The English Language Needs of Hospitality and Hotel Management Students at a Saudi University: Integrating Agile Philosophy into ESP

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Abstract

The English language plays a vital role in tourism, particularly in hospitality and hotel management. As a result, there is a need to investigate the English language requirements of this industry and train employees who can perform well both professionally and competently. This prompted us to investigate one of the Hospitality and Hotel Management (HHM) programs at King Abdulaziz University's (KAU) College of Tourism. This program is responsible for training graduate students who will work in the HHM sector. As a result, the researcher's aims in this study are to investigate the English language needs of Hospitality and Hotel Management program, and to introduce Agile English for Specific Purposes (AESP) as a new approach to teaching English in the field of English for Specific purposes. This research used a mixed-method approach to gather quantitative and qualitative data through a questionnaire, interviews and book evaluation. The study sample consisted of fifteen graduate and undergraduate students, five teachers from the HHM program at the same faculty, and six employees from different HHM sectors. According to the findings of this study, speaking was the most needed skill, as well as the way the current HHM program did not meet the English needs of the students. Moreover, this study presented AESP as a solution that combined all of the required needs into one.

Keywords: English for Specific Purposes (ESP), English for Tourism (EFT), Needs Analysis (NA), Hospitality and Hotel Management (HHM), Agile English for Specific Purposes (AESP)

1. Introduction

1.1 Research Problem

In the field of teaching tourism, there is a need to focus on the English language in a practical and cognitive way. As stated by Demirkol and Pelit (2002), "having good English has become more important than having a diploma in the field of tourism" (Demirkol & Pelit, 2002, as cited by Uysal, Temizkan, & Taslacı, 2018). This study aims to examine the current curriculum of the HHM program offered by King Abdulaziz University (KAU). It is also introducing a new direction to teaching English for tourism purposes in general, and Hospitality and Hotel Management in particular.

In 2019, Saudi Arabia became one of the new countries to invest in attracting more visitors from around the world. According to "Vision 2030 Overview" (n.d.), a vision 2030 was launched, a roadmap drawn up by His Royal Highness the Crown Prince, to harness the natural resources and take advantage of Saudi Arabia's strengths, strategic position, investment power and place at the center of the Arab and Islamic world. Therefore, Saudi Arabian vision 2030 prioritizes tourism as one of the drivers that supports economic growth in the country, which explains the need to develop tourism-related activities. Therefore, it is essential to provide professional training programs in the tourism industry to prepare hospitality and hotel management employees to deal with tourists coming from outside the country. This study explores the English language needs of the hospitality and Hotel Management diploma program at King Abdulaziz University, Jeddah, Kingdom of Saudi Arabia (KSA). The participants are HHM students (graduates and undergraduates) and teachers besides workers in the sector of HHM in KSA.

In this study the researcher aims to investigate the English language needs of Hospitality and Hotel Management program, and to introduce Agile English for Specific Purposes (AESP) as a new approach to teaching English in the field of English for Specific purposes.

Objectives:

The purpose of this study is to:

1. Identify the students' English language needs of the Hospitality and Hotel Management Program.
2. Know the strengths and weaknesses of the current hospitality and hotel management program.
3. Assess the suitability of the used tourism book in HHM program.
4. Introduce Agile philosophy in teaching the English language for specific purposes.

1.2 Research Significance

This research contributes to developing and designing an appropriate curriculum for the HHM program at the Tourism Faculty at King Abdulaziz University, Jeddah, KSA. This will result in qualified graduate students to work in the tourism sector in line with the 2030 vision of the Kingdom of Saudi Arabia. Moreover, the results of this study will help those who are interested

in teaching the tourism training program in English since it presents solutions to help them in understanding the nature of tourism courses. The findings provide new insights into teaching ESP, where a new direction of teaching methods in ESP has been introduced.

1.3 Literature Review

1.3.1 Hospitality and Hotel Management

Hospitality and hotel management are two different sectors. Understanding its duties facilitates teaching them. Moreover, it is argued that hotel management represents only a tiny part of the huge demand for the hospitality sector. According to "Difference Between Hospitality Management and Hotel Management | CCTB Blog, (2021)," indicates, "Hotel management involves the management of every aspect that is associated with the functions of a hotel. Hotel management trained staff learn different skills required for housekeeping, maintenance, administration, catering, marketing as well as other things" (para.3). While the idea of hospitality is to provide people with services related to travel, tourism, food, lodging, and recreation (Reynolds & Chase, 2018). We can also expand this definition to include institutions that provide other types of services to people away from home (Barrows, Powers & Reynolds, 2012). **Sivakumaran (2016) indicated that** a stranger becomes a guest, then a friend, and finally a loyal customer through the relationship process of hospitality. Hospitals, like hotels, establish relationships with their patients and service providers. The basic principle in both activities is to create a culture of treating customers respectfully and ethically (para1).

Following a brief explanation of hospitality and hotel management (HHM) terms, the following sections emphasize the importance of the English language in these fields. The primary goal of the research is to introduce an appropriate method of teaching English in the HHM program, including English for Specific Purposes, its branches, and empirical studies on the subject. In addition, a brief overview of the English language in the context and needs of Saudi Arabia is provided.

1.3.2 General English GE and English for Specific Purposes

GE learners were distinct from ESP learners as illustrated by Lorenzo:

In fact, the difference between the ESP learners and ELT learners is that ESP learners are aware and familiar with English, but they are still required to learn the language to perform particular job-related functions and to be able to communicate a set of professional skills (Lorenzo, 2005). (As cited in Zahedpisheh, Abu bakar, & Saffari, 2017, p.86)

There are two types of English teaching - general English for general purposes (GE) and English for specific purposes (ESP). GE learners are distinct from ESP learners as illustrated by Cigan and Kordić (2013) that GE learners are trained in English language proficiency; ESP learners are also aware and familiar with English, but they are still required to learn the

language to perform job-related functions, look at Table 1 for further detail.

As shown in Table 1, Cigan and Kordić (2013) have briefly discussed the main characteristics of ESP and EGP which were: learners' (nature, previous knowledge, proficiency level), learners' needs, the aim of instruction/teaching, grammar, vocabulary, register, and target (situation, proficiency level). Thus, recognizing these characteristics contributed as a guideline to facilitate teaching and designing the appropriate English curriculum for target students.

Table 1. An Overview of EGP and ESP Key Characteristics (Cigan & Kordić, 2013)

Characteristics	EGP	ESP
Learners (nature, previous knowledge, proficiency level)	• Primary and secondary educational level • Little or basic knowledge of the language system • Beginners, pre-intermediate	• Tertiary education level, mainly adults • Assume basic knowledge of general English • Intermediate or upper-intermediate level (CEFR B1, B2)
Learner's needs	• Not really specified	• Specific, professional field oriented
Aim of instruction/ teaching	• Studying for general, open-ended or unspecific objectives • Prepares learners for ESP	• To enable learners to communicate technical and/or business information in the occupational or acad. settings
Grammar	• Key grammatical issues	• Context-oriented, depends on the learner's level in English
Vocabulary	• General	• Words and expressions occurring in work situations
Register	• General	• Specific grammatical and lexical features of these registers
Target (situation, proficiency level)	• Language as system • Broad foundation	• Specific knowledge in the subject-matter • Acceptable English language knowledge to use quality materials and further require content knowledge

Methodology	• For all skills (reading, writing, listening, speaking)	• Emphasis on one specific skill (reading or speaking) • Practical and application-oriented

1.3.3 ESP and English for Tourism Purposes ETP

Hutchinson and Waters (1992) defined the ESP approach as follows:

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… ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. (p.19)

In addition, ESP is an approach to language teaching that targets the current and/or future academic or occupational needs of learners. It focuses on the necessary language, genres, and skills to address these needs, and assists learners in meeting these needs through the use of general and discipline-specific teaching materials and methods (Anthony, 2018). Furthermore, Anthony (2018) indicated the two main branches of ESP as :1) English for Academic Purposes, and 2) English for Occupational Purposes. The author also categorized the sub branches of the two main branches of ESP in the figure below:
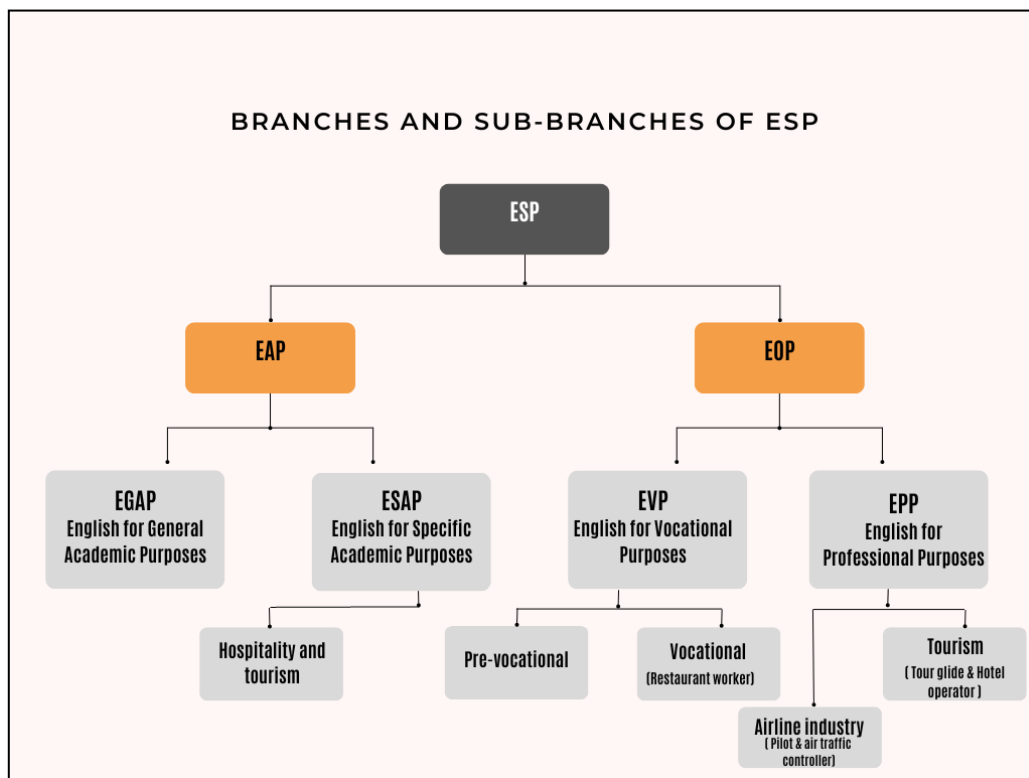

Figure 1: Some of the Branches and Sub-branches of ESP (Anthony, 2018)

Moreover, to understand what ETP is, we should recognize that it includes two main types. To illustrate, Ennis (2021) in his study "What is Tourism?" observed two distinct, yet interconnected and inseparable branches of English for specific purposes: one that studies the linguistic features of English for tourism (EFT) and the other that studies the teaching and learning of tourism English (EOT). Therefore, the main branches of ESP that Antony (2018) mentioned earlier in Figure 1 should be combined in English for Tourism purposes. i.e. English for tourism (EFT) and English of tourism (EOT) are now regarded as two essential components for teaching English in the tourism industry.

1.3.4 Needs Analysis

What is needs analysis?

Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways (Hyland, 2006, as cited by Paltridge & Starfield,2013, p.325).

In the 1960s, the ESP movement brought needs analysis into language teaching, drawing on procedures developed in other areas of curriculum planning (Richards, 2017, p.79).

The literature was extensively researched to determine the English language skills that students and staff in tourism, hospitality, and/or hotel management need by using needs analysis. An example of the English skills students needed were: speaking and listening (Uysal, Temizkan, & Taslacı, 2018; Yasmin, Sarkar, & Sohail.,2016 ; Abdel Ghany & Abdel Latif, 2012). Listening and writing skills (Lertchalermtipakoon, Wongsubun, & Kawinkoonlasate, 2021); Speaking skill (Angga, 2016; Ulfa, 2015); Communicative competence, listening and speaking (Bury & Oka, 2017); Speaking and pronunciation for language skills (Asrifan, Vargheese, Syamsu, & Amir, 2020); Furthermore, the most needed English skills by employees were: Speaking then listening, reading and writing for tourism employees (Prachanant,2012) and high language competence in hospitality (Mantra, Widiastuti, Handayani & Pramawati, 2020).

Moreover, the importance of needs analysis in developing and designing a curriculum has received a lot of attention in the research field. By analyzing the results of these needs analyses, researchers and curriculum developers were able to determine what should be developed or ignored in some curricula. For illustration, exploring the needs of students and teachers helped researchers to identify gaps that occurred in the curricula causing unsuitable outputs for the labor market. For instance, a study conducted by Park, Yoo, Kim, and Lee (2018) found that the content of tourism-focused English lessons did not match students' expectations and needs. In addition, English language education in tourism-related fields is inadequate, according to

Park et al. (2018) who used needs analysis and found that the majority of the findings indicated that students' English language proficiency did not meet the expectations of the stakeholders.

In addition, needs analysis has a significant impact on exploring the needs of students and teachers in order to ensure that their voices have contributed to delivering a successful educational process by moving in the same direction, achieving the same goals, and achieving professional outcomes. Abdel Ghany et al. (2012) investigated the needs of undergraduate students and tourism and hospitality teachers in this regard. He discovered a mismatch between students' needs and teachers' actual practices during lessons. Furthermore, there was a discrepancy between teachers' actual practices and their reported practices. As a result, the author stated that there was a need to conduct a needs analysis prior to beginning the course in order to address challenges related to a variety of aspects such as materials usage, teaching methods, and so on.

Furthermore, the needs analysis was used to identify topics that should be included in the syllabus. Learners need specific hotel industry vocabulary and grammar structure to perform certain routine functions. According to Yasmin et al. (2016) and Ulfa (2015), materials should be related to subjects such as guiding, tourism geography, accommodation, and ticketing. The most important function of English was to provide information, followed by providing services and offering assistance (Prachanant, 2012).

1.3.5 Book Evaluation

Books play a vital role in assessing the success of any training program. Therefore, many researchers included the evaluation of books to determine their appropriateness to a certain community. Rankin (2023) defined book evaluation as: "an assessment of the suitability of a book for a particular purpose". In addition, "Textbook evaluation not only helps teachers to develop themselves but also helps them to gain good and useful insights into the nature of the materials. It helps in identifying the appropriateness of texts for intended learners" (Cunningsworth, 1995 as cited by Azarnoosh & Ganji, 2015).

Many researchers in the field of ESP did not hesitate to investigate the impact of books and their significance for graduating students who are capable of dealing with a variety of situations using the English language. This prompted the researchers to assess the book and ensure that it met the goals and outcomes of each tourism program. For example, Uysal et al. (2018) discovered that books chosen in accordance with general English language education principles do not meet the needs of tourism students when they investigated the English language needs of higher education tourism students in Turkey. According to a similar study, the textbook used by the tourism study program at SMKN 7 (Senior Vocational School) does not meet the students' needs (Oktarin & Syahrial, 2019). In another study, the author indicated that the course book is appropriate for students, but it should be modified in some cases to meet the course objectives and encourage students to apply what they learn in their future workplace (Purwanti, 2019).

Furthermore, Checklist was a dominant technique that was used to evaluate ESP books because:

"Checklist is a good channel to make different opinions of evaluators explicit. When opinions are explicitly based on checklists, they can allow for easy comparison of different sets of textbook materials, and thereby facilitate decision-making" (McGrath, 2002 as cited by Azarnoosh & Ganji, 2015). Many checklists have been used in previous studies. For example, Miekcley's (2005) and Cunningsworth's checklists were used as instruments that helped in the evaluation of the ESP book by (Azarnoosh & Ganji, 2015) and (Purwanti, 2019). Unfortunately, there is still a lack of research in evaluating ESP course books for tourism students in Saudi Arabia.

1.3.6 Related Subjects

1.3.6.1 Teaching Method in ESP

Many approaches to language teaching have emerged and developed over the years. Communicative Language Teaching (CLT) approaches, for example, Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), Competency-Based Language Teaching (CBLT), Task-Based Language Teaching (TBLT), and so on (Richards & Rodgers, 2014). Moreover, Anthony (2018) chose the following approaches that could be applied in the environment of teaching ESP: CLT, TBLT, and Project Based Learning. Other approaches could also be beneficial as long as they focused on learner-centeredness, connection with specialist subjects, and collaborative planning and teaching (p.9).

1.3.6.2 Traditional Learning Vs Agile Learning

Traditional learning became obsolete and less common as learning styles evolved. As a result, many new learning styles, such as Agile learning, have emerged to guide the educational process. According to the PM Partners Website (2019) Agile philosophy is defined as:

> To 'be agile' involves adopting a new way of thinking or mindset that is based on agile values and principles. This philosophy or mindset then guides your holistic approach to being agile. The agile mindset needs to be internalized (e.g. welcoming change, delivering frequently) and it should steer the selection and implementation of agile practices. Being agile isn't simply about applying tools and techniques or following a methodology. Applying agile philosophy and principles to how you use agile methods changes not only the approach, but also the overall effectiveness (and success) of the practices. (para. 1)

Furthermore, The Agile Manifesto by López-Alcarria, Olivares-Vicente and Poza-Vilches (2019) is intended to serve as an inspiration to educators who want to design and implement various experiences on their way to becoming fully Agile. Look at Table 2 for more details. It outlines the main differences between traditional learning and Agile learning in elements that include: syllabus, schedule, roles, communication and interaction, education theory and class structure and evaluation.

Table 2. Traditional Learning and Agile Learning (López-Alcarria et al. 2019)

Element	Traditional Learning	Agile Learning
Syllabus	Over specified. Rigid. Little opportunity to introduce changes during course execution. No discussion of content with students.	Defined in a general way. Open to modification to adjust it to students' motivations interests and performance. Agreed and communicated at the beginning of each block/unit.
Schedule and Timing	Over specified. Waterfall approach. Difficulty to allocate extra time when needed.	Divided into blocks. Not directly associated to syllabus in a rigid way.
Roles	Professor: source of knowledge, micromanages students. Students: passively absorb knowledge.	Professor: facilitator of the learning process, one of multiple sources of knowledge. Students: active learners, self-organized, autonomous.
Communication and interaction	Reduced.	Encouraged. Open discussion about course content, progress and organization.
Education theory and learning design	Behavioral theory and other professor-centered approaches.	Constructivist theory. Problem based learning. Connectivism, Cooperative and Collaborative learning.
Class structure	Highly hierarchical. Individual learning.	Flat hierarchy. Both group and individual learning.
Evaluation	Reduced (pre-post evaluation in best case scenario). Evaluation of students' performance.	Continuous evaluation of students' performance and course execution.

1.3.7 A brief Overview of the English Language in the Context of KSA

The importance of teaching the English language in KSA is attributed to many aspects that have contributed to the development of the country. Despite the ministry of education's efforts to develop English proficiency among citizens, there is still a noticeable weakness in the curriculum offered which is hindering success in this regard. As an illustration, a study conducted by Al-Hamlan and Baniabdelrahman (2015) focused on exploring the English needs of second-grade students in Secondary education schools in Saudi Arabia. It found that speaking and listening skills were at a lower level than reading and writing, grammar, and vocabulary skills. It is determined that understanding a new language requires more than just

vocabulary and grammar. However, the involvement and participation of education specialists, scholars, and researchers in assessing the current situation of students' low proficiency in the English language greatly contributed to the resolution of problems and difficulties in an attempt to achieve satisfactory educational outcomes and competencies that contribute to the development of Saudi society.

Finally, because this study focuses on hospitality and hotel management in the tourism industry, the emphasis is on English for tourism purposes, as well as the importance of pragmatic competence in the English language and its essential application in this field. This would improve employees' knowledge and comprehension of the English language, as well as its practical applications in the workplace. For example, a study by Aljubaili (2015) focused on exploring the curriculum and pedagogical needs of Saudi graduate students who were attending the Hospitality and Tourism Management Program in the U.S. The researcher found that Saudi students were not satisfied with their performance in the program due to their deficient English language skills. Furthermore, the students revealed that they prefer work experience to facilitate their language learning. As previously stated, Saudi students struggled in school, which resulted in poor English skills at university, so these findings were logical. Therefore, it is very important for employees to have a basic knowledge of pragmatics before starting a new business (Alalmai & Aarif, 2019).

Previous studies have indicated that teaching English to Saudi students should be tailored to their specific needs. This is true for all students, regardless of whether they study English in their home country or abroad. These training programs will only be beneficial if they correspond to their preferences, needs, and, most importantly, their culture. As Alsubaie (2016) said, "Saudi Arabia has its own special identity and needs when it comes to ESP thus the need for a Saudi ESP center is not a luxury" (p.110). As a result, it is clear that the Saudi context has distinct characteristics that can only be determined by Saudi experts in tourism. Moreover, Azhar and Ali (2014), in their research "the trends and challenges that appear during the teaching of English in professional colleges in KSA," clarified that the primary goal of English language teaching was to present competent students who have the ability to communicate comprehensibly in the English language. They also stated that when designing the English curriculum and teaching materials, the student's needs and understanding should be taken into account. Furthermore, they stated that using a flexible and effective teaching methodology helps to solve problems that students may encounter during the learning process.

Based on the term flexibility, Chilingaryan (2020) stated, "The moment you think that English remained the same and only the students change - this is your degrading start. In short, "be flexible," because course development is an ongoing process" (p.5). Based on this point of view and what has been said: "be flexible," I would like to introduce Agile Philosophy as a new practical methodology in the field of teaching English for Specific Purposes, specifically, the English for Tourism Purposes EFTP as a solution to meet the English language needs of the HHM program. Furthermore, despite the significant position of teaching English for tourism and hospitality in Saudi Arabia, and to the best of this researcher's knowledge, no study has previously examined the English language needs for the students of the Hospitality and Hotel Management Diploma (HHM) at the Faculty of Tourism at King Abdulaziz University (KAU).

1.4 Research Questions

Based on the study's objectives and a review of the literature, the author formulated the following questions:

1- Which skill out of the four communication skills (reading, writing, listening, and speaking) is most important to learn in the hospitality and hotel management HHM diploma?
2- To what extent has the current program satisfied the English language needs from the perspective of all HHM stakeholders (students, teachers and employees)?
3- What kind of teaching method should be used for the HHM program?

2. Method

2.1 Research Paradigm

A mixed-methods approach to collect and analyze the data was adopted for this study. To answer the research questions, a variety of qualitative and quantitative measures were used. The reason for applying a mixed method approach is due to its flexibility as illustrated by Dörnyei (2007).

2.2 Research Design

To achieve a triangulation of sources of data, this study applied a mixed methods approach to collect quantitative and qualitative data which included a questionnaire for HHM's students, and interviews with instructors and employees in the sector of hospitality and hotel management. A book evaluation checklist was also used to explore the English needs of HHM students.

2.3 Participants

A sample of 15 graduate and undergraduate male students (who finished the internship training course) of Hospitality and Hotel Management diploma from the Tourism College at KAU answered a needs analysis questionnaire (see Appendix), which revealed the details of their needs. Furthermore, interviews were conducted with 5 HHM teachers from the same college, as well as 6 employees from the hospitality sector who worked in international five-star hotels, hospitals, and airport located in Jeddah, Saudi Arabia. The aim of choosing the employees from different places was because these places were listed as the first destination for HHM graduates after finishing the diploma degree.

2.4 Procedure

First of all, this researcher got permission from the Deanship of Scientific Research at KAU to conduct this study. The questionnaire was distributed to HHM students and graduates via the WhatsApp groups as a Google form. Only 15 of the approximately 180 participants responded. Then, interviews were conducted with five instructors from the same program. Six employees in the hospitality sector were also interviewed to get a better understanding of the English language needs in the labor market. Furthermore, all participants agreed to participate in this

study as volunteers with the choice to withdraw at any time. Finally, Book evaluation took place in examining the English needs of the students due to its significant role in the educational process. The name of the book was *English for International Tourism by Iwonna Dubicka and Margaret O'Keefee*, 4th edition, (Dubicka & O'Keeffe, 2006).

2.5 Data Collection

This study used three instruments to investigate the English language needs of HHM students: a questionnaire, an interview, and a book evaluation checklist. Since any single source of information is likely to be incomplete or partial, a triangulation approach (collecting data from three or more sources) is recommended and several sources of information should be sought. (Richards, 2017, p.86). A needs analysis questionnaire via google Forms was used to gather data and measure the respondents' perceptions and needs of the English language of the HHM program. The questionnaire comprised three different parts: The most important skill in the English language and learners' needs in all four skills, learners' expectations of their future job, and extent of students' satisfaction of the current program. Also, an interview was used to collect the data. Interview questions were developed for faculty instructors and employees in the hospitality sector. Most of the interviews were conducted in Arabic, as it is the first language of the participants. The questions covered topics such as content and teaching materials, teaching style and challenges encountered while teaching the English language to HHM students. Finally, a Book evaluation checklist was also applied as evaluation checklists are the most commonly used tools for analyzing textbooks. This study adopted Miekley's checklist that was used in a previous ESP book evaluation. The checklist was divided into five categories: content, vocabulary and grammar, exercises and activities, attractiveness of the text and physical make-up, and context.

2.6 Data Analysis

Results of a study on the reliability of responses to an online survey were analyzed by using the Statistical Package for the Social Sciences (SPSS) software, version 25.1. After checking the completion of the questionnaire on google form they were transferred to Excel for a data cleanup. Since this questionnaire contained both qualitative and quantitative data, Mean and Standard Deviation (S.D) were used to calculate the weighted mean of English skills needs of HHM students. Frequency (f) and percentage (%) were used to analyze students' expectation of future jobs and their extent of satisfaction with the English language during the HHM program. The results were presented in tables, graphs, and figures. The interviews with instructors and employees were conducted in online meetings and recorded via the Zoom app. The transcribing of audio recordings to text was done in Python, a programming language, via Jupyter Notebook Software using the Speech Recognition library. In addition, two of the participants preferred to answer the questions of the interview as open-ended questions via Gmail. Since most responses were in Arabic, the author translated them individually into English herself. A thematic analysis was used to present the main findings of the interviews' responses. Moreover, the researcher analyzed and evaluated the current book based on the guidelines presented in Miekley's (2005) checklist. In the following table, a content-based analysis of the book has been presented. The table introduced the questions of the five main

criteria mentioned earlier. Each case was rated as excellent, good, adequate, poor, and completely lacking based on its presence and quality. As shown in Appendix A.

3. Results

3.1 Needs Analysis Questionnaire

The needs analysis questionnaire items were analyzed quantitatively and qualitatively using descriptive statistics. To begin with, the findings for the most important English language skill for the students in the HHM program, indicated that Speaking followed by listening skills were most needed by HHM students. See Figure 2, moreover, all the tasks that are related to every skill are rated as important in learning the English language for the HHM program.
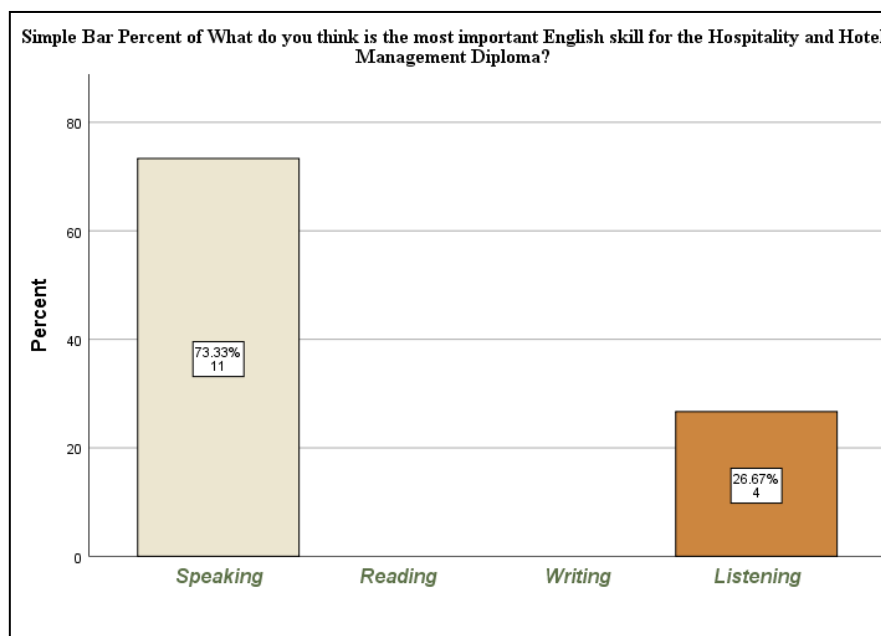

Figure 2. The Most Needed Skill in HHM Program

From Figure 2, we can see that 73.33% of the students rated the speaking skill as the most important skill followed by listening skill with 26.67%. Surprisingly, no respondents considered reading and writing skills as important skills of the English language in the hospitality and hotel management.

When it comes to speaking tasks' importance, according to what appears in Appendix B, the overall weighted mean is 3.50. This means that students perceived all the speaking tasks as extremely important. Among the questionnaire items, greeting visitors, guests, or clients, answering inquiries on facilities, and bidding farewell are the most important tasks for the students, while describing and explaining services, informing about service charges, explaining the bill, and responding to complaints on bills received are rated the lowest in importance.

In addition, Table 3 indicates the extent of listening tasks' importance gained by the students themselves was interpreted as an "extremely important" result with an overall weighted mean of 3.52. Among the statements, the items "Listening to Customer's or Guest's Inquiry" and "Listening to Customer's or Guest's Order" ranked 4 with a mean of 3.67, but the item "Listening to Public Announcements" got the lowest extent of importance with a mean of 3.13 and ranked as 3.

Table 3. Extent of Importance for Listening Skill Tasks

Statements	Mean	Std. Deviation	Rank
Listening to instruction in real situations	3.40	.632	4
Listening to Customer's/Guest's enquiry	3.67	.488	4
Listening to Customer's/Guest's order	3.67	.488	4
Listening to Customer's/Guest's complaint	3.60	.507	4
Listening to Public announcement	3.13	.915	3
Listening to Manager's instructions and explanation of task	3.60	.507	4
Listening to Manager's explanation of policies and decisions	3.60	.632	4
Weighted mean		3.523810	
Std. Deviation		0.402857	

Furthermore, all the participants agreed that they would have jobs immediately after graduation. They also rated the hotels and resorts option as the most desired area for a future job, followed by airports and airlines, while the travel agency was the least preferred option. Unfortunately, no participant chose hospitals.
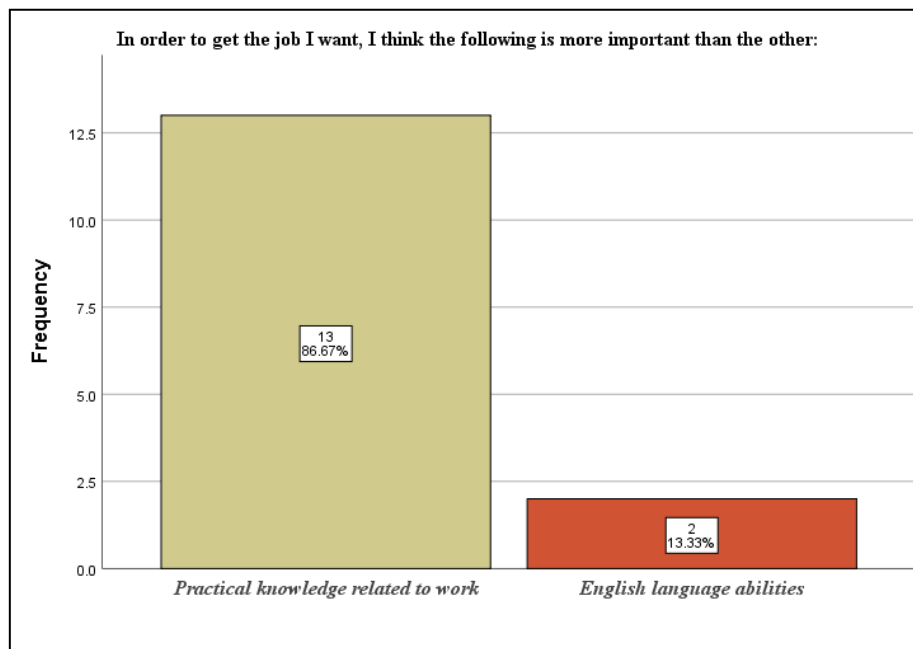
Figure 3. Practical Knowledge or English Language Abilities?

According to this bar chart, 13 participants thought that having practical knowledge related to work is more important than mastering English language abilities. Unfortunately, only two participants thought that knowing English is more important. This means Students do not realize how important the English language is in the tourism industry.

Another important aspect investigated in this study was the evaluation of the English language of the hospitality and hotel management program offered to determine whether it successfully met the demands and the English needs of the students. The majority of respondents agreed with "Yes" to offering the ESP course to the HHM program (f=12,80.00%). Only a few participants responded with "No" (f=3,20.00%). Finally, when the participants were asked about when the English for Specific Purposes course should be offered, 73.33% of responses were *throughout the Hospitality and Hotel Management Program* (f=11). While 20.00% of participants responded with *Before Supervisory Internship is offered* (f=3). Only one participant, with 6.67%, chose *While a Supervisory Internship is offered.*

3.2 Interviews Analysis

Part 1 dwells on the issues related to teaching the English language in the HHM program from the perspective of faculty instructors. Part 2 provides employees' views of the needs in the workplace. The interviews with the faculty's teachers and employees revealed their perceptions regarding the following issues: the most required skills of the English language for learners, teaching methods, examination styles, materials used, and curriculum content.

3.2.1 Part 1: Teachers Interviews

Interviews with hospitality and hotel management diploma instructors revealed that the program adopted the content-based instruction approach, where all the focus is on teaching the

content through the English language. As a result, certain skills such as grammar, listening, reading, writing, and others have no place in the courses. Participants were divided between two different approaches. The first approach focused on teaching content through English, while the second focused on both the content and the English language simultaneously. Interestingly, all the instructors have Master's and Doctoral degrees in the area of tourism, but none of them has an English language degree. Furthermore, the teachers in hospitality and hotel management unanimously agreed that the English language was the primary hurdle in teaching hospitality students in Saudi Arabia. Part of their concerns lay with the difficulties related to some new terms in the language for the students, especially in the hospitality sector. The teachers also faced challenges related to time management and a deficit in students' autonomy throughout the learning process. One teacher suggested that classes should be face-to-face to make sure that the students really understand. Finally, the instructors believe that the preparatory year is not enough to prepare students for the HHM program. Students need to focus on more specialization in English related to their field. A phonetics lab to help the students master the pronunciation of the English language was one of the suggestions.

3.2.1 Part 2: Employees Interviews

In the interview with employees in different career positions in the HHM sector, they were asked: What do you think is the most needed skill in your field? All the participants agreed on speaking as the most needed skill. Although the speaking skill was the most dominant skill for all the interviewed employees, it does not mean that the other skills were eliminated. In addition, the Saudi employees think that including the culture and civilization of the Kingdom of Saudi Arabia in the curriculum is important since it trains students to introduce the traditions, customs, and heritage places in Saudi Arabia to foreign tourists. They, too, saw the traditional way of teaching English as useless in their field. In addition, they suggested adding dialogue courses, smartphone apps, and paying more attention to grammar rules. According to one interviewee, Saudi students need to go for internships so that they can get real-world experience.

3.3 Book Analysis

The book English for International Tourism by Iwonna Dubicka and Margaret O'Keefee, 2006, 4th impression, was evaluated by Miekley's Checklist (2005). All aspects of Miekley's (2005) checklist were considered. See Appendix A. The strengths and weaknesses of the book are displayed in five areas: content, vocabulary and grammar, exercises and activities, the attractiveness of the text, and context.

In general, the current book cannot be appropriate for hospitality and hotel management students in Saudi Arabia. The main focus of this book was to teach international tourism without paying attention to the needs and wants of Saudi learners or their level of English. In addition, the content relates to other cultures and civilizations that are not appropriate to our religion and customs. This type of content is detrimental to the current program's educational process and the previously mentioned goals and outcomes. As a result, updating the current book is required. Furthermore, the content of the new book must address students' needs and levels, including task-based activities, incorporate practical English for tourism, and include Saudi Arabia's civilization and culture in context.

Taken together, our findings from all instruments indicate there is a similarity between the results of this study and the concept of Agile philosophy (see Figure 4). To illustrate, the concept of agile philosophy in education is similar to ESP. These similarities include the important role of collaboration among all stakeholders, flexibility according to the needs and requirements, and the continuous evaluation of the teaching process. More similarities have been presented in the figure below:
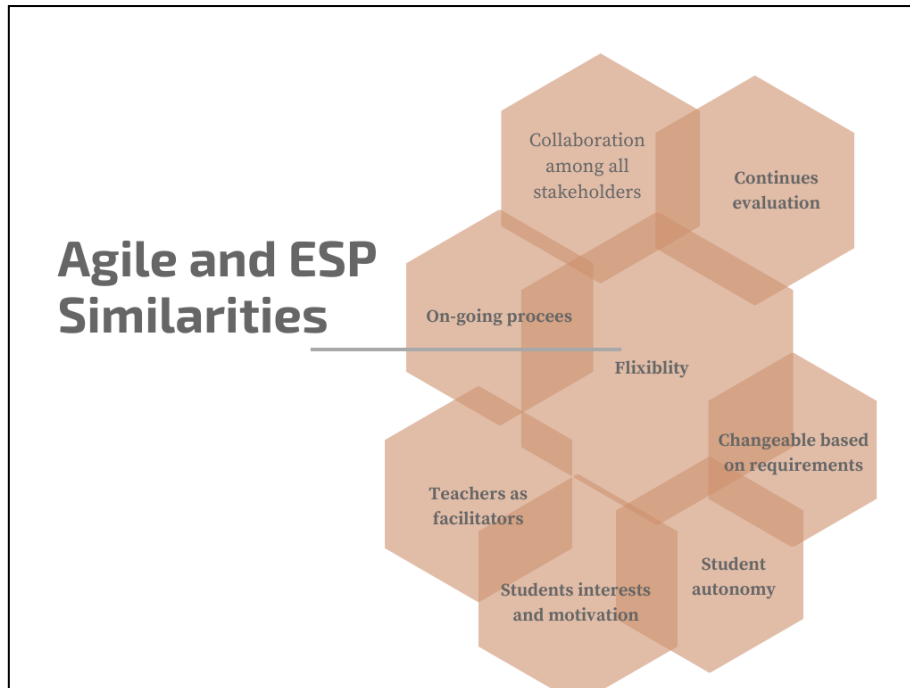

Figure 4. Agile and ESP Similarities

4. Discussion

This section discusses the English needs of the hospitality and hotel management program with reference to the research questions, responses to questionnaires from students, instructor and employee interviews, and book evaluations. There are similarities and differences among stakeholders regarding the importance of applying the English language to HHM. First, when asked what they thought was the most important skill (reading, writing, listening, and speaking) to learn in the hospitality and hotel management HHM diploma, the participants (students, teachers, and employees) responded that in the HHM field, speaking and listening skills are the most valuable skills. It is also consistent with previous studies in the literature where communicative competence, speaking, and listening skills were perceived as important and needed English skills by the students (Uysal, Temizkan & Taslacı, 2018; Yasmin, Sarkar & Sohail, 2016; Abdel Ghany & Abdel Latif, 2012; Angga, 2016; Ulfa, 2015; Asrifan, Vargheese, Syamsu & Amir, 2020; Bury & Oka, 2017; Mantra, Widiastuti, Handayani & Pramawati, 2020).

To answer the second question, 2) To what extent has the current program satisfied the English language needs from the perspective of all HHM stakeholders (students, teachers, and

employees)? Does it match their future job needs? Based on the findings, the current program does not seem to meet the needs of the students in their future careers. It is clear that the English language is used only to teach hospitality and hotel management as content, with no place for practical and pragmatic English language competence. As an example, students are satisfied with the HHM program offered in terms of the English language, but they preferred practical knowledge of hospitality and hotel management over English abilities during the training period, which does not meet labor market requirements. This finding is consistent with Uysal et al. (2018), who found that English language education in tourism-related departments is insufficient.

Furthermore, the teachers indicate that they do not directly focus on the English language during HHM instruction but rather treat it as a secondary component. They argue that it is not their responsibility as tourism instructors and that understanding one's responsibilities in the HHM program is more important. This way of teaching also does not meet labor market needs where practical English is essential, and it is consistent with Ennis (2021), who defines English for specific academic purposes (ESAP) as a program in which students learn only the academic English required for studying tourism. This is a serious issue because teaching tourism English for academic purposes only without taking practical and pragmatic English into consideration will result in unqualified employees in the future.

On the other hand, employees perceived the English language as a necessary and primary tool of communication in their workplace because they were dealing with many foreign tourists. This diversity of views clarified that there is a gap between what students and teachers perceive as important in the hospitality and hotel management sectors and what is really required in the labor market. It is obvious that the English language is used just as a means of teaching hospitality and hotel management, where there is no place for the practical and pragmatic competence of the English language concerned. It is believed that this is a major problem that will lead to unqualified employees in the future.

In general, the majority of findings indicate that the students' English language proficiency did not meet the expectations of the stakeholders. Many English language needs have to be met to meet the students', teachers', and labor market requirements at the same time, particularly in Saudi Arabia. HHM requires the following needs that derive from the results and data obtained from this study to be met: These needs have been categorized into two main categories: 1-internal needs that include: applying needs analysis for students; enhancing the teacher's role in designing the curriculum; using an appropriate teaching style; and applying suitable content and materials; and 2-external needs that include: collaboration with other stakeholders; contracting with other organizations for students' internships; and involving the ESP teachers in the educational process.

Another significant finding in this study is that the book prescribed by the HHM program is incompatible with the program's objectives because it does not relate to the learners' level, culture, civilization, customs, or English language needs. As a result, there is a need to create a local book that addresses all of the needs discussed earlier.

Finally, after introducing the English language needs that involve many factors, we noticed that the findings of this study backed up Ennis's assertion that there are two distinct, yet interconnected, and inseparable branches of English for specific purposes: one that studies the linguistic features of tourism English and one that studies the teaching and learning of

tourism English (Ennis, 2021). Therefore, to answer the third question as to what kind of teaching method should be used for the HHM program, the author proposes Agile English for Specific Purposes (AESP), a new extended approach to teaching English for specific purposes in a flexible manner that merges occupational and academic purposes of a certain project or program according to the English needs of learners and the needs of the targeted market or place. This approach is derived from the Agile philosophy, and it will work as a solution to design an HHM program that meets the English language needs. (See Figure 5):
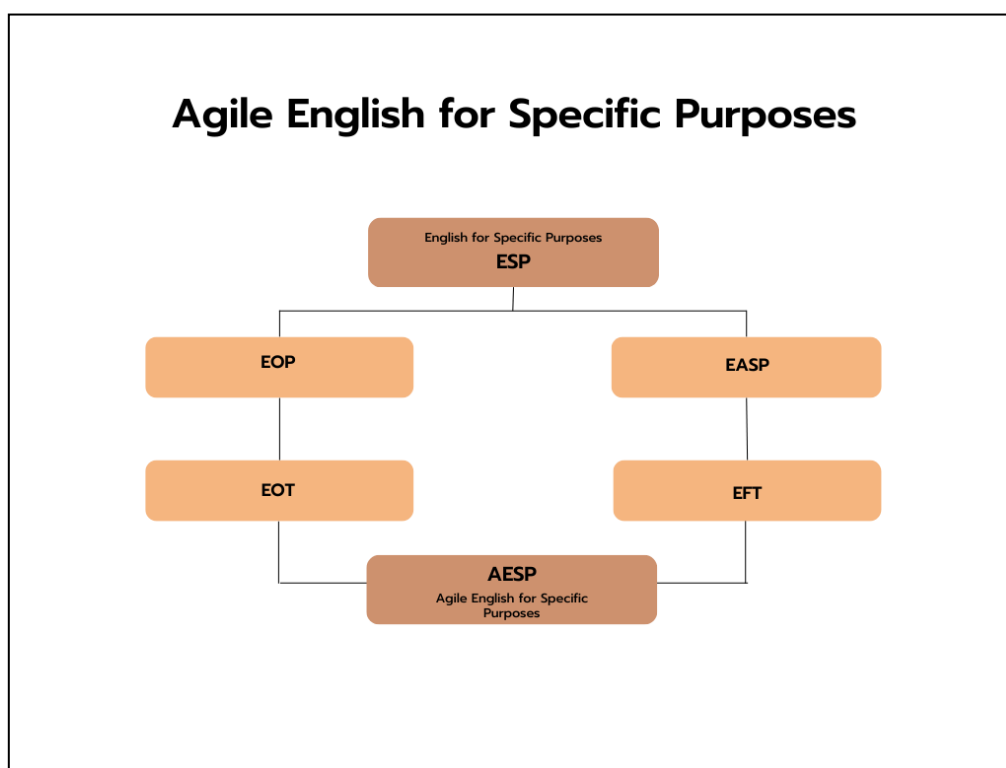

Agile English for Specific Purposes

- English for Specific Purposes **ESP**
- EOP
- EASP
- EOT
- EFT
- **AESP** Agile English for Specific Purposes

Figure 5. Conceptualization of AESP

5. Conclusion

To conclude, as mentioned at the beginning of this study, the focus is on exploring the English language needs of the HHM program offered by the Tourism Faculty at King Abdulaziz University. This study also proposes a solution to the problems that appeared during the exploration of these needs. Also, It has been revealed that speaking and listening skills in the English language are the most needed skills in the hospitality and hotel management sectors. The HHM program must consider this finding and integrate more practical English language tasks into students' curricula.

Furthermore, the HHM program needs to restate its educational plan and include ESP courses that meet English language needs. These needs were divided into two categories: external and

internal needs, which are related to two aspects of English teaching: English for tourism (EFT) and English for tourism (EOT). Internal needs include using needs analysis to understand students' English language needs during the tourism college training program, integrating ESP and content teachers while designing ESP courses for tourism purposes, teaching style, curriculum content, materials, and administrative procedures. Also, there are external needs involving collaboration with other stakeholders and other organizations, and collaborating with ESP teachers. Besides, another important finding in this study relates to the book prescribed by the HHM program, which does not suit the learners' level, culture, civilization, customs, or needs of the English language. Therefore, there is a need to design a local book that meets all the aspects mentioned earlier in the discussion section.

Finally, this study goes with Ennis's declaration that there are two distinct, yet interconnected and inseparable branches of English for specific purposes: one that studies the linguistic features of tourism English and one that studies the teaching and learning of tourism English (Ennis, 2021). Thus, a new approach was proposed in this study as an immediate solution to the misconception of teaching English for tourism purposes, including its main branches (EFT and EOT). As a consequence, this will contribute to solving the problem of the inadequacy of the English language needs of the Hospitality and Hotel Management program. The author refers to this new approach as Agile English for Specific Purposes (AESP), where the focus of this approach is on merging the occupational and academic aspects of the English language in one course or program. Overall, the study demonstrated that in the research of English language and tourism, the researchers share the same boat, but they differ in direction, as some rowers sometimes align with tourism topics while others with English language practices, which means that both of them must focus and row together to reach the flexible port that is fair to everyone. In this case, Agile offers a reasonable solution.

At the end, we would like to conclude with this quotation by Chilingaryan (2020), who stated, "The moment you think that English remained the same and only the students change – this is your degrading start. In short, be flexible since course development is an ongoing process" (p.5). This quote reflects the philosophy of ESP and Agile, which prioritize changing continuously, which is what we aim to do by introducing Agile English for specific purposes.

More research should be conducted to learn more about the appropriate curriculum content based on the AESP approach. It is recommended that further research be carried out to incorporate AESP theory into their experimental studies.

Acknowledgments

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Appendix A

Miekley's Checklist of Book Evaluation (Azarnoosh & Ganji,2015).

Areas and items		Excellent	Good	Adequate	Poor	Totally Lacking
1	**Content**					
1.1	Is the subject matter presented either topically or functionally in a logical, organized manner?					
1.2	Are the reading selections authentic pieces of language?					
2	**Vocabulary and Grammar**					

2.1	Are the grammar rules presented in a logical manner and in increasing order of difficulty?					
2.2	Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi glosses, and appositives)?					
2.3	Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?					
3	**Exercises and Activities**					
3.1	Are there interactive and task-based activities that require students to use new vocabulary to communicate?					
3.2	Do instructions in the textbook tell students to read for comprehension?					
3.3	Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?					
3.4	Do the exercises promote critical thinking of the text?					
4	**Attractiveness of the Text and Physical Make-up**					
4.1	Is the cover of the book appealing?					
4.2	Is the visual imagery of high aesthetic quality?					
5	**Context**					
5.1	Does the text coincide with the course goals?					
5.2	Is the textbook appropriate for the students who will be using it?					
5.3	Is the textbook appropriate for the teacher who will be teaching it?					

Appendix B

Extent of Importance for Speaking Skill Tasks

Statements	Mean	Std. Deviation	Rank
Greeting visitors/ guests/clients	3.67	.617	4
Answering enquiries on facilities	3.67	.617	4
Responding to request for reservations	3.53	.834	4
Apologizing for the unavailability of services	3.33	.816	4
Informing about services charges	3.33	.724	4
Describing and explaining services	3.33	.617	4
Responding to guest's complaints	3.67	.488	4
Explaining bill and responding to complaints on bill	3.33	.724	4
Apologizing on guest's dissatisfaction	3.73	.594	4
Making and answering phone calls	3.47	.516	4
Saying farewell	3.67	.617	4
Presenting in meetings	3.40	.828	4
Talking to hotel/airport staff, travel agency clerks, etc.	3.47	.640	4
Getting into conversations	3.47	.640	4
Weighted mean		3.5048	
Std. Deviation		.45132	

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