. Second we said that we also perform illocutionary acts such as informing, ordering, warning, undertaking etc. i.e. utterances which have a certain conventional force. Thirdly, we may also perform perlocutionary acts. What we bring about or achieve by saying something, such as convincing, persuading, and even say, surprising or misleading.’*⁵²

Therefore, one may apply this theory to analyze a waiter’s act of performance of a waiter who, for instance, has to take an order. Let us consider the following sentence uttered by a waiter: ‘May I suggest you some roast leg of lambs with mushrooms’. Here the illocutory act is not only suggesting or advising but also selling and promoting⁵³. Indeed one may presume that the waiter is making ‘up selling’ in order to sell off the dish of the day, for

⁵⁰ The dialect or accent of the natives of the East End of London

⁵¹ Casual or trivial conversation.

⁵² Austin J. C , *How to do things with words*, University Press ,Oxford,(1962)

⁵³ This is suggestive sale also dubbed Up- selling strategy

it is known that if the number of plates provided for this day is not sold, this will bring about a huge loss in the turnover. This selling technique is often practiced in the hotel industry for a hotel is before all an establishment that should generate revenue. Then, the perlocutionary act performed by the waiter is the effect intended on the guest. In this case ‘persuading ‘ and ‘convincing ’are the main forces that the waiter has to achieve for he must do all his best to sell off a traditional and plain dish using certain linguistic strategies such as overvaluing and praising the dish. So persuasive language used to sell services plays a significant role in such a communicative situation.

Eventually judgment and analytical skills, as already pointed out, are required in order to deal with the guest’s complaints and requests. Such skills help the employee to identify the problem and find solutions accordingly. In fact, dealing with complaints is a recurrent issue for someone working in the hotel industry. In addition, to certain ‘trivial’ and usual problems such as a dirty bath or vegetables overcooked, one may have to deal with trickiest and more difficult issues such as cultural shocks. As a matter of fact, one may evoke the notion of ‘cross-cultural communication’ as being the differences between cultural groups in a tourism context. In fact the hotel ‘X’ welcomes every year thousands of tourists from different nationalities, religions and cultures and with other norms, values, beliefs, language, customs or celebrations. Taking into account that the hotel industry is a recent economic activity in Algeria and that our country suffers from a considerable lack of professional competencies and hotel infrastructures, one may deduce that cultural shocks often occur between the hotel employees and tourists who generally approach the experience with a range of expectations and experiences accumulated during their travels in other foreign countries.

Before illustrating this idea with some examples, avoiding of course bias and clichés, let us clarify the notion of ‘cultural conflicts’. According to Cushner and Brislin (1996:34), ‘*Conflicts between people of different cultures often occur when appropriate behavior in one culture is deemed inappropriate in another*’⁵⁴. Here, the notion of cultural appropriateness or inappropriateness may indeed bring about a certain malaise between two people from different cultures. This may be the case between an Algerian receptionist and Japanese for example. Indeed it is commonly acknowledged that our ‘Mediterranean hospitality’ leads us to spontaneously ask about each other, an attitude that may sometimes be badly perceived or misinterpreted. On the other hand, Asian people and mostly Japanese are perceived as being

⁵⁴ Cushner, K .H , and Brislin, R . W, *Intercultural Interactions: A practical Guide*, Thousand Oaks, CA:Sage Publications,p34,(1996)

very self-possessed, discreet and respectful people. Hence, if ever the former was to ask the latter 'how are you sir, and how is your health?' or else saying 'how are you doing?' a malaise could occur between both speakers in that the Japanese may consider this inquiry as inappropriate and impolite. This feeling of uneasiness may also appear between an employee who though he is proficient and fluent in French, he will tend to overuse the word 'OK' which is perceived as being too familiar by a French native speaker .

Other clashes may occur regarding food and drinks for instance, a fact that strengthens the idea that the hotel staff must also have some basic knowledge at the religious level in order not to make a blunder. To conclude, these clashes and sometimes conflicts are often caused by cultural norms and values that are dissimilar between guest and service worker and can lead to a dissatisfied customer, a frustrated service provider, and a lost in business. Therefore providing tourism professionals with cross- cultural training shall develop through the fourth chapter.

**PART FOUR:
CURRICULUM DESIGN FOR STUDENTS OF TOURISM AND
HOSPITALITY**

I keep six honest-serving men.

They taught me all I knew.

(Their names are What and Why and When).

And How and Where and Who.

(Rudyard Kipling)

Introduction

In Chapter IV, we shall attempt to apply the observations we made in an EOP context to an EOP environment and set out to work out what is the difference between both concepts on the one hand and their relationship of equivalence in terms of ESP on the other hand. Afterwards, the aim is to design a curriculum for students of Tourism and Hospitality at tertiary level while focusing on the main competences, professional skills and knowledge we examined along the three previous chapters. We will follow the following method, which draws inspiration from Rudyard Kipling's 'Six Honest Serving Men', i.e., WHO, WHY, WHAT, HOW, WHEN, and WHERE to design this program. 'Who' refers to the human resources or the persons who are implied in the teaching/learning process. By 'why' we want to clarify the different reasons that pushed us to elaborate this curriculum. Furthermore in the part untitled 'what', we shall mention the different topic areas and subject matters to be covered. Also the approach and methodology will be explained in details in 'How'. Eventually, we shall discuss briefly the two last elements i.e. 'when' and 'where'.

1. Kiplin's Six Honest Serving Men: EOP versus EAP

It is commonly acknowledged that ESP is not only an approach to English teaching but also an umbrella term that covers other sub-divisions, among them EAP i.e., English for Academic Purposes. The third chapter gave us insights regarding EOP practised in the hotel industry and helped us work out what this form of specific English requires both in terms of language features- lexical, discursal- and grammatical, and in terms of competencies, skills and knowledge. The following discussion is aimed at providing first a definition of the term EAP, then at clarifying the situation in Algeria in terms of EAP teaching and more precisely in the Department of English of the University of Mostaganem .

As opposed to EOP, EAP refers to any English teaching that relates to a study purpose and in this case at the tertiary level. In some countries, notably in the Middle East, English is used to teach specific fields such as Medicine, Engineering and Law, just as French is in Algeria. Yet, the situation is somehow different regarding the EAP status in our country. Though most of the disciplines require at least one module of English such as at the Department of Sciences and Technology, one may say that EAP courses are far from being tailored to the learners' 'needs in terms of professional expectations for almost all of them propose only reading comprehension exercises most of the time. Concerning the Department of English in Mostaganem, the current situation is different for the new LMD program proposes various professionalizing licenses (for instance English for Medias and Communication).

The idea to propose a BA project in Tourism and Hospitality implies knowing the differences between the students' needs (EAP) and the professionals' needs (EOP). In fact specific English is not always clear as to whether we are talking about the needs of a chef de rang (EOP) or the needs of hospitality management and tourism students. Each of these groups needs awareness of and an ability to use different genres. Hence, these students would need for example, to read articles and books on hotel management and write essays on intercultural communication; these are EAP needs. A chef de rang or a GSA (receptionists) has more 'practical' needs such as emphasizing their spoken skills since they often interact with the tourists. Here the focus is on teaching role plays and situational dialogues; these are EOP needs.

1.1. Profile of the Learner and Human Resources (WHO)

We argued in the Second Chapter that needs analysis and Target Situation Analysis are regarded as practical tools in the design of ESP courses. This statement is undoubtedly true though both techniques are not sufficient on their own. Indeed, not only does teaching ESP mean juggling with certain parameters such as methodology, content, specific vocabulary, etc; but it also means taking into account the human aspect insofar as teaching ESP, EOP or EAP is above all teaching EFL (English as a Foreign Language) to students, learners or trainees with different expectations, aptitudes and attitudes towards language. Therefore in order to elaborate an ESP syllabus or in this case a curriculum, one has to identify first the learner's profile and then the persons who may have some effects on the process, for example the teachers or certain professionals of the field.

In his article entitled 'Understanding Culture in FL context', Bouhadiba, F. (2006) says that when the student reaches university, he comes with his own linguistic and cultural background (Arabic or Berber), has some knowledge about the French culture and rather poor knowledge of English language and culture. Though drastic changes occurred through various educational reforms in order to implement the communicative approach that advocates the teaching and learning of English in context, one may deduce that this approach did not bring significant changes and this for several reasons. First, the teachers' lack of training and lack of knowledge regarding the new method did not help this modern approach to emerge. Then, the inexistence of cultural activities (theatre, poetry club, role plays etc) during class, coupled with the fact that the pupils or students have no contact with native speakers are drawbacks that considerably hamper the student's ability to learn in a so-called 'vivid' and dynamic context. So, right from the start, the student is not really motivated to learn English and his disinterest grows as he reaches university.

Nowadays, one cannot deny that the unemployment rate is rather high in our country and that most of the time new BA holders remain jobless. Being fully aware of this social malaise, a great number of the students are neither motivated nor ambitious; what matters for them is to have average marks to move up, end up rapidly with their studies and ultimately get their degree to try to find a job. Needless to precise that generally speaking, holders of a 'Licence d'Enseignement de l'Anglais' are not communicatively competent. During their four years of studies, the students paid little attention to certain modules such as British or

American Literature or Civilization which are scheduled to implement cultural knowledge of the target language. Hence, their purposes for learning English are more 'rational'. What arises from this observation is that most of the time the students no longer chose English studies for the sake of studying Shakespeare's literature but rather for professional and occupational motives. Starting from this evidence, the idea of proposing a professionalizing BA in English sounds interesting as it may offer the students the possibility to learn a kind of English which corresponds more to their expectations.

As already pointed out, what matter are the student's purposes for learning and motivation is still at the core of the debate. Regarding ESP issues, one may deduce that studying ESP, EOP or in this case EAP is highly motivating for the learner studies professionally-based subject matters. Besides, it is commonly known in Psychology that a learner acquires a foreign language when he is motivated in learning it. Here, the students will acquire English as they work with materials they not only find relevant and interesting but also useful in their professional work or for further studies.

1.2. The Curriculum Goals (WHY)

Another important question to be raised is why designing a program? Or else, what are the reasons that pushed us to investigate this issue? The Third Chapter which rests on an analysis of EFHS (English for Hotel Staff), helped us on the one hand to work out - thanks to a set of procedures- what this form of occupational English entails in terms of language knowledge, skills and communicative competence. On the other hand, it allowed us to identify the needs necessary to work in such an industry, the lacks regarding the trainee's knowledge and educational background, as well as the English courses drawbacks. Through this discussion, we shall set out to understand the purpose behind this program, and then we shall clarify the context in which this program is shaped i.e., at university and within the LMD framework. Finally we shall identify the different objectives this program aims at.

First of all the actual term that should be used to refer to this program is 'curriculum'. A curriculum is an educational program which states the purposes, the content, methodology and some means for assessing (evaluation) whether or not those educational ends have been achieved. Therefore, our purpose is to propose a BA curriculum entitled: 'ESP for Tourism

and Hospitality'. One of the motives behind this attempt to design a curriculum of this kind is to apply what we observe in an EOP context to an EAP context. To put it differently, our experience at the hotel 'X' was an opportunity for us to identify the learners' needs and lacks in term of specific English. Our aim now is to try to model EOP necessary knowledge on an academic environment via content teaching procedures. Therefore the idea is to consider the learner as being simultaneously an ESP learner and an ESP professional trainee.

What is important to point out is that the idea of designing a curriculum not only falls within the framework of this research but it is also and above all a modest attempt to prepare students wishing to work in the hotel industry, tour operators or travel agencies to be communicatively and professionally competent when interacting in English with foreigners. Though there are specialized institutes in Algeria and notably the ENST in Algiers, the teaching is done in French and only one module of English is scheduled. In parallel, the number of tourism BA holders remains insufficient regarding the growing demand of professionals in the hospitality industry and tourism fields. In addition to that we noticed that the companies and in this case the hotel selected for the present study do not provide the trainees with specific English but rather with General English for the simple reason that generally English teachers are not trained to teach ESP. In this regard, the lack of specialized teachers and institutes or schools accompanied with the fact that students are no longer motivated to study Shakespeare's language but rather wish to acquire professional skills are arguments that strengthen our endeavour to work on a BA curriculum in this field.

The next point deals with the main steps that constitute a curriculum. In addition to preparing students to interact with tourists in a given context, this curriculum aims also at providing basic knowledge in Hospitality and Tourism and gives them opportunities to learn about the service industry from a global standpoint. The second aim is to train the students to perform specific jobs in connection with the service and hospitality industry such as receptionist, reservation agent, or else customer relations coordinator (welcomes and takes in charge a VIP). The possibility for someone working in the hospitality industry to evolve rapidly in his/her career is usual and even recommended in this domain. That is why international hotel companies make it a point of honor to train their employees while proposing them various forms of training (departmental, cross-training, external, internal, etc.). That's why it's common to see an employee starting as a waiter then moving up to Chef de rang and eventually to end as Outlet manager.

1.3. Methodology (HOW)

The aim behind the second and third chapters was precisely an attempt to analyze the needs necessary to work in the field of Tourism in general, and in the Hotel industry in particular. Therefore we needed first to carry out the job description analysis in order to select and identify the main professional skills, competencies and knowledge that are required to perform specific job-related functions in this area. Then, in order to complete our observations from the job description analysis and corroborate our research hypothesis, the questionnaire turned out to be constructive as it helped us find out the workers' professional needs and lacks, shed light on the way EFHS is taught regarding both methodology and content, and at last work out what working in the tourism sphere entails in terms of communicative and professional competence. Our aim at present is to train the students wishing to work in this field to be communicatively competent when interacting in English in a professional environment. In order to achieve such an end, a Competency-based curriculum combining both appropriate methodology and adequate content should be proposed. The following discussion is aimed at clarifying the first aspect i.e., Methodology which encompasses a set of coalescing issues including the CBA, interaction, authenticity and communicative grammar.

Though it is known that methodology is generally neglected in ESP, applying some aspects of the CBA approach is for us a good way to highlight the necessary grips we analyzed throughout this research. The idea to design a curriculum that integrates personal and professional competencies as well as a set of educational knowledge intended to achieve ESP competence for Tourism and Hospitality. Since the objective is to elaborate a curriculum at tertiary level, there should be some supporting theory integrated with skill practice for working in the Tourism and Hospitality environments not only implies achieving competencies and skills required in the performance of related jobs, but also having fundamental disciplinary knowledge.

Another significant aspect which remains closely tied to the ESP area is undoubtedly the notion of *authenticity*. Indeed the purpose being to train future professionals, meaningful input in terms of pedagogical document should be focused on for ESP" courses are above all said to be material-driven. Therefore, authentic materials including a variety of print, audiovisual and simulations are to be used for these materials provide a scenario of how

language is used in real academic or occupational situations which means full exposure to authentic language input, authentic tasks, and events.

This observation paves the way to the following aspect to be discussed i.e., interaction which is at the core of ESP courses. To illustrate this, Margie S. Berns (1984: 18), an expert in the field of CLT (Communicative Language Teaching) writes in explaining Firth's view that

'Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social or situational context (who is speaking ,what their social role are, why they have come together to speak'⁵⁵.

In other words, the communicative approach should be applied in an ESP framework helping therefore the practitioner to provide opportunities in the classroom for the students to engage in real life communication in the target language, and expose them to situations that professionals encounter.

We shall detail in point 1.4.1 that in order to be communicatively competent, the learner needs to acquire first linguistic competence; a competence that should be developed through a subject-matter that emphasizes grammatical and syntactical exercises. Indeed, the learner generally has groundings in the grammar of the language after several years of learning. However, his command of grammar structures and syntax may be disappointing, and this may be due to a lack in practice. The aim is therefore to look at grammar from another angle where grammatical structures are systematically related to meaning, uses and situations.

1.4. The Learner's Pedagogical Needs (What)

Answering both questions 'who' and 'why' provided us with data as to the persons involved in the process (students, teachers, professionals), and the objectives and goals to follow in order to design a BA curriculum. The question that comes to our mind now is what to teach?

⁵⁵ Berns, M.S., *Functional Approaches to Language and Language Teaching*, Savignon & M.S Berns (Eds), 'Initiatives in Communicative Language Teaching. A book of Readings' (p.3-21), Reading, MA: Wesley, p18, (1994)

i.e., the content of this curriculum which implies determining the aspects of language that will be needed, how they will be described as well as the topic areas that will need to be covered.

First, what is important to bear in mind is that we have to take into account the fact that the LMD system aims at enabling the student to be professionally competent once in the labor market. In fact, this kind of specializing degree targets a large array of jobs in connection with the fields of Tourism and Hospitality, preparing therefore the student to a progressive specialization. For that reason, the LMD system is made of several types of 'teaching units' encompassing various areas of interests which in turn are divided up on the basis of their importance and relevance to the field of study.

A BA curriculum is then divided up into teaching units spread out over two semesters. The first teaching units dubbed 'Unités Fondamentales' are the most important ones as they cover core syllabus subject matters in concordance with the field to be studied i.e. Tourism and Hospitality. Secondly, the second block of units called 'Unités Transversales' is a kind of complementary training that covers general areas of study such as the learning of a foreign language for example. The last units are 'Unités de Découverte' and enable the student to discover other topics, always in relation with the field, and 'the Methodology unit'. The latter is indeed important insofar as it provides the student with the necessary grip in terms of research methods, analysis, and project work.

Designing an ESP curriculum is not a straightforward task for this implies having an accurate perception of the learners' needs. Indeed, our main concern in the Second Chapter was to underline the different competencies, skills and knowledge that are necessary to work in the Tourism and Hospitality field. So, the idea is to instill and provide the students with those necessary grips through various modules; the objective being to prepare the learner to be communicatively and professionally competent. Therefore, this form of 'ESP competence' can be accounted for in terms of linguistic competence, cross-cultural competence, pragmatic competence and professional competence which may be studied then through different topics and activities.

Our main concern now is to try to select a set of subject matters that might on the one hand correspond to those intended learning outcomes, on the other hand to meet the LMD system requirements i.e. a system of teaching units. Let's pursue this idea through a selection of modules and their objectives in terms of learning outcomes.

1.4.1. Developing Linguistic Competence in S1 and S2

Our objective being to design a curriculum for Tourism and Hospitality students, we have to follow a pedagogical planning taking into account the competences, knowledge and skills to be acquired, as well as the subject matters and activities to propose accordingly. One of the most important competences that the learner should acquire during the first year (first and second semester) is linguistic competence, already defined as being the formal and systemic knowledge of a given language. Moreover linguistic competence encompasses a set of other sub-competences including: lexical, grammatical, semantic and phonological competence that we shall discuss in detail in the subsequent point.

To the best of our knowledge, teaching General or Specific English requires teaching the four skills i.e. speaking, reading, writing and listening, and what could differentiate both forms of English lies in the fact that, according to some linguists, teaching ESP should rest on an analysis and a focus on one or two skills (for example focusing on the writing skills for secretaries). Besides, our observations in the third chapter proved that working in the hotel industry or in the tourism field chiefly requires speaking and listening skills, for interacting with tourists remains the main activity for employees who work in that domain. Yet, granted the fact that the aim is to design a curriculum for tertiary level students likely to study EAP for a study purpose, one may deduce that in reality the four skills are equally required.

The idea is therefore to develop first, linguistic competence and its sub-competences in a syllabus stressing equally on the four skills. This means that the subject matter we have chosen to produce such an end concentrate more on teaching grammar and language structures. So the first topic area (or module) to be covered is entitled '*language issues*' and it mainly comprises the teaching of grammar and syntax⁵⁶, targeting thus grammatical competence which is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences (knowledge of tenses, morphemes-roots and affixes, structures).

Operating on the basic principle that languages are based on an organization of form and an organization of meaning (the two approaches being complementary), teaching

⁵⁶ Syntax deals with the organization of words into sentences in terms of the categories, elements, classes, structures, processes and relations involved, often presented in the form of a set of rules.

semantic and lexical competences simultaneously turns out to be very important. While the former deals with questions of word meaning (e.g., the relation of word to general context, connotation, synonymy, etc.), the latter, however, is the ability to use the vocabulary of a language which consists of lexical and grammatical elements (ready-made expressions, idiomatic expressions, polysemy...); both competences aiming at providing the learner with a good command of a very broad lexical and specific repertoire and sufficient vocabulary for the expression of basic communicative needs.

This goal is undoubtedly wedded to vocabulary learning which is one of the major challenges foreign language learners face during the process of learning a language. Studying ESP for Tourism and Hospitality, the learners are thus expected to understand increasingly more difficult materials in a large array of subject-matter fields. So the second module is '*Reading Comprehension*' for this topic area is highly related to vocabulary knowledge. Indeed, the purpose is to promote content area reading materials for each of these content areas has its own vocabulary, form and structures. In that case, students must be able to determine the meaning of 'specialized general' vocabulary which, in the Tourism and Hospitality fields, consists of a range of words having a specific meaning according to the context. (cf. chapter 3, point 3.1, and p.59)

Given the general consensus that developing lexical and semantic competences in an EAP context requires teaching through authentic materials, the aim is therefore to make use of reading materials the learner is likely to use in culturally appropriate contexts and for actual communication needs. For example, the teacher may give texts dealing with tourism, hospitality industry or travel literature. Besides many articles, statistics and tourism reports are yearly published by the Ministry of Country Planning, Environment and Tourism (cf Annex E) and these are indeed useful reading materials intended to provide the learner with both general high frequency vocabulary and updated knowledge relevant to his/her field of study.

Likewise, it would be significant to work on tourist brochures (cf Annex D) which are undoubtedly resourceful and insightful documents. In this respect, a great deal of research has been carried out hitherto to investigate the role of language in tourist promotion and the way brochures convey meaning. Granted the fact that they construe the valorization of a destination through a vast range of linguistic devices and discursive strategies, the learner will have the possibility to develop both his lexical and semantic competences. Here the aim with

to deal with brochures is understandably twofold. It is commonly known that the language of tourism and peculiarly the one used in brochures is very 'rich' in terms of figures of speech, vocabulary, extensive use of emphasizees, superlatives and adjectives; hence the importance to provide the learner with typical reading comprehension exercises such as 'comprehension check', 'vocabulary building' (finding antonyms, synonyms, homonyms), etc.

Then, the second objective behind this subject matter is to implement 'pragmatic awareness' through semantic competence. As already pointed out, the very purpose behind this kind of texts is not only to sell dreams but it is also and essentially to do promoting. In fact, behind each sentence we may find within a brochure, there is an act of persuasion i.e. a persuasive force. Gotti (2006: 32) claims in this respect:

'Their aim is to attract the holidaymaker/traveller in order to sell tourist products, such as flights, package holidays, hotel accommodations, etc. Although these materials are also highly informative, their aim is persuasive'⁵⁷.

This would be therefore a way of studying language of tourism from two angles. First, to work out Speech Act Theory from a theoretical point of view, then to acquire new vocabulary and comprehend linguistic strategies used to promote tourist products.

What is an undisputed fact is that ESP competence is inherently wedded to communicative competence, a fact that prompts us to develop the learners' communicative skills. Besides, the idea is to teach these skills along with the speaking and listening skills (mainly through spoken interactions). So, to achieve such an end, there should be a topic area that interrelates both listening comprehension and oral expression; this module is entitled '*Communication with the International Traveller*' and concentrates on situations where listening and speaking are both required in the domains mentioned above. Here, the most appropriate term that fits with the two skills is 'spoken interactions', a linguistic concept which is precisely intended first, to allow the learner to perform job – related 'real-life events' within an academic context, and then, to allow him to perform a dual role : listener and hearer.

So in order to stimulate spoken interactions between learners, some learning methods likely to develop the speaking and listening skills should be suggested, among them, role plays and simulations which are vividly recommended in the CBA approach (we will discuss this in details in point 'how'). At this particular juncture, one has to clarify the terms

⁵⁷ Gotti, M. , '*The Language of Tourism as specialised Discourse*', in Palusci, O. ,Francesconi, S., eds.,*Translating Tourism. Linguistic/Cultural Representations*, Editrice Università degli Studi di Trento, Trento pp 15-34, (2006)

'simulation', and 'role-play', which have almost the same meaning. While according to Van Ments (1989:14), the former is '*a simplified reproduction of part of a real world or imaginary world*'⁵⁸, the latter is for Mac Guire and Priestley (1981:87) '*a make-believe representations of some real-life event, carried out in order to help participants, (who play a role) get better at managing the event itself*'.⁵⁹ The difference between both concepts, albeit slight, exists as long as role-playing really helps the learners get involved and feel responsible when assuming and managing the role.

To illustrate this point, we may take some examples of customer services which are numerous and various. For instance, the case of a manager who has to deal with complaints; here two participants are involved i.e., the manager and the unsatisfied client, or else, a travel agent who has to make the promotion of a destination. In both cases, not only is emphasis put on developing listening and speaking skills but also on communicative skills⁶⁰, for the learner is progressively induced to integrate the idea that he/she is performing some pieces of language within a meaningful input. To put it another way, the fact of introducing role playing and simulations in a meaningful context might provide the opportunity for the learner to bridge the gap between academic and theoretical knowledge, and real life communicative events.

The emphasis is therefore conspicuously on 'learning by doing', a fact that allows the learner to gradually work out the language mechanisms. In other words, the learner is presented with some typically situational simulations, generally associated with a dialogue, which are attempted to make the learner assimilate the different functions performed behind such pedagogical activities. Let's take the example of two participants who are asked to perform the role of a receptionist and that of a customer interested in knowing more about the Western region of Algeria. Here, the participants are no longer 'pronouncing sentences loudly' but being put in a meaningful context, they can grasp the functional aspect of their utterances which vary from the function of 'promoting', 'giving information' to 'advising' etc. Subsequently, the learner will be led to perform role plays, acting here as make-believe actor of some professionally real-life circumstances, in order to apply what he assimilated during simulations i.e., functions, to what he is likely to develop: communicative skills. So,

⁵⁸ Van Ments, M. (1989) '*The Effective Use of Role-play : A Handbook for Teachers and Trainers*' (rev .edn. New York :

⁵⁸Mc Guire, J .and Priestley ,P .(1981) '*Life after School: A Social Skills Curriculum*' Oxford: Pergamon

⁵⁹ Communicative skills comprise also non-verbal communication skills such as body language (eye contact, facial expressions, body posture etc.)

the fact that these activities allow him to socialize, interact and ‘build relationships’ clearly paves the way to pragmatic competence, a point that we shall develop later on.

The last competence that should be developed is the phonological one, which broadly speaking involves knowledge of and a skill in the perception and production of the sound-units (phonemes) of the language and their realization in particular contexts (allophones) as well as the phonetic features which distinguish phonemes (distinctive features). So we chose to call the module that fits with this: *‘phonetics*, the objective of which being twofold; first to teach Phonetics from a theoretical point of view, then, to develop the “learner’s listening”. Such a competence comes at the right moment because the learner will be already acquainted with listening, thus ‘hearing’ (through the previous subject matter), thence the idea is to introduce him with some dialogues or ‘targeted’ sequences in different accents (American, British, Cockney, etc.) or different ‘Englishes’ (Indian, Australian, New Zealand Afrikaans etc.) in order to get him to grasp various pronunciations⁶¹. This is mainly conducted during lab sessions.

Also, it would be interesting to teach a module of Linguistics right from the first year, beginning first with an Introduction to Linguistics and the study of the principles and levels of analysis of a given language. This module that we entitle *‘Linguistics’* is intended to provide the learner with some knowledge on language mechanisms in general, for not only is he likely to study English for Specific Purposes but he learns above all a foreign language too.

1.4.2. Implementing Pragmatic Awareness

After having examined the different subject matters that could be proposed in order to develop the learner’s linguistic competence in S1 and S2, the objective now is to focus on pragmatic and intercultural competences. Indeed, as already explained, the ultimate goal behind this curriculum is to prepare the learner to be communicatively and professionally competent, or put differently: to be professionally competent in the Tourism and Hospitality fields. In order to achieve this, the latter should also acquire - in addition to linguistic competence already implemented in first year- pragmatic and intercultural competences

⁶¹ Remember that the questionnaire showed that most of the employees who work in the hotel have tremendous difficulties to understand some peculiar accents.

which combined all together constitute communicative competence. Therefore, the different modules suggested in the second year and that we are going to discuss in details, are here again intended to gradually equip the learner with cross-cultural communication and pragmatic skills.

Taking into account that acquiring linguistic competence is a long-developing process, one may consider that the module '*language issues*' should be extended to the second year; on the one hand, to consolidate the grammatical and syntactical knowledge and writing skills the learner developed in the first year. On the other hand, to introduce them to business writings including: reports, professional correspondence and more commonly emails, which are in relevance with their field of study. The objectives being to make the learner learn how to develop a professional writing style, how to select appropriate language –formal versus informal- tone, structures, and also how to chose the right politeness and warmth formula in business correspondence. Here, one may guess that the very aim behind this module is not only to have the learner improve his writing skills but also to instill in him pragmatic awareness ⁶²at the written level.

Bringing up pragmatic awareness, which is a first step towards pragmatic competence, the idea is to put forward another linguistics-related topic area dubbed '*Pragmatics and Discourse Analysis*'. The aim being to study and work out from a theoretical point of view the ways language is used in Tourism or Hospitality ⁶³(SAT, 'the notion of meaning', 'Text and Context', 'Sentence versus Utterance'). At the end of the year, the learner will be likely to understand these basic concepts related to language in use, therefore to pragmatic discourse which is an important issue regarding EFL learning. Likewise, it would be noticeable to teach 'Pragmatics and Discourse Analysis' along with a module simply entitled '*Sociolinguistics*' and intended to have the learner acquainted with the relevance existing between pragmatic discourse, culture and society. Thus, the main areas to be covered would be: 'the study of language use in the professional environment', 'the interaction between language and society', the notions of 'register' (the air-traffic controllers language for instance), 'jargon' or 'occupational language' and also the concept of 'Communities of Practice'⁶⁴ in the hotel industry for example. These issues are conspicuously relevant to the learner's field of study

⁶² In the case the pragmatic awareness is developed thanks to the learner's different pieces of writing conveying different messages or forces, thus different functions (asking for information, thanking, complaining etc.)

⁶³ The aim is to constantly create a correlation between the topic areas and the field of study

⁶⁴ CoP is a group of people who share in common interests, a profession , etc.

therefore allowing him to better understand 'ESP for Tourism and Hospitality' from a sociolinguistic point of view.

Working out what 'ESP for Tourism and Hospitality' means also involves teaching more targeted areas of interest in accordance with both of these fields. Undeniably, our analysis of the jobs description and the questionnaire findings show that working in such an industry entails having sales skills. Therefore, it would be interesting to suggest a module entitled '*Business communication and negotiation*' in order to initiate the learner to the selling psychology, the product negotiation and obviously sales techniques such as the up-selling strategy, the purpose being twofold i.e., to provide, first, the learner with some knowledge of the field, then, to truly examine from a pragmatic point of view how business language, persuasive language in particular, influences on the customer's decision.

One can not mention the concept of pragmatic competence without bringing up cross-cultural competence⁶⁵, an aspect that has been developed through the third chapter. Indeed, in the course of the previous discussions, we observed that being able to interact, socialize and build relationship with the foreign traveller or tourist is fundamental to work in the Tourism and Hospitality fields. Being employed in such a domain implies mixing up daily with people from different religions, races, countries, cultural norms, beliefs, values...which are but a set of 'identity aspects' that constitute one's foreign culture.

Hence, in an academic framework, the initiative would be to suggest a module - dubbed '*Cultural Diversity and Challenges*'- whereby our objective is twofold. On one side, to teach through subject matters some concepts such as 'Culture' in general and why not to have them acquainted with some cultural aspects of the American, British or Japanese cultures for instance; on the other side, to provide the learner with 'cross-cultural skills' through group sessions; hence the necessity to divide this module up into two sub-modules: one theoretical and the other more 'realistic'. Nonetheless, teaching cross-cultural skills to Algerian students in a classroom environment is not a straightforward task and this implies to have a clear idea of the main subject matters to be covered. Indeed, not only will the learner need these skills to interact with the foreign speaker, but also to understand the impact of cultural differences on working relationships for the latter might be asked to work within a multicultural team with colleagues from other cultures and countries.

⁶⁵ Also dubbed intercultural competence .

We explained so far that cultural differences may occur between two people. So, the aim is to propose group activities in which the instructor will show the learners different videos illustrating for instance cultural clashes that may occur either within a professional team or between an Algerian service provider and a foreign traveller. This activity is precisely intended to bring about the learner's reaction and point of view regarding the situational video and have him/her explain both the appropriate behavior that should have been adopted and how one can reduce cultural misunderstanding and miscommunication in such cases.

Proposing a curriculum entitled 'ESP for Tourism and Hospitality' entails teaching a module straightforwardly in connection with both subject matters, hence a last module coined '*Tourism and Hospitality*'. The aim is to teach first the basic concepts relevant to both areas starting with an introduction to the industries linked to tourism, hospitality, transportation hospitality (airline, ship, car rental, etc.) in general, in Algeria in particular and skate over the different services and their role in an international hotel. Then, what prevails in this module is to teach the notion of 'service culture', a substantial hotel industry concept that we developed through the second and third chapter. The objective is clearly on the one hand, to have the learner understand that service culture is above all a selling process, on the other hand to clarify the expectations international guests have of hotel staff and service. Afterwards, it would be pertinent to teach some topics like 'the Policy behind Mediterranean Tourism and in the Arab countries', 'Cultural Heritage and Tourist Destinations in Algeria', 'the Saharan Tourism' and also a topic related to the international norms.

1.4.3. Instilling Professional Skills

While the pedagogical objective behind the two previous years was to implement linguistic competence, pragmatic awareness and cross-cultural skills in order to allow the learner to be communicatively competent at the end of the curriculum, the third and last year, however, would be intended to focus on the professional aspect for the BA which is a professionalizing one. Also, a point should be made that professional training is to be performed during the course of the sixth semester (S6), both in order to initiate the learner to the occupational environment and to make him/her acquainted with research methodology. The latter is indeed required to write a training report following precise methodological steps.

The following discussion is an attempt to detail each area of interest and the intended learning outcomes in terms of skills, knowledge and competences which are associated to them.

Though this specialty rests upon ‘specific’ fields i.e. Tourism and Hospitality, one may say that this curriculum is based above all on linguistic principles, for the main concern is to teach ESP which entails a large array of topics to be covered and applied through the different modules we discussed so far. For that reason, it would be useful to teach first ‘Applied linguistics’; a compound module meant at covering ,in the first place , topics related to TEFL, for the learner is primarily likely to learn EFL before studying ESP. In addition to that, we have to take into account the fact that from an objective point of view, not all the BA holders will find a job according to their field of study, but they may probably teach at the middle school. Subsequently, the module meant at teaching ESP, merely coined ‘TESP’(Teaching English for Specific Purposes) would be on the one hand an introduction to the main concepts and principles this approach encompasses, and on the other hand a theoretical description of what the learner studies through the various subject matters. Therefore, one may consider the subject matter ‘*Applied Linguistics*’ from two angles: one intended to be a step towards the ESP theory, for ESP is above all regarded as an *approach*⁶⁶ (Hutchinson T.& Waters A,1987); and the second one is to provide the learner with the necessary grips in terms of teaching approaches and methodology.

The analysis which has been carried out through the third chapter disclosed that the employees who work in the hospitality field require well-defined professional skills. Our aim at present is to set out to apply what we observed in a professional environment to an academic framework. This is far from being a simple task, for both contexts differ drastically at several levels. The fact is that the learner needs first of all to improve his knowledge regarding the prevailing domains of his/her specialty i.e., Tourism and Hospitality. Hence, a continuity of what the learner has already studied in the second year. Moreover, our analysis shows that having management skills is a salient feature, for not only being employed in this industry generally implies to be able to work in teams, but it also means evolving rapidly in one’s career. Thus our purpose to instill managerial knowledge to the learner. The next module, called ‘*Tourism Management*’, is thus proposed in order to have the learner work out the different managerial aspect of each department such as ‘Human Resources Management’,

⁶⁶ Hutchinson, T. & Waters, A., op.cit., p37

‘Front Office Management’, or else ‘Operations Management’, ‘Revenue Management’ and ‘Marketing Management’.

In the course of the last semester (semester 6) i.e., at the end of the third year, the learner is asked to write a project on a subject-matter relevant to his field of study, which necessitates methodological skills. The aim of this research is both to allow the learner to produce a personal work and to synthesize the knowledge he has acquired throughout the first five semesters, and to prepare him to the Master’s Degree. In parallel, the learner is asked to perform as well a ten day professional training of and write a report at the end of it. What should be noted is that both the project and the professional training complete each other for either the former can be regarded as being a stepping stone or a kind of foretaste to the latter, or the professional training may give impetus to the project writing. Granted the fact that this professional experience is remunerated, a ‘convention’ or ‘contract’ should be agreed on between both the University and the Company that welcomes the student. Hence, our idea is to propose professional trainings in some travel, tourism or airline companies such as the Starwood or Accord Hotels (private companies), Air Algerie or else at the ENST (Ecole Supérieure de Tourisme) which undoubtedly falls under the framework of our concern for this institute mainly trains students in the domains of Tourism and Hospitality Management.

As this research was carried out in an international hotel, we assume that providing the student with this opportunity would allow him to discover the world of the Hotel Industry including the different departments that constitute a five-star hotel, the various services that are proposed, the way service culture is implemented and also how interaction between the guest and the employee unfolds. Also, suggesting training in Air Algeria would be beneficial and profitable too, insofar as this national company encompasses different related institutions including airports, travel agencies and flight attendant institutes, which offer a multitude of subject-matter areas to be investigated. For instance, if a learner was to perform training in a travel agency, one may propose to study the discourse of the brochures or the discursive strategies used to promote some destinations in Algeria.

Also carrying out such a professional practice within an airport (Oran, Algiers or Tlemcen) would be also of great interest as the topics to be covered are in fact directly related to their field of study. To put it differently, the learner might have the possibility to examine the different departments and the way communication is achieved at both the oral or written levels. Bringing up written communication, one may also study mails, written correspondence

or else oral communication within a professionally specific environment. Always in the same company making a research in a flight attendant institute could give the learner valuable insights as to the 'English for flight attendants', determining for example the extent to which this latter may be considered as specific, 'restricted' or, 'occupational'. Granted the fact that this institute provides the learners with English courses, the idea would be to examine the way ESP (Specific English for flight attendants) is taught including both methodology and content.

Finally the ENST which is situated within the Aurassi Hotel is both an academic and a professional institute for the learners who study there not only have the opportunity to acquire knowledge of the field at tertiary level but they also have to put into practice what they learn through trainings and research in a professional environment. Therefore this institute offers a large array of topic areas and relevant subject-matters, from the study of Management Tourism and Hospitality, to the cross cultural communication skills to be acquired, or else the way EAP (English for Tourism Students) is teach and learnt.

As the discussion unfolds, one may go further in justifying that the aim to agree upon a convention between the ENST and the University of Mostaganem would be eventually twofold i.e., on the one hand to allow the students of Mostaganem to perform their training there and have a better understanding of their field of study and on the other hand, as our curriculum is intended to train future professionals to be ESP competent in the field of Tourism and Hospitality, while providing them with knowledge in applied linguistics, the purpose is to investigate the way specific English courses could be improved or designed both regarding content and methodology. Hence, the significance to set up a kind of partnership and to agree upon a written convention.

S1 AND S2: DEVELOPING LINGUISTIC COMPETENCE			
SUBJECT MATTER	ACTIVITIES/TEACHING AREAS	SKILLS,KNOWLEDGE AND COMPETENCIES TO	AIM
LANGUAGE ISSUES	Grammar and syntax teaching	Grammatical competence	LINGUISTIC COMPETENCE
READING COMPREHENSION	Specific vocabulary teaching (brochures, tourism reports, etc.) Typical exercises: Comprehension check, vocabulary building (antonymy, synonymy etc.) Speech Act Theory introduction through specific reading materials	Semantic competence Lexical competence Pragmatic awareness	
COMMUNICATION WITH THE INTERNATIONAL TRAVELLER	Pedagogical activities intended to develop spoken interactions : typically situational simulations and Role Plays	Oral, listening and speaking skills	
PHONETICS	Knowledge of the phonological and phonetic features of the language Learner's presentation with dialogues in different accents (American, English...)or Englishes (Indian, Afrikaans...).	Phonological competence	
LINGUISTICS	Introduction to Linguistics and the study of the principles and levels of analysis of a given language	Basic concepts knowledge	

Figure 4: Developing Linguistic Competence

S3 AND S4: IMPLEMENTING PRAGMATIC AWARENESS			
SUBJECT MATTER	ACTIVITIES/TEACHING AREAS	SKILLS, KNOWLEDGE AND COMPETENCIES TO BE	AIM
LANGUAGE ISSUES	Grammatical and syntactical knowledge consolidation, Learner's introduction to business writings (reports, professional correspondence, emails etc.)	professional writing skills Grammatical competence Pragmatic awareness	PRAGMATIC COMPETENCE/CROSS CULTURAL SKILLS
PRAGMATICS AND DISCOURSE ANALYSIS	Tourism and Hospitality language study (SAT, pragmatic discourse etc.)	Understanding of the basic concepts related to language in use	
SOCIOLINGUISTICS	The study of language use in the professional environment, The interaction between language and society, Some notions (jargon, register, etc.) The concept of 'Communities of practice' in the hotel industry	Understanding 'ESP for Tourism and Hospitality from a sociolinguistics point of view	
BUSINESS COMMUNICATION AND NEGOTIATION	Learner's introduction to the selling psychology, the product negotiation and sales techniques (up-selling strategy), persuasive language etc.	Sales skills Knowledge of the field Examination from a pragmatic angle of the way persuasive language works	
CULTURAL DIVERSITY AND CHALLENGE	Learner's teaching of some cultural aspects of the American, British or else cultures. Cross-cultural skills teaching through group sessions (situational video) The impact of cross-cultural differences in a professional environment.	Cross-cultural skills	

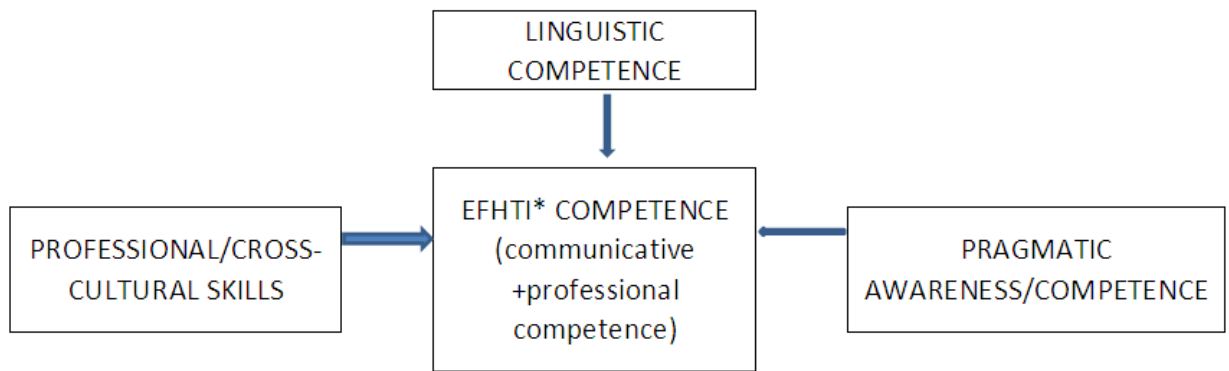
Figure...: Pragmatic competence

Figure 5: Implementing Pragmatic Awareness

S5 AND S6: INSTILLING PROFESSIONAL SKILLS			
SUBJECT MATTER	ACTIVITIES/TEACHING AREAS	SKILLS AND COMPETENCIES TO BE	AIM
APPLIED LINGUISTICS	TEFL: Methods, approaches and techniques used to teach EFL	Knowledge of the ESP field Necessary skills in terms of methodology and teaching	INSTILLING PROFESSIONAL SKILLS
	TESP: Introduction to the principles and concepts of ESP teaching		
TOURISM MANAGEMENT	Learner's introduction to the different managerial aspects of each department (HR management, FO management etc.)	Knowledge of the field Managerial skills	
PROJECT WRITING (S6)	Project writing on a subject -matter relevant to the field of study (personal work, synthesis,etc.)	Methodological skills	
PROFESSIONAL TRAINING	Suggesting trainings in some international hotels, travel or airlines companies, Airports, etc. Make the student discover the world of the Tourism and Hotel Industry. Examination of the different departments and the way communication is achieved (oral and written levels)	Knowledge of the field Methodological skills Knowledge in Linguistics and ESP Professional skills	

Figure...: Professional skills

Figure 6: Instilling Professional Skills



*English for Hotel and Tourism Industry

Figure...: EFTH Competence

Figure7: EHTIH Competence

5.3. EAP at Tertiary Level (Where) and (when)

We saw previously that teaching EAP for Tourism/Hotel Management implies granting the students the opportunity to perform a professional training in partnership with professionals of the field while following methodology and content accordingly. Yet, one has to know that despite the fact that the aim is to teach ESP and set out to focus on the professional aspect, we are still in an academic environment. Thus several questions come to our mind as knowing the place where the learning will take place, the potential the place provides or the limitations it imposes. Also, the time allocated for this teaching and how the different subject-matters and training will be scheduled should be taken into account. This means that we have to consider the two last remaining variables: ‘where’ and ‘when’, while examining other aspects namely the physical setting or else the human and linguistic contexts.

Teaching ESP at tertiary level, i.e. at university, means teaching English in an academic context far from the professional environment. The first fact to consider is the place, or put differently, the physical context where the teaching will occur. Of course, teaching EAP often implies either lecturing in amphitheatres or teaching in class through practical work. Indeed class sizes can vary immensely: an ESP teacher could have just one student, for example a business person or have several hundred students for example in a first year tertiary level class. This requires not only a conscious and substantial alteration to approach but also adaptation. Afterwards, what remains important for a teacher is to be able to focus on individual attention and cope with mixed abilities.

In addition to the physical setting we just tackled, two other aspects remain significant too: the human context and the linguistic one. Here it is worth pointing out that the human context is important since, as put previously, the number of learners can vary considerably and this may impinge on the learning process. Likewise, the linguistic aspect should also be considered since the teaching occurs in Algeria where English has the status of foreign language. This means that English is not practiced in the daily life, as it is the case for French, but rather in middle and high schools, at universities or institutes. So both the human and linguistic contexts contribute to this form of ‘decontextualisation’ as students study in an institutional framework with EL teachers and not professionals, and learn a language for specific purposes without being implied the professional world.

The last element we have to deal with is ‘When’ or more precisely the time when learning is to take place, how much time is available or else how it will be distributed. As already mentioned in point ..., we no longer speak in terms of modules or disciplines, but rather in terms of subject matters and teaching units divided up onto semesters. Also, we have to precise that each topic area (or subject matter), be it from the the ‘unité fondamentale’ or from the ‘unité transversale’, is covered over 8 sessions/per semester and that the last session is dedicated to the final exam. In this framework, one may deduce that the role of an ESP teacher goes beyond the traditionally academic teaching, and requires from the latter to be above all a practitioner able to juggle with several parameters such as methodology, authentic materials, context and time, which demands great flexibility and adaptation.

Conclusion

More than half a century after the end of the Second World War, English is still regarded as both the first international language spoken in the world and the core of globalization. Such a linguistic evolution and infatuation towards English prompts every day millions of people from all over the world to learn or teach it. Businessmen, engineers, doctors, tourist guides, etc. are adults who, more than ever, do require English attuned to their professional needs. A fact that pushes educationalists and teachers to examine this issue to best work out those 'new' learners' accurate professional needs. Regarding the current situation in Algeria, one may say that our language policy aims at promoting the English language and how to teach English as a foreign language is still at the core of the debates. We saw in the theoretical part of this research that drastic changes took place at the educational level through various reforms, and that efforts had been made at middle and high schools to best meet with the learners' expectations in terms of communicative competence. However, one cannot deny the fact that TEFL at tertiary level is far from being optimized, though attempts are being made to improve the situation. The recent implementation of the LMD curriculum, notably at the University of Mostaganem, was precisely an attempt to bring some changes and peculiarly to prepare the students to their future professional life through a professionalizing curriculum.

To sum up many changes occurred at secondary level and took shape through various approaches such as the CBLT or the CBA, both of them resting on communicative competence. Also, these same approaches are taught at tertiary level in departments of English and notably in modules of Applied Linguistics. Still, one cannot disagree with the idea that there is a tremendous gap between English taught in an academic environment and English practiced in professional framework, and that teaching ESP still remains an undeveloped approach. The fact is that most holders of a BA, be it in English or else, are not communicatively competent for they had been hitherto exposed to a kind of decontextualised English.

My personal experience as training coordinator at the hotel 'X' influenced to a great extent my choice to investigate ESP for Tourism and Hotel industry, and examine the way English is practiced and taught in foreign companies in Algeria. Besides, our first observations lead us to deduce that the English courses provided by the hotel are not tailored with the hotel staff specific job-related functions. Starting from this fact, our aim was to demonstrate that the English taught in the Algerian schools, universities and companies (in

this case the hotel) does not correspond to the English required for the professional world neither. Therefore, this empirical study rests on several hypotheses. The first one is that the employees have difficulties to interact and socialize with the English-speaking guest. The second hypothesis lies in the fact that they are not communicatively competent. Eventually, the third one is that the company does not provide courses tailored with the trainees' professional needs.

Regarding methodology, the purpose was first to synthesize the jobs description in order to get a precise idea of the main skills, competencies and knowledge an employee should have. Knowing that TSA is clearly embedded in the cornerstones of ESP, the jobs description analysis proved of great necessity as it helped us analyzing in details the professional knowledge and skills needed to work in this field. What arises from this analysis is that whatever the position an employee has, working in a hotel requires first multidisciplinary knowledge. To put it another way, the employee should both have knowledge in terms of leadership and be acquainted with the hotel standards as well as the internal policy: service culture. Then, we saw that having some personal qualities such as warmth and availability are significant personal criteria for this industry lies above all on services delivery. The professional skills and competencies that are recommended are either general, for instance the ability to do some suggestive sale, or specific for each job requires some specific-related functions. After that, we saw that 'career objective' is vividly encouraged as the employees have the possibility to evolve rapidly.

As far as internal training is concerned, including the English courses, we saw that it gives the trainees the opportunity to develop their career and ensure professional polyvalency. Yet after having synthesized the jobs description and worked out what EFHS entails in terms of language knowledge, discoursal and linguistic features, we corroborated that the English courses are not geared towards the trainees' needs. This is mainly due to inappropriate methodology and content, two aspects generally neglected in the ESP teaching. The last step was to administer a questionnaire to the hotel 'X' staff in order to identify their needs, lacks and wants in terms of specific English. In fact those three steps allowed us to shed lights on what really TESP implies and how best teach it.

Besides, the aim behind our modest attempt to design a professionalizing BA for Tourism and Hospitality Management was precisely to model EOP necessary knowledge in an academic

environment via content teaching procedures, and consider the learner as being simultaneously an EAP student and an ESP trainee. The idea was therefore to design a Competency-based curriculum combining both appropriate methodology and targeted content, while taking into consideration other variables. Thus, we wanted to integrate both personal as well as professional competencies and supporting theory in relevance with the fields of Tourism and Hospitality. Concerning methodology the aim was to focus on interaction, authenticity and communicative grammar, thus to put emphasis on real academic or occupational situations. The idea being to prepare students to work in the Tourism and Hospitality fields, several competences had to be developed during the six semesters that constitute the curriculum. Our analysis revealed that linguistic competence, pragmatic awareness, cross-cultural competence and professional skills had to be progressively integrated according to a series of specific-related areas, while focusing on the professional context and language in use.

Issues concerning language in use, the ESP teaching and the LMD programme are still at the heart of the debates and are more than ever regarded as fields of work. We also have to precise that we faced some difficulties and limitations, notably when dealing with the questionnaire, for implementing ESP and what this implies requires a certain awareness of the need. Indeed generally ESP teachers are not sufficiently trained to teach specific topics nor are they acquainted with appropriate methodology. Also teaching professional-related areas may turn out to be tricky as the academic environment in which EAP is likely to take place does not provide the learner with adequate context. This notion of context is in fact of paramount importance and focusing on language in use in ESP is still a priority. We should not consider the learner as a student any longer, but rather as a trainee, a future employee who do need necessary knowledge in terms of ESP. Indeed the latter is but a member of the society, a 'social agent' who will be asked to perform general or specific tasks. Besides, it would be interesting to keep on investing TSA in the professional work, and analyze the different situations and tasks in which the trainee may find himself. This approach, more commonly dubbed TBA (Task-based Approach) is still recent in our country but provides interesting insights as to the EFL teaching. The aim behind this approach is to classify the various tasks a student or learner may face in his life, and help him develop communicative competence, cross-cultural skills and pragmatic competence. The idea for further research would be therefore to apply this method to the ESP approach in the LMD context, in order to best prepare future professionals.

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ANNEXES

Annex A:

Theme	Education in the world; comparing educational systems
Project outcomes	Pupils will: <ul style="list-style-type: none">- be involved in a panel discussion- make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres- write reports comparing different systems in the world- make “commercial” flyers on this theme
Language Outcomes	SEE DETAILS IN TABLE BELOW
Skills and strategy Outcomes	Pupils will: <ul style="list-style-type: none">-identify the characteristics of different educational systems-take notes/compare/synthesise/ draw conclusions/evaluate-use critical judgement
Intercultural outcomes	Pupils will: <ul style="list-style-type: none">-Be made aware of what educational systems have in common at world level-be made aware of the differences and the specificity of each country
Technology skills	www.unesco.org/education www.nexi.org/resources/educationalsystems.htm www.unesco.org/iaiv/onlinedatabases/index.html www.nafsa.org/publication

Annex B:

03/04
2010

Le Quotidien

D'ORAN
Edition Nationale d'Information

Près de deux millions de touristes ont visité l'Algérie



Près de deux millions de touristes ont visité l'Algérie en 2009, a indiqué hier à Alger le ministre de l'Aménagement du Territoire, de l'Environnement et du Tourisme, M. Cherif Rahmani. «Un total de 1 911 566 touristes ont visité l'Algérie en 2009 et nous nous rapprochons de 2 millions de touristes alors qu'il y a quatre ou cinq ans, on était à 500 000 touristes», a indiqué le ministre en marge de la cérémonie de si-

gnature de contrats entre son département et des investisseurs nationaux pour la réalisation de 28 projets d'hôtels. Qualifiant cette tendance de «bonne», M. Rahmani a relevé que l'Algérie n'a jamais atteint ce chiffre depuis l'indépendance, estimant que l'objectif est d'arriver à 2,5 millions de touristes en 2015.

Concernant les 28 projets qui sont d'une capacité de 2 494 lits, ils permettront la création de 3 741 emplois, a indiqué M. Ché-

rif Rahmani. Ces projets sont répartis à travers quatre pôles d'excellence touristique au Nord-Est (9 projets), Nord-Centre (8), Nord-Ouest (7) et au Sud, à Gourara (4). Cette sixième opération vient ainsi s'ajouter aux cinq précédentes, concrétisées depuis 2008 pour la réalisation de 403 projets touristiques pour un total de près de 38 882 lits devant générer un total de 58 323 emplois, a encore expliqué le ministre.

LE TOURISME JETTE LES BASES DE SON ESSOR

431 projets d'hôtels

29/03/2010 en deux ans

Suite de la page 1

Ces projets sont répartis à travers quatre pôles d'excellence touristiques : 9 au nord-est, 8 au nord-centre, 7 au nord-ouest et 4 au sud, au Toutat Gourara. Cette sixième opération vient ainsi s'ajouter aux cinq précédentes, concrétisées depuis janvier 2008 pour la réalisation de 403 projets touristiques pour un total de près de 38 882 lits devant générer la création d'un total de 58 323 emplois. Avec cet apport, le nombre total de projets est de 431 avec un nombre de lits à réaliser estimé à 41 376 et la création de 62 000 postes de travail. Ainsi, 56% des objectifs tracés par le gouvernement ont été atteints.

Cette initiative s'inscrit dans une démarche partenariale fondée sur une confiance partagée et des engagements mutuels du public et du privé.

Au titre de ce partenariat, les investisseurs concernés s'engagent à mobiliser les moyens de financement nécessaires à la réalisation de leurs projets dans les délais souscrits, veiller au respect des lois et règles relatives aux normes d'urbanisme, d'environnement et de la qualité et s'inscrire dans une dynamique d'amélioration de la qualité des services dans les établissements touristiques et hôteliers.

En contrepartie, les pouvoirs publics apporteront un accompagnement aux investisseurs dans les domaines de la formation des personnels en gestion et aux métiers ainsi que dans le domaine de la démarche qualité (Plan qualité tourisme Algérie - PQTA), l'insertion de leurs établissements dans les circuits touristiques à proposer aux marchés nationaux et internationaux, et dans les supports de promotion et de publicité de la destination Algérie et l'innovation et l'utilisation des TIC pour la promotion et la communication de leurs produits. Il est à souligner que l'ensemble des investisseurs disposent d'assiettes foncières et d'apports en autofinancement pour la réalisation de leurs projets. «Le créneau est vierge et pas simplement porteur. Nous sommes dans un pays où tout est à faire. C'est un secteur extrêmement important qui va créer des emplois et booster l'économie nationale», a déclaré Issad Rebrab, patron de Cevalat, l'un des groupes privés algériens les plus dynamiques. Il a annoncé

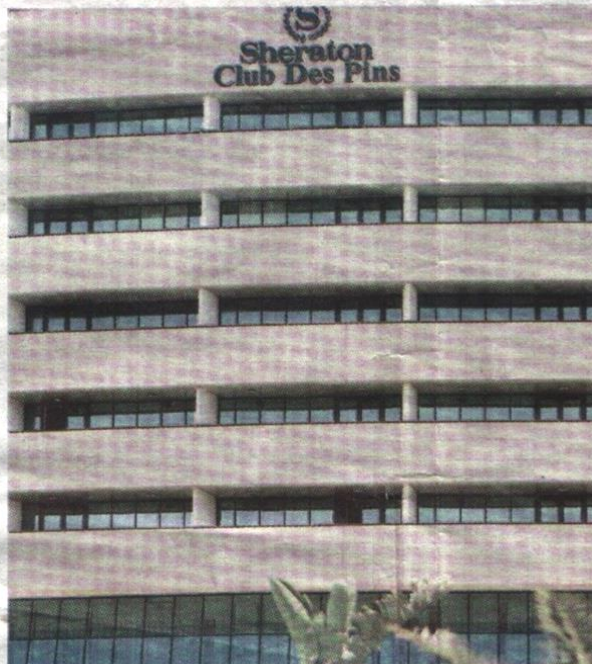


PHOTO : B. SOUJIL

L'organisation de séminaires et rencontres, un créneau qui permet à ce genre d'hôtels de faire l'essentiel de leur profit

plusieurs projets touristiques à Alger et Béjaïa, qui attendent leur validation par les autorités.

PRÈS DE 2 MILLIONS DE TOURISTES EN 2009

En marge de cet événement, le ministre a annoncé que le nombre de touristes en Algérie est en constante augmentation. Officiellement, notre pays a reçu 1 911 506 touristes en 2009, un chiffre assimilé par le ministre à «un chiffre record. La tendance est bonne et se rapproche de l'objectif des 2,5 millions de touristes à l'horizon 2015 prévu dans le schéma directeur d'aménagement touristique 2025». Cette hausse peut être expliquée par une meilleure visibilité de la destination Algérie, la mise en œuvre du programme d'activités promotionnelles de l'Office national du tourisme (ONT) à l'étranger et la mise en place du plan qualité tourisme.

En dépit de ce score, il faut reconnaître néanmoins que la croissance reste tirée essentiellement par le tourisme d'affaires qui a connu une évolution ces

dernières années. On le constate dans le taux d'occupation des hôtels cinq étoiles (Sofitel, Hilton, Sheraton Club des pins, El Aurassi) qui dépasse généralement les 80%.

Un autre signe qui ne trompe pas : ces mêmes hôtels se sont lancés dans des opérations de rénovation pour garder leurs clients professionnels qui organisent des séminaires et autres rencontres, un créneau qui leur permet de faire l'essentiel de leur profit. Cette progression est le résultat du climat généré par la mise en œuvre des programmes de soutien à la croissance ainsi que par les possibilités d'investissement et de partenariat.

Le tourisme saharien a aussi contribué à attirer les visiteurs étrangers : il constitue la «force de frappe» de la stratégie globale du gouvernement visant à remettre en selle la destination Algérie. Le Sud captif et plusieurs vols d'Air Algérie et d'Aigle Azur ont atterri sur le tarmac ramenant des touristes à Djanet et Tamanrasset pour passer le réveillon.

K. B.

Annex E:

STRAIGHTFORWARD QUICK PLACEMENT & DIAGNOSTIC TEST

Grammar

- a) I _____ from France.
b) is
c) are
d) am
e) be
2. This is my friend. _____ name is Peter.
a) Her
b) Our
c) Yours
d) His
3. Mike is _____.
a) my sister's friend
b) friend my sister
c) friend from my sister
d) my sister friend's
4. My brother is _____ artist.
a) the
b) an
c) a
d) _____ 20 desks in the classroom.
e) This is
f) There is
g) They are
h) There are
5. Paul _____ romantic films.
a) likes not
b) don't like
c) doesn't like
d) isn't likes
6. Sorry, I can't talk. I _____ right now.
a) driving
b) 'm driving
c) drives
d) drive

7. She _____ at school last week.

- a) didn't be
- b) weren't
- c) wasn't
- d) isn't

8. I _____ the film last night.

- a) like
- b) likes
- c) liking
- d) liked

9. _____ a piece of cake? No, thank you

- a) Do you like
- b) Would you like
- c) Want you
- d) Are you like

10. The living room is _____ than the bedroom.

- a) more big
- b) more bigger
- c) biggest
- d) bigger

11. The car is very old. We're going _____ a new car soon.

- a) to buy
- b) buying
- c) to will buy
- d) buy

12. Jane is a vegetarian. She _____ meat.

- e) sometimes eats
- f) never eats
- g) often eats
- h) usually eats

12. There aren't _____ buses late in the evening.

- a) some
- b) any
- c) no
- d) a

13. The car park is _____ to the restaurant.

- a) next
- b) opposite
- c) behind
- d) in front

14. Sue _____ shopping every day.

- a) is going
- b) go
- c) going
- d) goes

15. They _____ in the park when it started to rain heavily.

- a) walked
- b) were walking
- c) were walk
- d) are walking

16. _____ seen fireworks before?

- a) Did you ever
- b) Are you ever
- c) Have you ever
- d) Do you ever

17. We've been friends _____ many years.

- a) since
- b) from
- c) during
- d) for

18. You _____ pay for the tickets. They're free.

- a) have to
- b) don't have
- c) don't need to
- d) doesn't have to

19. Jeff was ill last week and he _____ go out.

- a) needn't
- b) can't
- c) mustn't
- d) couldn't

20. These are the photos _____ I took on holiday.

- a) which
- b) who
- c) what
- d) where

21. We'll stay at home if it _____ this afternoon.

- a) raining
- b) rains
- c) will rain
- d) rain

22. He doesn't smoke now, but he _____ a lot when he was young.

- a) has smoked
- b) smokes
- c) used to smoke
- d) was smoked

23. Mark plays football _____ anyone else I know.

- a) more good than
- b) as better as
- c) best than
- d) better than

24. I promise I _____ you as soon as I've finished this cleaning.

- a) will help
- b) am helping
- c) going to help
- d) have helped

AIN-TEMOUCHENT

INSTITUT DES LETTRES, DES LANGUES ET LE DEPARTEMENT DE FRANÇAIS

Le système LMD des langues en débat

Une journée d'études intitulée « Le système L.M.D : Approches du Terrain » a été organisée au centre universitaire de Aïn-Témouchent, par l'institut des lettres, des langues et le département de Français, en présence du directeur et des responsables des différents départements du centre universitaire, et à laquelle ont pris part les professeurs venus des différentes universités de l'Ouest du Pays, et les étudiants universitaires.

De notre bureau de Aïn Temouchent B. Abdelqheffer

L'assistance a été conviée à assister à plusieurs communications, notamment l'intervention du professeur Miliani Mohamed de l'Université d'Oran, ayant pour titre « Les formations professionnalisantes dans le LMD entre vœux (pieux) et réalités », suivie par celle du docteur « Benramdane Farid de l'université Ibn Badis de Mostaganem, sur le plan de développement pluriannuel et méthodologie de montage des offres de formation (licence et Masters) dans les facultés de langues: le cas de Mostaganem. Après la pause-café, les communications se sont poursuivies par l'intervention du docteur Braik Saâdanc, de la même université de Mostaganem, titrée « de l'analyse des besoins et de la conception des offres de formation LMD », avant de céder la parole à son collègue de l'université de Mostaganem, également, pour communiquer sur « les offres de formation et Canevas du MESRS ». L'après-midi a connu les interventions de M. Bouanani Farid de l'ENSET d'Oran sur « du système classique au LMD : passerelles ». Selon M. Bouterfes Bel-Abbès, directeur du département des lettres et langues du centre universitaire de Aïn-Témouchent, il y a une différence entre le système



LMD et le classique, car le LMD véhicule la mentalité de l'entrepreneuriat qui fait l'université où le professeur accompagne l'étudiant afin qu'il puisse lui-même prendre sa destinée, son projet, son savoir-faire, le diplôme LMD (Licence, Master, Doctorat), comme on le sait, est universel, qui permet à l'étudiant de poursuivre ses études en LMD dans tous les pays officiant ce système. Ce système nécessite la formation des formateurs, l'implication de l'étudiant dans la prise de décision d'intérêt général à l'université et à l'étudiant, pour qu'il n'y ait aucun mur entre l'étudiant, l'enseignant et le rectorat. Il a donné comme exemple que les universités de Béjaïa et Constantine se trouvent au cycle doctoral

dans le système LMD. Il nous a précisé que le département des lettres et langues ne doit pas se limiter aux lettres ou aux langues proprement dites mais qu'il se développe pour toucher la langue de tourisme, d'hôtellerie, de restauration, de presse et communication, d'arts, d'animation sportive etc... Tandis que le classique est attribué au salariat, car l'étudiant une fois qu'il décroche le diplôme pour avoir un salaire mensuel, loin parfois d'initiatives d'entrepreneuriat. Cette journée a été clôturée par des recommandations des séminaristes qui ont proposé qu'à chaque 04 mai, il sera organisé une rencontre nationale sur le système LMD au centre universitaire de Aïn-Témouchent, et non

pas régionale, et ce après l'approbation du conseil national d'habilitation, les offres de formation, avec « quel LMD veut-on pour notre pays », mettre l'étudiant et l'université en rapport avec le partenaire, la création des ateliers pour évaluer le système LMD, création des cellules d'écoute pour que l'étudiant s'exprime en toute liberté, débattre ces problèmes afin qu'il soit épargné de l'esprit de violence, l'impliquer dans la prise des décisions des universités, et qu'il n'y aura plus de mur entre l'étudiant et le rectorat. Cette journée a eu un impact favorable parmi l'assistance aussi bien encadreurs, professeurs et étudiants qui ont souhaité que ce genre de rencontres se multiplie à travers nos universités.