

Teaching English to hotel studies students at K L Djédri Technical School in Yamoussoukro: From needs analysis to syllabus proposal

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Abstract : The purpose of this study is to analyze the English learning needs of the learners in BT hotel industry of Djédri Technique of Yamoussoukro in order to propose a syllabus. To gather the data for the study, a questionnaire with 33 respondents and an interview were used. The data from the questionnaire were processed quantitatively through frequency of items and percentages. And the data from the interview were treated qualitatively. The results of the analysis reveal that the majority of the learners want to improve their speaking, listening and writing skills in English as a foreign language. Some learning tasks have also been designed to help them develop their communicative competence.

Key words: Learning Needs, hotel industry, Syllabus, communicative competence

Enseignement de l'anglais aux étudiants en études hôtelières au Collège Technique K L Djedri de Yamoussoukro: de l'analyse des besoins a la proposition de syllabus

Résumé: L'objectif de cette étude est d'analyser les besoins d'apprentissage d'anglais des apprenants de BT hôtellerie de Djédri Technique de Yamoussoukro afin de proposer un programme d'enseignement. Pour la collecte des données s'est faite à l'aide d'un questionnaire distribué à 33 élèves suivi d'une interview. Les résultats du questionnaire sont analysés de façon quantitative par le moyen des fréquences, pourcentages et moyennes. Les résultats de l'interview ont été analysés de façon qualitative. Les résultats de l'analyse ont révélé que la majorité des apprenants veulent améliorer leur expression orale, la compréhension orale ainsi que la production écrite. Par conséquent, un syllabus a été conçu en se basant sur les principes des approches communicatives ainsi que des activités d'apprentissage afin de leur permettre de développer leur compétence communicative.

Mots-clés: Besoins d'apprentissage, industrie hôtelière, syllabus, compétence communicative

Processus d'évaluation de cet article:

- **Date de soumission: 25 septembre 2024**
- ✓ **Date d'acceptation: 18 octobre 2024**
- ✓ **Date de validation: 10 novembre 2024**

Introduction

In the Ivorian educational system, students are channeled into either general secondary school offering programs in sciences and mathematics or literature and philosophy where only General English is taught. In contrast, technical and professional schools provide specialized training in the areas like electronics, accountancy, building, electricity, and the hotel industry. These institutions teach English for Specific Purposes (ESP), tailored to practical needs, such as English for hotel management or building studies. In fact, ESP course design begins with needs analysis, which identifies the learners' target and subjective needs. H. Basturkmen (2010, p.19) describes needs analysis as “the process of determining the language and skills learners require in their professional or academic settings, considering their current proficiency and the teaching context”. In addition, (Murcia, 2010, p.55) states that “Needs analysis guides syllabus design, ensuring content aligns with learner goals and context”. However, in Côte d’Ivoire, newly introduced, vocational fields like hotel studies often lack adequate teaching syllabi, leaving students ill-prepared for practical English use.

At K L Djédri school in Yamoussoukro, the students in the BT hotel program exhibit poor English proficiency, struggling to meet the demands of their training. This issue stems from inappropriate teaching materials designed without specific learner needs in mind, which contradicts ESP principles. Recognizing this challenge, it has been decided to study the learning needs of these students to propose a tailored syllabus that addresses their deficiencies and objectives. This study seeks to answer the central question: What do learners in BT hotel studies need to learn English effectively? The general objective of this study is to analyze the needs of the learners and design a syllabus to improve their English proficiency, enabling them to excel as hotel staff, receptionists, or tourist guides in a globally connected world.

1. Literature review

1.1 Needs Analysis in an ESP Course Design

Needs analysis has always been at the heart of English language teaching, particularly in the context of English for Specific Purposes (ESP). While it is widely accepted that ESP is a need-based teaching program, the nature and scope of needs to be analyzed remain a matter of considerable debate among researchers. According to T. Hutchinson and A. Waters (1987, p.55), “needs analysis consists in assessing the objectives learning needs of the learners in terms of ‘necessities, and lacks.” This definition underscores the importance of tailoring teaching to specific demands. Hutchinson and Waters refer to ‘necessities’ as the types of needs determined by the demands of the target situation, meaning what learners must know to function effectively in specific environments. Necessities refer to the competencies and abilities learners need to become operational in the job market.

H. Basturkmen (2010, p.10) expands on this by explaining that “‘lacks’ refer to the ‘Present situation analysis: identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.” In other words, lacks represent the gaps in learners' current knowledge. Hutchinson and Waters (1987, p.59) suggest that identifying what learners already know is crucial to determine which necessities are missing. This emphasizes a diagnostic approach to learning, which not only identifies gaps but also highlights strengths that can be leveraged during the learning process. Additionally, addressing these gaps be it vocabulary, pronunciation, or language skills ensures the curriculum is both relevant and achievable, though it requires a highly individualized and resource intensive effort.

Contrary to those who limit needs analysis to objective factors, some researchers argue for the inclusion of subjective learning needs. These needs encompass socio-cultural backgrounds, learning experiences, and attitudes toward English and its associated cultures (S. Huda and Z. Sadia, 2016, p.89). Subjective needs provide a richer, more holistic understanding of learners. This approach is vital since it acknowledges that language learning is not just a technical skill but a deeply human endeavor shaped by diverse contexts and experiences. H. Basturkmen (2010, p.19) also cautions that “needs analysis should not be seen as an entirely objective procedure, reinforcing the idea that subjective needs matter”. While I agree with this perspective, I would emphasize the practical difficulty of integrating subjective needs into a course design, especially in large, diverse classrooms. Balancing these needs with the logistical realities of teaching remains a significant challenge that educators and curriculum designers must address.

Needs analysis is undeniably a complex task that requires careful consideration to accurately reflect learners' needs. It involves assessing both objective needs (such as necessities and lacks) and subjective needs (such as motivation and attitudes). While both dimensions are critical, greater attention should be paid to psychological factors, such as learning strategies and styles. Helping learners identify their learning profiles and equipping them with effective strategies fosters autonomy and lifelong learning, which are essential goals of modern education. This is particularly important in ESP, where the emphasis should extend beyond language structures and skills to include the process of learning itself.

Another psychological aspect often overlooked in ESP course design is ‘interest,’ which refers to the intrinsic motivation that drives learners to engage with a subject. Interest is what sustains learners' attention and encourages deep engagement with the material. Given ESP's learner-centered approach, incorporating topics, activities, and assessments that genuinely capture learners' interest is essential. I firmly believe that involving learners in decisions about course content such as: the choice of topics, texts, and teaching methods—can significantly enhance their motivation and outcomes. This participatory approach not only respects their autonomy but also aligns the learning experience with their aspirations and goals.

From the aforementioned ideas, it is worth mentioning that while needs analysis is a foundational component of ESP course design, its effective implementation requires balancing objective and subjective needs, addressing psychological factors, and fostering learner autonomy and interest. By doing so, educators can create a dynamic and relevant learning environment that truly meets the needs of their students

1.2 Importance of needs analysis in the process of ESP syllabus design

Needs analysis or assessment is the first and the most important step in the process of an ESP course design. It represents the basis to the designing of the other teaching materials (syllabus, course book). L. Woodrow (2018, p44) acknowledges that “needs analysis is the backbone of ESP course design”. As a matter of fact, one can comprehend that without needs assessment, it is quite impossible to design a teaching material in ESP. H. Basturkmen (2008, p. 17-18) posits that “ESP course design is that the syllabus is based on an analysis of the needs of the students”. According to some researchers such as D. Kim (2008, p.13), “no discrete model widely accepted as an ESP course design model, but the role of needs analysis at the heart of the course design process distinguishes ESP from general language course design”.

If an ESP course designer cannot design a teaching material without analyzing the needs of those learners, it is because unlike the English for general purpose teaching, there is no ready-made teaching material for ESP learners. Moreover, in an ESP course design, the needs analyzed help

define the learning goals. Learning goals are the ending profile, that is to say, the expectations for which learners enrolled in a particular training. Similarly, needs analysis help define the content of the syllabus. Through the needs assessed, the material designer can have a clear-cut idea about the real needs of the learners under study and base upon these needs to design the content of the syllabus (topics, language skills, language functions etc.) In addition to this, needs analysis help define the teaching approach. In fact, through needs analysis and treatment, the course designer succeeds in knowing the teaching approach which is more suitable and more appropriate for the design the material concerned. Likewise, through the needs analyzed, one can select the most appropriate learning activities and exercises for a successful language learning.

1.3. Principles underlying syllabus design

The issue of syllabus design, especially language teaching syllabus, follows some principles. These principles have always been a matter of debate among the syllabus designers and researchers in the field of English language teaching. Three categories of principles have been proposed by I. Nation and J. Macalister (2010). According to them, a syllabus should be organized from content and sequencing, format and presentation, and monitoring and assessment. This categorization seems logical and comprehensive, as it encapsulates the entire learning process from planning to implementation and evaluation.

At the level of the content and sequencing, they argue that a language syllabus should be structured according to the frequency of the language items, strategies, and autonomy. This principle is particularly compelling because it emphasizes the practical aspect of language learning. In fact, in the process of language syllabus design, the frequency of language items is of paramount importance, especially in an ESP program. Given that an ESP program is designed on the basis of the needs assessed, it is important to measure the degree of frequency before grading the content of the program. This principle is particularly relevant because it ensures that the syllabus is directly aligned with the learners' immediate needs. This idea is corroborated by D. Brown (2006, p.293), who says, "it would not be appropriate to list hot topics in SLA without a revisiting of frequency or the number of times a specific word structure or other defined element of language draws the attention of a learner." Brown's perspective underscores the scientific and data-driven nature of effective syllabus design, which I believe is crucial for meeting learner expectations.

Similarly, a language syllabus should provide learners with learning strategies. Learning strategies "are related to input, processing, storage, and retrieval" (D. Brown, 2006, p.132). Learning strategies are of two kinds: The learning strategies which are concerned with how learners must proceed in order to learn successfully what they have been taught, and communicative strategies related to the technique that learners must use in order to verbalize or externalize what they have learned in a communicative context. This distinction is vital, as it highlights both the internal cognitive processes and external communicative practices. As for 'autonomy,' it refers to the fact of "allowing learners to do things, initiate oral production, solve problems in small groups, practice language forms in pairs, and practice using the language outside of the classroom (D. Brown, 2006, p.130). This resonates strongly with my belief that empowering learners to take charge of their own learning is the ultimate goal of any educational program. Accordingly, the syllabus should aim at developing autonomy in the learners. And the language system should aim at generalizing the language items to be taught. This emphasis on autonomy is a critical takeaway, as it ensures that learning extends beyond the classroom.

Contrary to this, J. Richards and T. Rodgers (2001) propose another criterion for the sequencing of the content of the language syllabus. They contend that the content of the language course

should be sequenced from the simple items to the complex ones, that is to say from the basic language items to the advanced ones, and it should follow a chronology. For example, from “brainstorming, drafting, revisiting to editing” or from “listening, speaking, reading to writing” (J. Richards and T. Rodgers, 2001, p.150). This chronological approach seems intuitive and practical, as it mirrors the natural progression of cognitive and linguistic development. However, strict adherence to this sequencing might overlook the individual differences among learners, such as prior knowledge or learning pace. J. Harmer (2001) shares the idea that the course must follow a chronology by using the term “learnability.” He says: “some structural or lexical items are easier for students to learn than others. Thus, we teach easier things first and then increase the level of difficulty as the students’ language level rises” (J. Harmer, 2001, p.295). This principle of learnability is highly practical. Yet, what constitutes “easier” or “more difficult” may vary depending on cultural or linguistic backgrounds, which should also be taken into account.

What is more, according to I. Nation and J. Macalister, the format and presentation of the syllabus should provide comprehensive input and output as well as motivation and help students be aware of the learning styles. They say: “The material in a course needs to be presented to learners in a form that will help learning. This presentation will involve the use of suitable teaching techniques and procedures, and these need to be put together in lessons” (I. Nation and J. Macalister, 2010, p.12). This statement emphasizes the importance of both material quality and delivery methods. Similarly, J. Harmer (2001, p.296), addressing the language input, contends that it should be “useful” for the learners. For him, “the reason that words like book and pen figure so highly in classrooms (...) is because they are useful words in that situation.” This analysis underscores the role of relevance in learning materials. Making the syllabus relatable and meaningful to the learners’ real-life contexts can significantly enhance their engagement and retention.

The third category of principles discussed by I. Nation and J. Macalister (2010) is monitoring and assessment. They argue that needs and environment analysis should be ongoing and feedback should be provided. As a matter of fact, learning is an ongoing process. Thus, a teaching program should provide testing methods as well as feedback on the tests in order to guarantee the quality of the course delivered and help students achieve a high level of proficiency. This principle is indispensable because continuous assessment not only measures progress but also informs necessary adjustments in teaching methods or materials. Testing is important in the learning process in the way that it is only through testing that one gains information about the progress of the learners and the effectiveness of the course. From my perspective, incorporating diverse forms of assessment, formative, summative, self-assessment can make the evaluation process more holistic.

In a nutshell, it is worth bearing in mind that any syllabus design follows some principles which can be clustered into three categories, namely the content and sequencing, the format and presentation, and monitoring and assessment. The content of the syllabus should be determined taking into account not only the frequency of the language items, strategies, and autonomy but also the order in which the language items should appear. As for the format of the syllabus, it should provide a comprehensive and useful input and output for the learners.

2. Methodology

2.1. Description of the context of study

The present research work is carried out in the private school named Groupe Scolaire K. L Djédri of Yamoussoukro, in Cote d’Ivoire. This school is one of the private secondary technical schools in Yamoussoukro under the supervision of DREN-FP of Yamoussoukro. For the school year 2024-

2025, there are forty-two (42) teachers among which two (2) teachers of English. The number of the students in that school is estimated at more than six hundred (600) and there are twenty-five (25) classes.

2.2. Target population of the study

The learners under study are in their first year of BT hotel studies. They all hold the degree of BEPC. Their age can be ranged from seventeen (17) to twenty- three (23). They are forty (40) in total, among which twenty-five (25) female students and 15 male students. They all come freshly from the fourth form. In addition to their mother tongue and French that they can speak fluently, some study Spanish and some others study Germany.

2.3. Sampling methodology

The sampling methodology used in this study is twofold. in fact, it is worth recalling that this research work makes use of two research methods, that is, quantitative and qualitative methods. This kind of research is known as mixed methods. According to H. Basturkmen (2010), in a research work such as needs analysis, qualitative and quantitative data are required. Thus, two sampling methodologies should be used: a sampling methodology for quantitative method and another one for qualitative method.

In this study, the non-probabilistic sampling is used. more specifically, the convenient sampling. Consequently, given that this research is conducted in a classroom, the convenient sampling is more appropriate for conducting this research work. In fact, given that in a quantitative sampling, the data collected are treated statistically and also considering the minimum quantitative sample size, it has been found it fit to include thirty (33) respondents in the sampling. Among which there are twelve (9) male students and eighteen (24) female students. L. Cohen et al. (2007) recognize that 'it is important to consider adjusting the weighting of subgroups in the sample once the data have been collected', (p.9). The unbalanced number among the female and male respondents can be explained by the fact that the number of female students out passes the one of the male students of. In so doing, the researcher sees that the factors such as gender, gender, level of instruction are all taken into account when selecting the sampling.

The theoretical sampling size is done on the teachers of English of the host school known as Djédri Technique. The size of the theoretical sampling is very limited in the way that it is done only on the teachers of English as well as the authorities of the host school. As mentioned earlier, there are two practitioners of ESP in the host school. Thus, in order to have some data of quality, we decided to include both the teachers of English and the administrators of the school. It is worth reminding that in a qualitative sampling, the number of respondents included is of little importance. The emphasis is put on the value and quality of the data not on its quantity as stated by Marshall & Rossman (2016, p. 113).

2.4. Instruments of data collection

This study makes use of two instruments of data collection: questionnaire and interview. As a result, the data collected will be processed quantitatively and qualitatively. The reason for using two instruments of data collection is that it is a necessity in ESP. As a matter of fact, needs analysis is an exercise which consists in assessing systematically the real learning needs of the learners. Thus, in order to obtain data of quality, it is important to use diverse instruments of data collection as stated by Creswell (2014, p. 185).

Questionnaire is one of the main data collection tools used in quantitative research. Basing on the insight provided by these researchers, the present questionnaire is designed around the present situation, the language skills, the learning difficulties of the learners as well as the expectations of the learners in BT hotel studies.

Interview is another instrument of data collection in qualitative research. In other words, interview allows us to collect data which are not of quantitative kind. The type of interview used in this research work is the semi-structured interview. The choice of this type of interview is motivated by a factor. According to P. N'Da (2015), the semi-structured interview is the most used in social sciences. Consequently, the present study uses semi-structured interview, for it is the more suitable.

2.5. Method of data analysis

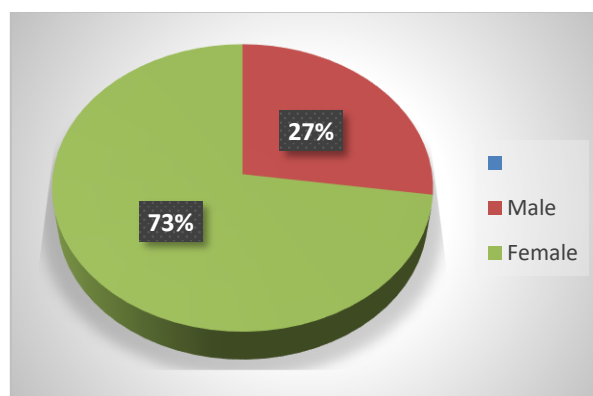
In the frame of this research work, quantitative and qualitative research methods are used to assess the needs of the occupational students in BT hotel studies. Consequently, questionnaire and interview are used as instruments of data collection. This kind of research is known as mixed methods. 'Mixed methods research involves collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation', P. Leavy (2017, p.164).

2.6. Data presentation and analysis

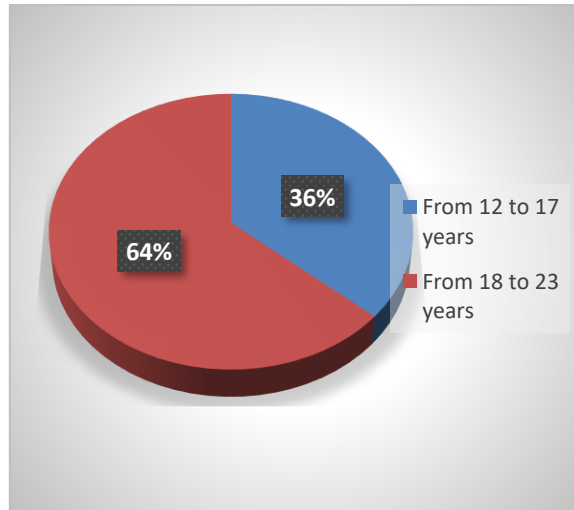
2.6.1 Presentation and analysis of the data from the questionnaire

This questionnaire is divided into four parts. The first part is about the respondents' background information. The second part deals with the identification of the learning needs of the learners. Similarly, the third one is about the expectations of the learners and the last part is about the learning activities and exercises proposed by the researcher.

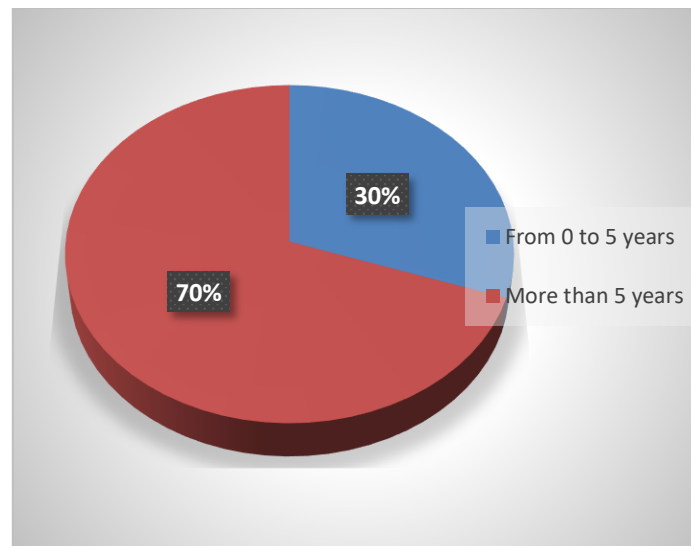
Figure 1: gender of the participants



The data presented in the pie chart show that 27 % of the respondents are males whereas 73% are females. This can be justified by the fact that hotel industry is a professional field of study which attracts more female workers than male workers. In fact, those learners are being trained to be receptionists in the hotels, restaurants workers and even professional cooks. As a result, most male students do not take a high interest in enrolling themselves in this field. They prefer to study another field such as building, electronics, and many others.

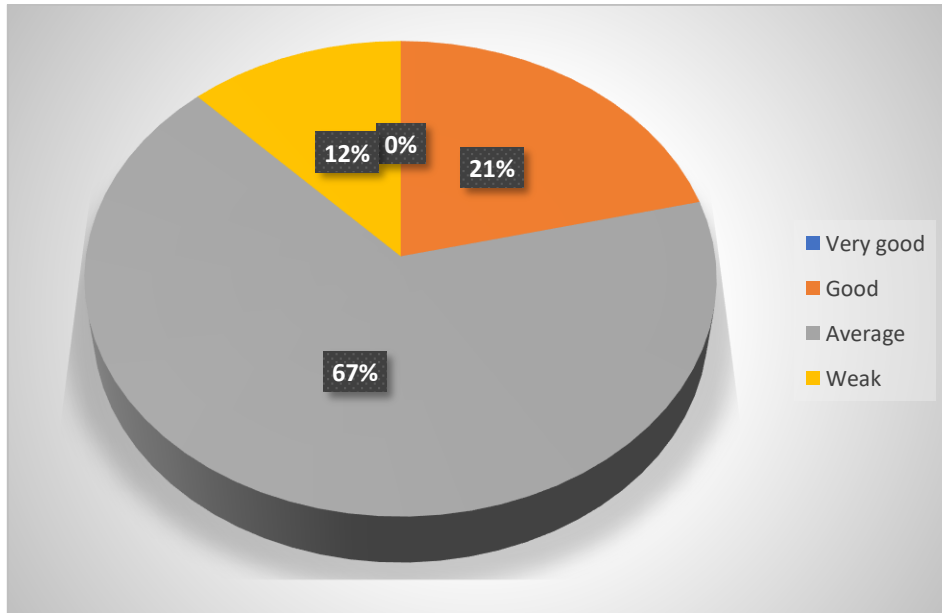
Figure 2: age of the participants

The data displayed in this pie chart reveal that 36% of the respondents are aged from 12 to 17 years while 64% of the respondents are aged from 18 to 23 years. This can be explained by the fact that, in Cote d'Ivoire, after the students have got their BEPC exams, the older students are generally sent into professional school in order to follow the training of BT, which last three years of studies. Only twelve of them are under eighteen. Thus, it is reasonable to say that this study concerned young adults.

Figure 3: Respondents' English learning experience

The data displayed in this pie chart show that 30% of the respondents have between 0 and 5 years of English learning experience whereas 70% of them have more than 5 years of experience. This implies that the majority of those learners have already repeated at least a level, because in the normal course of things, they are in their fifth year of English learning.

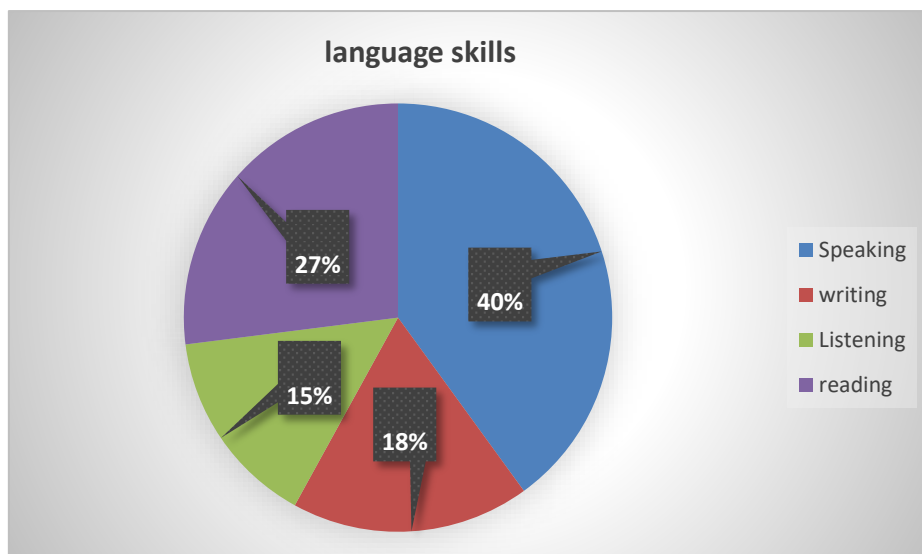
Figure 4: Students' level in English



The data presented in this pie chart reveal that 0% of the respondents have a very good level of proficiency in English, and 21% are good at English. It also reveals that 67% of them have an average level in English while 12% of them are weak in English. This implies that most of these respondents have an average level in English and that most of them do not have a basic knowledge. Consequently, they need to fill the gap between their present level and the level of proficiency that they are expected to have achieved up to now.

Part II: the respondents' learning needs

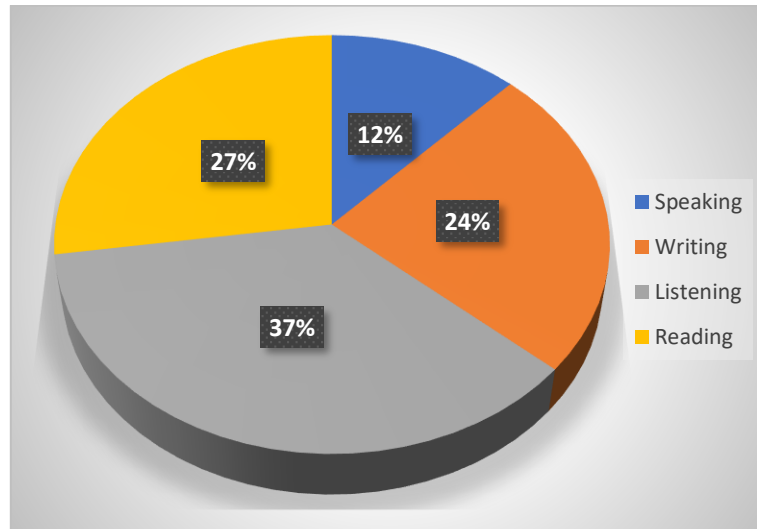
Figure 5: The respondents' preferred English language skill.



The analysis of this pie chart shows that 40% of the respondents like speaking English while 18% of them prefer writing in English. Similarly, 15% like listening and 27% prefer reading in English as a foreign language. In fact, if the respondents do not like listening skill, it is due to the fact that

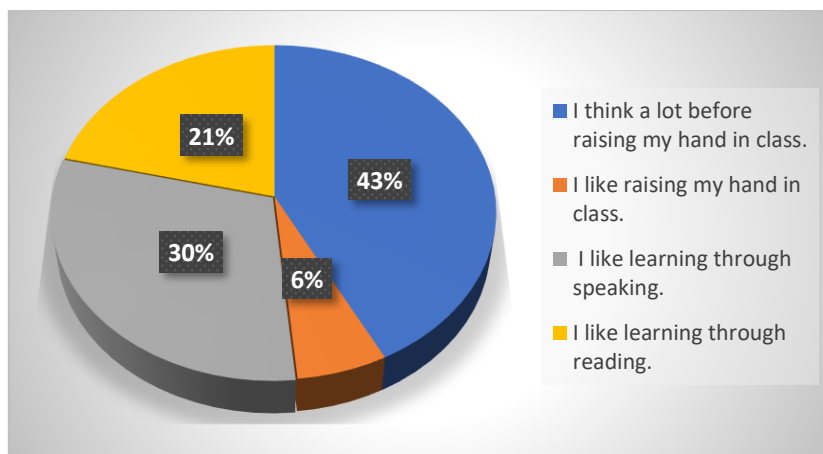
listening classes are hardly done in the Ivorian secondary schools, so the learners are not accustomed to listening activities.

Figure 6: the respondents' main learning difficulties



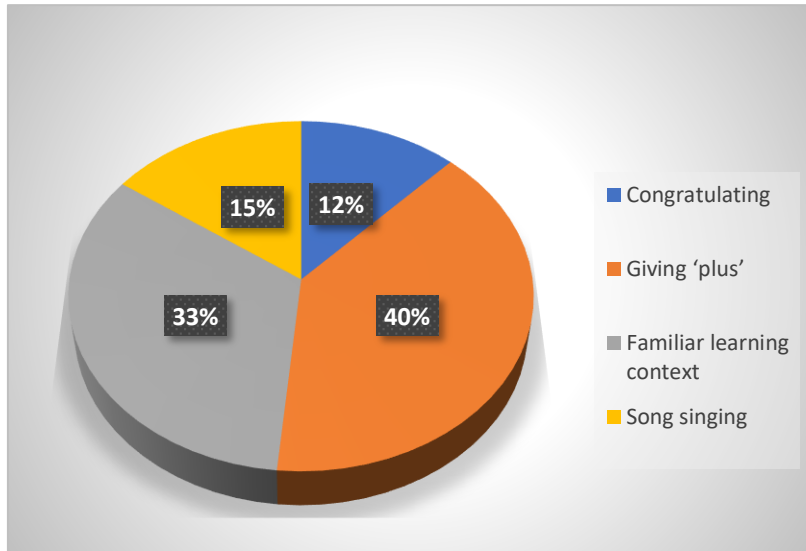
The data presented in this pie chart reveal that 12% of the respondents face difficulties when speaking in English whereas 24% of them have difficulties in writing in English as a foreign language. Likewise, 37% of the respondents have serious problems of listening as well as reading 27% in English as a foreign language. This entails that these respondents are not familiar with reading and listening skills.

Figure 8: identification respondents' learning styles



The data presented in this pie chart describe the learning behavior of the respondents when they are attending an English class. It firstly reveals that 43% of the respondents are reflective learners. They tend to take long time to think before making a decision, 6% of them are impulsive learners, for they tend to make quick decisions in answering questions and problems. Similarly, it shows that 30% of the respondents are auditory learners, for they like learning through speaking and listening whereas 21% of them are visual learners, because they like learning through reading.

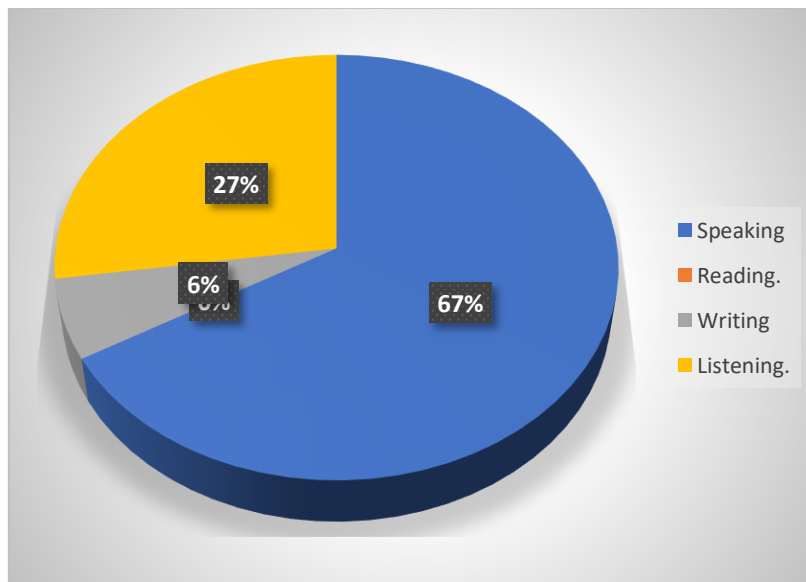
Figure8: Identification of the source of motivation of the respondents



The data displayed in the pie chart show that only 12% of the respondents like being congratulated and clapped after having found a correct answer and 40% of them like being given a plus after having given a good answer. What is more, 33% of the respondents are motivated when the learning context is familiar with them while 15% rather like singing songs during the English classes.

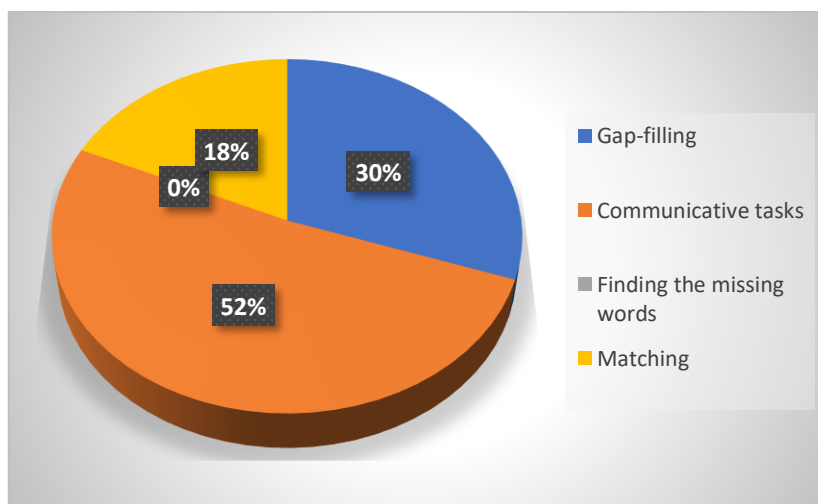
Part III: Respondents' learning expectations.

Figure 9: respondents' learning expectations

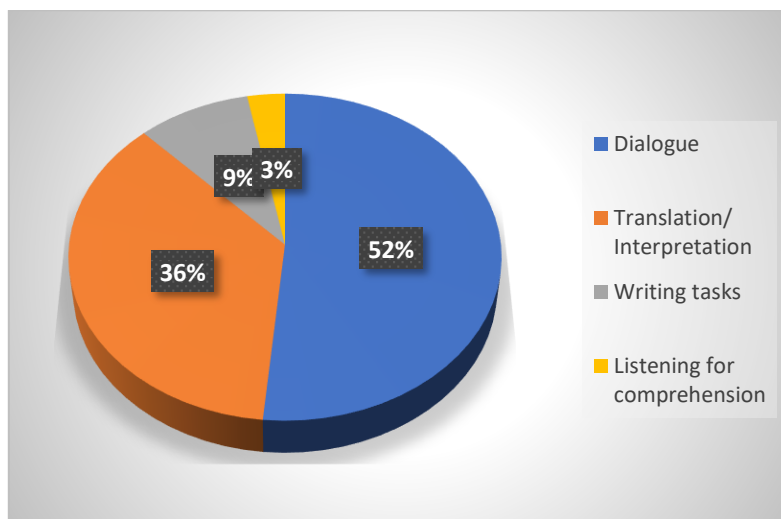


The result of the data displayed in this pie chart show that 67% of the respondents would like to develop their speaking skills while none of them (0%) want to develop their reading skill in English as a foreign language. Likewise, 6% of them want to develop writing skills whereas 27% of them want to develop their listening skill. This goes without saying that those learners want to improve their communicative competences in English as foreign language.

Part IV: Learning exercises and activities

Figure 10: learning exercises

The analysis of this pie chart shows that 30% of the respondents want gap-filling as an exercise, while 52% of them want communicative tasks. Likewise, it reveals that none (0%) of the respondents want exercises in which they are asked to find the missing words and 18% of them want matching exercises. Through this analysis, one could understand that most of the respondents like communicative tasks.

Figure 11: learning activities

The analysis of this pie chart displays that 52% of the respondents want dialogues as learning activities and 36% of them prefer translation activities. Similarly, 9% of the respondents want writing tasks, whereas 3% of them prefer listening for comprehension to the other types of activities. If most of the respondents prefer dialogues and translation or interpretation as learning activities, it is because these activities are very important in their domain of study (Hotel industry). However, as for writing tasks and listening for comprehension activities, most of the respondents do not like such activities. This is why their records are low: (9%) and (3%).

2.6.2. Presentation and analysis of the qualitative data.

The qualitative analysis of the interview conducted with English teachers and school administrators provided significant insights into the needs and challenges faced by students in BT hotel studies. The semi-structured nature of the interview allowed for interactive discussions, leading to detailed and clarifying responses from the interviewees. The interview focused on five key areas: learners' proficiency level, preferred language skills, learning difficulties, expectations, and recommended learning activities.

The first question assessed the current level of English proficiency among BT hotel studies students. Both teachers and administrators reported that while a small percentage of students have a fair command of English, the majority (estimated at over 60%) are below average. The reasons for this poor performance include flaws in the educational system and a lack of motivation among learners to study English as a foreign language. This mirrors the findings from the needs analysis questionnaire, where students also indicated their English skills were not strong, with around 70% scoring below average in proficiency tests.

The second question explored the learners' preferences regarding language skills. The English teacher pointed out that most students (approximately 60%) prefer speaking over other skills, as they are keen to engage in verbal communication. Only a small fraction of students express interest in writing (about 20%). This preference for speaking reflects modern trends where students, being less motivated to engage in more structured learning tasks like writing, gravitate towards speaking and listening activities. This finding is reinforced by the researcher's observation that students prefer less demanding tasks, such as listening to songs and communicating with peers, over writing.

The third question focused on identifying the learners' difficulties in English. The teacher highlighted that speaking and reading are the most challenging skills for the majority of students. Around 50% of students struggle with speaking, while about 30% have significant difficulties with reading. Although students demonstrate the will to communicate, they lack the foundational skills necessary to speak English fluently. These findings correlate with the needs analysis, which revealed that 37% of learners face difficulties in listening and 27% in reading. The interview, however, placed a stronger emphasis on the students' speaking challenges.

The fourth question, directed at the school administrators, asked about their expectations for the learners' English proficiency by the end of their training. The administrators stressed that since English is vital in the hotel industry, they expect students to achieve a high level of proficiency in both speaking and writing. They believe that being able to communicate effectively in English is crucial for future employment. This view aligns with the researcher's assessment, who emphasized that fluency in English would give students a competitive edge in the job market, particularly in hospitality roles such as hotel and restaurant work.

The fifth question addressed the types of learning activities and exercises that would be most effective for BT hotel studies learners. The English teacher recommended communicative tasks like role-play, matching exercises, translation activities, and writing assignments such as business letter writing and argumentative essays. He argued that communication should be at the center of the curriculum due to its importance in the target professional environment. These suggestions are aligned with the needs of the students and the job market requirements, which demand proficiency in both written and spoken English. We agreed with this viewpoint, emphasizing the importance of testing students in communicative tasks and listening exercises to better prepare them for real-life situations.

2.7. Discussion of the results

The discussion of this research explores the findings on the English learning needs of BT hotel studies students and compares them with existing literature, following the framework proposed by Hutchinson and Waters (1987) on needs analysis, which includes target situation analysis, lacks, wants, and learning needs. The comparison emphasizes the scientific validity of the research, shedding light on both its alignment and divergence from previous studies.

2.7.1. Target Situation Analysis

This analysis focuses on the abilities learners need to develop to perform tasks related to their target profession. Tiara and Malik (2020, p.5) define target situation analysis as determining what abilities should be mastered, and Fitria (2019, p.342) echoes this, noting that the goal is to understand students' needs for learning ESP, particularly speaking. In the current study, the data show that 67% of the students prioritized speaking English fluently, while 27% focused on listening, and only 6% wanted to develop writing skills. These results align with Tiara and Malik's (2020) findings, which also emphasize the importance of speaking in ESP. Additionally, both the interview and questionnaire reveal that learners aim to improve communicative tasks, such as translation and listening comprehension, which supports Fitria's (2019) observation that ESP learning tasks should align with professional domains. The focus on communicative skills prepares students for their future professional roles, confirming the necessity of selecting relevant tasks for an English for Occupational Purposes (EOP) program.

2.7.2. Lacks

According to H. Basturkmen (2010, p.19), lacks refer to the gap between what learners know and what they need to know. In this study, the majority of students (37%) struggled with listening, while 27% faced difficulties with reading, 24% with writing, and 12% with speaking. These findings contrast with Cocca et al. (2015, p.2532), who found that EOP students in sports sciences experienced more difficulty in speaking and listening. The disparity between the two studies highlights the variation in learners' needs across different fields, as ESP learners' requirements often differ based on their professional background. Despite the variations, it is important to address both receptive (listening and reading) and productive (speaking and writing) skills since they are interconnected.

2.7.3. Wants

Wants reflect learners' preferences for certain skills, styles, and sources of motivation. In the current research, 40% of the learners preferred speaking, and 27% preferred reading, with smaller percentages for writing (18%) and listening (15%). This focus on speaking aligns with Cocca et al.'s (2015) findings, where 90.7% of respondents showed strong interest in ESP courses tailored to their field. Learning styles also emerged as a key factor, with 43% of learners identified as reflective and 30% as auditory. This supports D. Brown's (2007, p.130) assertion that understanding learning styles is crucial for fostering learner autonomy and addressing individual preferences.

2.7.4. Motivation

The study reveals that 40% of learners are motivated by extrinsic rewards, such as bonuses for correct answers, while 33% are motivated by familiar learning contexts. Brown (2007, p.172) discusses the role of extrinsic motivation, noting that it stems from external rewards like money, prizes, and feedback. Understanding learners' motivations is essential for tailoring ESP courses to maintain engagement and promote successful learning outcomes.

2.7.5. Learning Needs

The learners' socio-cultural backgrounds, ages, and prior knowledge of English were also examined. Most participants (73%) were female, and 70% were above 18 years old. These findings are consistent with Sri's (2020) study on ESP learners, which also found a predominance of female students, though the participants were adults with professional experience. In addition, the majority of learners had more than five years of English learning experience, underscoring the variability in language proficiency despite extended exposure. As Sri (2020) suggests, background knowledge does not always guarantee proficiency, making it essential to customize ESP courses to learners' actual abilities rather than their years of experience. This research reinforces the importance of tailoring ESP programs to the specific needs, lacks, wants, and learning preferences of students in professional fields like hotel studies. The findings offer valuable insights for developing targeted, effective English courses that cater to the professional aspirations of learners.

Conclusion

This research aimed to analyze the English learning needs of students in BT hotel studies at Djédri Technique of Yamoussoukro, with the goal of designing an appropriate syllabus. It sought to answer the question: What are the objective and subjective needs of these learners? To achieve this, the research built a theoretical foundation by differentiating key concepts such as objective vs. subjective needs, curriculum, and syllabus. It also highlighted the importance of needs analysis in English for Specific Purposes (ESP), focusing on the reality of teaching English for occupational purposes in Côte d'Ivoire. The study used a mixed-method approach, combining quantitative and qualitative tools like questionnaires and interviews. The data were collected from 33 students, school administrators, and English teachers.

The findings revealed that most students had a low proficiency level in English and required remedial courses before advancing to English for occupational purposes. Students expressed a need for improving speaking, listening, and writing skills, with a focus on hotel industry vocabulary and relevant language functions. In terms of teaching methods, learners preferred communicative exercises like role-plays and listening comprehension activities. Most of the students were reflective and auditory learners, motivated by rewards and familiar learning contexts. Understanding these learning styles and behaviors is essential for effective language teaching.

Despite its contributions, the study had limitations due to the small sample size, meaning the results cannot be generalized beyond the participants. Future studies should consider learners from other institutions to provide more comprehensive findings. This research provides valuable insights for designing English programs for specific professional fields, particularly in the hospitality industry.

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