Target Situation Needs Analysis of Hotel Receptionists

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Abstract

The present paper is an attempt to go through a Target Situation Needs analysis, as well as a systematic evaluation of textbooks, carried out for students of tourism. So, needs analysis and materials evaluation go hand in hand all through the study, so that needs analysis determines the needs for students as hotel receptionists, and evaluation determines the extent to which the program meets these needs. The study is inspired by Riazi (2003), in which he insists on collecting data about the context through a survey of the teaching/learning situation, a neutral analysis, a belief-driven evaluation and a selection, as well as Brown (1995) focusing on stating goals and objectives as the bases for developing materials. So, it attempts to first go through an in-depth needs analysis of the students of tourism both through interviews with the professionals in the workplace and through a questionnaire survey with students of tourism. Then, through a neutral analysis, needs of these students are stated in terms of goals and objectives, and at last, evaluation of the available materials, in order to see if they match the learners' target situation needs, will lead us to a process of selecting and finding a book which is appropriate for the students to become hotel receptionists. So, it is an attempt to bridge the gap between theory and practice by listening to the professionals of tourism in their workplace, in order to find materials that fulfill the target situation needs of this group of learners in Iran. Suggestions regarding the kinds of activities, strategies, and other important issues, and the way the selected materials meet the needs of these students are discussed.

Introduction

Although a young field of study and research, English for Specific Purposes (ESP) has attracted much attention within the teaching of English as a foreign or second language. ESP is a branch of applied linguistics that focuses on relating the teaching and learning process to learners' needs. Hutchinson & Waters (1992) argue that if learners, sponsors, and teachers know why learners need English, that awareness will have an influence on what will be accepted as reasonable content in the language course and what potential can be exploited. Thus, language teaching is firstly viewed as a process of analyzing the communicative needs of learners in order to determine what the learners need to do with the language.

Once identified, needs should be stated in terms of goals and objectives, which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies (Brown, 1995). So, needs analysis and material evaluation go hand in hand so that needs analysis determine the needs for a defined group of people and evaluation helps the teacher determine to what extent those materials, tests or the whole program meet the learners' needs.

Moreover, when the curriculum content, materials, and teaching approaches match learners' perceived and actual needs, learners' motivation and success are enhanced. Therefore, SLA is promoted (Weddle and Van Duzer, 1997). Thus, needs analysis relates communicative competence development to the materials and activities used in the classroom.

Although determining the students' needs is a challenging task because of various perspectives in defining needs, numerous studies have been conducted to pinpoint the various needs of different students on different courses. One of the fields which the researchers have paid much attention to is the field of tourism. Al-Khatib (2005) studied the use of English by tourism and banking personnel and attempted to examine the communication needs of the personnel in the workplace by seeking their opinions on their perception of what constituted their needs, lacks, and attitudes toward English which was deemed adequate to the workplace. In an exploratory study with thirty senior personnel, he collected the data by means of a questionnaire, interviews, and analysis of authentic workplace texts. The results of this study showed that the workers' perceptions of their needs, wants and lacks were greatly affected by their attitudes toward English.

Another good example of a study on the language needs was done on the students of Hotel and catering by Blue and Harun (2003) on the use of hospitality language on front office of four hotels in

Britain. The study focused on the need of specific language for first speakers of English. They concluded that the hospitality industry entails a specific type of language that is hospitality language. They initiate the issues of the language use in the hospitality industry. They also state that hospitality language can be regarded to be in the area of English for Occupational Purposes with a substantial overlap with General Purpose English (GPE). Nevertheless, the study was done in the native speaker setting, and came up with conclusions which may not match the needs of non-native speakers of English.

Stapa (1998) investigated the needs and expectations of Tourism and Management students with regard to the writing courses in three collages in Malaysia, and investigated the compatibility of the offered writing programs for tourism students and the specific writing needs at the workplace. The results indicated that students need to write formal letters and reports in performing the jobs. They also showed the students' dissatisfaction and disappointment with the present syllabus offered at the collages in fulfilling their target situation needs.

In another study, Afzali and Fakharzadeh (2009) examined the letter writing needs (target needs) of tourism students to find the most frequent topics that hotels and travel agencies deal with in their daily correspondence as their needs. The results of their study revealed that "Reservation" is regarded unanimously as a pressing need for tourism students by all the agencies and hotels; followed by , "Thank you for tour" and "Announcement of special discount offer", "Complimentary letter to hotel", " Announcement of price reduction"," Announcement of price increase", "Apology after cancellation of order", "Bill of sale as important", "Complaint letter", "Congratulation for increased sale", "follow-up letter to travel agency", "Apology for delay of refund", "Announcement of new discount", "Guarantee", "Reply to complaint", Reply to inquiry", " Employment agreement", "Announcement of change of address", and "Inquiry letter" respectively.

However, needs analysis is not the only concern in ESP. Sujana (2005) proposed Competency-based approach in designing English curriculum for tourism students and believed that in establishing needed competencies in a particular workplace, a course designer can start from target needs, identify the duties of professional workers, translate the needs into competencies, translate the competencies into linguistic and other specifications and develop teaching/ learning activities to develop competencies.

In designing a course for students of culture and tourism, Barancic (1998) used an integrated approach to get the students involved in the syllabus he wanted to teach. The approach he invented consisted of 8 components: knowing the class and their knowledge, determining the goals to achieve,

making decisions with students involved, creating syllabus, deciding on the real teaching techniques and method, and getting feedback during the course. The application of the approach indicated that the teachers are faced with needs which are of a less academic and more realistic nature.

Munby (1978) focused on the selection of materials based on needs analysis and indicated that the selection of instructional materials in needs analysis is based on a systematic analysis of specific learners' needs for the target language by analyzing the reasons for learning, place and time of anticipated target use, others with whom the user will interact, content areas (activities involved), skills (listening, speaking, reading, writing, translation, etc), and level of proficiency required. Carson (2000), also, holds that carefully identified needs and appropriate teaching materials for tourism students will produce satisfied customers as well as plenty of professional fulfillments for those committed to doing a good job.

In spite of all the efforts in the field of ESP, few researches tried to go through an in-depth target situation needs analysis of Iranian students of tourism by conducting both interviews with the professionals in the workplace and survey the students of the field. Besides, needs of these students may have not been stated in terms of goals and objectives. These two, in addition to evaluation of the available materials may lead us to selection of materials which are appropriate for the students to become hotel receptionists. Thus, this study is an attempt to bridge the gap between theory and practice by listening to the professionals of tourism in their workplace and learning place in order to come up with materials to fulfill the target situation needs of tourism learners in Iran.

Riazi (2003) also insists on the importance of collecting data about the context of learning and proposes a procedure which includes a survey of the teaching/learning situation, a neutral analysis, a belief-driven evaluation and a selection. On the other hand, Brown (1995) focused on stating goals and objectives as the bases for developing materials. Inspired by these two studies, this study is felt to be needed as it investigates the language needs of students of hotel reception by observing their language use and interviewing them in the workplace and conducting a survey in the learning environment (Target Situation Analysis) in order to provide empirical data serving Iranian ESP context. It investigates the amount of English use in the career of hotel reception and the required skills needed in different activities. Then, foregrounding the analysis of the needs of the learners in target situation, and the set objectives and using the McDonough & Shaw (2003) framework for material evaluation, it sees how the ESP class and materials do or do not meet the needs of the learners.

Therefore, it seeks to answer the following research questions:

Q1: What are the language needs of Iranian students of hotel reception?

Q2: What textbook is appropriate for the students of Hotel Reception in Iranian context?

Q3: Does the available material meet the target situation needs of the students as hotel receptionists?

The study

1. Stage 1: Needs Analysis

The main reason for unsuitability of many ESP textbooks is the lack of needs analysis. In many cases, conducting needs analysis is ignored before the course begins, so there is not enough information about the students for whom the textbook is provided. While writing the materials, the textbook writers do not have the intended audience in their mind, which forces them to follow predetermined guidelines for all courses. However, a teacher can't claim to be conducting an ESP course if she or he has not done needs analysis.

Research Method and Materials

For analyzing the language needs of hotel receptionists, first, three receptionists and three hotel managers were interviewed and observed in their work place. It was felt that this might shed interesting light on the subject, as they are the 'insiders' (Widdowson, 1998). Interviews covered issues such as the requirements and necessities of the job, pre-service and in-service training, need for local knowledge, and attitudes to foreign languages, lacks and wants. The interviews were recorded and transcribed. However, they were carried out on the spot, when it was convenient for the hotel staff.

The next step was to conduct a 20-question questionnaire survey with the students of tourism. This was done to find out what tourism major students want to learn in their classes to achieve better results in acquiring a job as hotel receptionist.

Both interview questions and questionnaire were translated into Farsi so that those who don't understand English very well can answer the questions more easily.

1.1. Participants

The respondents to the interview questions were six male and female hotel receptionists and managers who work in three four-star hotels in Khorramabad. Their age ranged from 30 to 58 and they held MA or BA in tourism. All were Farsi speaker and had attended English classes in different institutes to be able to speak English. Two of them could speak French as well.

Respondents to the questionnaire were a group of tourism major learners (N=20). They had not yet completed their BA and no experience of work as a hotel receptionist. They had completed most of their courses in Farsi. The students had a solid background in tourism theoretically; however, they

still performed at the lower intermediate level in English. They had passed general English as a pre-ESP course. That is, they had acquired a reasonable knowledge of English in order to become focused on the English necessary for specific purposes. The course lasted 16 weeks, 2 hours per week. Most of the students were highly motivated and enthusiastic with regard to this job.

1.2. Procedure and data collection

First, interview and survey study questions were checked and piloted with a group of colleagues to see if they are appropriate for the purposes of the research and if their language or length of the questions matches the understanding of the participants in the study. Those words which were thought to be difficult or inappropriate were replaced or omitted.

The interview questions were about the content areas that the professional hotel receptionists, as the practical insiders, thought should be included in tourism English courses, how they should be taught, what they thought their level of English proficiency should be, what skills they need to improve for getting a job as a hotel receptionist, what problems they confront. The professionals were observed in the workplace, interviewed and tape-recorded to provide the researcher with some hints in the field.

The next phase was conducted with the learners majoring in English at the beginning of the academic term. This provided the researcher with a larger amount of information from the learners who were themselves regarded as the theoretical and hypothetical insiders of the field. Because of their studies in tourism and the courses they had passed, they were knowledgeable about their "wants, lacks and necessities" (Hutchinson and Waters, 1992).

1.3. Data analysis of interview questions

One of the receptionists worked in an international hotel and she needed English for communication with the guests on their "*arrival, checking in and out, system wide reservations, and other interpersonal communications*". She needed a lot of vocabulary used in hotels. She remembered the first days at work:

> *The first day, I was really happy to start working in such a high-class hotel, but on the arrival of the first guests, I got disappointed since I couldn't remember even a single word. The guests were Australian and their accent made me completely confused. But after a while, I understood that I don't have to speak like them and if I speak American accent that I had learnt, they would get me. I used gestures to give them directions and instructions. I was not accurate in using tenses but I was fluent. I could communicate with them just using the words I knew about different places and situations or foods in the hotel. Now, each time they want to visit our city,*

they email me and I do the reservation for them. They always remind me of the first day of my work. (P 01)

Another receptionist talked about talking on the phone as a problem:

Talking on the phone with a guest makes me nervous most of the time. Most foreigners speak very fast and since I can't see them, I can't follow what they are exactly saying. When I'm going to take a message, I even have more problems since I have to listen, write and think of my answer at the same time. Sometimes, I make big mistakes and this makes me embarrassed. (P 03)

He also complained about the situations in which he had to read a long letter or email shown to him by a guest in a short time.

I'm a slow-reader. I remember one day a guest showed me an email he had received from an Iranian company but he couldn't find the place. That was embarrassing since I couldn't read it as fast as he expected, to understand about the place. But he helped me understand it and I gave the address and direction to someone to guide him."(P 03)

One of the managers thought that writing is a crucial necessity for being a receptionist:

At least they need writing to fill out their application forms, write application letters, and write messages to the customers. When I want to employ somebody, I, first, take a look at his or her application letter to see if s/he can write well. Otherwise, they may cause a lot of problems in answering guests' mails. (P 06)

A manager talked about the necessity of training the receptionists for hospitality and financials:

Even if you can find the most fluent person, s/he may have problem with hospitality issues. On the other hand, if you find the best receptionist, s/he may have problem with English. So, I think receptionists must be trained in English as well as in Farsi. Or at least, pass a lot of courses in English accompanied by their courses in hospitality. (P 04)

Other hotel managers also revealed that conversing in English is a requirement at the front office:

"They would converse in English only if the guests speak in English, which means it depends on the customers/guests." (P 05)

Lastly, the third hotel manager stated that:

"Receptionists should be well equipped with language proficiency when discoursing with guests. Syllabus designer has to consider that the choice of materials, methodology and approach to language learning should accommodate the students' particular cognitive skills

and learning ability and should be cognizant to their maturity and social role. It should teach them how to communicate effectively with the customers".(P 06)

So, the industry's requirements were some of the criteria course designer should probe. The students should also be exposed to different cultures and customs of guests and customers. Differences between cultures play important role in the teaching of Hotel and Catering students: *"Cultural differences can especially cause confusion for standard situations such as saying hello /goodbye, making excuses, accepting/giving presents and during mealtimes".(P 01)*

1.4. Data analysis of questionnaire survey

The questionnaire given in table 1 was given to students and they were asked to choose a square for each sentence. That is the closest answer to students' thought and knowledge should be checked in the questionnaire.

Table 1: Data of the questionnaire survey

No.	Statement	Strongly disagree	disagree	doubtful	agree	strongly agree
Q1	I like English.		5%	53%	42%	
Q2	I am good at English.	35%	60%	5%		
Q3	I am poor in English.		5%	35%	60%	
Q4	I want to be good at English.					100%
Q5	I want to be a hotel receptionist.	10%	25%	10%	35%	20%
Q6	I want to get MA in tourism.	10%	35%		20%	35%
Q7	For my future job, I need to learn how to speak.				20%	80%
Q8	For my future job, I need to learn how to write.			20%	53%	17%
Q9	For my future job, I need to learn listening comprehension.				20%	80%
Q10	For my future job, I need to learn reading comprehension.			20%	53%	17%
Q11	For my future job, I need to learn specialized vocabulary.					100%

Q12	For my future job, I need to learn grammar.	55%	35%	10%		
Q13	For my future job, I need to learn about other countries' culture.					100%
Q14	There are other languages which are more important than English for me.	80%	20%			
Q15	I think the current curriculum offered by the department of tourism is compatible with my future goals.	65%	25%	10%		
Q16	In order to get a job I want, I think foreign language abilities is important.				15%	85%
Q17	In order to get a job I want, I think practical knowledge related with work is important.				15%	85%
Q18	The reason for me to learn English is for everyday life.	25%	25%	50%		
Q19	The reason for me to learn English is for work and academic purposes.			10%	25%	65%
Q20	After I get a job I want, I think I need to learn more English.			25%	20%	55%

To clarify students' reasons for choosing any question, open questions were added at the end of the questionnaire, so that students could explain their reasons for choosing each square more clearly.

The number of students who checked third and fourth squares (doubtful and agree) for their first question showed that most of the students like English but the two next questions indicated their weakness in English; however, they all wanted to be good because they felt they need it (Q4). The answers to the open questions at the end of questionnaire showed that they want English for communication. Most of them wanted to learn how to guide a tour, how to do hospitality and management, travel agency and other specific purposes related to their field.

They were a group of learners who like to be hotel receptionists or continue their study after graduation, but some preferred other jobs and don't want to study after graduation. This may be either because they don't like their major or other factors. They mentioned in the explanation part that they prefer to work in airlines, as tour guides, and other jobs for financial reasons. They thought finding a job for a student of tourism depends on many factors other than the degree they hold. As

some of the factors they stated, we can name the language proficiency level and their ability in hospitality and management.

The answers they gave to the next four questions indicated that they saw listening and speaking more important than writing and reading for their future job. Q11 showed their concern with vocabulary specially those related to their major. Increasing their corpus of specialized lexical items and technical terms should be given more attention and emphasis in designing any training courses for them.

Q12 showed that they felt no or little need to learn grammar. In the opening questions, most of them stated that they can communicate their specialized purposes without any need to know so much grammar. Some thought that grammar was very difficult and they couldn't learn it. Q13 also showed their concern about culture which showed their awareness of their future needs.

Another interesting finding was that the most important language for all was English (Q14, Q16). Most of the students blamed the curriculum for not being compatible with their needs (Q15). However, they see the need to foreign language ability as much important as practical knowledge in tourism. (Q16, Q17)

Most of the students did not want to learn English for everyday life purposes but for academic and job-related purposes. They wanted to learn English since they thought they needed it both at university and at work. (Q18, Q19) These were a group of learners who were aware of the importance of learning English both before and after finding a job and were motivated to continue studying English even if they didn't continue studying their own major for higher degrees.

1.5.   Discussion and Results of Needs Analysis

The results of the needs analysis helped to identify the students' prospective professional needs; identify the students' needs in terms of language skills and tasks; and the students' deficiencies concerning language skills. The findings indicated that the English language is used at the workplace and plays an important role in the career of tourism professionals.

The findings, also, indicated that the receptive skills (e.g. reading and listening) were perceived to be important as well as the productive skills (speaking and writing). The skills of writing and speaking were most frequently and widely used by them in the domain of work.

Blue & Harun (2003), also, believed that proficiency in hospitality language is important and ought, therefore, to be included in hospitality management programs regardless of whether trainees are operating through their mother tongue or a second or foreign language or both.

Effective communication skills are highly needed in the hospitality industry. This is in line with Azizan (2007) who believes that Soft skills such as communication skills and problem solving are largely needed for young people in finding employment in hotel industry.

The main goal is to make guests feel happy and comfortable and being polite is an indispensible part of receptionists. Blue & Harun (2003), also, came to this conclusion and believe that the language of hotel encounters comprises mostly functional aspects of hospitality language. The ultimate motive is to make guests feel happy with the service provided. They (ibid) believe that the structure of hospitality language is, therefore, very straightforward. Polite utterances can be spoken in a friendly, helpful and welcoming manner. Hospitality English, as we have seen, deals largely with various types of service. It is socially directed and information or service driven. They (ibid) divide Hospitality English into two parts: English for general hospitality purposes (giving directions, requesting and giving tourist information, and other communicative activities that can take place in any hospitality setting) and English for specific hospitality purposes (language of one particular hospitality setting and language used for checking into a hotel, giving information about hotel facilities, meal times, etc.).

To encourage students to speak and listen well, telephone skills should also be included in the listening and speaking skills. Telephone skills will include the appropriate ways on answering telephone, taking messages, transferring calls, and knowing how to use the appropriate language as to sustain good relationship with the guests/customers in the working place.

Activities which need reading include reading for pleasure and job knowledge and reading job related documents, for example, fulfill the need for reading in employment agreement. Writing includes writing letters to respond to reservation/booking, letters to respond to complaints, writing application letters for job hunting. Students should also be taught on filling in various forms in job specification.

So, the target situation needs of these students included knowledge of hotel management terminology, effective communications, property management systems, system wide reservations, guest registration, managing the financials, guest checkout, managing hospitality, and training for hospitality. These are all needed for their likely future work with native English speakers.

2. Stage 2: Goal setting

With the findings obtained through the target situation needs analysis, a set of objectives were determined for a course designed for the aforementioned group of tourism major learners. So, at the end of a course for students of hotel reception, the students are supposed to be able to:

- recognize the patterns of giving directions, making phone calls, writing e-mail

- use the appropriate terminology in given situations

- recognize the ways to open, continue, and close a conversation

- skim relevant texts for content and meaning, and scan them for specifics

- identify features of different e-mail writing styles

There are some more target situation objectives they are supposed to be able to do, like:

- know hotel management terminology,

- make effective communication,

- use property management systems,

- do system wide reservations,

- make guest registration,

- Manage the financials,

- Do guest checkout,

- Manage hospitality,

- Train for hospitality.

3. Stage 3: Material evaluation

After analyzing the students' needs, and determining objectives of a course for students of hotel reception, an appropriate material should be selected that could meet the needs of the students.

There is a paucity of research on needs analysis and textbook evaluation studies. However, systematic evaluation of textbooks is not carried out in Iran, and students' needs regarding the materials designed for them are ignored (Baleghizadeh & Rahimi, 2011).

One method of evaluation is proposed by McDonough and Shaw (2003) in which the authors suggest three stages: external, internal and overall evaluation. In the first stage, a teacher can scan a book, obtain a general idea regarding the materials and, then, decide whether the materials conform to his expectations. If the text satisfies his requirements, then he can progress to the next stage, which consists of an in-depth analysis of the materials. The last stage is overall evaluation in which they stress four main considerations when deciding on the suitability of materials: usability, generalizability, adaptability and flexibility.

For this purpose, first, three available books were chosen and evaluated using the McDonough & Shaw framework (2003), and at the same time, it was examined to see if they fulfill the learners' target situation needs and objectives of the course. The textbooks selected for this group of tourism students were:

1) The fourth edition of HOTEL FRONT OFFICE MANAGEMENT written by Bardi (2007), which for convenience was called BOOK 1 throughout the study and was just available on the internet;

2) YOU'RE WELCOME!, written by Harkess and Wherly (1984) which was called BOOK 2;

3) a book written by Kiany and Khezrinejad (2010), published by SAMT organization named ENGLISH 3 FOR STUDENTS OF TOURISM AND HOTEL MANAGEMENT. This book was called BOOK 3 through the discussion.

Performing a brief yet accurate scan of the blurbs, contents, and introduction shows that the claims by the author of BOOK 1 include:

"to encourage students to take an active part in applying ... concepts to the exciting world of hotel operations. The structure of the text will assist students as they prepare for positions as entry-level managers. The logical presentation of chapters in order of operation…will give students insight into the front office manager's role in the hotel. Students will also benefit from the discussions of other departmental managers,…and how they relate to the front office."(Bardi, 2007)

In this respect, the book claims to satisfy Target Situation needs of learners as well as providing appropriate structure or genre which prepares them for management and hospitality. It, also, claims that it fulfills the target and present situation needs of the students by providing situations for discussions among the students themselves or students and managers. This will lead to enhancing their speaking ability. These claims seem to be exemplified throughout the book.

International Highlights are articles of interest that appear in each chapter. Besides, Case Studies in each chapter allow students to apply theory and enhance reading comprehension of the students. In this way, the book meets the target situation needs of the learners by familiarizing them with a large amount of up-to-date information and opportunity for discussion and reading about what they need to learn and use English for in their career.

BOOK 2 claims that "The book comprises: 45 task-based listening units featuring typical hotel language, realistic situational role plays, oral work exercises for fluency practice, job related reading texts, including authentic documents, a valuable Reference Section". (Harkess and Wherly, 1984) Each unit starts with a listening exercise followed by role plays, oral work and readings. The *"reference section"* includes hotel terms and their definitions one coming after another in a messy

and unorganized way. So, the book provides little help regarding terminology. However, claims are exemplified except the fact that the role plays are not realistic. They are to some extent artificial and old-fashioned and do not match what is prevalent these days in most hotel conversations. But it may help learners to use English for general hospitality purposes, like giving directions, requesting and giving tourist information, and other communicative activities that can take place in any setting, without any focus on language used for hospitality like checking into a hotel, giving information about hotel facilities, meal times, etc. Communication skills and problem solving skills are completely ignored in this book and it mostly needs rote memorization of language needed for different situations disregarding the communicative and negotiative aspects of language. So, despite having lots of oral exercises, the book may not meet the communicative needs of the learners. But it may help them in general hospitality English.

However, BOOK 3 is mostly reading based which is not sufficient for the course mentioned. That is, it may not meet learners' Target situation needs except in reading. Lots of readings extracted from different sources, however, without so much relevance to the purpose and the language needed for the students as hotel receptionists. So, this book does not meet students' need for sufficient terminology while BOOK 1 provides them with an ample amount of vocabulary needed in the target situation.

BOOK 2 has a focus on listening in addition to some speaking exercises. In BOOK 3 each section contains a grammar section that covers some basic structures, such as the *present tense and word order* and I think *yes/no* or *wh-questions* should also be covered while they are excluded from the grammar focus. BOOK 3 provides some translation and rewriting exercises which are very artificial and are not the type of authentic or simulated tasks that are prevalent or useful at the present time.

BOOK 2 and 3 are very basic; the language is often simplified and does not seem to reflect authentic hotel encounters. Language learners need to be exposed to real hotel data, including discourse markers like, *uh, um, uhm, well, I mean and yeah*, which do not usually appear in textbooks, while BOOK 1 may provide a good source for authentic hotel language.

Considering whether the tasks in books correspond to those that learners are likely to encounter outside of the classroom and whether these texts assist them in communicating; unfortunately, none achieve these aims. BOOK 1, for example, contains questions at the end of each unit which must be answered. In order to make the tasks seem authentic, the teacher can:

Use them as communicative tasks in order to enhance students' speaking and listening ability in class. For example, a question like this seems suitable for this purpose:

> *"What are some of the personality clashes you have noticed where you work? How did your supervisor handle them? Would you have handled them differently if you were the supervisor?"*

Send them as emails to be answered to the students so that it can enhance students' reading and writing ability. For example, question like this is suitable for this purpose:

> *"Go to a current hospitality-related website such as www.hotel-online.com and research a trend in the hotel industry such as real estate investment trusts (REITs), extended-stay hotels, or RevPAR. How does that concept affect your future career plans?"*

Regarding cultural appropriateness, we can see that in BOOK 1 and 2, which are not written by Iranian authors, there are words that are not so prevalent in textbooks in Iran. Words like dancing, name of some beverages or foods or parties are restrictions that are imposed by the government. Certain books whose contents primarily contradict the Islamic culture are banned or forbidden from being taught. So, the teacher who wants to teach such books has to either skip those parts or choose another book. BOOK 3 is culturally appropriate because the authors are aware of the context in which the material is going to be used. However, a receptionist who is supposed to communicate with foreigner guests in his workplace in the future must know about the culture he or she is going to confront. So, the first two books which contain culture meet the target situation needs of this group of learners regarding culture.

To finalize this analysis and choose the book that suits the course objectives and the needs of the aforementioned students, this step addresses the following questions:

Can the materials be used as core or supplementary? BOOK 1 can be used as core material and can be adapted to the syllabus because it is full of terminology which is a central need for these students and it would result in obtaining a lot of information in the field. The two other books can be used as supplementary; BOOK 2 could be used as a workbook for enhancing their speaking and listening skills; and BOOK 3 provides a good source of self-study for them at home. A combination of the three books can meet students' target situation needs mentioned above both regarding general and specific language needed.

Can the materials be generalised? Will they be useful for all learners? Ansary and Babaii (2002) have stated that no one textbook can be a response to all differing needs; topics in a textbook may not be relevant for and interesting to all; one textbook is confining, i.e., it inhibits teachers' creativity; textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class. So, especially in ESP there is no generalizability because every individual's needs, interests,

motivation, proficiency level, learning style and strategies are different, along with the differences in teachers and context, i.e. because there is no homogeneity, there is no generalizability. ESP teachers' responsibility is to find some materials that approximate the needs of the class as much as possible.

Can materials be modified to suit your purposes? These three books need some modification to become appropriate to be used in the class. They are going to be used as sources of target situation information for the students, so, they must be modified to suit the students' needs.

Are the materials flexible in sequence and grading? BOOK 1 appears to be more flexible than the other two books, as the units in BOOK 2 are interrelated and the structure of BOOK 3 is not changeable or the exercises cannot be used in any other way or communicatively. BOOK 1, in this regard, is a good material which can be used because the content can be handled and taught in any way according to students' expectations and needs.

4.   Discussion and Results

"Hotel Front Office Management" was recommended as core material, along with some exercises (especially the listening exercises) from *"You're Welcome!"* as supplementary book, as well as, some grammatical exercises from *"English 3 For Students Of Tourism And Hotel Management"* as assignment or workbook. The reason for this decision lies in the desire to add more language skill practice to the course rather than limiting the students to only one skill. Using a combination of three books, it is assumed that learners would not be disappointed and that course objectives can be fulfilled and their needs are met. Both *"Hotel Front Office Management", "You're Welcome!", and "English 3 For Students of Tourism And Hotel Management"* are useful books for the aforementioned course, but each of them needs some adaptation and modification. By examining their language, authenticity, flexibility, and appropriateness, *"Hotel Front Office Management"* is preferable to *"English 3 For Students Of Tourism And Hotel Management"*. However, *"You're Welcome!"* contains a great deal of interactivity and provides students with many opportunities for simulation and role play. *"English 3 For Students of Tourism and Hotel Management",* on the other hand, is culturally more appropriate for the context of use, for students' proficiency level and can be used for self study. But it doesn't fulfill students' need to know about other countries' culture.

5.   Conclusion and Suggestion for Further Research

As Brown (1995) states, needs must be stated in terms of goals and objectives, which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies. In other words, needs analysis is the foundation based on which we can develop curriculum content, materials, and teaching approaches which may, in turn, enhance learners' motivation and success.

With this in mind, Target situation needs of the students' were analyzed in this study through observation and interview with the professionals in the workplace and learning situation, objectives of the course were determined based on the needs analysis, and three ESP books were analyzed to investigate whether they meet the students' needs or not.

So, English language is used by receptionists at the workplace and plays an important role in the career of tourism professionals. The students of tourism, who wish to work as hotel receptionists as their future career, need knowledge of hotel management terminology, effective communications, property management systems, system wide reservations, guest registration, managing the financials, guest checkout, managing hospitality, and training for hospitality. They need to get familiar with different cultures and customs and be fluent in speaking, listening, reading, and writing.

However, in ESP, a teacher who aims to fulfill the needs of learners may not find textbooks that accommodate all of these needs and objectives. Therefore, a teacher can use supplementary materials to support the core textbook. Each book helps students achieve a goal and meets some of their target or present situation needs. So, instead of focusing on one book, several books are necessary each of them meet some of the learners' needs.

But what should be taken into consideration is that we should do this in an organized way so that it doesn't make students confused and disappointed. Mixing the books haphazardly, without considering the philosophy behind each, may be more dangerous than helpful. Such a task needs expertise and a large amount of experience, an organized syllabus and on-going evaluation of the students.

However, this work does not constitute a conclusive evaluation, since an empirical evaluation should follow this study in which pre-use evaluation can facilitate the textbook selection process by gaining an impression as to the potential educational value of the textbook (Tomlinson, 2003:23). Once the combination of the three books was recommended to the group of the participants, in a context, evaluation should go on both during and at the end of the course. In-use evaluation can help examine the suitability of the textbook while using them or by observing how it is actually being used (Mukundan, 2007; Tomlinson, 2003:24). Lastly, post-use evaluation can help to assess comprehensively the short and long term implications of the continued use of the textbook (McGrath, 2002; Tomlinson, 2003). However, post use evaluation can determine the success or failure of a textbook and "would help teacher decide whether to continue using the adapted text or to look for a new one"(Skierso, 1991:441). In another study, following all these analyses and evaluation, a course can be designed for the students of tourism.

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