DOMAINE: Lettres et Langues Étrangères
FILIERE: Langue Anglaise
SPECIALITE: Langage et Communication

Dissertation Submitted in Partial Fulfillment of the Requirement for the Degree of Master in English

Title:

Investigating Language Functions in English for Tourism:

The Case of ENST in Algiers

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Academic Year : 2015/2016

N° d'Ordre : ……………
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Dedication

To,

my beloved parents,

my much-loved brothers,

my fiance and family in law,

my father in law (in memory) ,

all my adorable friends

Ihaddadene Lydia

To   my dear parents;

My father Farid and my mother Rosa.

To my brother Idir and my sister Sarah.

To all my family members.

To all my lovely friends, with whom I shared the most memorable lifetime moments.

Irbouh lynda

<u>Acknowledgement:</u>

Abstract

The present study investigates the field of English for tourism which has become a well-established field within English for Specific Purposes. It seeks to identify the functions of language suggested to teach tourism in ENST (Ecole Nationale Supérieure du Tourisme), identify the genre of texts suggested to teach English in this field and check to what extent these language functions and tourism texts meet learners' needs and expectations. To achieve these objectives, three distinctive theoretical frameworks have been considered namely; Dudley-Evans & St John; Hutchinson & Waters' views on ESP and needs analysis, Roman Jacobson's functions of language ,and Sabrina Francesconi views on genres of text in the tourism sector. To investigate, a Mixed Method Approach has been followed .Thus, a questionnaire has been distributed to sixty (60) learners of tourism at ENST in Algiers and an interview has been conducted with one English module teacher at ENST in Algiers. In order to analyze the data, the SPSS (Statistical Package for Social Sciences) is used for statistical data analysis while textual analysis helped to interpret the results of the interview as well as in the analysis of tourism texts. On the basis of the results of the study, it is concluded that the functions of language suggested to teach tourism in ENST are very crucial and important in the tourism sector. Furthermore, the genre of texts namely; descriptive, expositive and argumentative, suggested to teach English for tourism are very helpful in preparing the learners understand and get informed about how the tourism industry works. Moreover, needs analysis reveals that these language functions and tourism texts meet learners' needs. The results also reveal the importance of effective communication in the tourism industry.

Key words: tourism, English, English for tourism, functions of language, genre of texts

List of Abbreviations

- EAP: English for Academic Purposes

- EFL: English as a Foreign Language

- EL : English learning

- ELT: English Language Teaching

- ENST: Ecole Nationale Supérieure du Tourisme

- EOP: English for Occupational Purposes

- ESP: English for Specific Purposes

- EST: English for Science and Technology.

- GE: General English.

- Ibid: Same source as last time

- NA: Needs Analysis

- N.B: Note Well

List of figures

List of diagrams

List of tables

Contents

General Introduction

General Introduction

Statement of the Problem

Nowadays, English has become one of the most widespread languages around the world. It is indisputably the primary medium of international communication, global trade, commerce, entertainment, media, advertising, technology, science and mainly tourism (Foley, 2005).Due to its growing use in different sectors, the importance of learning English as a second or foreign language cannot be overstated in this interconnected and globalized world.

From the early 1960's, with the use of English as a world tongue (Crystal, 2003), the necessity to cope with the different teaching situations and needs that such a position brings about has become obvious, it was in these conditions that English for Specific Purposes (ESP) has grown and became one of the most prominent areas of EFL teaching today. Among the fields provided within the ESP teaching there are; English for Science and Technology (EST), English for Business Purposes (EBP), English for law, and English for media (Hutchinson and Waters, 1987). English for tourism is a field within ESP .It is an ESP program designed for trainees and employees to work in all areas of the tourism industry. It is mainly used to equip the learners with the necessary language skills needed to work in that industry. Nowadays, many countries all over the world are developing and encouraging tourism among them Thailand, Laos and Algeria.

In Algeria, tourism is an emerging activity. It is among the most beautiful countries in the world because of its tourism potential and diversity of landscapes. Algeria is well known for its wonderful seaside cities like Bejaia and Jijel and for its wide mountains which offer many activities to please the tourists such as hiking in the Kabylian mountains and skiing in Tikdjda. In addition, according to World Guides, Algeria's greatest attraction is the natural sand dunes of the Sahara Desert which is recognized as being one of the most awesome

deserts in the world. For its amazing country sides, Algeria can be a dreamy destination for foreigners. However, the current situation is something else. According to Said Boukhelifa, an international expert of tourism, there is no tourism industry in Algeria; this is strongly shown, according to him, in the modest capacity of accommodation, in the lack of infrastructures, of holiday's centers, of chalets, of inns, etc. He argues that the Algerian government has the tendency to think of tourism only when there is a problem with hydrocarbons, that is, when it drops.

In many countries, most tourism employees and authorities speak English to interact with tourists and immigrants. In other words, the role of English is important to in tourism industry as it helps tourism employees to communicate, negotiate and execute transactions with tourist and immigrants (Simion, 2012).

Therefore, Algerian tourism authorities and staff should learn English so as to cope with the tourists' expectations and needs. However, Algerian employees in the tourist industry have low professional qualifications since teaching English in the field of tourism is new and undeveloped (Bekri, 2012). According to the Euro-Mediterranean Network of Investment Promotion Agencies (ANIMA) of investment around "*the tourism industry in The Mediterranean countries*", one of the most failures of the Algerian tourism is its lack of professionalism (quality of service).

Many works have been conducted in the field of English for tourism. While some of them have stressed the importance of teaching English in the field tourism such as, *The Importance of Teaching English in the Field of Tourism in Universities* by Minodora Otilia Simion from the University of Târgu-Jiu, Romania, in 2011, others have been concerned with evaluating English for tourism programs, such as; *An Evaluation of a University Level*

English for Tourism Program by Jenna Lee Thompson in 2011 who has evaluated English for Tourism program at a northern Thai University.

However in the Algerian context, English for tourism is briefly evoked. Relying on the available resources, only Miss **Bekri Leila** from the University of Oran wrote a Magister dissertation in 2012 where she has introduced 'English for tourism' in Algeria. Her aims were to sort out what English for tourism entails in terms of specific English in order to design a professionalizing curriculum for tourism and hospitality management in Algeria. She found out that the English taught in academic environment does not correspond to the one required for the professional world. Furthermore, she claims that the program should be developed relying on the Competency- Based Approach and focus on professional context and language in use. However, she focused more on English for hotel than tourism. Accordingly, none of the available works has been devoted to the identifications of the language functions targeted in tourism and the types and genre of tourism texts employed to teach these functions. Thus, it is the opportunity to deal with those ideas.

Therefore, the aims of the present work are multifold. The first aim is to identify the functions of language suggested to teach tourism in Algeria more precisely at ENST (Ecole Nationale Supérieure du Tourisme) in Algiers .Second, identify and determine the types and genre of tourism texts employed to teach those functions and finally analyze whether these language functions and texts meet learners' needs.

- **Aims and Significance of the Study**

The present work is about analyzing the situation of ESP teaching in the field of Tourism in the Algerian context .Its main objectives are to identify the functions of language targeted in the tourism sector and the genres of texts suggested to teach those functions at ENST in Algiers .

It is done in order to make teachers of English for tourism be aware that using different types and genres of tourism texts and being careful in teaching the functions of language in the domain of tourism will enable and help students of tourism understand and know how to use language appropriately in the different tourism sectors.

- **Research Questions and Hypotheses**

Despite the researches which have been devoted to the teaching of English in the field of tourism, none of them has been concerned with the identification of the language functions targeted in the tourism sector and the genres of texts employed to teach those functions. Thus, the current study seeks to bring some insights into the teaching of English in this field by providing answers to the following research questions:

- What are the functions of language suggested to teach English for tourism in ENST?
- What are the genres of tourism texts employed to teach English for tourism in ENST?
- What are the language functions targeted through these texts?
- Do these functions of language and tourism texts meet the learners' needs?

These following hypotheses are advanced trying to predict the possible results:

- The functions of language suggested to teach English for tourism in ENST are: greeting, communication and advising.
- The texts' genres suggested to teach English for tourism in ENST are the instructive genre value, the descriptive genre value and the expositive genre value of texts.
- The language functions targeted through these texts are the emotive function, the conative function and the metalingual function.
- Both language functions and tourism texts meet learners' needs.

To analyze the above section, three distinctive theoretical frameworks are considered**;** Dudley-Evans & St John; Hutchinson & Waters views on ESP and needs anlysis, Roman Jacobson's functions of language and Sabrina Francesconi views on genres of tourism texts.

- **Research Techniques and Methodology**

To meet the fore mentioned aims, the present study has used both quantitative and qualitative research methods in order to collect and analyze data. In the first phase, the quantitative, numeric, data have been collected using questionnaires designed for learners of tourism in order to identify their points of view concerning the English language as well as their needs, especially in term of the language functions targeted in tourism and the types of texts suggested to teach them.

In the second phase, the qualitative data have been collected using an interview conducted with one teacher of English for tourism in order to identify students' needs and the texts employed to teach tourism in this school. Some of those texts have been further analyzed using textual analysis in order to identify the functions of language targeted in these texts.

- **Structure of the Dissertation**

The work is designed and organized conforming to the traditional complex type of dissertation format. It is made up of *a General Introduction*, four main chapters which are: *Review of the Literature*, *Research Design and Methodology*, *Presentation of the findings and Discussion of the findings,* and a *General Conclusion*.

First and foremost, the *Introduction* section introduces the topic of the work in general, its aims and significance and displays the research questions and hypothesis. The first chapter*; Review of the literature*, provides different definitions of the key concepts of the research topic as presented by different authors from different perspectives. The second

chapter, *Research Design and Methodology*, shows the procedures used in data collection and data analysis. The third chapter, *Presentation of the findings,* displays the results of the investigation. The fourth and last chapter named; *Discussion of the Findings* discusses the outcomes of the study and provides an interpretation to them. Finally, a *General Conclusion,* summarizes the main research points and suggests other resources and directions for further study on the topic.

Chapter 01: Review of the Literature

Introduction

This chapter is devoted to the review of the main notions and concepts related to the present work in details. As its title suggests, the present work is about English for tourism; a field within ESP. Thus the first section defines and explains first, the meaning of ESP (English for specific purposes), second, the relationship between English and tourism since the present work is about 'English for tourism' and finally tackles the ESP materials focusing on the genres of tourism texts as displayed by Sabrina Fronsesconi (2014). The second section is concerned with needs analysis (NA) as being an important process aiming at identifying the learners' needs. As far as the third and last section is concerned, it is about the functions of language targeted in the tourism sector as provided by Graham M.S Dann (1996)

Section one: English for Specific Purposes (ESP)

I- What is ESP

1-1) Definition

ESP has become a prominent branch in English language Teaching (ELT) and Learning. The emergence of this approach in the 1960s brought up new attempts to make the English language closer to the specific purposes and needs of the learners. Its development is noticed in the increasing number of universities and schools providing ESP courses. However, ESP cannot be restricted to one standard definition. Therefore, ESP has been defined by many theorists in different ways, but what has been emphasized by most of them is the fact that in ESP everything is based on learners' needs and reasons for learning English.

According to Hutchinson and Waters (1987:19) "*ESP is an approach to language teaching in which all decisions as to content and method are based on learner's reason for learning*".

Furthermore, ESP is a way of teaching English to students who need English to fulfil specific purposes which can be academic (i.e. for their studies) or occupational (i.e. for their profession and workplace) (Tomlinson, 2003:307).

Moreover, '*English for specific purposes is a term that refers to teaching or studying English for a particular career (like law, medicine) or for business in general*" (International Teacher Training Organization, 2005); meaning that in ESP learners do not learn English because they are interested in it, but rather they learn it because it is needed in their profession and workplace.

1-2) Types of ESP

According to Kennedy and Bolitho (1984) there are three types of ESP

➢ English for Academic Purposes (EAP)

'   EAP refers to the teaching and learning of English within educational institutions, such as universities to students requiring English in their studies; in order to fulfil academic purpose (Kennedy and Bolitho, 1984).

➢ English for Occupational Purposes (EOP)

EOP refers to the teaching and learning of English for learners who need it to fulfil particular occupational (i.e. professional) purposes which may include: medicine, banking, administration and so forth. (ibid)

➢ English for Science and Technology (EST)

EST refers to the teaching of English for Scientific and Technological purposes. Kennedy et al (1984) argue that EST is a branch of ESP dealing with scientific content and vocabulary items.

The following diagram demonstrates clearly the three types of ESP:

ESP

EAP   EST   EOP
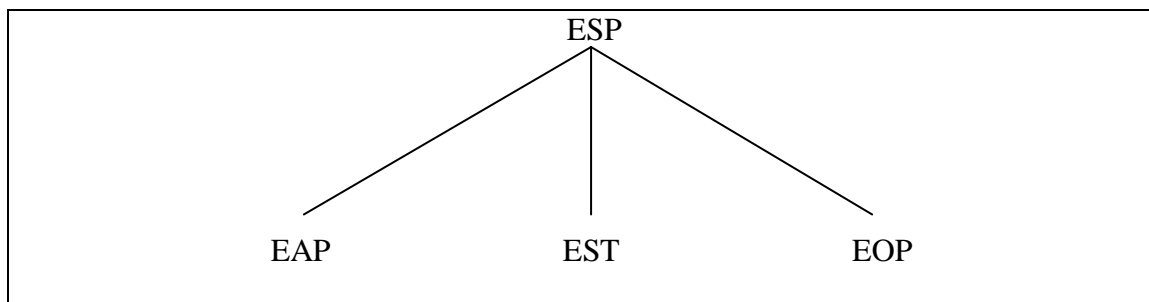
Figure 01: The Division of ESP according to Jordan (1989, in Belala, 2014: 19)

1-3) ESP versus General English or GE

It is noticeable that ESP learners are often highly motivated learners, already established in their profession, and who generally have some background knowledge of the English language; they seek to learn English to fulfil particular purposes (i.e. academic, professional, scientific). These learners are aware of their needs. It is not the case with general English where learners are supposed to learn a set of language areas such as: grammar, phonology, and lexis. Hutchinson and waters (1987:53) support this view by saying that*: "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need."*

In addition to the learners' specific needs, Hamp-Lyons (2001, cited in Carter and Nunan, 2001) argues that ESP differs from GE in the fact that ESP is meant to enable and help learners know how to use English in different situations; ESP courses deal mostly with language in context (Xhaferi, 2010. Cited in Pinelopi, 2015), whereas GE is concerned with language items (grammar, vocabulary.etc). Furthermore, he argues that ESP learners may use only one skill, two or all of them depending on their needs. Whereas, in GE, learners make use of all the language skills. Moreover, he claims that the genres of language also differs: in ESP they are formal and academic, while in GE they are conversational and social (i.e. the use of language for the sake of social interaction)

II- English and Tourism

Nowadays, English is recognized as being one of the most widely spoken foreign languages throughout the whole world. For this, the reasons for learning it are becoming more linked to professional reasons. People today are more motivated to learn it as it will help them more than any other language in their profession such as learning English to attend in international conferences, to go abroad, to get a better a job..Etc.

The tourism industry can become an important revenue generator for a particular country. In fact when it is well maintained, a country can become rapidly an important source of wealth for its inhabitants. In addition, workers in this industry need to be well prepared to meet all kinds of demands made by their clients.

In the area of international travel, English has been recognized as the lingua franca to communicate with international tourists visiting foreign countries. Furthermore, it is a mean for communicating with tourists and understanding cultural differences, and for increasing employees' job opportunities in this international enterprise. Thus, foreign language skills are essential for people working in the tourism sector. This is why communication is told to be more sensitive in this sector (Blažević and Blažević 200, cited in Raţă et al, 2012).

In short, knowledge of English is one of the major criteria in hiring people in the tourism field where poor English proficiency becomes a problem in attracting tourists and entertaining them.

III- Materials in ESP

III-1) Definitions of materials

In language teaching, materials are anything that the teacher may use in order to help learners get a better understanding of the course.

> In language teaching, anything which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display (Longman Dictionary of Language Teaching and Applied Linguistics, 2010)

In ESP, the teacher may use various ESP materials so as to attract and motivate students. These materials should be clear, interesting and appropriate for the content of the lecture. If not, he/she is required to modify, adapt or supplement them so as to fit the local context (Cunningsworth, 1995).Thus, the role of the teacher is important in ESP.

III-2) The role of ESP teacher

The teacher's work in ESP involves much more than teaching. Dudley-Evans and St. John (1998) prefer the term "ESP **practitioner**" rather than "**teacher**". According to them, a true ESP teacher or Practitioner is told to perform five different roles. In this regard, Dudley-Evans and St.John (1998:13) claim that: "*The ESP practitioner has five key roles: Teacher, course designer and material provider, collaborator, researcher and evaluator*"

The first role attributed to the ESP practitioner is the one 'being a teacher' which is seen as being synonymous with that of the 'General English' teacher, as teaching has become more specific in ESP. The teacher is no longer a primary knower; the students themselves are frequently the primary knowers of the career content and material. They have the content knowledge that the teacher generally lacks. According to Bojovic (2006), as a teacher, the ESP practitioner has to understand the needs of the learners in order to understand their knowledge of the content in such a way to bring the relevant materials required in the class.

While undertaking an ESP course, the ESP practitioner, as a course designer and material provider, first needs to plan and prepare his/her lesson and second needs to provide materials which should be relevant to his/her learners' needs. The ESP practitioner is allowed to generate or use his/her own teaching materials when the available ones do not fit learners' needs and expectations (Dudley-Evans and ST John, 1998).In order to do so, the ESP practitioner is asked to work either in collaboration or cooperation with other language teachers, subject specialists, learners and so forth. In this sense, it is presumed that teaching ESP is best practiced through either collaboration or cooperation with subject specialists or by cooperation with learners.

As collaborators, ESP practitioners, need first to identify the specific needs of the learners and discover how language is used at workplace in order to design suitable syllabi, use appropriate teaching materials and provide them with tasks they may have to carry out in their future work or profession (Dudley-Evans and St John, 1998:16). To do so, the ESP practitioner needs to be updated, and this can be achieved only through keeping in touch with research.

ESP practitioners need to be in touch with research in different fields of ESP such as EST and EBP (English for Business Purposes) in order to identify and better cope with the student's needs and expectations. According to Sierocka (2008), ESP teachers should first identify and sort out the learners' goals of teaching and then conduct a research in order to design a course, to write teaching materials, and identify the learners' particular interests.

Finally, as an evaluator, ESP practitioners are required to evaluate and assess gradually their courses. They need to evaluate their learners' achievements and progress as well as their courses, and the teaching materials they use. Furthermore, they should evaluate themselves and look after the teaching methods and approaches they follow, in order to check how much success they brought to their classes.

III-3) Materials for reading in ESP

In ESP, good materials should be based on various interesting texts and activities so as to motivate learners and create a good learning atmosphere. Materials for reading refer to the texts the learners are asked to practice in order to achieve a specific aim or various ones. According to Kennedy and Bolitho (1984), materials for reading play the role of activities; students are given activities to do where they are asked to read and comprehend better the lesson as well as to learn new structures and vocabulary; activities according to them are the practical contribution of theoretical lessons. Each material for reading is given to students in order to make them master specific points which themselves are helpful for their studies. (Benmakhlouf, 2013:13).

III-4) Genre of texts in the field of tourism

- **Definition of 'genre'**

> Genre refers to language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural form by imposing constraints on the use of lexico-grammatical as well as discoursal resources. (Bathia, 2004:23).

There are different genres within the discourse in the field of tourism. According to Bathia (ibid) the primary speech genres in tourism are:

❖   The narrative genre value: is based on the telling of a story .This genre value is predominant in travel books, diaries and word-of-mouth (i.e. informal oral communication). In diaries, the events are presented as they unfold in time; they are chronologically portrayed through temporal circumstances, whereas, in travel books there is the manipulation of the

plot. Moreover, this value can also be found in travel guides (only in specific history sections) (Francesconi, 2014:25).

❖ <u>The descriptive genre value</u>

The *descriptive genre value* is generally noticeable in travel guides, brochures, reports and diaries that provide descriptions of some geographical areas like natural landscapes and urban attractions. These descriptions are generally presented using a wide and varied vocabulary in travel books and more standardized and formulaic one in brochures. Moreover, this genre value is based more on promotional language (ibid).

❖ <u>The instructive genre value</u>

The *instructive genre* is noticed in guide books, in itinerary sections aiming at providing instructions and advising about tours, eating and sleeping options. The language used in this genre is generally the imperative and sequential chains of temporal circumstances are introduced with adverbs such as 'then, once and after' which lists a procedure, and where the writer informs and advices the tourists about the perfect period to travel, what to do and what to visit at first which may be presented in separate boxes or bullet points in a list (instead of paragraphs) (Francesconi, 2014:26).

❖ <u>The expositive genre value</u>

Present in some guidebook sections, the expositive value aims at providing explanations, detailed and objective information of a destination such as glossaries, weather conditions and timetables (ibid).

❖ <u>The argumentative genre value</u>

Finally the *argumentative genre* is generally found in travel reports serving as an evaluation of a particular destination; both its positive and negative sides are presented and discussed. This genre value can also be noticed in travel books, diaries and guides (Francesconi, 2014:26).

Section Two: Need analysis (NA)

1- Definition of the Term 'Need'

In the field of education, the term need is defined as being "*the gap between what is and what should be*" (Brindley, 1998: 65).

2- Definition of needs analysis

Needs analysis plays an important role in ESP teaching. It is the process of establishing what and how a course will run. According to Graves (2000. Cited in Thompson, 2011: 06), needs analysis (NA) is *"a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs".* This means that N.A involve searching and interpreting information about learners' needs.

For Mackay and Mountford (1978) it is up to the language teacher to determine what should be the needs of the learners. They argue that for a teacher to be successful in this task, he /she must prepare a careful questionnaire and a structured interview in order to gather the necessary information about learners' needs; "*Hence, it is the responsibility of these language teachers involved in planning courses for given groups of learners for specific purposes, to determine accurately what these specific purposes are*" (ibid)

3- Target needs and learning needs:

Hutchinson and Waters (1987) make a distinction between "target needs" and "learning needs":

❖ **Target needs**: refers to the kind of language that learners have to acquire to cope in the target situation. Hutchinson and Waters (1987: 58) looked at the target situation in terms of necessities, lacks and wants.

- **Necessities**: (or objective needs) it refers to the type of needs that learners are required to know in order to function effectively in the target situation. In other words, necessities refer to the language skills which students should learn to succeed in the target situation (where language is to be used).

- **Lacks:** is the gap between what is and what ought to be. In other words, lacks are the difference between the student's present competences and the required competences.

- **Wants:** (or subjective needs) refers to the learners' wishes and views about the reasons why they needed to learn a language. In other words, wants are those needs on which the student puts a high priority in the available, limited time.

❖ **Learning needs:** refer to what the learner needs to do in order to succeed in the course completion, i.e. how the learner will be able to move from his/her weaknesses (lacks) to the required competences (necessities).

The figure below illustrates this taxonomy:

Needs

Target Needs   Learning Needs

Necessities   Lacks   Wants
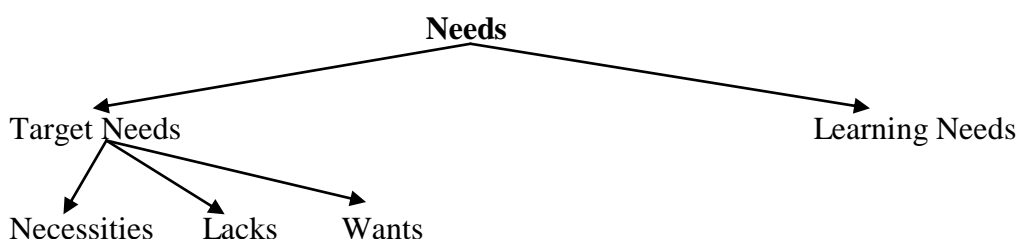
Figure 02: NA Taxonomies (Hutchinson and Waters, 1987: 55)

4- Instruments of Needs Analysis

According to Hutchinson and Waters (1987), there are six instruments (or data collection methods) for needs analysis namely; questionnaires, discussions, discourse analysis, interviews, observations, and assessments. They further claim that the main sources of collecting data for needs analysis are: the students themselves, stakeholders (clients, employers) and documents in the field.

5- When to conduct Need Analysis

Analysing learners' needs is a process that should be carried out before designing any ESP or even GE course. Hutchinson and Waters (1987:53) argue that any general or ESP course should first start by identifying the learners' reason for learning '*why do these learners need to learn English'*. This is why NA is told to be the building block of ESP.

Section Three: Functions of language

1 –Definition

People use language every day for specific purposes. Whether they are complaining, apologizing, warning, expressing a wish or asking for permission, they use language in order to fulfill that purpose. Each purpose can be known as a *language function*. Savignon (1983: 284) describes a language function as "*the use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes*" .In this way, people/learners use the language in order to fulfill a specific purpose, therefore making their speech more meaningful.

2- Functions of language as identified by Roman Jacobson

The Russian thinker Roman Jacobson (1896-1982) was one of the greatest linguists of the 20th century. He was one of the most prominent leaders of the influential Prague Linguistic Circle and was well known for his contributions and profound influence on general linguistics. In 1960, the Russian linguist Roman Jakobson identified six factors which can be distinguished in every verbal act of communication: an addresser, an addressee, a message, a context, a channel, and a code. To each of these factors Jakobson attached six correspondingly functions of language (Jakobson, 1960: 353):

A SPEECH EVENT

CONTEXT
referential function
(locates msg in experience)

ADDRESSER ——— **MESSAGE** ——— **ADDRESSEE**
emotive function   poetic function   conative function
(expression of attitude)   (focus on msg for its own sake)

CONTACT
phatic function
(aspect of msg linking addr + addee)

CODE
metalingual function
(shared aspects of msg)
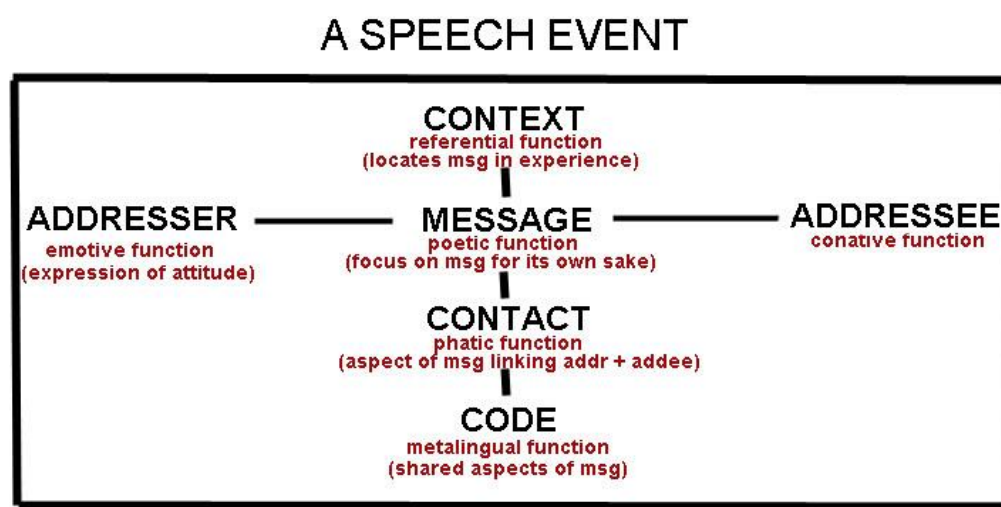
Roman Jakobson's 1960
model of communication

drawn by jjs

Figure 03: Roman Jakobson's model of communication (1960)

2-1-*The emotive / expressive function*

This function relates the addresser/ sender of the message who makes use of language to express his/her own attitudes, emotions, feelings, judgments and wishes towards the content of the message. They are generally expressed through the use of emphatic speech (such as

adjectives and adverbs) and interjections; for instance 'I feel comfortable now!' (Jakobson, 1960:354)

2-2- *The conative function*

'Oriented towards the addressee' (Jakobson, 1960: 355*)*, the conative function is used to influence the emotions, attitudes, behavior and beliefs of the addressee; through language one can persuade, recommend, permit, order and warn. Imperatives, indirect orders and vocative support this function. For instance 'Can you give me my phone please?' (Jakobson, 1960:354).

2-3- *The referential function*

It refers to the context or meaning of the message. The addresser and addressee share a common understanding about a referent; sometimes new information is given. For example, 'I want it to be there'. Here 'to be there' is shared between the speaker and hearer. They have common understanding of what 'to be there' refers to. Referential speech acts are for instance: to inform, to describe, to declare, to confirm or to describe (Jakobson, 1960: 353).

2-4- *The phatic function*

Refers to the channel of communication. Language is used to establish, prolong or interrupt communication between the addresser and the addressee. This function can be observed in greetings and casual discussions of the weather, particularly with foreigners (Jakobson, 1960: 355).

2-5- *The metalingual function*

Deals with the code itself and the language ability to speak about itself. In other words, it is the use of language to discuss or describe itself. For example 'what do you mean by this'

plays the role of a metalinguistic function as it needs more explanations to get a better understanding (Jakobson, 1960: 356).

2-6- *The poetic function*

Focuses on the message for its own sake. It refers to the value of words and uses linguistic devices such as metaphors and rhymes. For example; 'Time is a thief'(ibid).

3-Functions of language in tourism

Following Jakobson language or communication functions (1960), Graham Dann in '*The Language of Tourism: a sociological perspective*' (1996, cited in Di Laurea, 2014) claims that the language of tourism has got the following functions:

3-1-*The expressive function in tourism*

As already mentioned, when a message is expressive in function, the speaker/writer expresses his/her feelings, thoughts.etc. They are generally manifested through the use of superlatives and emphatic speech. In tourism texts, the author is generally anonymous; frequently the use of 'we', and 'our' show his/her contributions to the creation of the text (Dann, 1996, cited in Di Laurea, 2014).

3-2- *The conative function in tourism*

Language is used to call upon the readership to act, think or feel, to react in the way intended by the text. Language is used to influence the tourist's behavior, by using the vocative or the imperative for instance. In this function, the function of social control of the tourist message is particularly evident (e.g: advertisement) (ibid).

3-3-*The referential function in tourism*

The core of this informative function of language is the external situation, the reality outside language, the facts of a topic; to provide objective information about a destination. This function should be the most important function (as the objective is information about a country, region, community, etc.). The sender conveys new information to the tourist, usually by using a narrative style which can report, describe or confirm the information inserted in the message itself (ibid).

3-4-*The phatic function in tourism*

The phatic or interactional function is used to create or prolong contact with the receiver of the message. In the field of tourism, the writer of the text tries to influence the receiver and create a closer relationship with him/her generally through the use of pronouns to invite him/her to come to the destination; e.g. *'you can find some interesting details'* (ibid).

3-5-*The poetic function in tourism*

The form of the message comes in unusual way in the text. In other words, it is the use of linguistic devices such as metaphors and rhymes to persuade the tourist and create interests on him/her. e.g. the landscape is timeless (ibid).

3-6-*The metalinguistic function*

In tourism, this function is manifested through the use of week expressions such as 'festival of interest to tourists', 'centers of touristic interest' (Borra, 1971. Cited in Schmied, 2003).

Conclusion:

The chapter has reviewed the different literatures related to the present work in details. It helps getting informed about the functions of language employed in the tourism as well as about the genre of tourism texts. Moreover, it demonstrates the great importance of the English language in the tourism industry as a means to attract, persuade and entertain foreign guests.

Chapter 02: Research Design

Introduction:

This chapter is devoted to the research design of the study that will serve to answer the research questions asked in the general introduction. First, it describes the context and the subjects of the study. It then, describes the corpus of the study. Furthermore, it presents the procedures of data collection which consists of a questionnaire administered to tourism learners at ENST El Aurassi in Algiers, and of an interview conducted with one teacher of English in the same setting. Finally, it explains the procedures of data analysis: the statistical method labeled Social Package for Social Sciences (SPSS) is used to analyze the quantitative data collected from the questionnaire. As far as the analysis of quantitative data is concerned, the rational textual analysis is used to analyze the tourism texts as well as the data collected from the interview.

1. The context ,subjects and corpus of the study

The investigation is carried out in Algiers, more precisely in ENST El Aurassi. It is a public and specialized school in Algiers more precisely in *'Boulevard Frantz Fanon Les Tagarins El Aurassi',* which offers tourism and hotelry lessons. In this school, the learners are under the classic system as at university; i.e. they are categorized into 4 years; first year, second year, third year and fourth year.

The population (subjects of the study), which is considered as the source of the data in this research, comprises sixty (60) learners of tourism who are taken as a random sample in this research. Besides, the only participant selected for the interview is a teacher in ENST in Algiers. She is an experienced teacher in Bouzareah but a new teacher in ENST. She is the only interviewed teacher, because she was the only present teacher when we have conducted the investigation in ENST (the other teacher was sick).

The corpus of the study comprises three (03) tourism texts which have been selected randomly to be analyzed and discussed in the present study. These texts are chosen from the ones the teacher of English employs in her teaching. Furthermore, the reason for dealing only with three texts is the lack of space in the present study.

In ENST the teacher claims downloading tourism texts from the internet due to the lack of tourism texts in Algeria (in ENST, there is only magazines).

2. Procedures of data collection:

In order to complete this research and get a better understanding of it, a mixed methods approach has been adopted. According to Bulsara (:06) a ' *Mixed methods research is both a method and methodology for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research in a single or a longitudinal program of inquiry'* .

In fact this method is based on the combination of both quantitative and qualitative methods for the sake of collecting as much information as possible and has a better understanding of the research issue. In this view, Creswell and Clark (2006) claim that the main aim of this form of research is to provides a better understanding of a research problem or issue by mixing both quantitative and qualitative data than either research alone. This means that this method is meant to overcome the limitations of a single design (qualitative research alone or quantitative research alone).

In the present investigation, a questionnaire has been used as a quantitative data collection method and an interview as a qualitative data collection method. Furthermore, the gathered data from the questionnaire are analyzed quantitatively using percentages, tables, pie

charts to present the statistics. Whereas, the data collected from the interview is analyzed and interpreted qualitatively.

While the questionnaire is administrated to learners of tourism, the interview is designed to one English teacher in ENST. Indeed, a mixed methods approach is adopted as a methodology for the research for both collecting and analyzing the two forms of information.

2.1. The Questionnaire

A questionnaire is an important data collection instrument which consists in a set of questions which allow the collection of considerable amount of data. It can be defined as a useful research tool which presents respondents with a set of questions where they are asked to select from the suggested answers or give their own answer. In this view, Brown (2001: 06) claims that "*...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*"

Furthermore, a questionnaire is a research tool that allows the gathering of statistical data. That is, quantitative data with a non-restricted number of participants.Through a questionnaire, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way.

In the present study, a questionnaire has been distributed for sixty (60) learners of tourism at ENST in Algiers in order to collect their outlooks on the different parts of the English course as well as identify their needs and expectations.

The questionnaire is made of 23 questions which are divided into two types: closed-ended questions which contain predetermined answers from which participants can choose and open-ended questions where students are required to give their own answers. It consists of

five (05) section. The first one deals with participants' profile where learners are asked about their background information such as sex and age. The second section is concerned with 'learners and English', where learners are asked about their points of view concerning English learning and learning English for tourism. The third and the forth sections of the questionnaire are devoted to the identification of students' needs and reactions toward the different parts of the English for tourism course. As for the fifth and last section, it is related to students' suggestions for the improvement of the English learning experience.

2.2. The Interview

In addition to the questionnaire, an interview is used in the present study to complete the results gathered through the questionnaire. It is a research tool which aims at gathering in depth answers (i.e. qualitative data). In this view, Richards (2001, cited in Khennache and Kemachou, 2015: 24) claims that: "*Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups*".

Furthermore, an interview gives the researcher the chance to discuss topics and collect data in real situation; Cohen (2000, cited in Sididris and Tidmimt, 2015:25) argues that: "*… the interview is not simply concerned with collecting data about life: it is part of life itself; its human embeddedness is inescapable*".

In the present study, an interview is conducted with one (01) teacher of English for tourism at ENST School in Algiers. It lasts for 10 minutes and includes seventeen (17) open-ended questions. It is made up of three parts. The first part is devoted to the demographic information about the teacher. The second one is meant to identify the learners' needs. The third and last part is concerned with the teacher perceptions of the English for tourism program.

3. Procedures of data analysis

To analyze the collected data from the interview, the questionnaire and the tourism texts, two research instruments have been used namely: the Statistical Package for Social Sciences and the textual Analysis. While, the quantitative data have been analyzed using the SPSS, the qualitative data have been interpreted using textual analysis.

3.1. Quantitative procedures

- Statistical Package for Social Sciences (SPSS)

As mentioned above, the closed-ended questions of the questionnaire administered to learners of tourism are analyzed through the use of the statistical analysis software program SPSS version 20.

SPSS is the abbreviation of Statistical Pakage for Social Scienses. It is among the most used programs for statistical and data meaning. It is a package that is most used in social sciences helping in the description of statistical analysis (Landau and Everitt, 2004 cited in Mellak and Menad, 2015: 25). The SPSS is used to perform statistics; quantitative analysis. Thus, the results of this study are displayed in the form of tables, pie charts, histograms..etc thanks to this computer program.

3.2. Qualitative procedures

- **Textual Analysis**

The qualitative textual analysis is adopted to interpret and analyze the data collected from the interview and the tourism texts. It is defined as being the correct methodology for gathering information about texts.

The main purposes of textual analysis according to Frey, et al (1999) are:

➢ To describe the content, the structure, and the functions of the message contained in texts. It allows the researcher to understand meaning and ideas expressed through written words.

➢ It is also used to analyze and interpret the qualitative data obtained from open-ended questions of the questionnaire.

Conclusion

This chapter sheds light on the research design of the study. First, it has presented the data collection procedure which consists of a questionnaire and an interview. Next, it has displayed the methods used for the analysis of the gathered data. In fact, the SPSS has been used to transform the data obtained from the questionnaire into percentages, while textual analysis is used to interpret both the interview and tourism texts. The analysis will enable providing answers to the research questions.

Chapter 03: Presentation of the Findings

Introduction

This chapter is empirical. It presents the results reached from the questionnaires administered to sixty (60) learners of tourism at ENST, through the interview conducted with one teacher (the teacher of the English module) at ENST and through the analysis of three (03) tourism texts. The chapter aims at determining both students and teachers' perceptions of the learners' needs in the tourism sector namely in terms of language functions. It is also an attempt to identify the types and genres of tourism texts suggested to teach English for tourism in that school. The results, for the sake of readability and visibility, are presented in percentages and displayed using bar charts, sectors and tables. This would also facilitate the discussion of the results later on. This chapter is made up of three main sections. The first section displays the results reached from the analysis of tourism texts. The second one presents the results obtained from the analysis of the questionnaire that mainly concerns learners' perceptions of the English module and their needs. The third and last section reports the results obtained from the interview that deals with the instructor' own teaching as well as his/her views on the learners' needs.

I-   Results of the analysis of texts:

Text's number	Type of text	Genre of text	language functions identified
01	Travel book	Descriptive	Expressive, Conative, Referential and Poetic
02	Brochure	Descriptive	Expressive, Conative, Referential, Poetic and Phatic
03	Guidebook	Expositive and Argumentative	Expressive, Conative, Refernecial, Poetic and Phatic

Table 01: Type and genre of tourism text and the functions of language identified

As displayed in table 01, three tourism texts have been studied. The first one is extracted from a travel book, belonging to the descriptive genre value of texts and comprising several language functions; the expressive, the conative, the referential and the poetic. The Second text is extracted from an Algeria brochure. It is descriptive and embodies five functions of language namely; the expressive, the conative, the referential, the poetic and the phatic functions of language). As far as the third and last text is concerned, it is an expositive and argumentative guidebook embracing five different functions of language; the expressive function, the conative function, the referential function, the poetic function and finally the phatic function.

- **Examples of the words and expressions used to display the functions of language in these three texts:**

  - In the first text, four language functions have been identified. They are demonstrated through the use of words and expressions such as: Charismatic cities, head for Algeria now, urbane, nostalgic, the capital Algiers, largest, most, Sahara and so forth.

  - Among the words used to display the language functions employed in the second text; rich, successful, great, crafts of the M'zab, Sahara and so on.

  - In the third studied text, the author has made use of several words such as: don't accept lifts, biggest, high, shady, Hoggar Mountains and so forth to express one or several language functions.

II- Presentation of the Results of the Questionnaire

II-1. Results of section one: General Information

Question 1: Are you:

a- Male

b- Female
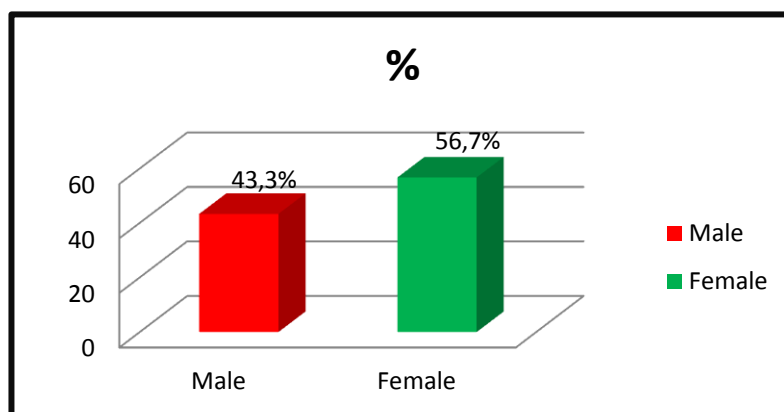
Diagram 01: Participants' Gender

Diagram 01 demonstrates that girls are more numerous than boys in ENST that is,

56.7% of tourism learners are *Females* and 43.3% are *Males.*

Question 2: How old are you?

a- Under 16 years old

b- 16-25   years old

c- More 25 years old

	A	B	C	Total
Number of Participants	3	57	0	**60**
Percentage	5%	95%	0%	**100%**

Table 02: Learners' Age

As underscored in table 02, the vast majority of the learners are aged between *16-25*

years old, i.e. 95.0% which stands for 54 learners are between *16-25* years old, and only 5.0%

are *under 16* years old that is 3 students.

Question 3: why are you getting this training?

a- Enjoyment
b- A sense of achievement
c- I like traveling and meeting people from different cultures and backgrounds
d- I'm interested in the tourism sector
e- Endless job opportunities
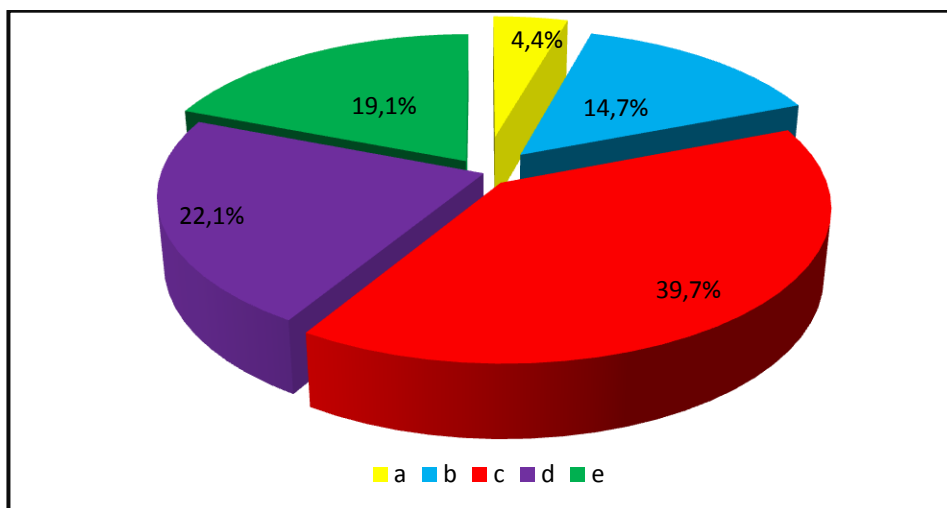
 Diagram 02: Reasons for the training

As indicated in diagram 02, 39.7% of tourism learners assert choosing this training because *they like traveling and meeting people from different cultures and backgrounds*. 22.1% of them claim that it is taken because they are *interested in the tourism industry.* 19.1% of the learners affirm getting this training for the *endless job opportunities* it will offer for them. 14.7% argue that it is taken *for a sense of achievement*, i.e. to accomplish something. Finally, only 4.4% of the learners affirm taking this training *for the sake of enjoyment*.

Question 4: What are your ambitions and objectives from this training?

As far as the students' objectives and ambitions from the training are concerned, many students argue that their main aims in learning tourism is to contribute to the development of the tourism sector in Algeria and prove to the entire world that Algeria ,through its cultures and traditions, has a very interesting and big tourism potential. Others claim that their

objective from this training is to open a travel agency. Some other learners state that it is taken in order to have a good carrier, work in hotel and get many job opportunities. Few of them argue that their main ambition is to go abroad.

II-2. Results of section two: Learners and English

Question 05: Do you like English?
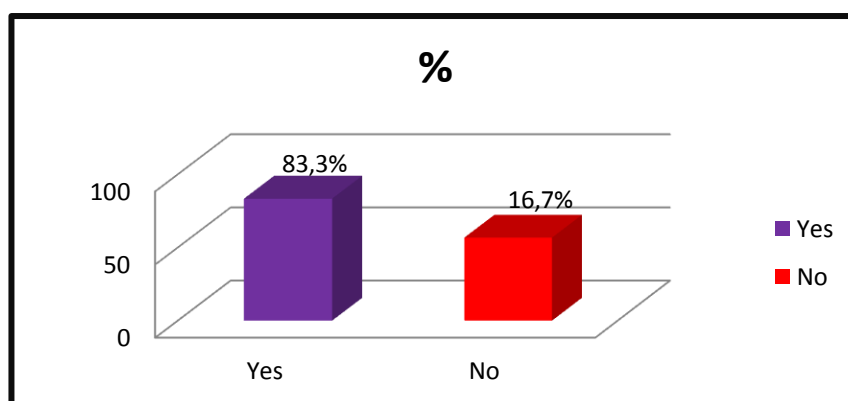
Diagram 0 3: Participants' attitude toward the English language

As displayed in the above diagram, 83.3% of the participants like the English language, that is, the vast majority and only 16.7% dislike English.

Question 06: According to you, The English language is:

a- An international language
b- Employed only in English countries
c- As any other language in the world
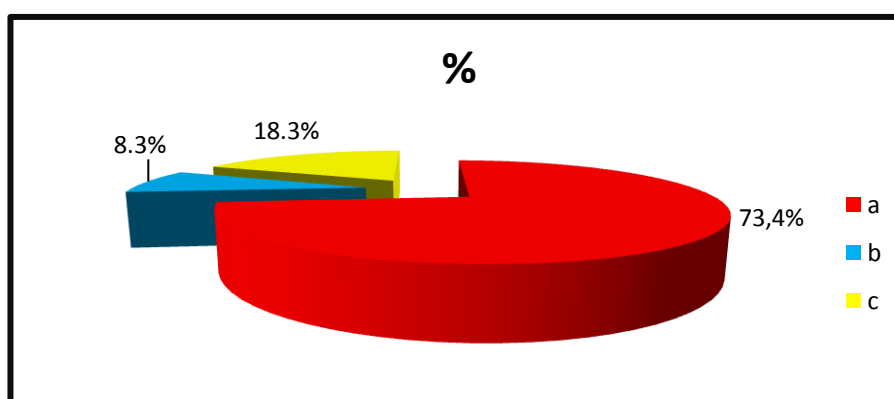
Diagram 04: learners' view about the English language

It is noticed in this diagram that 73.4% of the learners find that the English language is *an international language.* 18.3% of them find that it is *spoken only in English countries* and 18.3% of the learners find that it is *as any other language in the world.*

Question 07: Are you motivated to learn the English language?
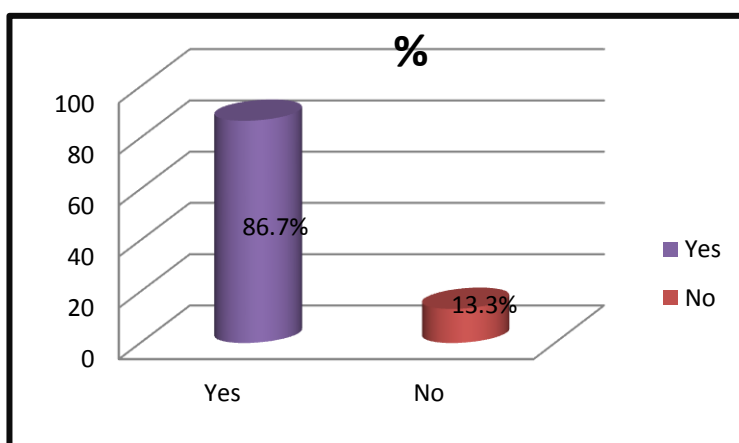
Diagram 05: Learners' motivation to learn English

As far as the students' motivation to learn English is concerned, the results in the above diagram indicate that 87.7% of the participants claim being motivated to learn English whereas a few of them (13.3%) affirm not being motivated to learn it.

Question 8: Your attitude towards English learning at the beginning of the training was:
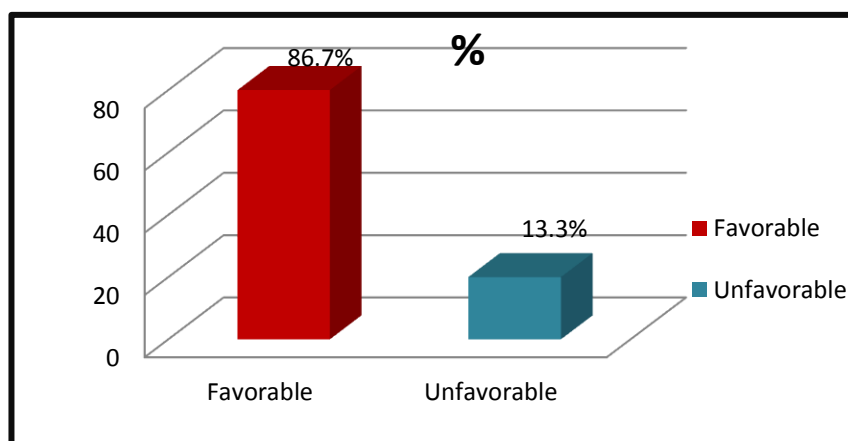
Diagram 06: Learners' attitude towards E L at the beginning of the training

Diagram 06 denotes that the majority of the learners that is, 86.7% affirm having positive attitudes towards English instruction at the beginning of the training. The minority of them that is *13.3%* claim that their attitudes have been unfavorable when English has been introduced to their program.

Question 9: Do you find the number of hours provided for learning English for tourism:
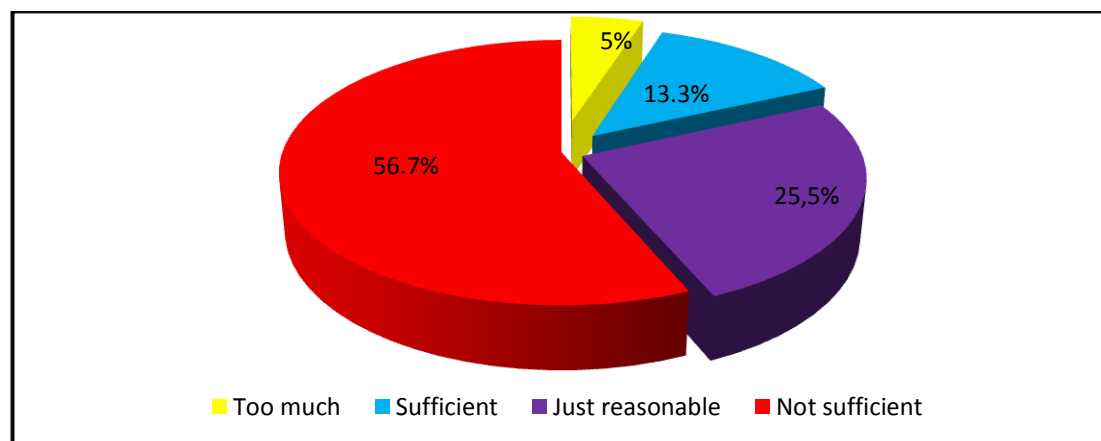
Diagram 07: The efficiency of the amount of hours for the English module

The statistics of diagram 07 indicate that most respondents (56.7%) find that the amount of hours devoted to English learning is not sufficient at all. 25.5% of them argue that the time for learning English for tourism is just reasonable. In contrast, 13.3% of the participants think that the time is sufficient and *5%* affirm that it is too much.

Question 10: Do you attend your English courses?

a- Yes   b-No

	A	**B**	**Total**
Number of Participants	47	13	**60**
Percentage	78.3%	21.7%	**100%**

Table 03: Learners' attendance of the English Lectures

From the results, it is noticeable that 47 of the learners, i.e. 78.3% attend their English lectures. In contrast, 13 of them (21.7%) affirm not attending their English classes.

II-3. Results of section three: Students' Needs

Question 11: Do you consider English important for your studies?
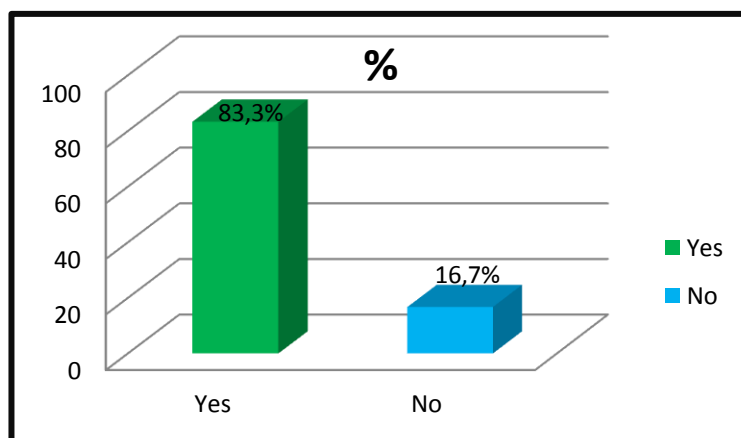
Diagram 08: The Importance of English in learners' studies

The majority of tourism learners, i.e. 83.3% assert that English is important for their studies. However, 16.7% of them think that English is not important for their studies.

Question 12: Is it important to study English for your future career?
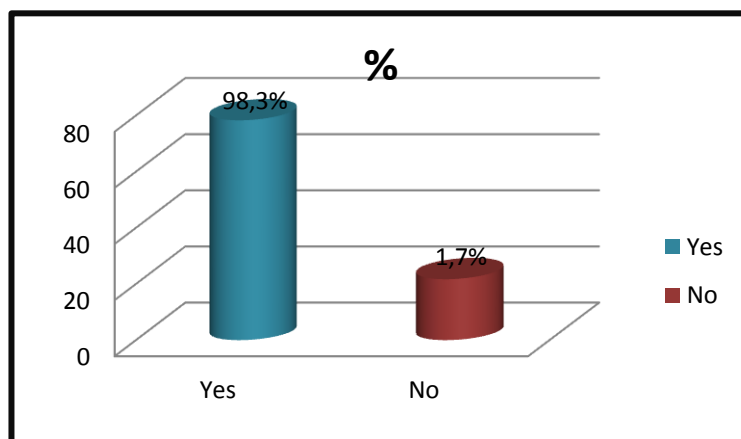
Diagram 09: The Importance of English for learners' future career

As presented in the above diagram, almost all of the participants (98.3%) agree on the fact that English is important in their future career. Only 1.7% of the learners disagree with this idea.

Please justify,

To justify their choices, many students argue that English is the '*language of tourism*'; according to them every exchange and transaction in the tourism industry is made in English. Thus, it is a required in this sector. Some others claim that English is the dominant language in the world (universal language); this means that English is the primary medium of business, politics, media… etc. It is also the language of communication with tourists. A few of them argue that mastering English will offer them many job opportunities at both the national and the international level.

Question 13: According to you what is (are) the most important language function (s) targeted in the tourism industry?

- a- Greeting
- b- Politeness
- c- Giving information and directions
- d- providing services
- e- Offering help
- f- Answering questions and solving problems
- g- Giving opinion, advising and making suggestions
- h- Interactions and communication
- i- All above

	a	B	c	D	e	f	g	h	i	Total
Number of participants	9	12	14	11	15	10	10	17	25	**123/60**
Percentage (%)	7.3%	9.8%	11.4%	8.9%	12.2%	8.1%	8.1%	13.8%	20.3%	**100.0%**

Table 04: Learners' points of view on the main important language functions in the tourism sector

As underscored in table 04, divergent points of view have been given concerning the main language functions employed in the tourism sector. Indeed, 13.8% of the participants claim that the main language functions targeted in the tourism sector are interaction and

40

communication. 12.2% of them argue that offering help is very important in this sector. 14 learners state that giving information and directions is important in the tourism industry. Moreover, politeness according to 9.8% of the participants is an important language function in tourism. 8.9% of them find that providing services is important in this industry. 8.1% of the participants argue that giving opinion, advising and making suggestions is important in tourism. Furthermore, 10 participants argue that to know how to answer questions and solve problems are of great importance in this sector and 9 of them argue that greeting is an important language function in tourism. In addition, 20.3% of the participants claim that all the above language functions are of paramount importance in the tourism industry.

Please justify your choice (s)

The majority of the learners state that all the aforementioned language functions are in fact important in the tourism industry as they represent all what is needed for successful and effective communication with tourists. They further claim that tourism is a direct contract with the clients. This means that these functions are needed to manipulate, persuade and influence tourists and at the same time satisfy their needs and expectations. In short, learners of tourism argue that tourism is a heavy industry where communication is of paramount importance.

Question 14: Do you use books/ documentations in English?
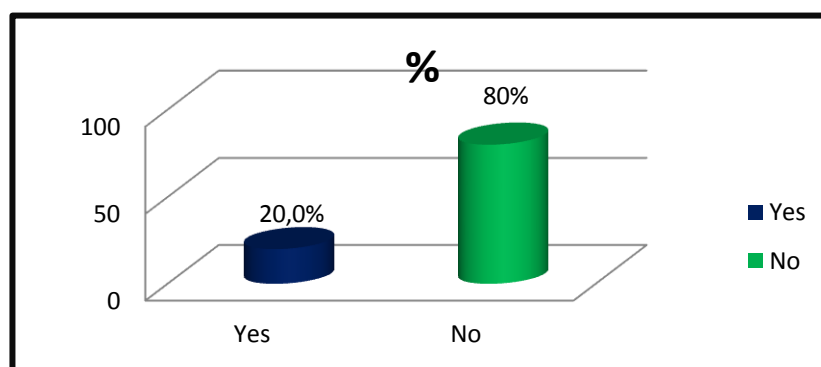
Diagram 10: Students' use of books/ documentations in English

As noticed in diagram 10, the majority of tourism learners (80%) do not read or even use books, articles and so on in English. In contrast, only 10% of them do it.

Question 15: Among these texts, which one(s) is (are) the most helpful in your studies?
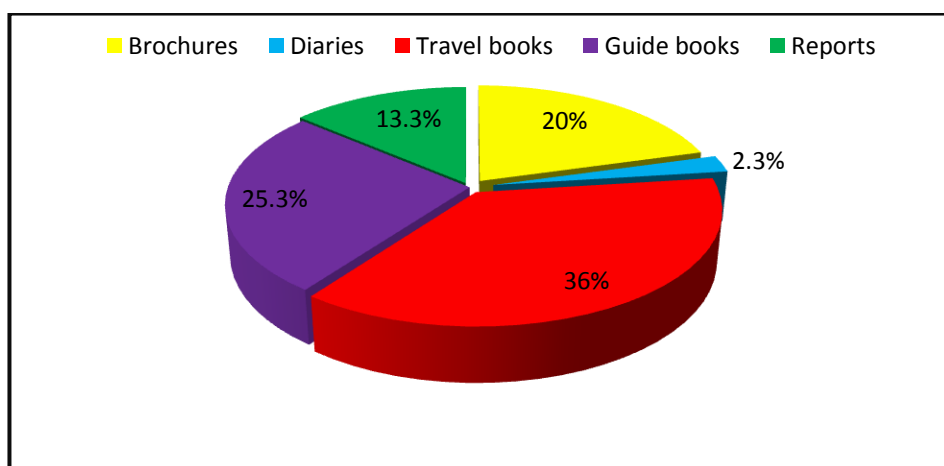
Diagram 11: The most helpful tourism texts according to the learners

As highlighted in diagram 11, it is apparent that 36% f the learners prefer English learning with *travel books*. 25.3% assume that they learn more with *guide books*. 20% claim that *brochures* are very helpful for them. 13.3% learn more with *reports* and only 2.3% of the participants find that through *diaries* learning is made simpler.

II-4. Results of section four: Course Evaluation

Question 16: Are the texts appropriately chosen to satisfy your needs?
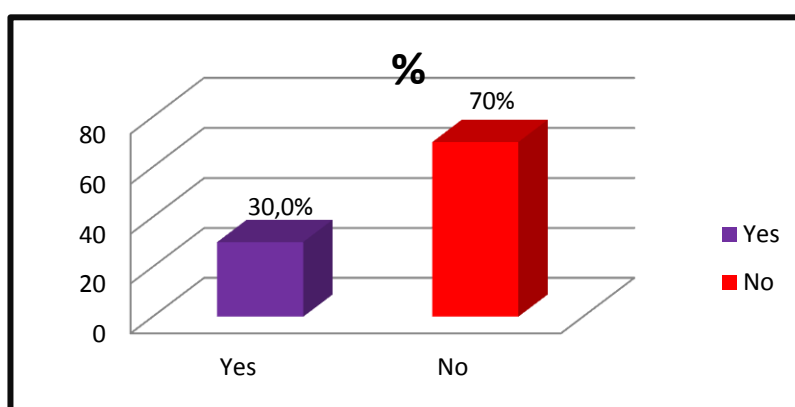
Diagram 12: The Appropriate Choice of Texts

As noticed in the bar charts, it is apparent that the majority of students; i.e. 70% claim that the texts are not appropriate for their needs. In contrast, only 30% of them claim they are.

Question 17: Are the texts appropriately used by the teacher to satisfy your needs?
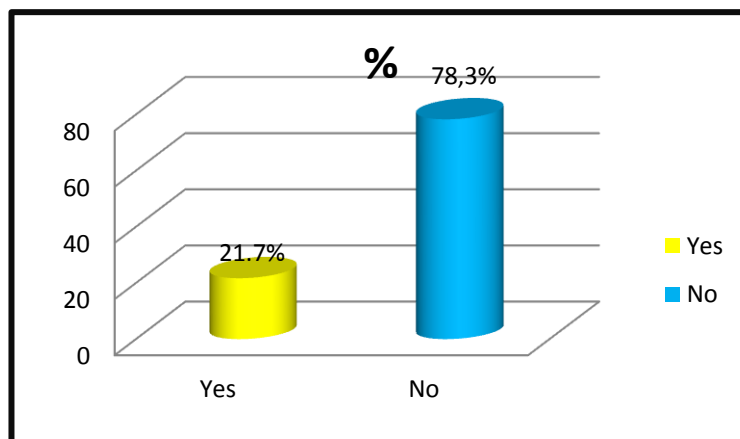
Diagram 13: The appropriate use of texts by English teachers

As indicated in the above diagram, the great majority of the learners (78.3%) argue that the English texts suggested to teach tourism are appropriately used by the teacher to satisfy their needs. However, only 21.7% of them claim that the teacher does not use the texts in an appropriate way so as to meet learners' needs.

Question 18: Are the available reading books relevant and appropriate for your needs?
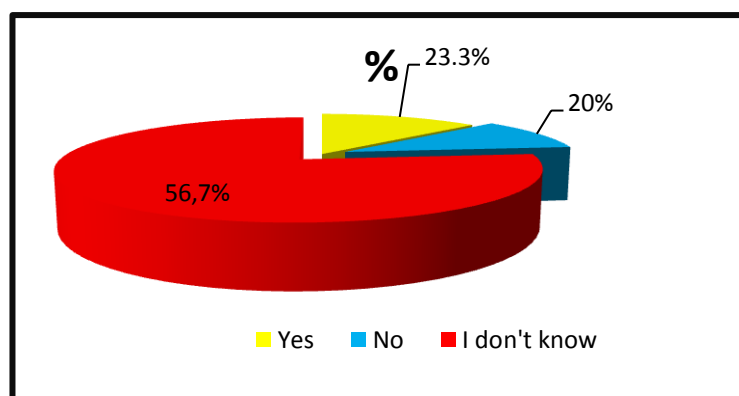
Diagram 14: Appropriateness of the available reading books

As displayed in diagram 14, it is clear that the majority of tourism learners do not read books in English since 56.7% of them didn't know if the available books meet their needs or not. In contrast, 43.3% of the participants use the available books in their studies. 23.3% of them claim that these books are relevant for their needs whereas 20% of them claim that they are not.

Question 19: Are the functions of language clearly presented and explained by the teacher?
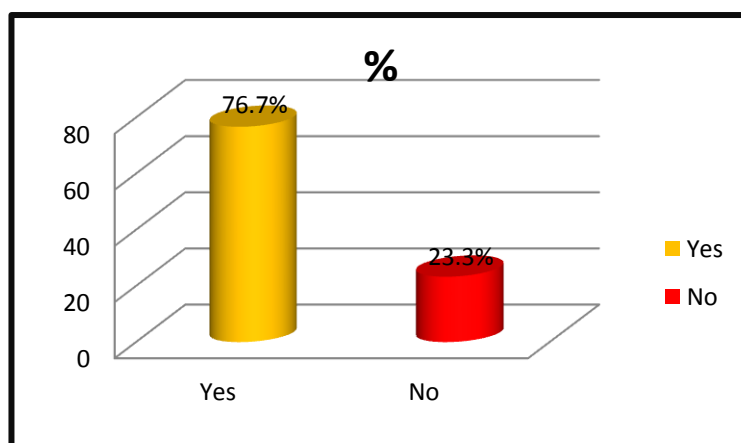
Diagram 15: Language functions explanations and presentation

The above diagram denotes clearly that the English teacher explains well the language functions targeted in tourism; 76.7% of the learners affirm this idea. In contrast, 23.3% of them claim that he/she doesn't explain well these language functions.

Question 20: Does the English program match your needs as a learner of tourism?
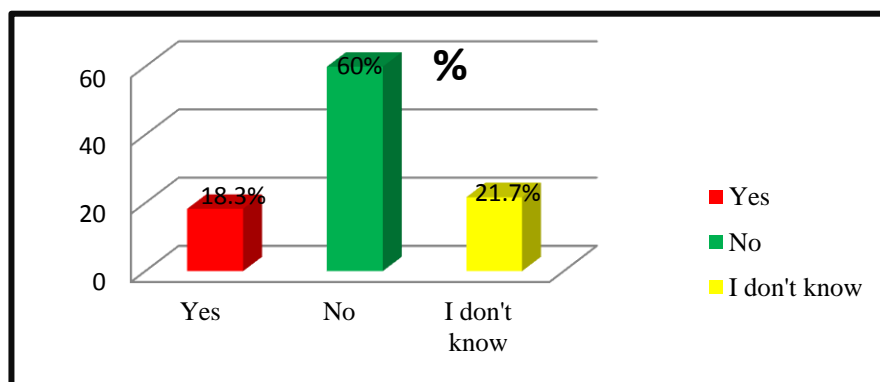
Diagram 16: The English program and learners' needs

It is noticed in Diagram (16) that 60% of the learners find that the ESP program doesn't fit their needs.21.7% of them claim having no idea concerning whether this program meet their needs or not. Only 18.3% of the learners argue that the ESP program fits their expectations and needs.

Question 21: What are the topics you would have liked to cover during the course?

- a- History of tourism
- b- Destinations
- c- The business aspect of tourism
- d- A field trip during the course to have a real experience in practicing English
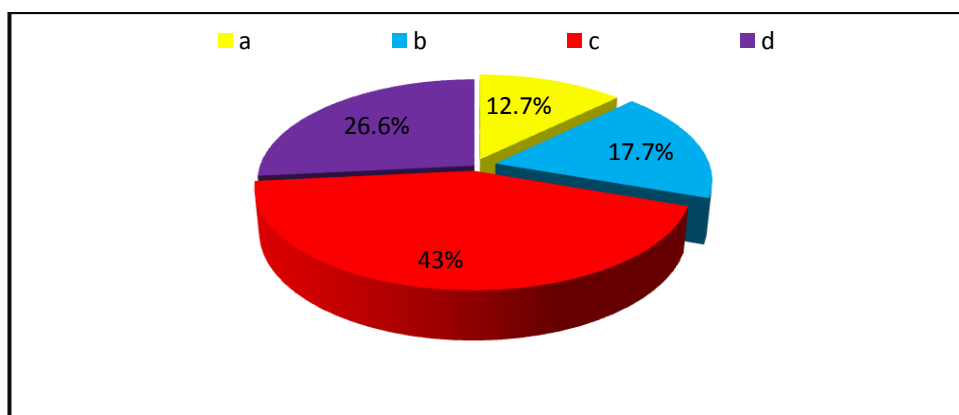
Diagram 17: The topics learners would have liked to cover during the course

As highlighted in this pie chart, students' points of view on the topics they would have liked to cover during their course are different. Indeed, 43% of them wanted to learn about the business aspect of tourism.26.6% of the learners think that a field trip during the course to have a real experience in practicing English will be beneficial for them.17.7% of them argue that they would have liked to know more about destinations. Others, that is 12.7% of the learners wanted to get more information about the history of tourism.

Question 22: How do you think English teaching can be improved in your school?

a- By teaching English that is related to your specific field and using texts and other teaching materials from your specific field.
b- By using more videos and recordings in the classroom.
c- By giving students enough time to work on projects that improve their language communicative skills.

	A	B	C	Total
Number of Participants	11	36	13	**60**
Percentage	18.3%	60%	21.7%	**100%**

Table 05: Learners' points of view about the way English teaching can be improved in their school

As noticed in table 05, 36 of the participants (i.e.60%) argue that teaching English in this school can be improved by using more videos and recordings. 13 (i.e.21.7%) of them claim that it can be improved by working on projects and 11(i.e.18.3%) of them state that it can be improved by teaching English that is related to tourism and using texts and other teaching materials related to their field.

Question 23: What do you think about The ESP program you attend?

a- Helpful and effective
b- Not helpful and effective

c-   boring
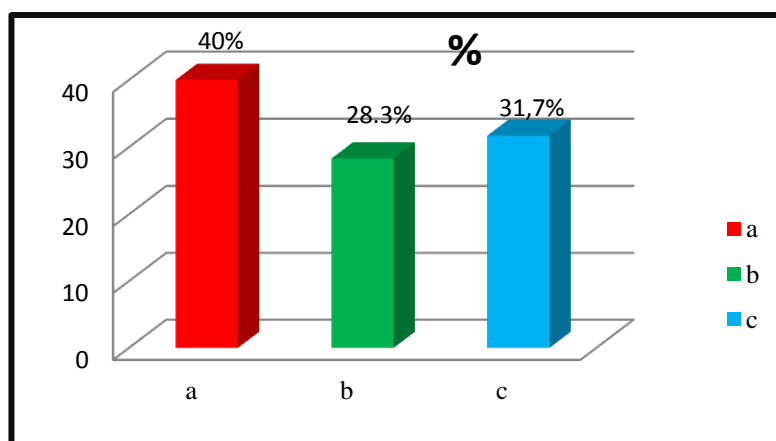
Diagram 18: The learners' attitude towards the ESP course

As displayed in the bar charts, 40% of the participants argue that it is *helpful and effective* to learn English for Tourism. In contrast, 28.3% of them claim that it is not. Moreover, 31.7% of them affirm that it is *boring* and thus not interesting to learn English for tourism.

Further Suggestions

❖ Please feel free to add below any remarks or suggestions to improve your English learning experience:

When asked this question, learners of tourism argue that in ENST the English teacher tend to use more French than English. Furthermore, they claim that their teachers ask them to write more than to communicate; this means that the writing skill is more stressed than the spoken one despite the fact that communication is recognized as being important in the tourism industry. Others claim that providing more hours to English learning and using several teaching materials will be more interesting and beneficial for their learning experience and outcomes.

III- Results of the interview

The analysis of this section is based on the data gathered through the interview conducted with one teacher of ENST in Algiers. Based on the transcript of the interview, the analysis is made using Textual Analysis and aims to find out the instructor's perception of learners' needs. It also intends to identify the language functions targeted in the tourism sector as well as the texts employed in her teaching.

Q1: What degree do you hold?

The teacher claims holding a magister degree in literature and civilization.

Q2: How long have you been teaching English?
As far as this question is concerned, she claims being teaching general English for more than 7 years

Q3: How long have you been teaching English at this institution?

To answer this question, the English teacher argues that her experience in teaching English for tourism is very recent; she is about two years in ENST

Q4: What is your status as a teacher: Fully -fledged?   Part-time?

When asked this question, the teacher answered that in ENST he/she is a part-time teacher.

Q5: Do the English classes take place under the form of: a class? , a Tutorial？ a Class/Tutorial?

The teacher says that the English classes take place under a Tutorial form.

Q6: Have you enjoyed the ESP courses provided at university?

As far as the six question is concerned, the teacher says that she didn't go through ESP courses as she studied under the classic system; there has been no ESP courses before the LMD system.

Q7: According to you what does 'English for tourism' imply and signify?

When it comes to the definition of English for tourism, the teacher argues that as a field of study English for tourism implies a specific set of grammar and a specific/particular lexis related to tourism.

Q8: Have you had any specific training to teach English for tourism?

Her answer has been a definite 'No'; she has not been at all prepared to teach English for tourism, it is a new experience for the teacher.

Q9: Do you follow an official programme?

'*I did the program'* the teacher replied. There is no official programme to teach English for tourism in ENST.

Q10: How do you manage then to design your programme?

She claims preparing the English lectures through some researches, books on English for tourism and further argues that she is very careful in selecting the topics that are applicable to our society. It means that she selects what students need to learn in terms of vocabulary in order to be successful in our society. (Foods, culture, tariffs, accommodation, etc)

Q11: At the beginning of the academic year, have you made an entry test to assess your students' knowledge of English?

'Definitely no', she replies. No entry test has been made to assess students' background in English.

Q12: Have you analyzed the students' learning and target needs through a questionnaire or another means?

When asked this question, the teacher has said that she had analysed students' needs not through questionnaires but rather through discussion and debates to sort out their expectations and needs about the English module.

Q13: What objectives do you want your students to reach?

When it comes to this question, she points that: '*Correct writing/sentences'* and '*some communication'* are the objectives she wants his/her learners to reach .In doing so, the learners' writing skill is developed through asking them to write short reports and the communicative skill is developed through oral presentations and projects.

Q14: What are the language functions do you ask your students to learn?

The teacher answers that politeness and greeting are indeed very important in the tourism sector. She further claims that 'communication' is the most important language functions targeted in this sector as the aim according to the teacher is to make learners communicate in their professional context.

Q15: What types of tourism texts do you employ to teach English for tourism?

Concerning the texts employed to teach English for tourism in ENST, the interviewee first argues that there are not many books on tourism in Algeria and further states that the only texts she uses and relies on in her teaching are the ones she downloads from the internet.

Q16: Do you think that they are helpful for you learners?

According to the teacher, these texts are helpful for both learners and teachers. She claims that these texts help to depict the specific grammar and lexis targeted in the context of tourism. And at the same time they help learners in understanding how the tourism industry functions.

Q17: Do you think that collaboration with a subject specialist will improve your teaching experience?

The interviewee expresses her view by arguing that collaboration with a professional will certainly help her know more about the key concepts and notions in tourism.

Other comments:

The teacher claims that the majority of learners do not like the English language and thus are not motivated to learn it. In ENST English is just a second module (after French). So according to her, if it is given another status learners will make more efforts to learn English.

Conclusion:

The chapter displays the results of the analysis of texts, the questionnaire and the interview. The results reveal that in ENST students are aware of their needs and, moreover, know how to reach them. Furthermore, they know that the English language is very crucial in their studies as well as in their professional carrier; many of them are motivated to learn English. As far as the language functions targeted in ENST are concerned, the teacher uses to teach several important functions of language where '*communication and interaction*' are very crucial. Moreover, the texts employed to teach English for tourism are very helpful in understanding how the tourism industry operates. In light of presenting details and clarifications, the following chapter is devoted to the interpretation and discussion of the results described in this chapter.

Chapter 04: Discussion of the Findings

Introduction:

The present chapter discusses the results of the study in relation to theoretical framework as well as to the research questions. The findings presented in the previous chapter are analyzed and interpreted together in the form of paragraphs because of the correlation of the outcomes that may exist between them. Furthermore, these results, obtained from the interview, questionnaires, and analysis of texts are discussed and interpreted in relation to the literature as presented in chapter one. It is made up of 4 main sections. The first one deals with the importance of learning English and English for tourism nowadays. The second one is concerned with functions of language targeted in ENST and students' needs. The third and last one is concerned with the identification of the language functions in the three selected tourism texts.

I- English learning and English for Tourism:

From the results as displayed in the previous chapter, it appears that learners of tourism are aware about the importance of the English language in today's world as the primary medium of communication, international travel, global trade, technology, science, the press and so forth. Indeed, many of them (73.3%) claim that English is the international language of the twenty-first century. Moreover, 83.3% of the participants claim that learning English has become a requirement in their studies as well as in their future career. In this view, Graddol (2006: 20) claims that English today has made the "*transition from foreign language to basic skill*". That is English is no longer thought as any other foreign language but it became a necessity and it is true in fact. In Algeria for instance, being proficient in English is now regarded as a significant criterion to apply for a job since some jobs require English: a technician will need it to understand instructions, a businessman to communicate and negotiate, or for a receptionist to deal with foreign tourists, etc. The results also reveal

that the majority of tourism learners in ESNT show a positive attitude towards English instructions; 86.7% of them are aware that learning English instead of another language will bring more benefits and advantages. Wiriyachitran (2002) shares this view.

The results also denote that students are aware of the importance of English in their future career; 98.3% of them claim that English '*is the language of tourism*', and further argue that English is *'the language of communication with tourists'*. Ii is true in fact, English is considered as the lingua franca to be used when meeting foreigners. According to Khader and Mohammad (2010), English is the global language which can be used for communication with native-speakers and non-native-speakers in the worldwide. Furthermore, employees who meet customers/visitors on a regular basis state that English is particularly crucial for successfully performing their jobs and affirm using English actively (Adorjan, 2013).

In short, the results reveal that learners of tourism are aware about the importance of English in their studies as well as for their future career. Learning English has become a requirement for them in order to succeed in their profession. For this, 87.7% are motivated to learn it.

II-   Functions of language and learners' needs in ENST

The results display in **table 04** (:37) show that Greeting, politeness, giving information … Etc, are among the functions of language employed most often by the teacher in the classroom. In fact, they are considered as the ones all tourism employees should employ while meeting foreigners. First, in tourism being it 'the welcome industry' or 'the pleasure industry', greeting and politeness play a vital role in attracting the tourists and evoking in them a feeling a joy and satisfaction from the beginning of their trip. Thus, creating a positive idea about the quality of services. In this view some learners in ENST claim that '*greeting and politeness will help attract tourists and sell your products'*.

Furthermore, according to Prachanant (2012), the three most relevant functions in using language in this sector are: giving information on cultural and historic sites…etc, followed by providing services: tourism is told to be an industry of meeting needs and providing high levels of services, and offering help. Tourism is an industry of understanding people and delighting people. This clearly explains that all three types of functions are crucial and require specific language use in the tourism industry (Prachanant, 2012) .Based on Blue and Harun's (2003) notion, these functions are viewed as 'the hospitality language': the language associated with host-guest interaction in the service business , that are frequently used in the hospitality industries like the tourism industry. Moreover, the language of this industry is the language of solving problems, of cooperation, of exchange, of advice and suggestions, of negotiation and so forth.

In addition, the majority of the learners in ENST claim that tourism is a direct contract with the clients; it means that all the language functions displayed in table 04 are needed to manipulate, persuade and influence tourists. It is for these reasons that communication is told to be very sensitive and crucial in this sector. This idea, in fact, supports the first hypothesis '*greeting, communication and advising are among the language function targeted in ENST*'. Furthermore, they do meet learners' needs and expectations.

Furthermore, the results also reveal that effective communication is crucial in this industry. Many learners of tourism (20.3%) claim that '*tourism is a heavy industry where communication is of paramount importance for its success*'. Indeed, tourism is an industry that sells experiences (Babu, 2011); according to him tourism an industry of exchange and pleasure. Communication is vital to its success because it is only through the effective use of communication that tourism employees can enhance guests experience and make them better enjoy the charm and the beauty of the destination.

56

Effective and meaningful communication in this industry will benefit both employees and guests. First, communication with customers can be winning business strategy in the service sector. Good communication skills will impress your guests which will further prove beneficial to your business; through effective communication one can '*persuade, lure, or woo millions of people to become active purchasers of tourism products and services*' (Chiwanga, 2014: 148) as it can only ensure his/her customer keep coming back. Second, it can also help guests not struggling to communicate what they want or finding it hard to hear or comprehend what is being communicated to them. In this view, learners of ENST claim that '*communication is a key in the tourism industry*'.

Nowadays, the ability to communicate and do business with one another is essential, a necessity in the everyday lives of many people. Many businessmen need to communicate effectively with individuals from other cultures in order for business to grow and prosper (Kluver, 2000, cited in Cheng, 2009). As a result, being able to communicate with people of different cultural backgrounds is extremely important to the tourism industry. Moreover, being able to communicate across language barriers is extremely important for many people worldwide. For all these reasons, the teacher of English for tourism in ENST claims that '*some communication*' is her main objective in teaching English in this field.

III-   Identification of the language functions in tourism texts:

The identification of the language functions contained in these texts has been made relying on Roman Jakobson's functions of communication and Sabrina Francesconi's genre of texts in the discourse of tourism.

<u>Text n1</u>: (appendix 03)

1-Type and genre of the text:

This passage on 'Algeria' has been extracted from a travel book (available at Lonely Planet). This text belongs to the descriptive genre value as it offers a brief but concise description of Algeria's some of wonderful cities and landscapes such as Algiers, Medina, dessert landscapes, roman cities, etc. Furthermore, the vocabulary used in this passage is very varied and rich: the use of promotional language to attract the tourists to come and visit Algeria (advertisement of Algeria's cities and landscapes) (Francesconi, 2014).

2-Functions identified:

- **The expressive/ emotive function**:

The emotive function is manifested through the use of several adjectives (*urbane, charismatic, heady, nostalgic, vertiginous, extraordinary, lush, stunning…*) and superlatives (*largest country, most urban, best of all*) .It is possible to perceive the author in the text, but he is never clearly explicit. The passage demonstrates the significant role played by the sender (the destination) in the act of promotion.

- **The conative function:**

Throughout the whole passage, the conative function is strongly noticeable; the author/ writer of the text has tried to influence the attitudes of the readers and persuade them to come

and visit Algeria through the heavy use of adjectives that stress the great potential of Algeria (*Algiers is one of the most urban and charismatic cities. these are the dessert of dream and legend. Algeria welcome visitors with warmth and genuine curiosity*). The use of the imperative mood also implies the strong motivation of the author to persuade and convince tourists that Algeria is 'The destination to visit' *'for accessible adventure and a complex, enthralling cultural odyssey, head for Algeria now'*. The use of the adverb "**now**" implies that there is no time to spend searching where to travel. Algeria is where to go.

- **The poetic function**

The poetic function manifests itself in this text by means of e.g. metaphor to create interests on tourists; *'charismatic cities', 'Medina and its vertiginous heart', 'whether it's a glimpse of the sand seas or a plunge headlong into the far south'*.

- **The refererencial function**: aims at providing objective and factual information about a destination (Dann, 1996, in Jorgensen, 2004).In this passage, the author does not only provide objective information about Algeria; *the capital Algiers, with a mix of colonial and traditional architecture, medina, sahara...*etc, but also subjective ones through the inclusion of the emotive and conative language function (Jorgensen, 2004: 33) (persuasive mood and heavy use of adjectives). In her work, Jorgensen (2004) claims that the focus should be on a subjective representation of the destination. In this passage, the author tries to give as much information as possible about Algeria, but with a persuasive style. He/she describes Algeria as a country with full of potential '*best of all, Algerians welcome visitors with warmth and a genuine curiosity. For accessible adventure and a complex, enthralling cultural odyssey, head for Algeria now.'*

- **The metalingual function** is not identified in this passage since there is no use of week expression and no explanation is provided (Jakobson, 1960).

- **The phatic function** is not identified in this passage. There is no use of pronoun to create a closer relationship with the tourists (Dann, 1996, cited in Di Laurea, 2014).

Text02: (Appendix 04)

1- Type and genre of the text

This text is extracted from an Algeria brochure. It describes, advertises and gives as much information about six Algerian Oases; namely Ghardaia, Ouargla, Touggourt, El Oued, Biskra, Bou- Saada and Laghouat, to help the customer choose from these amazing destinations. Furthermore, these oases are advertised in two languages: Frensh and English in order to attract large number of tourists.

In fact, brochures are considered as being crucial in promoting and advertising a destination. According to Morgan and Pritchard (2000: 65), "*the most popular medium used by travel and tourism advertisers is undoubtedly the travel brochure'*. Moreover, brochures are considered as the ones that actually sell the product (Morgan, 1996, cited in Maasalmi, 2013).

The text on 'Ghardaia' has been selected randomly to be studied. This text is descriptive. It offers a rich description about Ghardaia's amazing landscapes, cites and celebrations that are worth to be visited and attended. The language used in this text is formal and standard (Francesconi, 2014), that is, there is no use of abbreviation, of contractions, of slang (e.g. gonna to instead of I'm going to) and text messaging (e.g.: u instead of you).

2- Functions of language identified

- **The Expressive function:** this text is expressive in function, the writer makes use of appealing and attractive adjectives such as *alive*, *unique, rich, specific,* and *ideal*, to promote this fascinating destination. There is no use of personal pronouns in these texts but the author at the brochure's covert has made use of the pronoun '**us**' to attract the tourists and show that

he/she is also sensitive to the charm of these Oasis. Moreover**,** the author makes use of the superlative '**great**'; *the great mosque, great number of alleyways,* to inform the reader about the magnificence of these places.

- **The conative function**

The author of this short passage is trying to attract, persuade and call upon tourists' curiosity to go and visit Ghardaia. In doing so, the author has used words and sentences that really promote the potential the Ghardaia such as *Ghardaia has the shape of a pyramid…with a specific style, Ghardaia and the M'zab were known for their unique beauty and charm:* according to the author nothing equals this beauty (unique). Moreover, the author indirectly orders guests to come and visit Ghardaia by saying for instance; *Ghardaia…is the ideal place where one can go.*

Furthermore, the author goes further in his/ her act of promoting the destination by speaking about its wonderful cites, celebrations and attractions; *the cave of Daia, the great mosque, Ghardaia celebrates yearly "the feast of carpet", the market with its archways are always alive', 'burnous' , traditional jewels* …Etc.

- **The referential function**

This function is all about describing (Jakobson, 1960). In this passage the author is describing Ghardaia as it is in reality. He/she gives factual and objective information about it, such as: '*founded in 1053', 'Near the great mosque, the cave of Daia and the market with its archways', 'Ghardaia celebrates yearly the 'feast of carpet', 'The great mosque is at the centre of a great number of alleyways'…Etc.* This function is a '*detonative*', '*cognitive*' function (Jakobson, 1960: 354) oriented towards the context; this function appeals to reason and logic. In Busra Livan's article on '*Function of Language by Roman Jakobson*', the referential language function is the most obvious function since it shows things and facts as they really are.

- **The phatic function**

Throughout the whole passage, the author aims at drawing the attention of the receiver. The use of the pronoun 'us' in the covert of the brochure when introducing these Oasis : '*Each of these Oasis, with their wonderful palm groves, their old typical cities and their ochre dunes are inviting us to visit these cities which are considered as the gates of desserts'* serves as a means to establish and create a closer relationship with the guests (to establish complicity with them)

- **The poetic function**

The use of metaphors in this text: '*though the Sahara is rich in architecture',' the market with its archways are always alive'* , have played a persuasive effect in advertising the destination 'Ghardaia'. In fact, persuasion is also the target of every advertising message is concerned and metaphors are one of the most effective means of presenting advertisements (Švažienė, 2010).

- **The metalingual function**

This function has not been identified in this text. No extra explanation is provided in this text (Jakobson, 1960).

Text 03:(appendix 05)

1- Type and genre of the text

This text has been extracted from an Algerian tourist guidebook entitled '*Algeria things to see and do'* (Tourist offices). It provides the reader with the most important and essential information concerning Algeria. In fact, as noticed the text is full of details in order to inform the reader about everything that one may find in Algeria. It is made up of two main titles: *Key Facts* and *Travel Advice*. While the former displays factual information concerning Algeria

such as: population, area, head of the state, Algerian some wonderful cities and landscapes such as Casbah, Palais de la culture in Oran, the Hoggar mountains and so forth, the latter informs about the risks that one may encounter when coming to Algeria and the author goes further by offering safety and healthy advice to reduce them while travelling to Algeria. In this view Carter (1998, cited in Osti, 2007) states that: "*risk and danger cannot be avoided but can be controlled, thus permitting the risk to be safe but the place exciting*". In other words, travel guidebooks work as an aid to reduce risks while travelling. Therefore, this text belongs to the expositive genre value of text since it offers so many details about Algeria and present only factual information concerning it. The argumentative value is also noticed in this text when the author spoke about the negative side of Algeria (terrorism, crimes, and political situation) (Francesconi, 2014)

2- Language functions identified

- **The expressive function**

As mentioned in the literature review, the expressive function is perceived in tourism texts through the use of emphatic speech, pronouns (we, our, us) and superlatives. In this text, the expressive function is manifested through the use of emphatic speech, especially through the use of adverbs such as *richly*, *daily, annually* and *hugely*, and adjectives. The author has made use not only of positive adjectives such as; *vast, tranquil, varied, ancient, embellished, reputable, deep, prehistoric, high, peaceful, good…etc,* to allure and appeal to tourists' attention and curiosity, but also through the use of negative ones such as: '*shady, tumultuous, indiscriminate, dark* and *scattered'* in order to inform the reader about the current situation in Algeria. It means that even in Algeria one can be exposed to danger (terrorism, kidnaps, crimes…etc).

Moreover, the author has made use of superlatives when describing Algeria's amazing countries and landscapes such as: '*Algeria's terrain….which lie amidst fertile land', 'the city*

.... and remains one of the <u>busiest</u> ports in North Africa', 'The Sahara Desert is Algeria's defining feature and one of its <u>biggest</u> drawing cards', 'The desert is also home to the world's most remote film festival'. However, there is no use of pronoun (we, our, us) in this text but the author is implicit to the creation of this text (Jakobson, 1960)

- **The conative function**

Normally, any promotional text is meant to convince, influence, catch the readers' attentions and persuade them to buy the product. In this text, the author gives so many information concerning Algeria's cities, politics, crime and so forth, but at the same time he/she tries to convince the reader to go and visit this country despite the danger that one may encounter while coming, and this is done through the use of expressions such as: *'For the intrepid traveller, adventure awaits in Algeria'* and '*if you're looking for a North African destination with a difference, this country has much to offer'.* We can notice through these two phrases, that the author clearly encourages and motivates the readers to come and visit this different country which is despite of its threat, a country full of potential *(this country has much to offer)*.

Moreover, this function is characterized by the use of the imperative mood. In this text, the author is more advising and giving suggestion that giving orders (pragmatic function)*; 'Seek the advice of your hosts',' Don't carry large amounts of money', 'Don't accept lifts from people you don't know', 'If possible travel in a convoy of at least 2-3 vehicles outside the main towns', 'take local advice'.* It is a strategy used by the writer of the text to create the illusion of a friendly relationship with the reader of the tourist text. Thus, lowering any defensive (financial or practical) walls the potential consumer may have built.

Furthermore, the author has described and spoke about some Algeria's cities, landscapes, celebrations and festival to increase tourists' curiosity and desire to travel to Algeria: '…*Algeria. A beguiling blend of cultures, landscapes and traditions', 'The ancient*

64

port city of Oran has a decidedly European vibe', 'the Sahara desert… is the source of myriad myths and legends', 'travellers can visit attractions like oasis towns of Ghardia and Timimoun', 'view the prehistoric rock art in the Hoggar Mountains and Tassili N'Ajjer National Park', 'FiSahara takes place annually in the Wilaya of Dakhla'.

- **The referential function**

The referential function is usually the most important function in tourism communication as it is meant to provide objective information on the advertised destinations. In this text, the author was concerned with describing and informing about the facts concerning Algeria even though they may deter tourists from visiting Algeria ; '*Capital: Algiers', 'head of the state: President Abdelaziz Bouteflika since 1999', 'Casbah', ' prehistoric rock art in the Hoggar Mountains and Tassili N'Ajjer National Park'. 'There is a high threat from terrorism in Algeria', 'robbery and thefts do occur', 'Algeria has a high road traffic accident rate'...Etc.* It may be understood as a strategy undertaken by the author to persuade the readers about the reliability of the information. In every destination there is a positive and negative side (it is a fact).

- **The poetic function**

In this text, the poetic function is noticed through the full use of metaphors in order to persuade the tourists and create interest in them; '*this vast chunk of land contains everything, from tranquil fishing ports to bustling cities', 'dark reputation', 'the heart of the dessert'* and so forth. In fact, a metaphor is a strategy constantly present in the discourse of tourism especially in promotional texts. It helps the author create effective specialized texts: the greater the effectiveness, the greater the persuasion. A metaphor according to Djafarova (2008: 81) is '*one of most effective means used in advertising'*.

- **The phatic function**

The phatic function is meant to establish and maintain communication with tourists and furthermore, create a closer relationship with them. In this text, the author makes use of the pronoun '**you**' several times, first, to appeal upon tourists' interests and catch their attention on the product; '*if you're looking for a North African destination with a difference, this country has much to offer*' and second, to advice the reader and create a friendly relationship with him/her; 'You *should take great care at all times', 'You should take precautions for your personal safety'*.

- **The metalingual function**

As in the two previous texts, the metalingual function is not identified in this text. In fact, Graham Dann in his book '*The Language of Tourism: A Sociological Perspective*' (1960, cited in Di Laurea, 2014) claims that the language of tourism has got five (5) functions namely; the emotive, the conative, the referential, the phatic and the poetic' .It means that there is no metalingual function in tourism. Thus, this idea refutes the third hypothesis, there is no use of the metalingual function in tourism texts.

Conclusion

The chapter has discussed the results in order to answer the four research question of the study. While the majority of the hypothesis (03) suggested in the introduction are confirmed, only one has been refuted. Many genres of tourism texts are employed in ENST. Moreover, many functions of language are targeted through these texts. These functions are in fact very important in the tourism industry to attract tourists and sell its products; they are meant to attract as many costumers as possible in order to make a profit. Furthermore, through

the texts suggested to teach tourism, it is concluded that learners of tourism can understand the way the tourism industry operates to promote a destination.

General Conclusion

General conclusion

This study embraces the field of English for tourism which become a well-established field within English for Specific Purposes. Indeed, this work is set out to sort out the language functions targeted through the texts suggested to teach tourism at ENST in Algiers. It also intends to determine the usefulness of the functions of language taught at ENST in helping learners understand how the tourism industry operates and how it contributes to attract tourists as well as it intends to unveil to what extent these functions of language and tourism texts meet the learners' needs and expectations. The investigation in this area is important because this subject is new and has not been conducted before. It has been conducted relying on three main theories namely; Dudley-Evans and St John; Hutchinson and Waters views on ESP and Needs Analysis, Roman Jakobson's functions of language and Sabrina Francesconi's genre of tourism texts.

This dissertation assigns three major objectives. The first objective is meant to identify the functions of language suggested in teaching tourism at ENST in Algiers in order to find out if they are needed and employed in the tourism sector. The second objective attempts to identify the genre of texts employed in teaching English for tourism and then three (03) texts have been selected randomly to sort out the language functions targeted through these texts. The third and last objective aims at checking if those texts and language functions meet learners' needs.

To answer the advanced research questions and test the advanced hypotheses of the study, a mixed methods approach has been selected, combining both quantitative and qualitative methods for the sake of collecting data and getting a better understanding of the research problems. Indeed, these data have been gathered from two sources. Sixty (60) students at ENST have been selected randomly in order to respond to a questionnaire. Besides, an interview has been conducted with one (01) English teacher at ENST in Algiers.

For the sake of analyzing the quantitative data, a software package known as SPSS has been used for the evaluation of statistical data. In addition to this statistical analysis, the rational textual analysis has been adopted to interpret and analyze the qualitative data obtained from the interview and the tourism texts.

Relying on the data analysis, the findings correlate with the work's research questions and provide an answer to them. The outcomes obtained from the questionnaire have revealed and confirm that the language functions taught at ENST are needed for effective communication with foreign tourists. Moreover, communication has been recognized as being a key in this sector. For this, 13.8% of the learners claim that interaction and communication are very important in tourism.

Furthermore, the results also have revealed the significant role of the English language in the tourism industry. The great deal of learners (*83.3%*) regard the English language as an important language in their studies as well as in their future carrier. 98.3% of the participants agree on the fact that English is important in their future career and further argue on the fact that English is important in their future carrier and further argue that every exchange and transaction in the tourism industry is made in English. For this, 78.3*%* of the learners claim attending the English lectures.

As far as the interview is concerned, the findings have revealed that communication is the main and primary language function that learners should learn and acquire because it is a key in tourism as it contributes to successful business and profit. However, the teacher of English for tourism in ENST claims that learners of tourism do not give a lot of interest to the English module.

Furthermore, the results also have revealed that the texts selected by the teacher to teach English for tourism are helpful for both students and teachers. The teacher has claimed that

these texts helps her in preparing English for tourism lessons. Learners too have argued that 'guidebooks and travel books' are very helpful in their studies.

The conclusion to be drawn from this study is that both functions of language and genre of tourism texts employed to teach English for tourism at ENST in Algiers meet learners' needs and expectations and further contribute to the development and formation of good tourist guides.

It is a hope that this work has contributed in some ways to understand ESP in the field of tourism and further recognize how the tourism industry works to attract tourists and advertise a destination. It is also a hope that this research will pave the way to future researchers interested in the same area to carry on the study focusing for instance on the second property of the language of tourism, that is the one of 'structure', one for instance may conduct a research to explore how an organization of a text advertises a destination.

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Appendices

Appendix 01: Students' Questionnaire

Student's questionnaire:

Dear Participants,

This questionnaire constitutes an essential part of a master dissertation entitled '*English for tourism: An investigation of the functions of language in tourism texts*'.

The objective of this questionnaire is to gather information about the current situation of ESP teaching in the field of tourism.

The results of this questionnaire will help the researchers check and identify whether the language functions and genres of tourism texts suggested to teach English for tourism meet learners' needs.

Your response will strictly be kept confidential and used only for academic purposes.

Your assistance in obtaining the required information will be greatly estimated.

Please use a cross (×) to indicate your chosen answer, and use your own statements where required.

Thank you very much for your contribution

Section one: General information

1-Are You: male ☐   female ☐

2-How old are you? : Under 16 years ☐   16-25years ☐   more than 25 years ☐

3- Why are you getting this training?   Please tick (✓) on the one that apply to you

For enjoyment	
For a sense of achievement	
For extending my technical vocabulary (to learn more vocabulary)	
Because I like traveling and meeting people from different cultures and background	
Because I'm interesting in the tourism sector	
Because it will offer me endless job opportunities	

Other please specify
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………

4- What are your ambitions and objectives from this training?

……
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……

Section two: learners and English

5-Do you like English? : Yes ☐   No ☐

6-According to you the English language is: a. an international language ☐

 b. Employed only in English countries ☐   c. As any other language in the world ☐

7-Are you motivated to learn the English language?   Yes ☐ No ☐

8- Your attitude towards English learning at the beginning of the training was:
a. Favorable? ☐   b. Unfavorable? ☐

9- Do you find the number of hours provided for learning English for tourism: a. Too much? ☐
b. Sufficient? ☐   c. Just reasonable? ☐   d. Not sufficient? ☐

10-Do you attend your English courses: Yes ☐   No ☐

Section three: students' needs

11- Do you consider English important for your studies: Yes ☐ No ☐

12- Is it important to study English for you future career?   Yes ☐   No ☐

 Please justify:
……
……………………………………………………..……………………………………………………………………………
………………………………………………………………………………………………

13-According to you what is (are) the most important language function (s) targeted in the tourism industry. Tick (✓) on the one(s) that apply to you

Greetings	
Politeness	
Giving information and directions	

Providing services	
Offering help	
Answering questions and solving problems	
Giving opinion, advising and making suggestions	
Interactions and communication	
All the above	

Please, justify your choice(s)

…………………………………………………………………………………………………

…………………………………………………………………………………………………

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………………………………………………………….

14- Do you use books/documentation in English?

Yes ☐   No ☐

15- Among these texts, which one (s) is (are) the most helpful for you in your studies?

    *Brochures ☐

    *Diaries ☐

    *Travel books ☐

    *Guide books ☐

    *Reports ☐

    * Others (please specify)

…………………………………………………………………………………………………

……………………………………………………………………………………………….

Section four: Course evaluation

16- Are the texts appropriately chosen to satisfy your needs?   Yes ☐ No ☐

17-Are the texts appropriately used by the teacher to satisfy your needs? Yes ☐ No ☐

18- Are the available reading books relevant and appropriate for your needs? Yes ☐ No ☐

19-Are the functions of language clearly presented and explained by the teacher?

Yes ☐   No ☐

20-Does the English course (program) match your needs as a learner of tourism?   a- Yes ☐

b- No ☐   c- I do not know   ☐

21-According to you what are the topics you would have liked to cover during the course?

    a- History of tourism   ☐

b- Destinations ☐

d-The business aspect of tourism ☐

d- A field trip during the course in order to have a real experience in practicing English ☐

*Others (please specify)

………

………

………….

22-How do you think teaching English can be improved in your school?

➢ By teaching English that is related to your specific field and using texts and other teaching materials (authentic materials) from your specific field ☐

➢ By using more videos and recording in the classroom ☐

➢ By giving students enough time to work on projects that improve their language communicative skills ☐

  *Others (please specify)

………

………

…………………………………………………………….

23-What do you think about the ESP program you attend?   a. Helpful and effective ☐

b. Not helpful or effective ☐   c. Boring ☐

- **FURTHER SUGGESTIONS**

Please feel free to add below any remarks or suggestions to improve your English learning experience:

………………..

....

.........................…

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix 02: Instructor's Interview

Instructor's Interview:

Section one: Demographic Information

Q1: What degree do you hold?

Q2: How long have you been teaching English?

Q3: How long have you been teaching English at this institution?

Q4: What is your status as a teacher: Fully -fledged?   Part-time?

Q5: Do the English classes take place under the form of: a class? , a Tutorial?   a

Class/Tutorial?

Q6: Have you enjoyed the ESP courses provided at university?

Q7: According to you what does 'English for tourism' imply and signify?

Q8: Have you had any specific training to teach English for tourism?

Q9: Do you follow an official programme?

Q10: How do you manage then to design your programme?

Section two: Learners' Needs

Q11: At the beginning of the academic year, have you made an entry test to assess your

students' knowledge of English?

Q12: Have you analyzed the students' learning and target needs through a questionnaire or

another means?

Q13: What objectives do you want your students to reach?

Section three: Course Evaluation

Q14: What are the language functions do you ask your students' to learn?

Q15: What types of tourism text do you employ to teach English for tourism?

Q16: Do you think that they are helpful for you learners?

Q17: Do you think that collaboration with a subject specialist will improve your teaching experience?

Other comments:

Appendix 03: Welcome to Algeria

Welcome to Algeria

Africa's largest country lies just a short hop from Europe and, with tourists still a novelty, offers attractions as unpeopled as they are varied. The capital, Algiers, is one of the Maghreb's most urbane and charismatic cities, with a heady, nostalgic mix of colonial and modernist architecture, and a traditional medina at its vertiginous heart. Across the north are stunning coastlines, lush rural hinterland and a number of well-preserved Roman cities.

Algeria's trump card is, though, its extraordinary Saharan region. Whether it's a glimpse of the sand seas that surround Timimoun, or a plunge headlong into the far south from Tamanrasset, these are the desert landscapes of dream and legend.
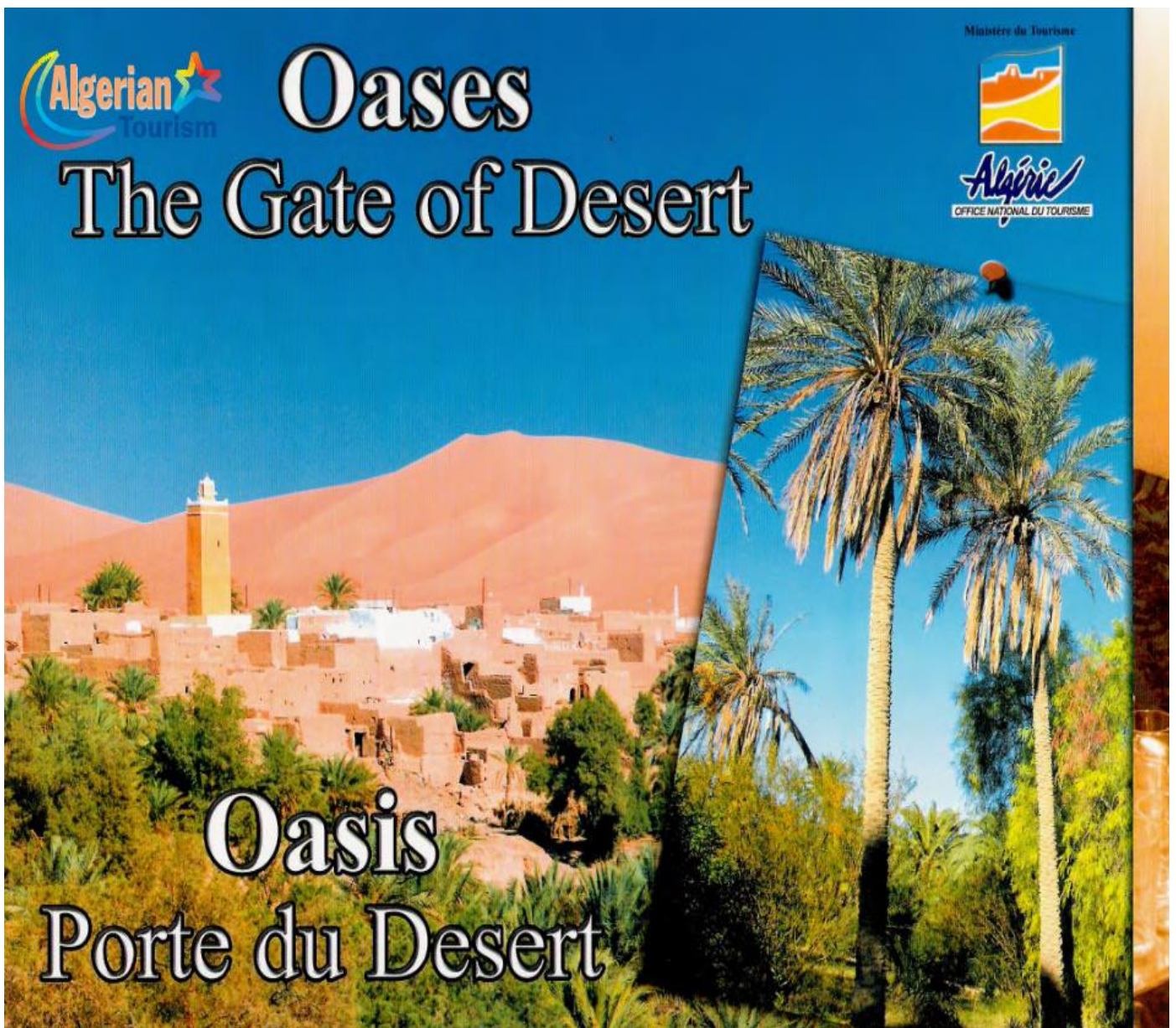Perhaps best of all, Algerians welcome visitors with warmth and a genuine curiosity. For accessible adventure and a complex, enthralling cultural odyssey, head for Algeria now.
(Lonely planet)

Appendix 04: Ghardaia

GHARDAIA

For a long time, Ghardaia and the M'zab were known for their unique beauty and charm. Though the Sahara is rich in architecture, Ghardaia has given rise to a unique human creation where the architecture formed a successful alliance with nature. Founded in 1053, the city of Ghardaia has the shape of a pyramid, headed by the minaret which has a specific style. The great mosque is at the centre of a great number of al alleyways. Near the great mosque, the cave of Daia and the market with its archways are always alive. Ghardaia celebrates yearly "the feast of carpet" which attracts numerous Algerian and Foreign tourists. Ghardaia, which is considered as a trade crossroads, is the ideal place where one can get , not only the crafts (of the M'Zab, but also those of the whole Sahara: traditional jewels, kachabia (wool coat with hood and sleeves), burnous (sleeveless wool coat), and woollen homri

Chacune de ces oasis, avec leurs magnifiques palmeraies, leurs vieilles villes et leurs dunes de sable or et ocre nous invite à visiter ces villes typiques considérées comme les portes du grand désert.
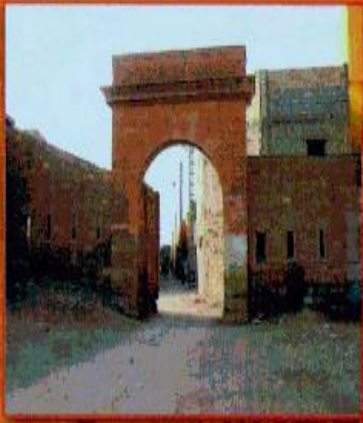
Each of these oases, with their wonderful palm groves, their old typical cities and their ochre dunes are inviting us to visit these cities which are considered as the gates of the desert.
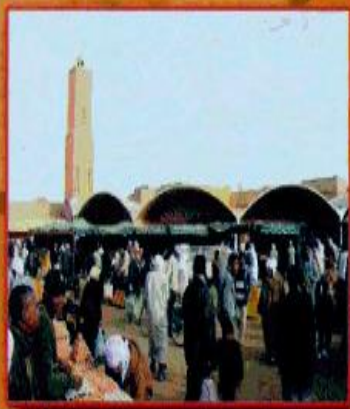
Ghardaïa

Depuis longtemps, Ghardaïa et le M'zab sont connus pour leurs beauté. Le Sahara, pourtant riche en architectures, a suscité là une création humaine inégalée, où l'architecture s'allie à la nature dans une réussite étonnante. Fondée en 1053, la ville de Ghardaïa est en forme de pyramide, sur une forte butte, coiffée par le minaret d'un style propre à la région. La grande mosquée est au centre d'un réseau de ruelles, certaines sont radiales, d'autres concentriques, qui marquent l'emplacement des enceintes successives de la ville. Près de la grande mosquée, la grotte de Daïa et la place du marché, bordée d'arcades, sont toujours animées. Ghardaïa célèbre chaque année au mois de mars la Fête du Tapis qui attire de nombreux touristes algériens et étrangers. Considérée carrefour commercial, Ghardaïa est l'endroit idéal où se procurer, outre le bel artisanat du M'Zab, des produits venus de tout le Sahara : bijoux traditionnels, kachabia (manteau de laine à capuchon et avec manches), burnous (manteau de laine à capuchon et sans manches) et homri en laine.

For a long time, Ghardaia and the M'zab were known for their unique beauty and charm. Though the Sahara is rich in architecture, Ghardaia has given rise to a unique human creation where the architecture formed a successful alliance with nature. Founded in 1053, the city of Ghardaia has the shape of a pyramid, headed by the minaret which has a specific style. The great mosque is at the centre of a great number of alleyways. Near the great mosque, the cave of Daia and the market with its archways are always alive. Ghardaia celebrates yearly "the feast of carpet" which attracts numerous Algerian and Foreign tourists. Ghardaia, which is considered as a trade crossroads, is the ideal place where one can get, not only the crafts of the M'Zab, but also those of the whole Sahara: traditional jewels, kachabia (wool coat with hood and sleeves), burnous (sleeveless wool coat), and woollen homri.

Le marché typique de Ghardaïa
The typical market of Ghardaia

Full Brochure available at:
http://www.algeriantourism.com/doc/tourisme_pdf/pdf/oases_the_gate%20of_desert.pdf

Appendix 05: Algeria guidebook

Appendix 05:

Algeria Guide Book

Key facts:

Area:

2,381,741 sq km (919,595 sq miles).

Population:

39.5 million (2015).

Population density:

16.6 per sq km.

Capital:

Algiers.

Government:

Republic.

Head of state:

President Abdelaziz Bouteflika since 1999.

Head of government:

Prime Minister Abdelmalek Sellal since 2014.

Electricity:

230 volts AC, 50Hz. The European two-pin plug is standard.

For the intrepid traveller, adventure awaits in Algeria. A beguiling blend of cultures, landscapes and traditions, this vast chunk of land contains everything from tranquil fishing ports and bustling cities to the unmatched drama of the Sahara Desert and Hoggar Mountains.

As the largest country in **Africa**, Algeria's terrain is hugely varied yet underexplored: few visitors travel beyond the country's Mediterranean port cities (namely Oran and the capital, Algiers), which lie amidst fertile land and the scattered vestiges of Phoenician and Roman colonies.

Sometimes called 'Algiers the White,' the capital's bustling showpiece is its UNESCO-listed Casbah. This whitewashed medina encompasses both crumbling ruins and newly-renovated spaces and is well worth a visit despite its shady reputation (taking a guide is recommended).

The ancient port city of Oran has a decidedly European vibe: French colonial influences are evident in everything from the soaring Sacré-Cœur Cathedral (now a library) to the richly ornamented Palais de la Culture. The city has long been a popular trading post and remains one of the busiest ports in North Africa.

The Sahara Desert is Algeria's defining feature and one of its biggest drawing cards. It covers more than four-fifths of the country and is the source of myriad myths and legends. Nomadic Berbers still live here, eking out traditional lives in difficult conditions.

The security situation makes independent travel difficult in the Sahara, but under the guidance of reputable tour operators, travellers can visit attractions like the oasis towns of Ghardia and Timimoun, or venture deep into the heart of the desert to view the prehistoric rock art in the Hoggar Mountains and Tassili N'Ajjer National Park.

The desert is also home to the world's most remote film festival. FiSahara takes place annually in the Wilaya of Dakhla, a Western Sahara refugee camp, to highlight the plight of the Sahrawi people.

War and tumultuous politics have deterred many from visiting Algeria – rerouting them towards **Morocco** instead – but if you're looking for a North African destination with a difference, this country has much to offer.

Travel Advice

Terrorism:

There is a high threat from in Algeria, including kidnap. Attacks could be indiscriminate including in places visited by foreigners. You should take great care at all times.

Political situation

Sector specific protests are a daily feature of Algerian life. In general, demonstrations are peaceful but a low number involve clashes between police and demonstrators. You should take precautions for your personal safety, avoid political gatherings and demonstrations and take local advice. Always observe instructions given by the local security authorities.

Crime

While most visits to Algeria are trouble-free, in certain areas of larger cities incidents of robbery and thefts do occur. Avoid areas that you don't know, especially after dark. Avoid carrying large amounts of money or valuables around with you.

Local travel

Seek the advice of your hosts about appropriate security measures. If possible you should arrange to be met on arrival in Algiers. You should stay at one of the main hotels where proper security precautions are taken.

Where possible, make journeys by air and stay in pre arranged accommodation at your destination. Business visitors without established contacts should seek advice in the first instance from the British Embassy, Algiers or the Algeria desk in UK Trade and Investment.

Tourists should confirm travel arrangements before arrival in Algeria, using a reputable tour operator with good local knowledge.

It's generally safe to move around the centre of Algiers during the day. Ideally, travel around with someone who knows the city well. Avoid areas that you don't know, particularly in the suburbs of the city and especially after dark. Don't carry large amounts of money or valuables around with you. If you plan to tour the Casbah area of Algiers, use a good local guide and make sure local police and your hosts/hotel know about your plans. Don't accept lifts from people you don't know- use a taxi service recommended by the hotel.

Road travel

For short stays in Algeria you can drive using a UK licence. You should avoid road travel outside major cities at night. Algeria has a high road traffic accident rate. More than 5000 people were killed and over 12,000 injured in road traffic accidents in 2012. If possible travel in a convoy of at least 2-3 vehicles outside the main towns.

If you are taking a taxi, ask your hotel to phone a reputable firm and don't allow other unknown passengers to join you during the journey. Arrange with the driver to collect you for the return journey as taxis are not widely available, particularly after dark. Do not accept lifts from people you do not know.