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Needs Analysis of Oral Communicative Competence of Tour Guides

**The case of third year students at the Institute of Tourism
(Algiers)**

*Dissertation submitted in partial fulfillment for the requirements of a 'Magister'
degree in ESP*

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Dedication

I dedicate this work to:

- **My dear parents who showed me the right way, I'm grateful to them for everything they did for my success.**
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- **My dear friends, colleagues, and classmates from primary school to university.**
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Abstract

There is general observation that tour guides lack competence in oral performance in English. The sample of the students at the Institute of Tourism in Algiers shows a problem in oral communicative competence. Such a problem would push us to investigate about the real reasons behind it. The purpose of this study is therefore to examine the oral communicative competence needs of tour guidance students taking the example of the above mentioned institute. The objective is also to collect data in order to find out the sources of the problem, then to identify possible solutions to improve the oral communicative competence of the tour guides.

To conduct this study, two instruments of data collection are used. First, a voice recording is used to analyse students' oral communicative competence. In the light of the results of the interview, a questionnaire is designed. To analyse and discuss the findings in this study, a combination of two methods used; the needs analysis approach and the descriptive method.

The voice recording and the questionnaire results show that the students at the institute of tourism are aware of the importance of English in their future professional career mainly speaking. The students show that they lack this skill because they do not have sessions of oral expression to make use of their English. Hence tour guides are in need of much time of classroom practice in oral and novel teaching techniques.

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List of abbreviations

BA: Bachelor of Arts

ESP: English for Specific Purposes

EFL: English as Foreign Language

L1: the first language/ mother tongue (dialectal Algerian Arabic)

L2: the second language

NA: Needs Analysis

CLT: Communicative Language Teaching

IPA: Importance-Performance Analysis

TBLT: Task Based Language Teaching

BMD: Bachelor Master Doctorate

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General Introduction

Tourism and visiting foreign places, whether for leisure or material commercial purposes, is a traditional human activity. The far-reaching developments in the means of transportations and communications did foster a thriving industry of tourism, playing a paramount role in many countries' economic political and social life. A need for having a common language to communicate with tourists, English comes to a forceful play. A specialised staff of trained and qualified people in this field is to satisfy plethora of needs. The tour guide, for instance, should be equipped with social and psychological skills, and linguistic ones as well. The degree of efficiency in communicating with tourists plays a crucial role in the success of the touristic industry. A special care, therefore, has to be given to an appropriate training and teaching tour guides communicative skills in English.

In recent years, tourism in Algeria is witnessing a considerable scale of prosperity according to the ministry of tourism in Algeria. This is so due to many reasons. The diversity and richness of the Algerian landscape; the relative stabilization in the country's political and economic spheres, in the last years; and the occasional turmoil many countries are undergoing, the ones that used to be favourite touristic destinations. The compilation of these reasons helped the country become a tourist area. Promising Algeria has to take the field of tourism in the consideration by enhancing the touristic requirements the field of tourism lacks.

Providing an appropriate touristic infrastructure is crucial to a successful touristic industry. In this regard, appropriate specialized and trained personnel of tour guides can be of great help to launch such an industry. The tour guide's role is so intricate since he/she is in direct contact with tourists. As the tour guide's service quality is so defining at enhancing the image and reputation of touristic destinations, namely in our case Algeria, he/she should be, therefore, equipped with special skills mainly the linguistic ones. In Algeria, there exist different institutions and just one

school for tourism. At the end of their training, the trainees are to be qualified with a two-year and half training diploma. A central school is established in the capital where training abides by the international norms. The areas of interests provided in the institutions range from cooking, hotel reception, hotel management. It is worth mentioning that the tour guide training is provided in the central school of Algiers, which is our subject. The excellent graduates from the regional institutions can further their studies, a one-year-course, in the school; thereby, they will obtain a BA in tourism. This category of students might have the same problem.

Previous researches

Considerable research has been done concerning needs analysis and problems of speaking skills. (Promrat, 1998) and, for example, conducted surveys of needs and problems of English for tourist managers. The results showed that the workers in the field of tourism need foreign language training especially in speaking. (Thawatchai, 2006) and (Kethkaw, 1997) investigated needs and problems of English for tourism agents. The results showed that speaking skills are important and necessary for their jobs. Speaking skills should be emphasized in order to enhance communication ability with the foreign tourists. These previous studies show that English, in general and speaking skills in specific, are essential for the tourist managers and tourism agents in communicating with foreign tourists. In this sense, the spoken language of tour guides students in Algeria also need a study to be held in order to determine their needs in.

A good diagnosis of oral communicative English, therefore, may contribute to an appropriate understanding of tour guides needs as far English learning is concerned. In addition, the results of this study may provide information for the course designers as well as the teachers of the English training courses. More research on the topic may, hopefully, lay out the effective training programmes for developing the students' abilities to communicate in English language.

Problematic

A tour guide is a person who functions as a leader of groups of tourists around a local destination, and takes them around to various tourist spots of importance and provides a commentary on the history and special features of the location. The tours can last from as little as 10-15 minutes to extended periods of many days. Considerable importance is placed on the tour guide's knowledge of local stories, history and culture as he is expected to furnish the right information to tourists and not disappoint them. In this respect, the verbal communication is very important to help that foreign tourist. After few meetings with the student and the teachers as well at the school of tourism we came to the result that the tour guides are not competent in English oral communication. The students of the High National School of Tourism in Algiers are supposed to be in contact with tourists who came from different English speaking countries. However, what we have noticed, when we visited the school of tourism, is that the guides speak poor English; they lack the oral communicative competence although they have been trained in tour guidance for a long period of time. **The question is what are the reasons behind this lack of oral communicative skills in English? And what kind of teaching needed to be adopted to improve tour guides' oral communication** since the students of this school will be in different contexts. When they start their job, they need English more than any other language since it is a global language.

Hypothesis

The above question would lead us to think about the possible reasons of the problem. The lack of mastery of English, even before entering the school, might be quite a pertinent hindrance. If students enter the school with a poor level of English, the time allocated to English at the School will not suffice to enhancing students' English communicative skills. Being in contact with people mainly, as a guide, does require extra-linguistic skills: socialization, leadership skills... On the other hand, teachers have a very strong impact on the learner's feedback. The status of English in the school should be more important, to the extent that the time allocated to the English class

might not be sufficient. In addition, the allocated teachers are not qualified or specialized and English is considered as the second foreign language. If the students are to practice their English, they will do it only inside the classroom; hence, an absence of a convenient linguistic bath.

Only a field research will display the role of each of the above-mentioned reasons in the existence of this unsatisfactory communicative skill among the tour guides. In this respect, the present work will try to situate the problem and understand the real causes standing behind this problem among tourist guides. While doing so, this work will examine **the lack of practice (because of the limited amount of time allocated to English in the program) as main reason.**

Methods and techniques of data collection

In order to gather the needed information for this study, we focus on the learner dealing with his requirements and objectives attained during his training. It is possible to carry out needs analysis through making students answering the questionnaire.. Another data collection will be used which can be suitable for needs analysis. It is direct observation in which spoken interaction of the students can be analyzed. In this sense we will make a voice recording of students' speaking for the sake of analysis.

The use of the descriptive method in this study aims to collect qualitative and quantitative data because a little is known about the needs of the students of tourism in terms of oral communicative competence in Algeria, the other method will be used is analysis. Analysis of tour guides' need will rely on data collected from the school of tourism in Algiers through the means of a questionnaire designed for that purpose in addition at voice recording,.

Methodology design

In order to reach the objectives of this study, the work is organized into three chapters. Chapter one will review the existing literature about the topic and will set up the necessary background for the study. It will examine the area of needs analysis in relation to the oral communicative competence for tour guides. The aim of this chapter is to lay down the existing explanations about the topic in general in order to be able to look at the particular case study chosen for the purposes of this work.

Chapter two will explain the research methodology used in this study. It will explain the particularities of the case of study, and set up the precise objectives of data collection in relation to the existing explanations for previous cases. It also clarifies the methodology employed in the research to collect data. Hence, it describes the population and presents and justifies the use of a questionnaire, and the voice recording.

Chapter three will present the results and discuss the findings. The results will be presented in form of bar-charts, pie-charts, column-charts and tables drawn by Microsoft excel software. As for the scripted recording, tables and paragraphs will articulate such type of data. In this chapter we will suggest a pedagogical understanding of the problem in the context of Algeria.

Suggestions on the basis of the present study will be presented in the general conclusion.

Chapter one

Oral Communication Skills in the Field of ESP Research

Introduction

Oral communication skills, in the field of tour guidance, are a part of ESP field. They have some specific characteristics in terms of speaking and intercultural understanding. The field of tourism is based on oral communication in the sense that tour guides should be able to communicate, show the different sights, express their historical and cultural knowledge and answer the tourists' questions. This chapter will show how needs analysis can be applied in the field of teaching English as a foreign language, and how ESP field (tourism) needs oral communicative competence in various activities like tour guidance. In both EFL/ESP oral communicative competence should be a matter of assessment and analysis to improve it in terms of material and methods of teaching. This chapter will deal with four main points. First, we will tackle issues about needs analysis and how it is applied to investigate oral communication problems. Second, we will deal with the nature and the characteristics of spoken English and its importance. The third point will be tackled in this chapter in the methods of teaching English as a foreign language and how speaking is treated in any method. This chapter will end up with issues about tour guidance and oral communication in addition to speaking and cross cultural understanding in the field of tourism.

I - Needs analysis and oral communicative competence:

The concept “Needs Analysis” is one of the essential criteria which are adopted to the field of ESP. Trying to find out a precise definition of needs analysis we come to the fact that this term has many meanings and definitions. Most specialists in the field of ESP agree that this term has many meanings and can be understood in many ways. This can be justified due to the variety of participants and the fields included in teaching English.

According to (Brown J. , 1995) the term needs analysis is defined as the process of gathering information to be used in developing a curriculum that meets the needs of a particular group of learners in a particular field of interest. The needs are related to the language. Needs can be stated in terms of goals and objectives to be achieved by a certain process of learning. This is on one hand. On the other hand, needs analysis can serve also for the developing of tests, teaching material and activities in addition to evaluation strategies. The aim of needs analysis is to fill the gap of what language program lacks.

Needs analysis takes into consideration both learners and their interests. According to (Hutchinson & Waters, 1992), needs analysis is based on what a specific group of learners lack and what they want to achieve by the end of the process of learning. It means that the focus is on the representation of the gap between the required situation and the existing one. (Brindly, 1984) provides a wider definition of the term “needs” as it is used in needs analysis for educational purposes. In the context of education, needs analysis is used to refer to wants, desires, demands, expectations, motivations, lacks, interests and requirements of a group of learners. This wider definition of “needs” can be highlighted by the possible conflict that can arise when the curriculum and the students’ beliefs and assumptions are not the same. Needs analysis for (Witkin & Altschuld, 1995) is defined as the systematic process to reach the purpose of setting priorities and making decisions about a given program. According to this definition the aim is to fill in the gap between the present situation and the target one.

According to the previous definitions, needs analysis is based on filling the gap between the real situation and the target one. Needs analysis is based on what the learners lack and what they want to achieve by the end of the process of learning. However, linguists in English for Specific Purposes (ESP) do not agree about the term “needs” itself. In this sense, (West, 1994)

comments that the term needs is still ambiguous to be defined. Whereas, (Richards J. C., 2001) argues that the definition of the term “needs” differentiates from one to another according to his or her perception of judgment. (Brown J. D., 2001) indicates that there is no exact definition to the term “needs”. But all linguists agree that there are factors that may influence each definition. Factors such as the staff (teachers, administrators, learners employees, parents....etc.), time, and cultural attitudes should be taken in consideration.

I-1 Models in Needs Analysis:

Needs analysis have different models within English for Specific Purposes (ESP). (Jordan, 1997) declared that there are two main models in needs analysis which are the Target-Situation Analysis and the Present-Situation Analysis. For (Jordan, 1997) other approaches such as Strategy-Analysis and the Means-Analysis approach are included parts in the two previous ones.

The Target-Situation Analysis model started with Munby’s model of the Communication Needs Process. This model follows a specific process in order to find out the target situation needs. The main basic of this model is to analyze the communicative language in the target situation in order to be achieved by a specific group of learners. The Communication Needs Process aims mainly to present valid specific linguistic skills, and forms a group of learners needs in the targets situation. The Communication Needs Process is divided into nine components. These components are as follow: participant, purposive, domain, setting, instrumentality, dialect, target level, communicative event, interaction, and communicative key. Each component has a specific question to meet the learner real communicative needs. The results will be used in the syllabus.

Many linguists carried on their researches in the same framework (Tarone & Yule, 1989) added four components to those established by (Munby, 1978). Their addition is consisted mainly of the following points: situation, participants, communicative purpose, target activities and the organizational structure of the communicative activities, in addition to the grammatical rhetorical level such as: linguistic forms required to realize the forms in the rhetorical level. The

last level was the grammatical level: the frequency of grammatical and lexical construction in the target situation. The purpose, of adding these components, is to show how needs analysis incorporates linguistic form (register analysis) and the functional form (discourse competence).

The Target-Situation Analysis remains an essential part on both the learner and the course designer in the field of EFL/ESP. Munby's categories reflects the shift in EFL from language as a system to language as a means of communication. As a result of this shift, most studies work with this model in relating communicative needs to analysis of communicative competence in the target situation. For these reasons needs analysis becomes an essential part in the fields of ESP as the basis of designing ESP courses (Dudley & St.John, 1991).

This model can cover the four skills (speaking, listening, reading, and writing). In teaching languages, the provided information guides the teaching process in the classroom to set the priorities in scaling the communicative modes where the interpersonal mode links the receptive and productive skills.

The second model in needs analysis is the Present-situation Analysis. This model is proposed by (Richterich & Chancerel, 1980). In this model the information to define the needs analysis is obtained from different sources such as: learners, the teachers, the teaching material, and the place of work or study (Jordan, 1997). Since the resources of data collection are various, so this model provides the researcher with many guidelines and techniques about the kind of data collecting. This model aims at collecting information about levels of learners, the curricula, the teaching methods and resources, views in language teaching and learning, surrounding society, and the cultural elements of the target language. The drawback of this model is that it requires a team of specialists to be conducted mainly for course design.

Needs analysis studies are conducted mainly to get enough information in language programs to serve group of learners in academic and professional programs. The following overview provides a sampling of recent studies in needs analysis conducted in different countries around the world.

(Egg, Musial, & Smulowitz, 1999) conducted a needs analysis research to investigate the relationship between English language proficiency and medical residency success in the United States. Another research was conducted in the field of needs analysis by (Bosher & Smalkkoski,

2002) to find out the reasons why many ESL students enrolled in a nursing programme were not succeeding academically. Interviews, observations, and questionnaires were used as tools for gathering data. The results of that study showed that the difficulty was in communicating with clients and the clinical setting. Other researchers conducted needs analysis such as (Rattanapinyowong, Vajanabukka, & Rungruangsi, 1988). They conducted a needs analysis study for medical students in Mahidol University in Bangkok. Data was collected from questionnaires distributed to students in the health sector. In addition to questionnaires, they relied on interviews with the teachers of different departments to identify the needs of these students. The findings of that study showed that the students emphasized on the needs for English courses designed specific medical professions.

These studies present investigation done in the area of medical English, the following studies present needs analysis studies conducted in other fields. (Kittidhawom, 2002) investigated the English language needs of second year undergraduate engineering students in a public university in Thailand. A questionnaire was used to conduct that study. (Seferoglu, 2001) also conducted a needs analysis study focusing on Turkish government sponsored students who were studying master or doctoral degree in USA, and students who were being preparing in Ankara. The purpose of that study was to gather information about the English language needs. The data was collected from a questionnaire distributed to 309 graduate students. (Lambardo, 1988) surveyed 200 students in the school of economics to investigate students' needs and attitudes about learning English as a second language. The results show that students were motivated to learn English to have a better chance to get a job. Technical terminology was the major problem in reading and understanding oral reports and participating in meeting where the most activities needed to succeed in their field. Regarding to the importance of the four language skills, speaking and listening were the most important followed by reading and writing.

I-2 Oral Communicative Competence:

In needs analysis, the most important in language teaching is to enhance the communicative competence which can serve the learner to be integrated in his professional life in future. In this sense, needs analysis has a relationship with the approaches that establish activities aiming at achieving meanings and concepts needed for communication. On the other hand, the language needed to express different functions of language like requesting, suggesting, and describing and soon (Richards, Platt, & Weber, 1985) .

Based on the notion of communicative competence, needs analysis attempts mainly to find out the language needs by using analytic techniques of the linguistic practices. It also relates communicative competence development to the material and activities used in classroom. (Hall, 2001) indicates that the first step to design a curriculum for the communicative approach is to conduct needs analysis study. In this sense needs analysis aims at establishing specific communicative activities as it is expected to serve a specific group of learners in a specific field. Providing these communicative activities will help to promote learners' communicative competence.

Oral communication skills are important in every-day life. Being able to communicate effectively is necessary for developing the learner professionally, academically and socially. It requires the learner to learn and understand what to say when and how to say something and to choose the appropriate words and the tone of the voice.

Speaking skills are important in nowadays English mainly in ESP. (Payne, 2001) says that oral communication is a very important part of everyday life. It is important because as one makes communication decisions, he is building his personal and professional future. He insists that the value of effective oral communication is immediately evident considering what it can mean to someone. Therefore, he provides three domains in which the oral communication is helpful.

First, he states the personal importance. In this sense, oral communication transfers someone from a silent situation to a communicative one with the members of his society or community. This communication enables him to set relationships such as : friendship, love...

which give him self-satisfaction. Second, it helps to build the person's professional career saying that effective oral communication is usually the basis of our job to be done in a better way. Therefore, communication can help us realize our career and financial goals, as better the job he does; the more likely it is to be financially rewarded. Third, oral communication is socially important. (Payne, 2001) says that effective oral communication is part of our drive toward improving our society.

In this sense (Richards, Platt, & Weber, 1985, p. 65) quoted in (Kilfoil & Walt, 1997) the communicative competence is: *"The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences, but also to know when and where to use these sentences and to whom"*. (Kilfoil & Walt, 1997) reported that communicative competence is not only teaching grammatical rules in classroom to produce correct sentences, but the language learners should be aware about the culture of the target language group and have to be able to function socially as well as linguistically in the target society. In this way, he can know the specificities of culture of the society of the target language such as knowing what is allowed and what is forbidden, what type of questions to ask when need something, how to get angry in the target language and how to deal with angry people for instance.

(Littlewood, 1981) provided four broad domains of communicative skills which characterize any person's communicative competence. These domains should be known by any person wants to speak a foreign language. This idea should be taken in consideration in foreign language teaching. These skills are presented as follow: firstly, the learner must gain a higher degree of linguistic competence. Secondly, the learner must distinguish between his linguistic competence and the communicative functions that he performs. Thirdly, the learner must develop skills and strategies for using language to communicate as effectively and to overcome the problem that may face him when speaking. Finally, the learner must become aware of social meaning of language forms and language in different contexts by knowing the relation between the language and the culture of the society of the target language. In this sense (Munby, 1978, p. 12) quotes: *"Above all, communicative competence relates an ideal speech situation in the same way that linguistic competence relates to the abstract system of linguistic rules"*. Therefore, he defines the communicative competence as *"The ideal speaker's mastery of the dialogue-constitutive universals, irrespective of the actual restrictions under empirical conditions"*.

In a brief, the communicative competence refers to a speaker's or a writer's choice of the language to use according to the context. Therefore, (Revell, 1979, p. 5) quotes that *"Theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate"*.

I-3 Components of Communicative competence:

For ESL students to acquire communicative competency, they must reinforce the relationship between language knowledge and language use. The relationship between these two elements is extremely important. (Canale & Swain, 1980) (Savignon, 1972) and (John, 1978) provide four components that make the learners achieve the communicative competency.

I-3-1 Grammatical competence:

Grammatical competence is the ability to produce and organize the grammatical rules to produce structures and use them in the appropriate way. (Kilfoil & Walt, 1997, p. 13) define grammatical competence as :*"Correct application of rules of grammar but not explicit knowledge of grammatical rules"*. According to them, it is also referred to as linguistic competence. Whereas, (Canale & Swain, 1980) quote that it deals with features and rules of language vocabulary, word formation, and pronunciation, sentence formation to understand and express accurately the literal meaning of utterances. Besides (Richards & Schmidt, 1983, p. 7) stated :*"Such competence focuses directly on the knowledge and skill required to understand and express accurately the literal meaning of utterances; as such, grammatical competence will be an important concern for any second language program"* For them, grammatical competence is concerned with features and rules of language such as vocabulary, word formation, sentence formation, pronunciation, and spelling.

I-3-2 Sociolinguistic competence:

Sociolinguistic competence is the knowledge and understanding how to speak in given situations and circumstances. For (Canale & Swain, 1978), sociolinguistic competence includes socio-cultural rules of use and rules of discourse. It requires appropriateness in understanding and producing utterances in different sociolinguistic contexts. In this context (Kilfoil & Walt, 1997, p. 13) quote: *"The appropriate use of the language, for example, formal language for*

formal occasions». This competence seems to be very important in actual communication. However, (Richards & Schmidt, 1983) say that this competence is treated as less important than grammatical competence in many foreign language programs where the focus is emphasized on grammar. However, they say, this tendency is mistaken because it ignores the fact that the sociolinguistic competence is crucial in interpreting utterances for their social meaning.

I-3-3 Discourse competence:

Discourse Competence refers to the way ideas are linked across sentences either in written form or utterances in spoken discourse. (Richards & Schmidt, 1983, p. 9) quote: *“This type of competence concerns the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres”*. Then, (Canale & Swain, 1978) continue saying that discourse competence deals with cohesion coherence in form and meaning. On one hand, Richards and Schmidt say that cohesion deals with how utterances are arranged to form structures and facilitates interpretation of a text. On the other hand, they say that coherence refers to the relationships text elements and its meaning, where these meanings may be literal meanings, communicative functions, and attitudes.

I-3-4 Strategic competence:

One of the four components necessary for successful communication, Strategic competence refers to the speaker’s ability to be familiar with the target language and its speakers in both verbal and non-verbal communication to overcome the problems caused by the speaker’s lack of understanding of appropriate use of the grammatical rules and the social behavioral and communication norms. (Richards & Schmidt, 1983, p. 10) quote: *“The strategic competence is the mastery of verbal and non-verbal communication”*. They add that it has two main roles: to compensate for breakdowns in communication and enhance the effectiveness of communication.

I-4 Looking at the students' needs:

In ideal circumstances, the program aims to cover the needs of learners in the real life situations. However, there is often mismatching between the academic aims and the personal needs and interests. The needs of the learners may vary that is why the program may do not attract some learners. For instance learners of technology who are interested in specific matters and terminology may feel not at ease when studying subjects about geography or history. And students of history feel bored when dealing with topics of mathematics and physics. Looking for the students needs may result a learner's greater awareness of his own special needs, and hence a greater sensitivity to whether those needs are being met.

Different people from different backgrounds have different needs at personal level and professional level. If there are a few distinct groups classified by present occupation or future training course for example. There is a paradox in the use of needs assessment model for assessing personal language needs. It requires a degree of experience to use them effectively.

In some learning contexts, it is clear why students need to learn to speak English. In many countries, students learn all the other school subjects like mathematics and science through the medium of English. Secondary-level students or adult learners may be planning to study in an English-speaking country or be preparing for a specific job in their own country. But in other countries, students may not understand why they need to speak English. This is the job of the teacher to develop the student's awareness about the importance of the use the English language as means of communication which should be developed in classroom as well as outside classroom. Students need to be more involved in lessons which use a variety of activities. Teachers should encourage and support their students, and, if possible, the texts and material used for teaching should be relevant to the students' needs and top their daily lives.

II- Speaking vs Writing:

To find out the nature and the characteristics of the spoken English we have to compare it to the written one. Speakers of English have to know that the nature and the characteristics of spoken English differ from the written one. (McCarthy & O'Keeffe, 2004), (Bygate, 2001) , (Cameron, 2001) and (Collins & Hollo, 2000) argue that the spoken English is different from the written one in terms of grammar, syntax, lexis and discourse patterns. These differences can be classified as follow:

Spoken English is determined by the context. The speakers share the immediate context within the dialogue takes place; much information is directly conveyed. However, written English is context-free and such information in written texts can be corrected before the message is conveyed. Simpler utterances in the spoken English may convey a clear message to the listener because there are other factors that simplify the meanings such as gestures and facial expressions. An advance is not available in written texts which are removed from their context spatially or temporally. Spoken English involves negotiation of meaning in the sense that the listener can gain more vocabulary and syntax that he does not know before from the speaker. It always related the context in which it occurs (Collins & Hollo, 2000). Spoken English uses different strategies to convey the message such as the use of the vernacular, interrogatives, tails, adjacency pairs and tag questions, gestures when speaking, dialects, standard language. (Cameron, 2001) interprets this to bridge the gap between the speaker and the listener within the dialogue. These features offer speakers opportunities to develop the dialogue in context where meanings are subject to negotiations from both sides. By contrast, written English tends to be more descriptive. This may lack the dialogue facilitating features of the spoken one (Collins & Hollo, 2000). In classrooms, speaking and listening are the most used skills. Speaking in classrooms means interacting with the teacher and with classmates as well. This depends on how the class learners are active. The teachers who have more interactions in class will have more opportunities to develop students' oral communication and try to motivate them. The activities provided by the teacher should involve spontaneous practice of the target language. The activities included in the classroom should cover the needs of the learners by the use of real-life situations. The tasks provided in classroom should be in spoken form more than in the written one.

Spoken English is created as conversation unfolds. Short-term memory cannot process and then retain whole dialogues at the beginning of an utterance (Collins & Hollo, 2000), McCarthy (1998) and (Cameron, 2001). Therefore spoken English commonly contains reduced grammatically structures arranged into utterances. (McCarthy & O'Keeffe, 2004) suggest that these utterances are actually prefabricated formulaic sequences that are learnt and stored historically in a native English native speaker's memory. These utterances can be retrieved and used immediately during spontaneous instances of dialogue. On the other hand, written texts exhibit complex, varied and cohesive sentences and fluent logical arguments (Schmitt, 2002). Spoken English contains also features such as discourse markers that further help to manage the processing load during conversations.

Learner's speaking competence is determined by his/her success in conducting a conversation (Bygate, 2001). Learners should be aware that communication in written and spoken forms is different and these differences are important elements that can affect competent English speaking.

II-1 The importance of speaking:

In teaching English as a foreign language, many teachers base their teaching on grammar and vocabulary because these areas are tested in examinations. This means that practice is usually neglected. Since practice can be achieved in speaking, teachers can make oral sessions for practice. However, speaking is a neglected language skill in many classrooms. Students may have good knowledge of grammar and wide vocabulary. This may allow them to pass examinations, but they are still not able to express their ideas. This is the case in Algeria too. For this reason students find it more difficult to speak English outside the classroom.

Companies and organizations want staff who can speak English in order to communicate within the international marketplace, meetings and business. Students who can speak English well may have greater chances of further education, of finding employment and gaining promotion. Speaking English in a good way also helps students to access up-to-date information in fields including science, technology and health as well as tourism. Good English speakers will be in a strong position to help their country's economic, social and political development. So by learning to speak English well, students gain a valuable skill which can be useful in their lives

and contribute to their community and country. There are also very good educational reasons to learn speaking:

- Speaking activities can reinforce the learning of new vocabulary, grammar or functional language.
- Speaking activities give students the chance to experiment with the language they already know in different situations and on different topics.
- Speaking activities give students the chance to use the language they are learning.

II-2 The speaking skills and sub-skills:

In language there are four skills which are speaking, writing, listening and reading. Each skill has skills and sub-skills. According to (Burns & Joyce, 1997) speaking has its own skills, structures and conventions different from written language. for this reason, speaking is said to be a powerful tool used for personal, academic, professional and social purposes; and to become an effective speaker. Students do not only need strategies for spoken communication, but also to gain confidence through risk taking and practice where mistakes are allowed as a part of learning, need opportunities to express their ideas and opinions in various domains by participating in a variety of experiences through formal and informal oral communication.

As it has skills, speaking is an association of smaller fluency sub-skills. (Dornyei & Thurrell, 1994) and (McCarthy & O'Keeffe, 2004). It is necessary for speakers to know well the sub-skills for full English speaking competency.

By learning speaking strategies (e.g. paraphrasing, reduction...etc), non-native speakers can contribute to a conversation within the bounds of their ability. On the contrary, native speakers of English have various speaking strategies that allow them to pass communicative "trouble spots" in dialogues (Hedge, 2004). Speaking strategies provide learners with different ways to pass their messages in easy ways mainly when they have problems to express an idea. Speaking strategies can help learners to be more confident with language. A confident learner is more likely to be communicative and interact with all sorts of speakers as well as all the subjects that can be discussed within a group of speakers as well.

There are other strategies used by speakers of English. They have the ability to negotiate meanings. Conversation often requires phrases of negotiation and re- negotiation as speakers try to make their intentions or meanings clearer. Negotiations of meanings mean that one part of the conversation does not know all the things of the message of the second part, so he tries to get the meaning from the context of the speaking. Learners lack the full repertoire of negotiative functions and strategies that native speakers possess and consequently might find themselves in dialogues where their meaning/ intentions are not clear. This category of speakers always finds difficulty to express their ideas though they understand the received message. (Dornyei & Thurrell, 1994) always ask for speaking syllabi to include negotiative functions like clarification requests, expressing opinions, making requests/ suggestions, expressing reactions to others utterances as well. The exposure of learners to functions allows the effective communication of meaning and provides learners with ways to check that others have understood their message. Learners of English need help in figuring out the rules and routines specific to English dialogues. Therefore, interaction management is another key skill that learners would do well to acquire.

A study by (McCarthy & O'Keeffe, 2004) has shown that much classroom conversation involves the teacher taking the role of initiator. The teacher has to know how and when to open a conversation and discussion. This is a key speaking competence that learners must be taught. Turn-taking and pair practice will provide learners with indispensable knowledge of when it is appropriate to talk, for how long and the preferred response pattern to adopt. These issues are important in speaking. Speakers may be employed in companies and institutions from different cultures that could lead to breakdowns in the dialogue, miscommunications or even perceptions of rudeness and politeness. Furthermore, closings in English are highly ritualized. This is a strategy of those who find difficulty to use the language correctly; instead they use to shut down a conversation gradually to avoid appearing rude (Dornyei & Thurrell, 1994). An ability to close dialogues down in a culturally acceptable way would be another important aspect of competent management of interaction.

Discourse management is another speaking sub-skill that should be acquired by learners of English (Cameron, 2001) (Hedge, 2004). Speakers involved in dialogues communicate that can seem disorganized (Collins & Hollo, 2000). Learners with ability to use discourse facilitators

will be able to enhance management of the dialogue and making dialogues more coherent for fellow interlocutors.

Competence in grammar and vocabulary only will not allow someone to communicate effectively. Dialogue is not only saying something grammatically correct, it is a social interaction that allows someone to be integrated in his society or community. However, without an understanding of how to apply or when to use certain grammatical structures or vocabulary, learners will be misunderstood or misinterpreted.

II-3 Other factors related to speaking:

There are some factors that may affect the learner's capacity to talk. These factors are listed as follow:

Anxiety: there are two types of anxiety "debilitating anxiety and facilitating anxiety". Anxiety may be manifestation of shyness, and fear of making mistakes. The learners who experience such a kind of anxiety will have poor class participation, hesitation to answer questions, and refuse to talk when they are asked to speak. In this concern (Penny, 1996, p. 275) quotes: *"learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts"*

Self-esteem: Researches show that learners who feel good about themselves are more likely to succeed. (Holly, 1987) pointed that self-esteem is the result rather than the cause of the academic achievement. (Heyde, 1977) distinguished between self-esteem in general, self-esteem with regard to a particular type of situation (home, work, school, etc), and self-esteem with regard to a particular task. (Heyde, 1977) came to the result that the three types of self-esteem correlated positively with oral performance in French for some Americans college students, but the self-esteem with regard to the particular language task was the most strongly related to performance. She found also that the students with high self-esteem hesitated less, correlated themselves more, and did not need prompting and so on.

III-Methods in teaching speaking skills:

Instead of the idea "what to teach", we have to turn our intention to "how to teach the skills appropriately". There are many methods and approaches used in teaching foreign languages. We tackle some of them as follow:

III-1 Communicative Language Teaching:

This method started in the early 1970s as a result of the increasing need to articulate and develop alternative methods of language teaching. It was mainly designed to meet learners' needs. Communicative Language Teaching (CLT) covers the four skills of language which are listening, speaking, writing and reading. The teacher is supposed to assume many roles in CLT. These are discussed in details by (Breen & Candlin, 1980, p. 99) who stated that the teacher has two main roles in classroom. First, he is a facilitator in the sense that he manages the classroom to establish an emotional environment to make learning more suitable. The second role is to act as a member in the classroom within the learning teaching group. These two roles lead to other secondary roles of the teacher; first as organizer of the classroom. Second role is as a guide within the classroom activities. A third role of the teacher is as a researcher in terms of looking for knowledge and abilities.

Communicative language teaching method has attracted universal interest and much influenced the practice of modern foreign language teaching, but there has been a critical reaction as linguists and teachers encounter problems in providing a principled basis for interrelating the proposed notions and functions. Of particular importance is the need to provide learners with principles that will enable them to make a bridge between function aspects of language and the correct use of formal structures.

This method is suitable for teaching tour guides in the sense that it gives more opportunities to the learner to practice what he/she has learned in classroom. This method helps tour guides to communicate in the target language by engaging them in role-play to adjust their use of the target language in different contexts. Students usually work in groups that give them the opportunity to negotiate meanings that they lack from those who already know.

A classroom is not only a place where we learn about the rules of language. It is also a place where students can practise using the language in a supportive environment.

People learn language in different ways. Many people learn to speak English without taking a single lesson. They hear English in their daily lives and have to learn to use English to communicate. In other words, they learn to speak English in the same way as child learners to speak its first language. But this is a slow process: a child does not usually learn to speak until he is a year old and does not become fluent for several years. For the students who learn in class, it will be more rapid process.

We need to use a lot of interesting ways to motivate students to learn and improve their speaking skills. Through teaching them new vocabulary and grammar rules then giving them the opportunity to use and practise the language they have learned.

In some classrooms speaking means that the students repeat sentences or dialogues.... repetition is only one useful way of practice new language. It is important for learners to practise the language they are learning in situations which are similar to life outside the classroom. They need to practise real communication:

- Talking about their lives.
- Talking about news.
- Discussing issues.
- Expressing their ideas.

When we talk about speaking here, we mean language for a purpose. For example, instead of asking students to repeat sentences, we give them a topic and ask them to construct and say their own responses. In real life, we do not repeat what others say, we make our own sentences and dialogues. Teachers need to make time for different kinds of practice, need to create an encouraging environment where students can practise expressing themselves and making themselves understood even if they make mistakes. This type of speaking practice prepares them for using English outside the classroom.

III-2 Learners' problems in speaking:

The learners have different difficulties in learning the language in general and in particular in improving their speaking skills. These difficulties can be classified as follow, first, learners often fear to say things in foreign languages in classrooms; the source of this problem is the fact that they worry about making mistakes, though mistakes are part of learning. This is the role of the teacher to make them cope with this problem. In this sense mistakes should be normalized not dramatized. A second problem is when learners have nothing to say; this problem is due to the fact that they do not know about the topic or their ideas are not clear. In this sense the teachers should select topics from the real life. The learners might be not motivated to say anything. The absence of participation is another problem in speaking; it is noticeable that few students are always active whereas the majority are passive in terms of participation, the majority of them keep silent or speak for shorter amount of time. The teacher should encourage his students to participate from time to time mainly when the tasks are easy. Another problem which is widely spread in teaching foreign languages, this problem is the use of mother language. When learners in the same class share the same mother tongue, they may tend to use their mother tongue because it is easier to understand each other, they feel unnatural to use a foreign language. On the other hand, when learners speaking they translate directly from their mother tongue to express themselves. They change only the structure but the words and the expression are the same.

III-3 Practical Teaching Methods:

- The grammar translation method

In to this method, learners should be taught to analyze grammar and translate from language to another. The main focus of the grammar translation method is reading and writing. Vocabulary learning is determined by the reading texts. The primary emphasis is on accuracy.

In this method there are few opportunities for expressing thoughts, personal needs or feelings in English. (Richards & Theodore, 1986, p. 04) quoted that grammar translation method is used more to understand literature more than developing speaking skills. This method does not prepare the learners to speak English. So it is not an appropriate method for the learners who aim

at improve their speaking skills. Barbara quoted: *“This method does not aim at increasing fluency or oral communicative competence”*. (Barbara, Cristine, & John, 2006, p. 132)

The Direct method :

This method emerged in the late 1920s to overcome the drawbacks of grammar translation method. According to this method, the target language is used as means of instruction and communication in classroom. This means that the mother language should be avoided. The focus in this method is on the spoken language. As far as the direct method is concerned, the emphasis is put on sounds and simple components of the language with objects in the learners' daily life. In this sense (Wilga, M, & Rivers, 1968) suggested that student should get the meaning of the vocabulary list directly through the explanation of the teacher using pictures to illustrate and gestures to facilitate the meaning.

The importance of speaking and listening skills is emphasized including the primary aim of the spoken language. The students should listen first to the word or the sentence then see it in its written form. In this sense, (Wilga, M, & Rivers, 1968) suggested that students should seek direct comprehension of the new word and expressions using the target language instead of the mother language in which the meaning can not be discovered in this way. In this context, the teacher should provide the learners with pictures and gestures to facilitate the meaning of the new vocabulary and structures.

This method can be used in teaching tour guides speaking skills. Lessons begin with dialogues which are considered as means to develop speaking skills. The topics chosen should be related to the field of tourism which makes the students familiar with the field job. In addition to this point, the culture of the target language is taught inductively, this gives the learners more about the culture of others. Pronunciation is corrected by the teacher. This makes the speech more understood. Its emphasis on speaking made it more attractive for those who are in need to real communication in the target language.

IV- Tour guides and Oral communicative competence:

Tour guides are essential part within the staff engaged in the tourism industry. They use to guide tourists from different cultures and backgrounds. Oral communication is the main means of tour guides in their job. Most researchers focus their research on the study of tour guide's service, role and function. These are some studies in the field of tourism. (Fine & Speer, 1985), (Holloway, 1981) show that tour guides play different roles within their work, such as leader, informer, manager, organizer, narrator and teacher. It is agreed that tour guides contribute not only to tourism industry, but also to give a nice image about their country, marketing and branding (Baum, Hearn, & Devine, 2007). Tour guides generate direct influence in tourist's repeat visiting and new business. As interpretation, answering tourists' questions, and telling stories of places and history are major responsibilities of tour guides, it is important to improve their oral communication skills so as to enrich tourists' experience (Reisinger & Steiner, 2006). To improve guides' professional skills and work performance, tour guide certification systems have been practiced in many countries. This is achieved by establishing specialized schools and institutions to teach tourism. With the rapid development of ecotourism, it is also important to develop professional tour guides who will be specialized in this area (Black & Ham, 2005). In terms of tour guides' performance, Importance-Performance Analysis (IPA) has proved to be an effective managerial tool to assess guides' job results and to enhance the quality of their work.

(Wong & A, 2001) believe that tour guides' interpretive work plays an important role in enhancing visitors' experience and understanding of a destination and its culture. (Wong & A, 2001) say that tour guides, through their knowledge and understanding of a destination's attractions and culture and through their communication skills, transform tourists' visit from tours into experiences. (Moscardo, 1998) identifies three main ways in which interpretation can contribute to the quality of visitors' experience which are : First, providing information on the available options so tourists can make the best choices about what they do and where they go. Second, they provide information to encourage safety and comfort so tourists know how to cope with and better manage encountered difficulties (e.g. sea sickness) and understand messages given by the warning signs (e.g. You cannot swim here'). Third, they create the actual experience so tourists can participate in activities such as guided walks, visit art galleries, zoos, and learn in areas of educational interest. (Moscardo, 1996, p. 382) quoted: " *interpretation is*

trying to produce mindful visitors; visitors who are active, questioning and capable of reassessing the way they view the world". In other words, interpretation of information can give tourists new about insights and understandings of the area they visit as well as the culture and the environment they experience.

IV- 1 Speaking skills for tour guides:

Speaking in front of group is considered the most common fear. Overcoming the fear of speaking before a group is important for guides. It is one of the rewards of guiding. Many guides discovered that guiding cured them of their fear of speaking before a group.

In general, people are attracted to speakers who are enthusiastic, natural and comfortable with their audience, their topic and themselves. A spontaneous relaxed style draw listeners while an unenthusiastic or tense style drives them away.

How does a person overcome the fear of speaking before a group? (Zenaida, 1999) quoted that speaking at ease requires feeling at ease. One of the most important factors to feel at ease in front of a group *is to be prepared*. Preparation is not to be confused with the memorization of speeches which is the usual habit of many guides. Thorough preparation increases a speaker's confidence and makes sure that he is comfortable with the subject. Good presentations entail plenty of hard work and practice.

Finally, experience will definitely help develop confidence in speaking. Those who are new in public speaking should know that overcoming nervousness takes time and practice. With practice, guides discover that they need less time to prepare for each tour and that they enjoy tours rather than fear them. In time, most guides gain confidence, overcome nervousness and become more relaxed, spontaneous and effective as speakers.

IV-2 Speaking and Cross cultural understanding:

Learning a foreign language provides an excellent opportunity to develop people intercultural understanding and in turn increase their appreciation of their own as well as other cultures.

In a fast developing global society, guides are required to conduct tours for people from other cultures. The following are the guidelines stated by (Zenaida, 1999) that may help those in the service industry develop multicultural perspectives:

- 1- *Learn about the people and cultures of the world.* Through the media, literature, school, and meeting neighbors and visitors from different countries, one can learn much about the values, habits and preferences of others.
- 2- *Travel.* Nothing offers a better way for truly understanding other cultures than travel. By eating the food of the other countries, walking in their streets, listening to their music, and experiencing their daily activities. Travelers learn to understand people on a level which is not possible through reading.
- 3- *Learn a language.* Learning and using other's languages is one of the most basic and effective gestures in attaining positive cross-cultural experiences. Whether in a foreign country or meeting guests in one's own country, learning other's language and conversing in it is an expression of interest in other culture. Learning the basic expressions such as « welcome », « please », « thank you » or « may i help you ? » in the language of the guest makes a big difference.
- 4- *Participate in specialized cross-cultural training.* Cross-cultural training literature, courses and seminars are now available to help those who live and work in multicultural environments. Such training is necessary to guides since it intensifies travel experiences and generates good-will.

The following basic guidelines are recommended by cross-cultural counselors for those who work with different cultures and languages:

- 1- *Speak slowly and distinctly until the level of understanding is established.* From time to time ask listeners if they understand.
- 2- *Pay attention to the voice volum.* Speakers have the tendency to speak loud to someone who does not understand them.

- 3- *Encourage listeners to question what they do not understand, or interrupt if they need to have something repeated.* Begin by using simple words and phrases and short utterances.
- 4- *Sentences.* Be mindful of a person's understanding of the language. If the listeners have good grasp of the language, the use of very simple language may be condescending or insulting.
- 5- *Encourage and reassure visitors in their use of the language.*
- 6- *Be patient.* Do not help others attempting to use a foreign language unless they request help.
- 7- *Speak in terms of positives rather than negatives.* Tell the group what's expected; avoid telling them what not to do.
- 8- *In case an interpreter is present, talk to the listener and not to the interpreter.*

Nowadays communicative competence without the cultural awareness of language use is not complete. In language teaching and learning, it is important to be aware of its cultural aspect, because knowledge about other cultures helps to learn a language and assess cultural values and peculiarities of the language learners' nation (Kim, 2001), & Hall, 2002, (Stier, 2004); Williams, & Burden, 1999). According to (Michael, 1997) : "*intercultural competence includes attitude, knowledge, interpretation and relating skills, discovery and interaction skills, and critical awareness of culture or political education*»

Intercultural competence may be divided into two groups: first, content-competence which refers to "the knowing of culture, history, language, behavior, cultural norms, habits, customs, symbols, traditions, etc.. second, process-competence refers to the dynamic character of intercultural competence and its interactional context or "the knowing how aspect of intercultural competence. It consists of *intrapersonal competencies* (perspective alteration, self-reflection, role-taking, problem-solving, culture-detection and axiological distance) and *interpersonal competencies* (interpersonal sensitivity, communication competence and situational sensitivity) (Stier, 2004).

Developing intercultural competence is a slow learning process, which includes learning a foreign language, intercultural training and gaining the culture of the others through meeting them (Korhonen, 2004). Students also have to acquire theoretical and practical cultural knowledge, which can be done through intercultural communication. Language users must

possess intercultural communicative competence. It is formed by communicative competence and intercultural competence and it consists of several sub-competences that are interacting and influencing each other (Michael, 1997) and (Dirba, 2004).

In other way, intercultural competence is referred to as an ability to understand differences in other people's cultures and countries, accept them and according to their norms. At the same time it includes the knowledge of one's own nation and culture, awareness of their values, their preservation, their traditions and development. Intercultural competence consists of attitudes towards many subjects (political, social, religious, traditional.. etc) and it is the ability to operate in different cultural contexts. (Dirba, 2004, pp. 23,28).

Conclusion:

Throughout this chapter we come to the point that needs is very important to enhance students' level in any skill especially speaking. Needs analysis, in learning foreign languages, attempts to investigate the lacks and the needs in all the skills of the target language. This can be achieved using modals in needs analysis starting from present-situation to reach the target-situation, looking for fruitful ways to achieve this goal and establishing suitable curriculum to this aim. In our case, our field of interest is oral communicative competence. Oral communicative competence is the most importance skill in the field of tourism. Thus, teaching this skill should be done carefully using the appropriate methods and approaches. Among the methods and approaches tackled in this chapter, the Direct Approach and the Communicative Language Teaching are the most suitable to teach speaking skills. The Grammar Translation Method does not fit the meet our need to develop oral communication competence. To be tour guide you need to be good speaker to understand and to be understood. This can be achieved through learning the intercultural communicative competence. Communicative competence without awareness of cultural dimensions in language use does not meet the need of tour guides. Language users must possess intercultural communicative competence of the target language. In the second chapter, the methodology and procedure of the study will be established using what presented in this chapter.

Chapter Two

Methodology and Procedure of the Study

Introduction

Research is generally conducted for a variety of purposes. (Maxwell, 1996) differentiates three types of purposes: personal, practical and research. According to Maxwell, personal purposes are those that motivate researchers to carry out research projects, practical purposes focus on accomplishing something, changing some situation or attaining some goal and research purposes concentrate on understanding something. In this study, the three purposes are in mind. The personal purpose was my interest in learners needs in oral communication competence and how they were treated. The practical purpose was to enhance oral communications techniques in the classroom. The research purpose was to understand, in a disciplined way, the phenomenon of classroom oral communication performance and how it will be developed in future.

Needs analysis study is usually carried out for different purposes. Collecting data regarding a specific problem that learners are facing, helping to determine if an existing course adequately addresses the needs of potential students, finding out the perceptions of related parties regarding the skills a learner needs in order to perform a specific role such as a tour guide in our case study, identifying a change of direction that people in a reference group think is important and identifying a discrepancy between the perceptions about what

the students are able to do and what they need to be able to do are the main reasons for needs analysis to be conducted.(Richards, 2001).

This study aims at increasing our understanding of tour guidance and finding out the needs of the future English speaking tour guides in Algeria. On the other hand, it attempts to improve their oral communicative English training and maximize the abilities of the person having direct contact with foreigners who speak English. We try to identify what the tour guides students are able to do in terms of oral communication and what they need in order to be able to do in another concern of this study.

I-The aim of the field research:

The main objective of this study is to find out the reasons behind the students' poor level in spoken English. To reach this objective, the spoken English has been a matter for investigation taking the students of the school of tourism as a population for this research. The institute of tourism is chosen in this study as an ESP field that needs speaking as a means for communication. We follow a combination of two methods to investigate this research which are needs analysis method and the descriptive method. as instruments of data collection, we rely on a voice recording to evaluate the students' oral communicative competence, then, to build the questions of the questionnaire on the this observation. This study is limited to speaking skills and limited to the third year students only.

At the Institute of tourism in Algiers, the English language teachers who are not specialized in teaching English for tourism and who are not experienced at all carry out of teaching English for tourism purposes. The problem is that there are no predetermined objectives in teaching the English language, and the students' needs are not taken in consideration.

The aim of the field research is to investigate the needs of the students in terms of oral communicative competence regarding their field specificities in terms of language skills. Since the most useful skill in English language in the field of tourism is speaking, we tend to focus on this side of the language. This study is meant to contribute in the improvement of

oral communicative competence for the students to be tour guides in future and to help decision makers at this school to think about an appropriate curriculum to meet their needs. Though the study is concerned with only one skill of language, it may give a clear idea to investigate other researches to establish serious objectives to develop a good curriculum in teaching English for tourism. The results of this study may motivate other researchers to invest in the field of tourism to help in its development.

II-Choice of the Field of Research:

This field research takes place in the National Institute of Tourism which is a public institution under the dual administrative supervision of the Ministry of Tourism and the Ministry of Higher Education and Scientific Research. This institute is chosen to be an area of investigation for many reasons. First, English for tourism is considered as an ESP field that it has specific language and specific needs and curriculum content. Second, English is taught for three years that gives an idea about the importance of English language in tourism in general and this institute in particular. The third reason is that speaking is main feature in English for tourism mainly for those who are interested to be tour guides. In addition to these reasons, the importance of tourism sector in the flourishing the economy of a such country like the case of Tunisia and Morocco motivate us to investigate in this institute.

In the National institute of Tourism, a specific training is established to cover the following points. First, the training covers long-term education in hotel management and tourism. Second, training and retraining of the staff within the tourism sector. In addition to these trainings, there is a specialized training for several of organizations and institutions such as hotels, tour guides, and catering management. The length of training is three years, and in alternating weeks (Theory and practice). The school has switched to the BMD system for the academic year 2006 / 2007.

Those who get diplomas from the institutions of tourism in Tizi Ouzou and Boussaada can join the National Institute of Tourism in Algiers as third year students to enhance their levels and diplomas. But the number of posts is limited each year.

The English language is a part of the curriculum in the school of tourism. But the objectives of teaching English are not clear. It's up to on the teacher to desing his/her programme. Since the teachers engaged in staff of teaching are not specialized in the field of tourism, instead of teaching specific subjects related to tourism, they teach other elements of language such as grammar, vocabulary and syntax. On the other hand, the teachers focus on teaching writing and reading instead of listening and speaking. However, from time to time they provide students with texts related to tourism which are not enough to develop their competence mainly in speaking. In addition to these points, the time allocated to English is limited to one session weekly which is not enough to cover all the skills and features of language.

III -Population and sampling:

Among the students of the school of tourism, we selected the third year students randomly to do the two tasks of the study which are the voice recording and to answer the questionnaire that have been designed in order to investigate needs analysis.

There are three main factors that have influenced the decision of selecting the third year students: Firstly, the third year students are mature enough to make an evaluation about their levels of achievement in oral communicative competence. The students who participate in the investigation should be aware about what they are asked to do. This fact is based on (Robinson, 1989, p. 398) quotation: *"the students are normally adults, albeit young adults, rather than school children."* Secondly, the third year students indicate that they are nearly to finish their studies. This means that they are supposed to have good level in all the modules they already studied among them English.

Thirdly, the students are concerned with the needs analysis that is presently conducted, and it is felt that their opinions must be taken in consideration. Taking into consideration the opinions expressed by the students can reveal that they have specific aims in mind. Thus, (Robinson, 1989, p. 398) states: *“Given that ESP students normally have such specific aims, an important element of ESP course is the analysis of the needs: finding out first what it is that students on a particular course need English for.”* This means that the course should meet the students’ needs and expectations which will be used as objectives of the lesson by their teachers.

It is difficult to work with the whole population mainly in voice recording which is a hard task to cover the whole group. On the other hand, the majority of the students refused to speak. Thus, we tried to select a representative sample from the population of interest. It is clearly possible to work with a part of the whole population. (Brown, 1988, p. 11) stated: *“ Sampling is working with more limited data from a sample or subgroup of the students in a given population”*

In our study, the sample we work with consists of ten (10) students for the voice recording and ten (10) students for the questionnaire: (1/6) of the entire population of the third year students at the school of tourism. The sample is constituted of males and females. So we are to work with both. But the majority are males.

The voice recording was designed to get some information about the students’ abilities in speaking. The voice recording will help in designing the questionnaire.

The questionnaire was administered to the third year students. It was distributed to **10** students (out of **60** students). It was divided into three sections; each one of these sections served a different relevant purpose.

IV- Method of the research:

In this field research there will be a combination between needs analysis method and The descriptive method. Both methods are used in a purpose; to analyse the results of the voice recordings we rely on needs analysis and when we comment on the results of the questionnaire we use both of them. The descriptive method is widely used in researches. To define the descriptive type of research, (C, R, & Kothari, 2004) quoted :*"Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive study is description of the state of affairs as it exists at present. The main characteristic of this method is that the research has no control over the variables; he/she can only report what has happened or what is happening."*

The emphasis is on describing rather than on judging. The aim of descriptive research is to verify formulated hypotheses that refer to the present situation in order to elucidate it. This method is quick and practical in term of financial aspect and time. On the other hand, this method is used to describe the nature of a situation as it existed at the time of the study and to explore the causes of particular phenomenon. In our study we are dealing present-situation too. The aim of descriptive research is to obtain an accurate profile of people, events or situation. With this type of research, it is essential that the researcher already has a clear view or picture of the phenomena being investigated before the data collection procedure is carried out.

In this study, the descriptive research method was employed to identify the needs of speaking skills of tour guides. The descriptive method is suitable for two main reasons; first we are treating a present-situation, second, the time amount is too short and it is not easy to have many chances to conduct a research at the institute of tourism. The descriptive research method is advantageous in the sense that it is flexible; this method can use either qualitative or quantitative data or both, giving the researcher more options in selecting the instruments for data-gathering. The aim of the research is to find out the needs of speaking skills of tour guides using voice recording and a questionnaire.

Quantitative data collection method is centered on the quantification of relationships between variables. Quantitative data gathering instruments establish relationship between measured variables. When this method is used, the researcher is usually detached from the study and the final output is context free. Measurement, numerical data and statistics are the main substance of quantitative instruments. The purpose of the quantitative method is to avoid subjectivity by means of collecting and exploring data which describes the experience being studied. In other words, subjectivity of judgment, which is not needed in a thesis discussion, can be avoided through quantitative methods.

Contrary to the quantitative method, qualitative method generates verbal information rather than numerical values. Instead of using statistical analysis, the qualitative method uses content or historic analysis; to explain and understand the research findings.

In addition to the descriptive method to be used in the study, we rely on needs analysis method. According to (Robinson, 1989) this method is based on two main concerns which should be taken in consideration; the first concern deals with the requirements and the objectives of the study which are important to the learner in the process of learning. The second concern deals with the aim of the training. For instance, when the learner is in real life situation in his/her job, he/she will use his experience of English for real communicative purposes.

Robinson thinks that the main sources of information in needs analysis are: the students, the language teaching institution including the administrators and the students' employer. For our case, the students are the main source of information through two data collection sources; voice recording and questionnaire.

Conducting questionnaire is the appropriate way to avoid waste of time and energy. Another data collection which is suitable for needs analysis is voice recording which will be used too in our study. It is not an easy task to conduct needs analysis study. The results, scientifically speaking, should be objective and accurate.

V- The data collection instruments:

Data collection instruments are various. In our field, we will use two data collection tools which are a voice recording and a students' questionnaire. In terms of needs analysis models, there are two models. These two models are target-situation model and present-situation model. In this study the second model which is the Present- Situation Model will be used; this model which was proposed by (Richterich & Chancerel, 1980) in which the source of the information will be the students. Two different tools will be used to collect data. First, a voice recording will be used as first instrument of data collections. Second, a questionnaire will be distributed to find out reasons for the weaknesses noticed in the voice recording. This model aims collecting information about the levels of ability, in our case we try to gather information about the students' ability to speak and checking their levels.

V -1 The voice recording:

The first instrument of data collection used in this research is voice recording. we are going to use voice recording to be used as means for observation too in order to build the questions of the questionnaire. The recording will be mainly used to test the students' linguistics knowledge, to analyze their background in the field of their study, and to identify and examine their weaknesses in oral communicative competence.

The primary purpose of recordings for linguistic research is to record speech in order to analyze the structure of the language. The more varied a text collection is, the more representative it will be of the language in terms of its grammar, phonology, the use of different registers, speech styles, and so forth. If possible it is therefore better to have variety of recordings with many speakers, both men and women, speakers from different generations.

Students sometimes prefer to plan and discuss what they will say during a recording because they want to deliver a good performance. They will prepare themselves to record their voices by pre-reading the questions as they can provide naturalistic conversational

interaction and also useful supporting information that may be missing in case they record their voices directly. In this study, students will be provided with a list of questions to be answered and recorded.

The recording questions included: showing directions, asking about some touristic sites. The students were also asked about the nature of their job, their duties and their responsibilities. In addition to that they are asked to solve some problems they may face. The questions are as follow:

- 1- What can you tell us about the nature of your future job as a tour guide?**
- 2- What are the most interesting touristic sites in Algeria?**
- 3- What are the main duties of tour guides?**
- 4- How do you show the different sites to foreign tourists when they do not have maps?**
- 5- How do you overcome the obstacles when guiding tourists through difficult geographic sites?**

These questions are not selected carefully, because they are used just to check the students' oral communicative competence. However, the questions are related to the field of the interest. The points which will be checked are as follow: the students' pronunciation, grammar and vocabulary, and their fluency and coherence.

V- 2 The questionnaire:

What is noticed in the voice recording is that the majority can't speak. And 4/10 students have nothing to be said. The rest students of the sample chosen are weak in their oral communicative competence; however, they tried to do their best. In the light of the weaknesses noticed in the voice recording, the questionnaire is designed.

The questionnaire is one of the data collection procedures. It « consists of a series of questions and statements to which individuals are asked to respond. This instrument is widely used by researchers for a number of reasons. It can be used conveniently when large numbers of respondents must be reached; it requires little time to administer; and permits

respondents to remain anonymous when they answer to questions » (Turney & Robb, 1971, p. 130)

This questionnaire was designed to collect data about the needs of the students' oral communicative English. First, it was piloted on ten 10 students i.e. 16.7% of ours population. The questionnaire consists of questions and statements, to which the students respond by selecting one or more choices, such as « yes » « no » the closed for is used in this work to facilitate the tabulation and analysis of data.

This questionnaire is useful in this case in the sense that it offers us the opportunity to discover students' needs of oral communicative English. Besides, it gives us information about ways to help them to better their English oral expression in and outside classroom.

This questionnaire was designed to collect data about the needs of the students speaking skills. This questionnaire consisted of three parts. The students were informed that the questionnaire was designed to investigate areas of difficulties they encounter in their English speaking skills, and to determine the needs of students in these skills.

The students were asked either to tick the appropriate answer for some questions, or write full statements and express their personal opinions for others. The students were asked to explain to each other the difficulties or ambiguous words not understood by the respondents, and to be objective and frank in answering the questions.

Section one :

As a starting point, the first section sacked to get personal information about the students: their gender to know who are mostly engaged in the field of tourism males or

females (Q1), and their age which is important in the sense that the more young students the best future for the field because we should work for long-term programmes (Q2).

Section two:

The main concern of this section was to find out the students' attitudes towards English in general: whether they like to speak English or not to have a clear idea about the students' attitude towards English. The importance of English in their future professional lives is a part in this questionnaire to show their awareness of the importance of English as a global language especially in their field. Then, the students were asked about the number of English language sessions weekly to have an idea about the position of English comparing it with other modules. This section ended up with a question about the necessity of knowing English language.

Section three:

In general the primary aim of this section was to find out the difficulties that students encounter in speaking and expressing their ideas in the classroom. First, they were asked if they have ever taken English courses for tourism. This question aims to know whether they have studied general English or English for tourism. Then, they were asked if they were tested for English language before being admitted to tour guidance. This can help us to know whether the students came with good level in the English language or not. The third question was about the usefulness of English course regarding their English language needs. This question tries to show whether they are satisfied about what they studied in relation to the field of tourism or not. For the fourth question, the students were asked to give the number of oral sessions weekly. Oral expression sessions are supposed to be taken weekly since the field of tourism needs oral communication more than any other skills. If they answered more than two, they had to give the precise number. The fifth question was about the time allotted to English language whether it is enough or not to them to use the English language effectively. Furthermore, the students were asked whether they like oral expression sessions or not. Other question was if they are encouraged to speak in classrooms. This can help the students to enhance their oral communication.. A question was asked about whether the

students like debates and discussions. Debates are more likely to be used as techniques to develop oral communication. In addition to these questions, the students were addressed questions about their speaking performance and given multiple choices. This question can show us the level of the student either it is good, bad or medium.

The main question of the study was about the problems in oral communicative performance the students may face. If the answer is positive they were given different choices such as: the lack of self-confidence, the poor level of English, the lack of practice and the lack of oral expression sessions as a final choice. Other reasons, the students could add as an open question. This last question will show us the real reasons behind their disability to express their ideas in a good way.

V-3- Research procedures:

Before preparing the voice recording and administering the questionnaires, we met a teacher and some students of the third year. We were provided with a clear idea about teaching English at the institute of tourism. This gave us an idea about how the tools of the study should be.

First, the third year students of the National Institute of Tourism were asked to answer five questions related to the field of tourism in order to investigate the weaknesses and the needs in their oral communication competence. In order to make them feel at ease, they are given the questions in papers to prepare their answers. Only six students accept to do the recording whereas four students refused to do. The recorded voices were rewritten in form of script to be analyzed and discussed.

In the light of the results of the voice recording, a questionnaire was designed to look for the reasons of these weaknesses. Later, the students were informed about the objectives and the significance of the study. They were also requested to state real and honest responses. In addition to that, they were informed for the time they would spend in filling the questionnaires and the questions that would be included in the voice recordings. Moreover,

the students were allowed to ask each other for more clarifications they might need. Then the questionnaires were distributed. Once they finished answering the questionnaires, they were asked to check their answers for the last time for incompleteness or missing answers. Then they gathered their questionnaires. I checked the number of copies, and then I put them in an envelope. Microsoft Office Excel will be used to provide the graphic analysis of the data, tables, bar-graphs, and pie charts, etc.

VI- Limitations of the study:

This study focuses only on the third year students of The High National Institute of Tourism. The number of the students at the school of tourism is big, it is difficult to deal with all the students. On the other hand, recording the students' voices is not easy mainly with the time limitations. Then the third are chosen because they can give the real outcomes of teaching at the institute. Data is obtained from voice recording and questionnaire. The results of this study are based on the answers of the participants who respond to the questions provided. Another limitation of the present study concerns the measurement of speaking abilities only, leaving out listening, reading and writing. Of course, these skills are relevant to total English ability and effective communication, and they influence and be influenced by other verbal and extra verbal skills. For the purposes of this study, though, we are only interested in the quality of interactions with foreign English speaking tourists in a problem may face the students in order to answer the questions of the given questionnaire. The reason of this problem is that the majority of the Algerian students of non- departments of English look at English as an extra module. The questionnaire might be translated into Arabic or French to facilitate the work with them. This is the first solution. The second one is to explain the questionnaire to the students one by one since they are not a lot. Other solution is to let them explain to each other.

This study concentrates on studying English with only one skill, namely speaking skills. The participants in this study are selected from the High National Institute of Tourism at Algiers. These participants are from the third year students.

As this study required the participation of human respondents, specifically human resources professionals, certain ethical issues were addressed. The consideration of these ethical issues was necessary for the purpose of ensuring the privacy as well as the safety critical of the participants. Among the significant ethical issues that were considered in this research process include consent and confidentiality. In order to secure the consent of the selected participants, the researcher relayed all important details of the study, including its aim and purpose. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the research. The respondents were also advised to withdraw from the study even during the process. With this, the participants were not forced to participate in the research. The confidentiality of the participants was also ensured by not disclosing their names or their personal information in the research. Only relevant details that helped in answering the research questions were included.

Conclusion:

This chapter discussed the objectives of the study which are represented in looking for the needs of the students in oral communication. The school of tourism which was selected to be a context of investigation has specificities of an ESP field that can make our research better in terms of the specific language used in teaching. The population of the study was also limited to the third year student who are about to finish their studies. This fact can provide us with clear idea about what they learned and what they benefited from studying during three years. To meet the objectives established in the research, we used two methods of research, first, we relied on needs analysis method to analyze the voice recordings. The second method used is descriptive method to give statistics about the given situation. This study was limited to speaking skills since dealing with all the skills takes time and needs big stuff of researchers. On the other hand, the number of the students at the institute of tourism is big that not easy to conduct the research with all its members mainly concerning voice recording.

Chapter three

Analysis, Discussions and Suggestions

Introduction

The findings which are collected from the voice recording and the questionnaire will be presented descriptively. These findings will be analysed through Microsoft office Excel 2007 software programme in form of and bar charts, pie charts and column charts. Trying to enhance the weaknesses noticed in the findings, there will be suggestions. The suggestions will be related mainly to the teacher and the decision makers at the school of tourism.

I- Analysis and Discussion of the findings:

This part is reserved to the analysis and the discussions of the findings of this field research. We will start with the analysis and the discussions of the voice recording findings. The questionnaire as a second instrument of the data collection will be analyzed, and then its results will be discussed in form of bar charts, pie charts and column charts.

I-1 Analysis and discussion of the voice recording:

The target of teaching and learning English is to enable students to communicate in the language. It is expected that the students have ability in four language skills; listening, speaking, reading and writing. All the language skills support one another. There must be a balance among the skills. Each skill consists of three components; they are grammar, vocabulary, and pronunciation. The components will be parameter for the learners in measuring the progress of their learning activities. How they use the correct grammar, the choice of words or vocabulary, and, of course, how they pronounce words and vocabulary they use in spoken English.

To examine these features, a voice recording was used in this study. The following tables will show the analysis of the recording results.

1-Pronunciation

Students	Diagnosis
Student one	- Largely correct pronunciation and clear articulation except some occasional errors mainly concerning stress and intonation. - Some phonological errors.
Student two	- Largely correct pronunciation and clear articulation except some occasional errors mainly concerning stress and intonation; straight pitch with pronunciation of words separately.
Student three	- Frequently unintelligible articulation. - Frequently phonological errors.
Student four	- Speaking is severely affected. - Insufficient accuracy in pronunciation. - Major speaking problems.
Student five	- Frequently unintelligible articulation. - Frequently phonological errors. - Straight pitch with pronunciation of words separately.
Student six	- Straight pitch with pronunciation of words separately. - Frequently phonological errors. - Insufficient accuracy in pronunciation.
Students: seven, eight, nine and ten	- They said nothing as if they feel shy or blocked.

Table 1- Pronunciation

2-Fluency and coherence

Students	Diagnosis
Student one	- Speaking without noticeable efforts. - Little of repetitions and hesitations. - Absence of coherence in many expression.
Student two	- Willing to speak for long time, however, repetition is noticeable. - Sometimes, losing coherence. - Often hesitates. - Noticeably long pauses ; rate of speech is slow.
Student three	- Speaking with noticeable efforts. - Breakdown of coherence. - Frequent repetitions and long pauses.
Student four	- Losing coherence in complex communication. - Frequent repetition and there is no self-correction. - Breakdown of coherence is evident.
Student five	- Often hesitates. - Noticeably long pauses; rate of speech is slow. - Breakdown of coherence. - Frequent repetition and there is no self-correction.
Student six	- Speaking with noticeable efforts. - Often hesitates. - Frequent repetition and there is no self-correction.
Students: seven, eight, nine and ten	- They said nothing as if they feel shy or blocked.

Table 2-Fluency and coherence

3-Vocabulary and grammar

Students	Diagnosis
Student one	- Sometimes uses complex forms and sentence structures;has limited vocabulary to describe her ideas and viewpoints.
Student two	- Using very basic vocabulary to express viewpoints and ideas. - Many grammatical mistakes mainly in tenses use.
Student three	- Complex forms and sentence structures are rare; limited vocabulary to express his ideas. - Limited vocabulary concerning the field of tourism; the words used are too general.
Student four	- Speaking with limited flexibility and appropriacy on most of the topics. - Limited vocabulary especially concerning the field of tourism.
Student five	- Demonstrates almost no flexibility, and mostly struggles for appropriate words. - Uses very basic vocabulary to express viewpoints.
Student six	- Speaking with limited flexibility and appropriacy on most of the topics. - Limited vocabulary especially concerning the field of tourism and the ideas are too general.
Students:seven,eight, nine and ten	- They said nothing as if they feel shy or blocked.

Table 3-Vocabulary and grammar

Discussion :

1- Pronunciation

- 1- Some students have another major problem that is pronunciation. Throughout our analysis we noticed that a number of students have difficulties in sounds articulation. e.g. They are not able to differentiate between the /p/ and /b/ sounds, they have a difficulty pronouncing the sound /v/, in addition to some vowels such as /ai/ and /ei/. This problem is a result of their mother tongue interference, over generalization, and intralingua interference.
- 2- Another problem in students' phonological competence is the mastery of supra-segmental features of English pronunciation. Students make errors in stress as well as in intonation. Their misuse of stress and intonation changes some meanings of their utterances and leads to a misunderstanding that is directly reflected on their communication.
- 3- The learners of English as the foreign language have to be able to pronounce the English vocabulary correctly when they practice this language. So, the problem is how well they pronounce all vocabularies which they use, so that their audience can understand what they mean. Furthermore, correct pronunciation makes the language more natural. Whereas, mispronunciation will make miscommunication.
- 4- Learning by practicing are the key words in learning a language. Pronunciation as a sub-component of language skills is one of a number of serious problems faced by the learners of English as a foreign language. By always taking time to practice it, it is possible for them to be close and closer to the right way to pronounce the words of this foreign language.
- 5- Practice is the key word for the four basic skills in English. Concerning with the speaking skill, the learners of English as the foreign language have to be able to pronounce the English vocabulary correctly when they practice this language. So, the problem is how

well they pronounce all vocabularies which they use, so that their audience can understand what they mean. Mispronunciation may lead to miscommunication.

2-Fluency and Coherence

- 1- Few students do have the ability to speak, they have a natural flow of speech, and they have a quite good command of communicative skills, Speaking, and Interacting, They don't seem to spend much time and effort to express their ideas.
- 2- However, a large sector of the examined students show a little repetition and redundancy when they speak, this problem can be due to their limited vocabulary, their weak ability to illustrate their different thoughts. Students may be negatively influenced by a number of psychological factors such as, Anxiety, stress, embarrassment, etc.
- 3- Other students lack the ability to build up coherent sentences when speaking. This can be justified by the lack of the use of linking words, relative pronouns, and transitional sentences. This can also be justified by their lack of concentration.
- 4- When examining the samples, we have also noticed that some students show hesitation, long pauses, and slow rate of speech. This can be explained by their limited linguistic knowledge, their psychological status, and their distracted behavior.

3-Vocabulary and Grammar

- 1- Students concentrate on the form of the sentence, showing a great deal of emphasis on grammar and neglecting the content. Concentrating in grammar doesn't serve the main purpose of language use in this field which is verbal communication.

- 2- Another problem rises to the surface when examining the students which is the lack of specialized vocabulary, i.e. the vocabulary of tourism as a field of study. Students need to focus on English for a specific purpose that serves their future career as tour guides.
- 3- Despite their ability to communicate, students often make errors in terms of verb tenses, time indicators, prepositions, the use of adverbial clauses, and articles, etc. These errors reflect a serious weakness in grammar competence that may lead to misunderstanding, and unintelligibility.

N.B: Four students from the total examined sample did not show any ability to speak. They were completely unable to communicate using English. These students showed no interest in English. This sort of students is not sufficiently convinced by this field of study, they were pushed to study tourism by outer factors such as the will of their parents and the prestige that is drawn around tourism. They may be misguided to tourism, a field that doesn't meet their qualifications, and their interests.

English is an essential subject that has to be included as a key module in the curricula of tourism institutes. The efficiency in English is an extremely essential skill that has to be fully tested and investigated. It has to be main criteria for the students' admission.

I-2 Analysis and discussion of the questionnaire Results:

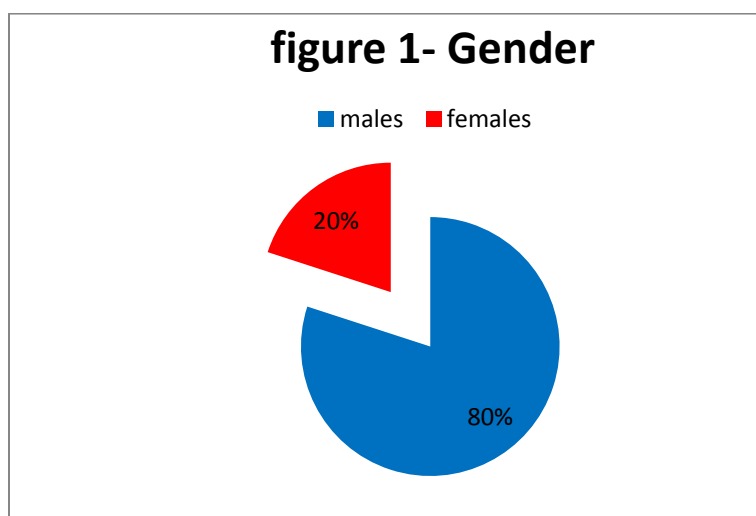
Section one: Personal information

This section indicates in general information concerning the demographic data of the participants in this study. The results are shown as follow:

1- Gender

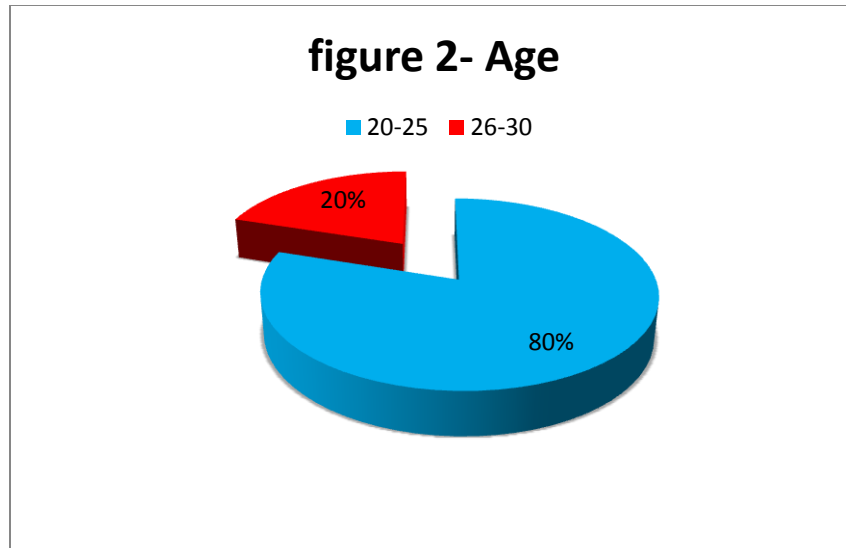
The number of males is, apparently, larger than that of the females. This could find its justification from the nature of the Algerian society. We are to notice, most remarkably, that the issue of gender would be a paramount parameter with which choices of jobs, for instances, are ascribed and dictated by social codes. In addition to the nature of tourism which requires

physical efforts, too much travel and full time availability, the things that the Algerian societal codes would not tolerate easily. The above observation would strengthen the degree of randomness of our sample. Concerning oral communicative competence, females in North Africa speak better English than males and their English seems better in terms of articulation. (EF English Proficiency Index, 2012) is quoted that *“there is a very wide gender gap in just one region: women in the Middle East and North Africa score more than five points above men “*



2- Age

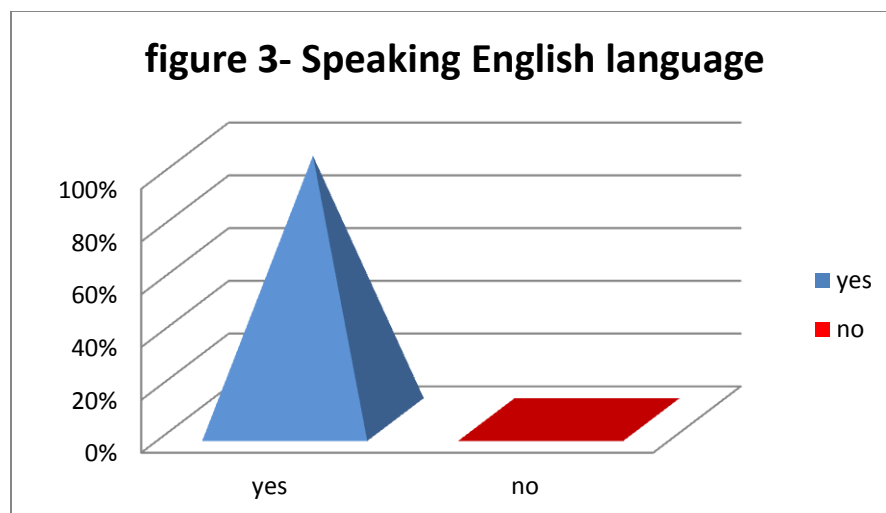
The following table shows the age of the students concerned with the questionnaire, the age of 80% ranges from 20 years to 25 years old, whereas only 20% their age ranges between 25 and 30 years old. This percentage could be, naturally, explained, since freshmen are likely to get access to university at more or less that age. Only few students get their baccalaureate exam in older age. It is easier for young students to learn English as a foreign language than old students. This is in term of oral communication. In terms of physical ability, young people are more able to do their job as tour guides.



Section two : General questions

1- Do you like to speak English?

According to the results shown in the figure 3, all the students show that they like to speak English language. The results justify the attitude of students in terms of needs. The students expressed a positive attitude towards English speaking. In the course of their studies, they might have acquired a valuable experience in their previous English learning. They may also feel a further need for learning English because of the specificity of their subject discipline. Due to the diversity of tourists' linguistic background, tour guides, therefore, must resort to English as the world's lingua franca, par excellence. Other factor may influence their attitude towards English which is media and other means of communication.

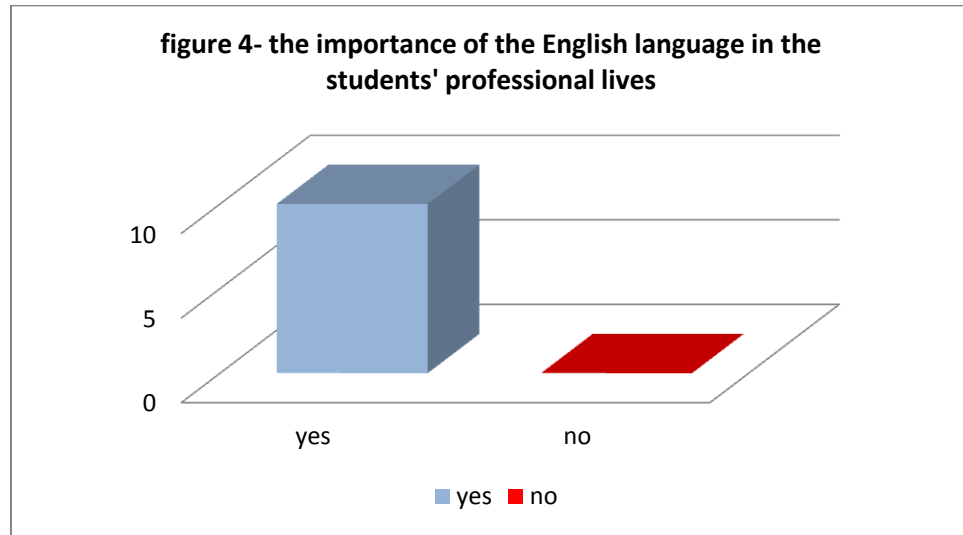


2- Do you think that English is important in your future professional life?

All the students stated that English is important in their future professional lives. This question has been devised in order to know the importance of English for this category of learners. The learners are aware of this value of English in the field of tourism. In the field of tour guidance, spoken English is considered more important than other modules; knowing places, history and other components of tourism without knowing how to communicate verbally might be useless mainly when guiding tourists.

On the other hand, this question may show the motivation of the learners to know English as the language of globalisation. According to (Kennedy & Bolitho, 1984, p. 15) this motivation corresponds to the high level of motivation that can be met in ESP students. Roe (1977 cited in (Kennedy & Bolitho, 1984, p. 15) he quoted that to be aware of the important of English language in your profession that motivate the learner to learn it.

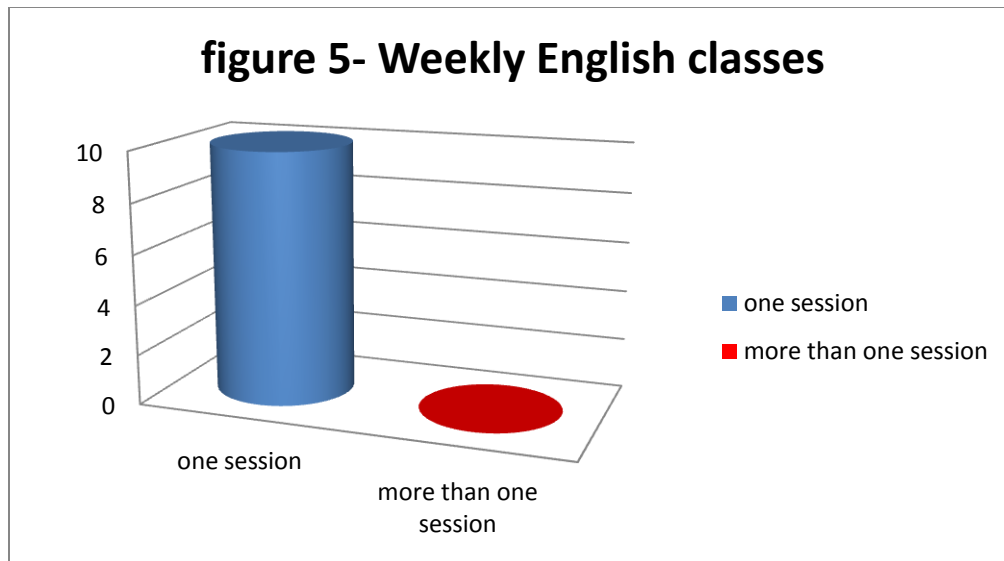
Since all the students stated that English is important for their professional lives, so their motivation is high to learn it. This motivation should be taken into consideration in terms of specified needs expressed by the students. It is important to find out this motivation and to match it with the course content to increase the learner's language learning. To make the learners speak English is much better for them because the important of English is in its spoken form mainly, and all what they learn they should be a matter of practise, whether it is grammar, vocabulary, pronunciation or syntax.



2- How often do you have English class weekly?

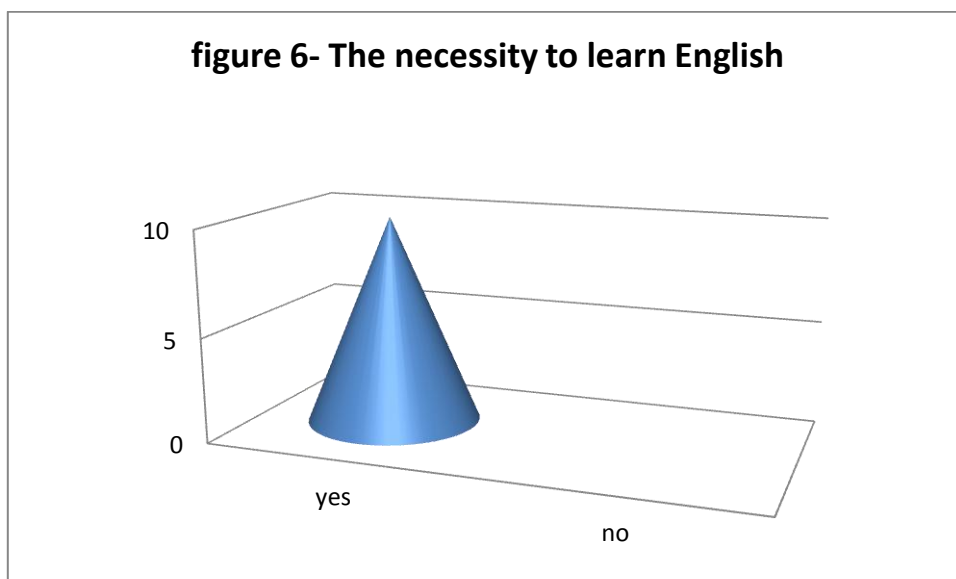
This question has focused on the students' perception of learning needs related to the period of time in which this learning has taken place. Most needs analysts, in fact, consider that time is an essential factor which must be taken into account when conducting an ESP course. (Robinson, 1989, p. 398) expresses that ESP courses are linked to the amount of time allocated to them.

In this question, the students were provided with two options which were either one session or more than one session a week. The amount of time allocated to English language class is only one session weekly which is not enough to cover the whole needs of the students in terms of theory and practice. Theory is based on learning the rules of grammar, new vocabulary, sentence structure and pronunciation. These components should be applied in terms of tasks and dialogues because practice makes perfect.



4- Do you think English is becoming a major tourist language in Algeria?

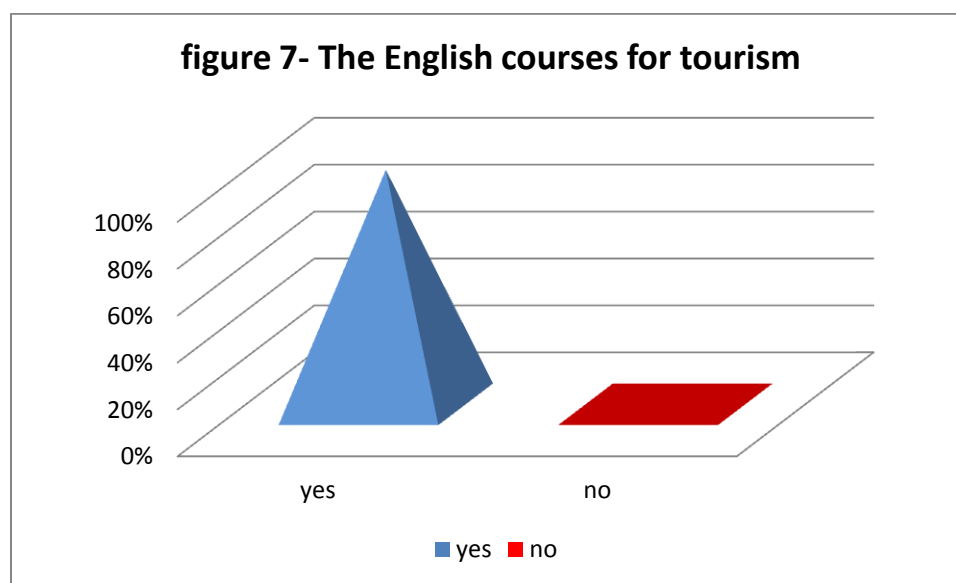
All the students think that English is becoming a major tourist language in Algeria. So English is a necessity for them in the sense that many people around the world travel for the sake of business or tourism. The language may differ. In these cases, English is the language that can solve this problem. It is like a universal language. As a Lingua-Franca, English is as a common means of communication for speakers of other languages. This feature is mainly concerned with spoken form of English.



Section three: Oral communicative English

1- Have you ever taken English courses for tourism before this time?

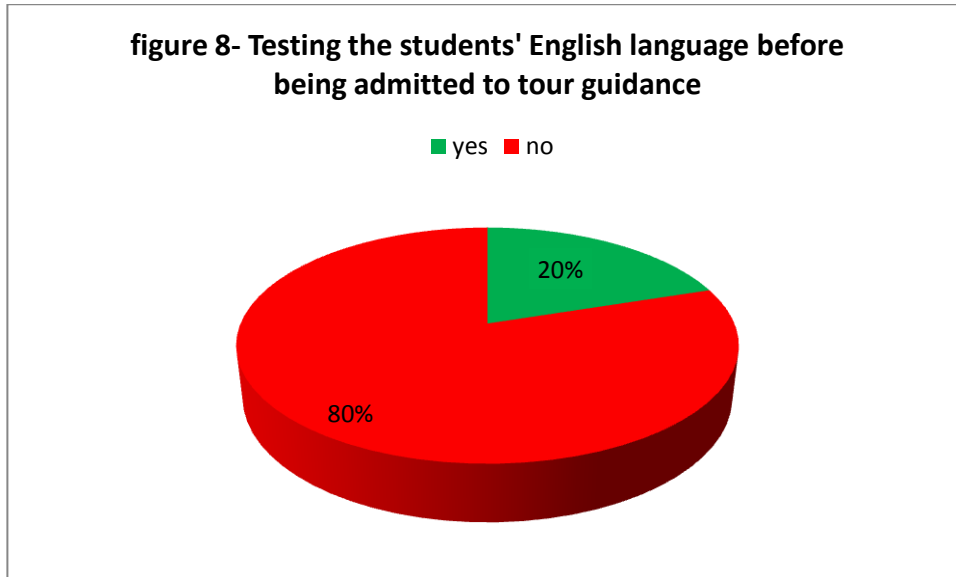
The students stated that they have already taken English courses for tourism. It is essential part in their studies. But all what they have is a general idea which does not serve their needs to work in the field of tour guidance. This could be explained by the busy time table allocated to classes that have to do with tourism, though, if this is true, they are mistaken to give less importance to such main module in the field of interest. The tiny space given to English justified the attitude of decision makers at the institute of tourism towards English by seeing it as a subordinate optional class. Equally important, we might reckon the absence of the necessary components and skills for teaching English for the field in question.



2- Are you tested for English language before being admitted to tour guidance?

20% of the respondents stated that they were tested for English before they were admitted to tour guidance. And 80% stated that they were not tested. This means that they did not understand the question. But they might have been tested for tourism background knowledge in Arabic or French but not in English. These tests are important because they are objective in the sense that they tell us about the level of the student as well as his abilities. Of course this test cannot tell us about everything we want to know about the students' performance, but they could give us an idea about the student's linguistic qualities. This allows us to

improve the student's qualities and abilities. As speaking is concerned, it can give us clear idea about all the students performance like what is being done in the high national schools such as Bouzereah, Laghouat, Oran...etc



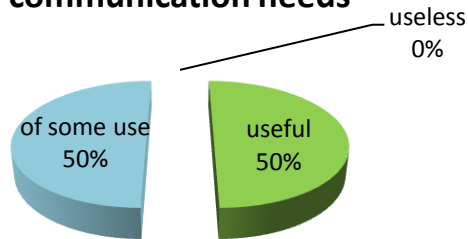
3- Do you think your English course responds to your oral communication needs?

Concerning the question about the usefulness of the English language course regarding the students' needs in terms of oral communication, the students were provided with choices:

1. Useful
2. Of some use
3. Not useful

The results show that 50% of the students thought that the English language course regarding their English language needs is useful, whereas, 50% thought it is of some use. But no one thought it is useless. So , not all the students are satisfied. This means that there are needs in the course that should be enhanced at the same time there are positive points that should be kept.

figure 9- The usefulness of the English courses regarding the students oral communication needs



4- How often do you have oral expression session weekly?

Concerning the question about the number of oral expression sessions they have weekly, they were given to choose between:

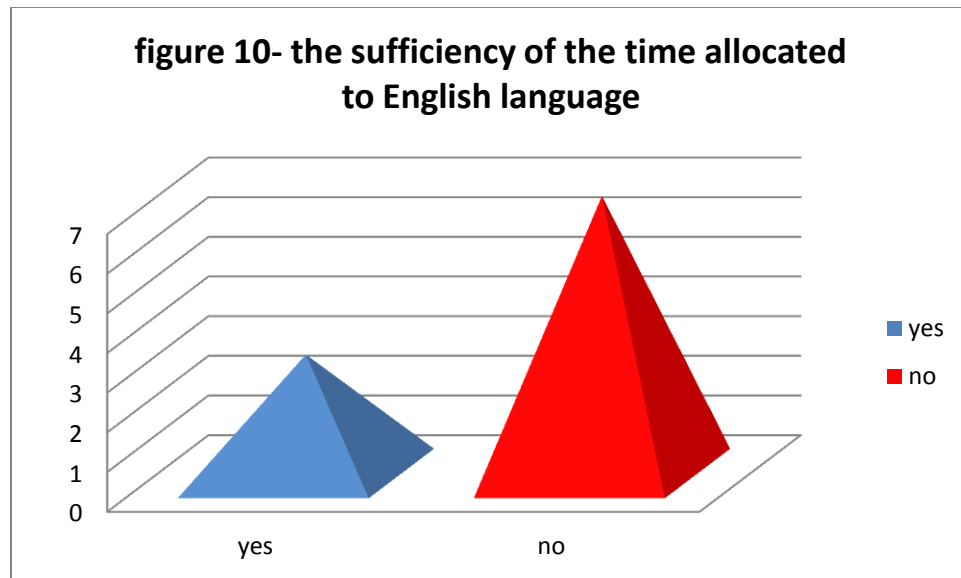
1. .One session
2. .Two sessions
3. .more

The students stated that they rarely have an oral expression session. We may notice once again the deficiency in understanding the complementarily of the different required skills when learning a foreign language, in our case English; and more specifically English for tour guidance. The oral class is rarely taken, this means that practice is absent in terms of oral performance. This is one of the main reasons of the weak level that the students have in speaking.

5- Is the time allotted to English language enough to you to use the English language effectively?

70% of the students thought the time allotted to oral expression is not enough to them to use the English language effectively.

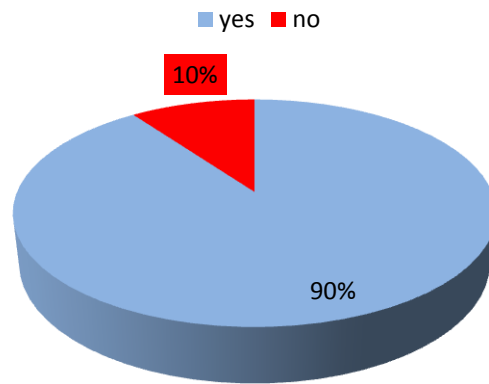
This question investigates the issue whether the time allotted to English is sufficient to the language effectively. The results show that the number of hours provided for English is not enough. The results are summarized in the following table:



6- Do you like practicing oral expression in class?

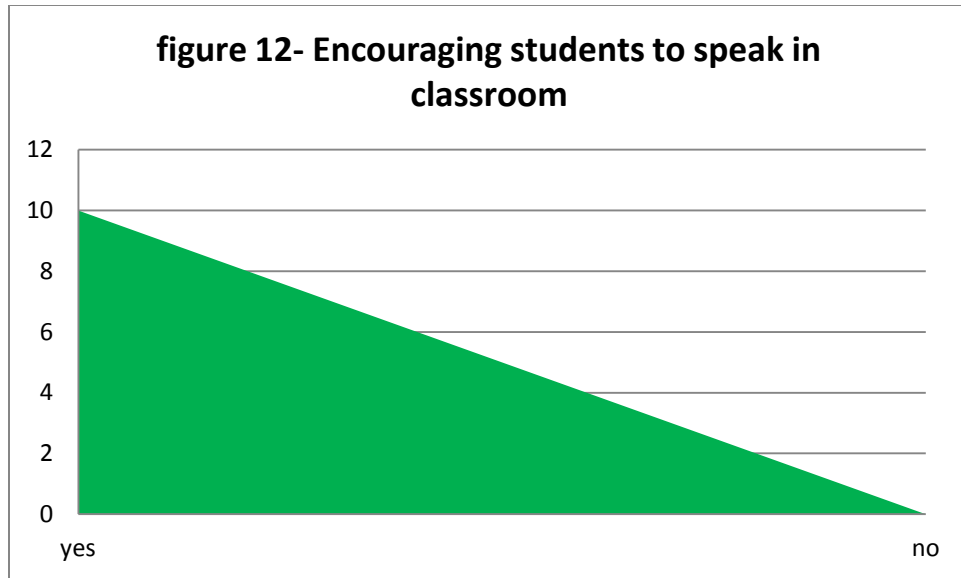
This question is addressed to show whether the students like oral expression or not. 90% of the respondents like oral expression while 10% do not like it. This result shows that the students are motivated to speak if they are given the opportunity. In fact the students came to university with certain motivation to learn and to speak English. But their motivation decreases as time passes. During speaking activities in classroom, they do not want to express and share their ideas. The main reason for that may be because of the subject chosen or the kind of activity given to them, for the students, the teacher is the authority and he/ she leads the group. In this sense, students tend to listen more than to speak and participate because of the fear to commit mistakes when speaking. In addition to this, some teachers lack the pedagogical training which makes the students dislike speaking. In other words, the previous question justifies this point in the sense that less opportunities to speak leads to bad level in English in general and spoken English in particular.

figure 11- Do students like the oral expression session



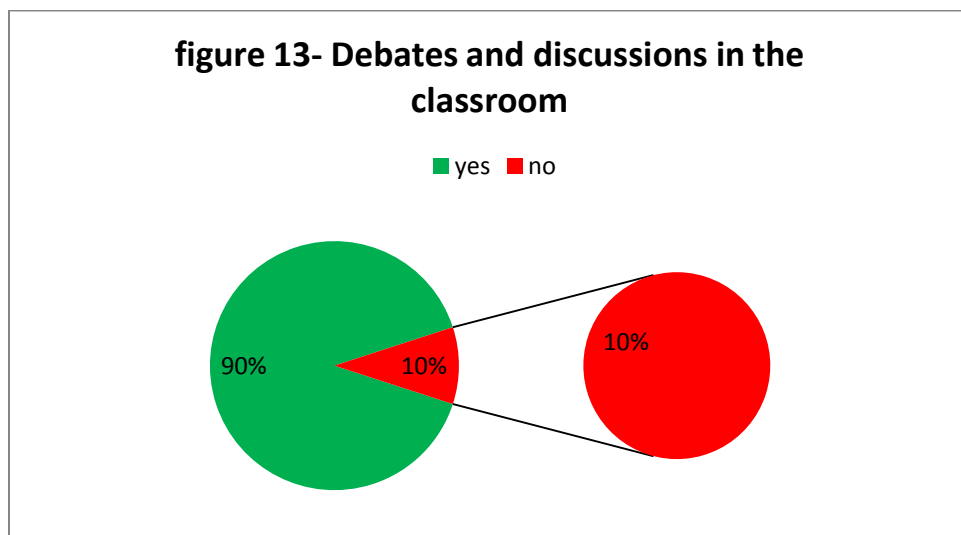
7-Are you encouraged to speak in the classroom?

The results show that the students are encouraged to speak in classroom, this motivates them to like oral expression course. A teacher needs to create a safe learning environment where students can practise their English. One is to let them know that mistakes are part of learning and not being afraid of them. On the other hand, make them know that mistakes are inevitable. To be encouraged from the part of the teacher does not mean that they participate, they might be passive in classroom, and this justifies their poor level in oral communication.



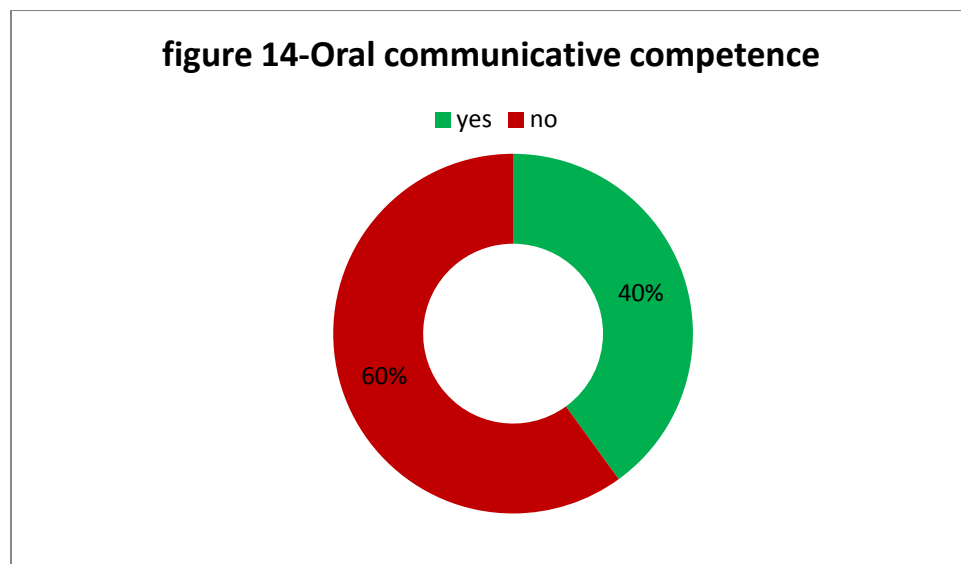
8-Do you practice debates and discussions in English outside the classroom?

90% of the sample students like debating. Liking debates and discussion without participating cannot enforce the student's abilities in terms of speaking. However, the reason is that debates and discussions enrich students' vocabulary, training them to correct their grammar and to enrich their knowledge. In addition to that, they speak freely.



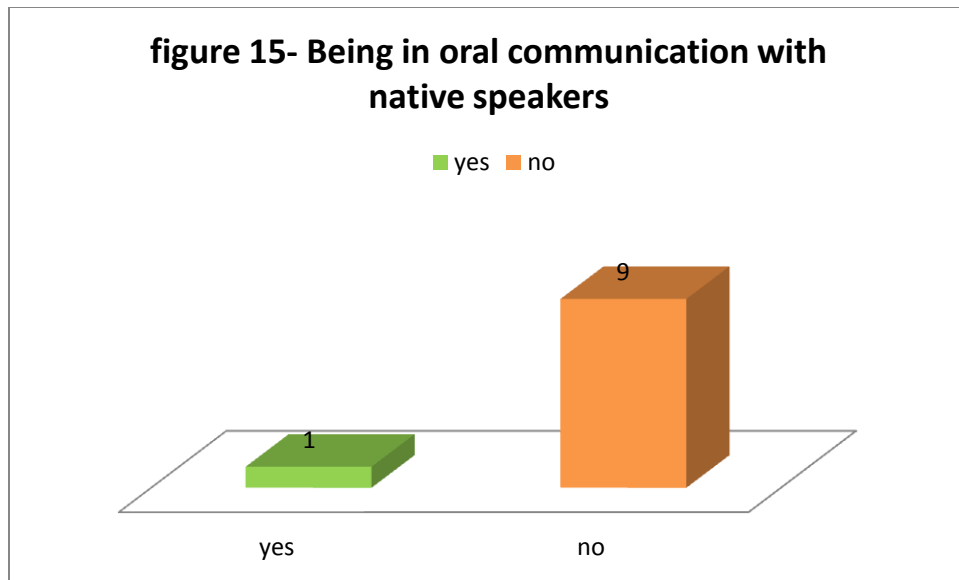
9-Can you easily communicate with non-native English speakers?

Concerning the question about the students were given to choose yes or no. 40% show that they can communicate with speakers of English whereas 60% show that they are not able to do so. This is due the lack of self-confidence or the poor level of English they have. Some students fear making mistakes in front of their colleagues, others have nothing to say, and third category of students finds themselves blocked to say something in English.



10- Have you ever been in oral communication with native speakers of English?

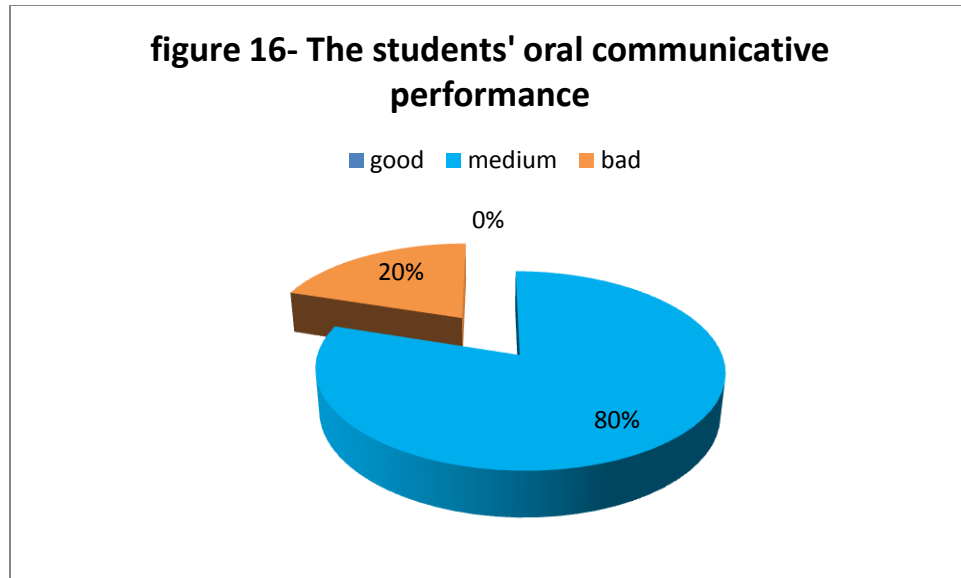
Concerning the question about being in oral communication with native speakers of English, the students also were given to choose either yes or no. The results of this question show that 10% are able to do so whereas 90% are not. This is because of the lack of self-confidence or the poor level of English they have. Other reason is that it is not easy to meet native speakers of English and the only opportunity is through internet; chat with friends in Skype, livemocha, facebook or other social resources can give the students the opportunity to use their English, even they do so, they may rely on translation which is widely spread on internet.



11- How do you think is your oral expression performance?

This question is seen as a means to assess the students' level in oral expression performance at the present time with regard to the language learning that has been achieved during their three years in the institute of tourism. In This question, the students were asked to make an evaluation about their own level because their personal opinion is worth considering.

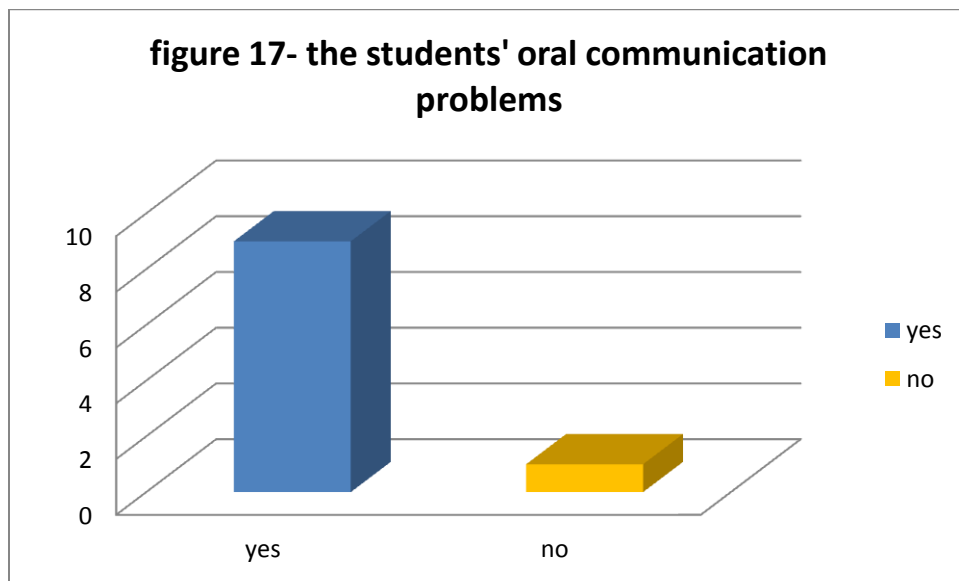
The table below sums up the results of the question. No one of the respondents has selected the opinion “ **good**” while 80% have selected the opinion **medium**. 20% have chosen **bad**. The results show that there is still a need to improve the level of the students in the oral expression side. The results are significant because they are achieved at the end of many years of studying English. This may indicate that a great number of students are still facing some needs in English even at the end of their studies.



12- Do you have problems in oral communicative performance?

Concerning the question about the students' problems in oral expression the students were given two choices either yes that they have or no.

The majority of the students show that they have problems in oral communication. These problems differ from student to another. The next question will give them the choice to show their own problems.



- If you have few or many problems, are they due to:

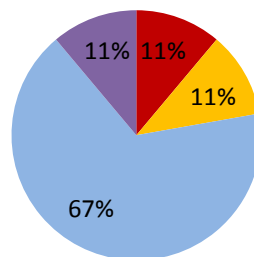
Concerning the question about the students' problems in oral communicative performance, the students were given five choices to choose not only one but they could choose more. The following are the choices given to them:

- . Poor level of English
- .The lack of practice inside the classroom
- .Lack of oral expression sessions
- . The lack of self-confidence
- .Others

The results of this question are as follow 67% stated that the reason was the lack of practice, 11% because of the lack of self-confidence, whereas 11% because of the poor level they had, and 11% because of the lack of oral expression sessions. All these causes have a relationship with the practice. So that through practice the problem may be solved.

figure 18- The reasons behind the students' oral communication problems

■ the lack of self-confidence ■ the poor level in English
■ the lack of practice ■ the lack of oral expression sessions



Discussion of the findings of the questionnaire

Section one: personal information

Q1 -The stuff of conducting tours should be composed of both males and females. Conducting a group of women might be better by woman and vice versa. In terms of fluency, women are better than men in speaking English mainly in North Africa. Guiding tourist might need more physical efforts, in this sense; this job is suitable for men more than women. In terms of social parameters, the specificities of the Algerian society, men are accepted to do this job, whereas women are more suitable to work in hotels and museums.

Q2- The age in conducting tours is significant in the sense that the elder tour guides are with more experience and wiser in solving the problems that may face them while conducting touristic trips. Younger guides are more active mainly physically. They also last for long time in the field as they started in early age.

Section two: general questions

Q1- Among all languages around the world, English is the most useful one in the international relations and business. This position pushes people to think to learn it either for a specific need or for prestige. In our case, students have to learn English mainly the spoken side of it. In conducting tours, tour guides need to speak for long time and in various subjects. They should develop their fluency to meet the needs of tourists.

Q2- In specific, tour guidance as a future job for this category of students needs English as a means of communication. The importance of English can be justified by the position that it gained in the last decades. Visitors, businessmen and politicians around the world used English as a common means of communication.

Q3- English has lower position in any system of education in Algeria, at any university branch and in our daily life conversations. People in Algeria lack the awareness of the importance of English. The amount of time given to English in the time table is too limited. At the institute of tourism, decision makers either are not aware of the importance of English or do not care about it. To have better results in teaching tourism and establishing a good touristic industry, they should give English more valuable treatment as Tunisia and Morocco did.

Q4- The students are aware of the important of English and they know that English is becoming a major language of communication in Algeria in the coming years. So they have to be ready to be involved in the expected change in terms of language use.

Section three: oral communicative English:

Q1- Taking courses for tourism is necessity at the institute of tourism. Courses should be designed to meet the needs and the specificities of the field.

Q2- Testing the students before being admitted to the school is necessity. Testing and evaluating students can provide teachers with clear image about the students' abilities and needs. This can help teachers also to establish a suitable programme to enhance the students' level.

Q3-The English course has to respond to the needs of the students. It should be useful in their field to meet their needs. The course should encourage students to participate by containing real-life situations and easy tasks. The successful course for the students is the one that allow them to learn something new and useful.

Q4- Teaching English may help in enhancing the level of the student. Teaching language without practice might be useless and fruitless. One of the ways to practice the language is to use it in its spoken form. The oral expression session which is absent in the institute of tourism is one of the reasons behind the poor level that student have. Oral expression session will provide students with more opportunities to enhance their level in addition to be more active. It also contributes to cope with stress and lack of self-confidence.

Q5- One session for English at the school of tourism is not enough. There are many activities and tasks should take place in classroom, it needs more amount of time to be covered. The four skills should be taught separately. At least one session for speaking and listening and other session for reading and writing in addition to one session to linguistic competence; grammar, vocabulary and phonetics...

Q6 – Students like to have the opportunity to speak in classroom. This may be faced by the fear to speak in from of classmates, but it is the job of the teacher to deal with the situation. Showing a great interest in speaking might be justified by the desire to speak English in particular and to participate in general. The students who like to speak they want to have better English. English for them is a good opportunity to be open minded on what is going around the world by speaking with different cultures.

Q7- The teacher has the duty to encourage students to speak in classroom, however, they usually do not speak, this can be justified by the way the teacher manage the classroom and the tasks. Many students do not interact with some teachers and interact in better ways with other teachers.

Q8-Conducting debates and discussions in spoken English classrooms plays a major role in developing the oral skills of the learners. Debates essentially revolve on talent to use the arguments. The importance is to emphasize on the fluency and expression of the language rather than the content and the ideas. If the teacher is skilled, the participants will have an enjoyable discussion.

Q9- Communication with non-native speakers of English helps in such way to develop the students' oral performance though the students fear mistakes. The communication with non-native speakers have some drawbacks such as the use of mother tongue, the pronunciation will not be enhanced.

Q10- Being in contact with native-speakers of English has a positive side in which it enhances the pronunciation, structure of the sentences...etc, because people from different cultures have different perceptions of politeness, seriousness...etc. These perceptions are reflected by their behaviours. Understanding how questions and sentences are built. In order to be effective speakers with native-speakers of English, the students must obtain the appropriate linguistic and cultural knowledge.

Q11- Oral expression performance in the classroom is typically structured in the form of presentations. Oral expression activities should be appropriate to enrich the student's performance. oral performance is appropriate for learning objectives that focus on the content of the course which is related to the field of interest. Oral performance is the ability and the right to speak freely and clearly.

Q12 and Q13- The majority of students face problems in speaking. These problems differ from one to another. Some students have problems in terms of level in English which mostly is poor, whereas others have problem in interaction because of the lack of self-confidence or shyness, others have problem with pronunciation he has and there are others who have nothing to say.

II- Suggestions:

1-Teachers should increase students' participation:

The students have a problem with participation in classroom. This idea is suggested for the teachers to look for ways to increase the students' participation in the classroom. It is an obvious goal. Courses should include frequent discussions and small-group work, it is also important in a lecture course. In short, if only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. Those who do not participate may lose hope to learn English since they are not given the opportunity to participate.

Teachers can improve students' participation in their course by devoting time and thought of shaping the environment and planning each class session. Furthermore, the way in which they interact, both verbally and non-verbally, communicate to students their attitude about participation. It is the teacher's role to motivate his learners and establish an environment of participation within his classroom.

Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. But, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities. For example, some students who do not speak often in class are *reflective learners*, who typically develop ideas and questions in their minds before speaking; others are shy students who feel uncomfortable speaking in front of groups (at least initially). Many students who frequently volunteer to contribute are *active learners*, who typically think while they speak. The instructor's goal is to create conditions that enable students of various learning preferences and personalities to contribute. To reach this goal, teachers will need to take extra steps to encourage quiet students to speak occasionally; they have to ask the more verbose students to hold back from commenting in order to give others a chance.

2-Periodically, teachers should organize small group debates:

Students like debates and discussions if they are given the opportunity. But they do not have much opportunity to do this. Students find it easier to speak to groups of three or four than to an entire class. Divide students into small groups, have them discuss a question or issue for five or ten minutes, and then return to a plenary format. Choose topics that are focused and the field, for example: *"What are the two most important characteristics of tour guide?"* or *"Why do guides fail in conducting tours in Algeria?"* Have each group report orally and record the results on the board. Once students have spoken in small groups, they may be less reluctant to speak to the class as a whole. On the other hand, each group members try to defend their ideas in form of debates, this leads to free discussion.

3-Teachers should assign roles to students:

There are no oral sessions in English at the institute of tourism. Oral expression sessions should be established weekly. The teacher's role in oral sessions should be as an organizer and manager. The teacher asks two or three students to lead a discussion session sometime during the term. Meet with the student discussion leaders beforehand to go over their questions and proposed format. Have the leaders distribute three to four discussion questions to the class a week before the discussion. During class the leaders assume responsibility for generating and facilitating the discussion. For discussions teacher leads, assigns one or two students per session to be observers responsible for commenting on the discussion. Each session the leader of each group should be changed to give all students the opportunity to play all the roles

4- Teachers should encourage outside classroom practice:

The students have the problem to speak with each other for different reasons. The teacher has to deal with the problem to make them cope with the situation. It has been said that most learning takes place outside the classroom . It is important , then , for the teachers to prime students to continue learning after class, to prepare them to be aware, to ask them to apply concepts in their lives after they leave class, to shape their out of class learning experiences through hints, suggestions, and assignments. Some teachers give students speeches and dialogues to practice at home. Some suggest practical applications or experiments for students to perform

after class. For instance, *“tonight at dinner, tell your meal partners about traditional meals in your region and compare it with the points we have developed in class.”* Or *“as you watch the documentary about traveling on TV, look for the techniques of emotional manipulation the tour guides are practicing”* then discuss the ideas with your classmates... etc.

Conclusion:

Through the analysis of the questionnaire and the voice recording, we come to draw upon the following conclusion; the serious problem of the third year students in the institute of tourism concerning their poor communicative English is the lack of practice in the classroom. Indeed, the questionnaire shows that the time allocated to English language is not enough for good practice. In addition to the lack of oral expression sessions which can be considered as a great opportunity to practice English. The results of the questionnaire and the voice recording show that students are aware of the importance of English in their future lives as tour guides.

In fact needs analysis should be ongoing process rather than a onetime investigation. There are varieties of factors including the target population and the resources of data can influence the decision to conduct another needs analysis for further studies in field of tourism and tour guidance.

General Conclusion

The students at the National institute of Tourism in Algiers are supposed to be in contact with tourists who come from different countries. English language as global language is supposed to be used in this contact. However, what we have observed through many meetings with these students, when we visited the school of tourism, is that the tour guides students have poor level at spoken English; they lack the oral communicative competence although they have been trained in tour guidance for three years of time.

The main objective of the field research was to conduct a study about the needs of the student in oral communicative competence regarding their field specificities in terms of language skills. Since the most useful skills in the English language in the field of tourism are speaking ones, our study focused on this side of the language. This study aimed to contribute to improve the oral communicative competence for the students to be tour guides in the future and to help decision makers at this school to think about an appropriate curriculum to meet the needs of the field. This study might be a source of motivation for other researches to enhance the learning process at this institute and to establish serious objectives to develop a suitable curriculum in teaching English for tourism.

Needs analysis is usually conducted before the syllabus design. It attempts to meet a field or a group of learners' needs and interests. This can be done by investigating a field research by studying a present situation then establishing a suitable syllabus or by analyzing the target objectives to meet some needs. We hope that this point will be taken in consideration as well as the results of this study. Since tourism in general and tour guidance in particular are mostly concerned with spoken forms of language mainly English, oral communication is emphasized. Speaking skills should be taught in all ESP fields mainly those fields which are based on verbal communications. The teachers should use the appropriate methods that meet the needs of the objectives of their syllabus. Since our field of interest is tour guidance, the teachers are to look for the needs of this category in terms of language needs. Both speaking skills and cultural knowledge should be acquired in the appropriate way.

The aim of this study is to confirm the hypothesis stated in chapter two in which reported that the tour guides students of the institute of tourism in Algiers need more practice to be better speakers of English in order to use it in their future professional lives. To reach this aim we relied on a voice recording and a questionnaire as instruments used in this study since the needs of students reached through asking them not someone else.

This study shows that learners should improve their oral communication in and out classroom. This is on one hand. On the other hand, teachers' responsibility is to create a suitable atmosphere where learners can use their target language without hesitations and shyness. Both teachers and learners should be aware of the importance of English language in the field of tourism. Overall, this study is useful not only for the learners to help them improving their speaking skills, but this study leads to other studies in other ESP fields.

From the results we achieve in this study, teachers should encourage students to speak and participate to develop their self-confidence and show them that mistakes are part of learning. On the other hand, teachers should establish an emotional atmosphere in the classroom with friendly relations between him/her and the students. The role of the teacher is not only ordering, asking and speaking more than the students, but rather creating conditions in classroom.

In order, for language learners to use their English language successfully, they should be in real life-situations. Unfortunately, in the institute of tourism as well as other Algerian universities, English is used only as an academic subject, when taught in institutes or universities. Without practice, English or any other language cannot be acquired. Learners at the institute of tourism do not have enough practice of English. They use their English only if they encounter a situation where they are obliged to use it as a medium of communication and it is hardly happens. We, therefore, come to conclude that practice is very important for mastering any language.

This research ends up with suggestions that we think that are useful. We hope they will help learners as well as teachers in the English language class to believe in their abilities and be self confident in speaking far from fear and shyness.

Many issues can be investigated in this field to enhance the different lacks and needs. Further studies can be carried to design an appropriate curriculum with serious objectives to get better results at the institute of tourism.

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APPENDICES

Appendix A

Students' questionnaire

Dear colleagues,

Doing magister thesis (EDOLAS) at Ammar Thelidji university-Laghouat- department of English, this questionnaire constitutes an essential part of my thesis on needs analysis for tour guides students in oral communicative competence. The results are also likely to be used for the development of oral communicative English in your school and other schools around Algeria.

Let me assure you that any information given to me will be confidential and be used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you in advance.

BEN REDDA Djamel.

EDOLAS

Ammar Thelidji University

Laghouat

Section one: Personal information

1-gender: male () female ()

2-Age: years old.

Section two: General Questions

1-Do you like to speak English?

Yes () No ()

2-Do you think that English is important in your future professional life?

Yes () No ()

3-How often do you have English class weekly?

One session () more than one session ()

4-Do you think English is becoming a major tourist language in Algeria?

Yes () No ()

Section three: Oral Communicative English

1-Have you ever taken English courses for tourism before this time?

Yes () No ()

2-Are you tested for English language before being admitted to tour guidance?

Yes () No ()

Which skills have been tested in?

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3- Do you think your English course responds to your oral communication needs?

Useful () of some use () not useful ()

4-How often do you have oral expression session weekly?

One session () Two sessions () More ()

- Please Mention the number:

.....

5-Is the time allotted to English language enough to you to use the English language effectively?

Yes () No ()

6-Do you like practicing oral expression in class?

Yes () No () sometimes ()

7-Are you encouraged to speak in the classroom?

Yes () No () sometimes ()

8-Do you practice debates and discussions in English outside the classroom?

Yes () No ()

9-Can you easily communicate with non-native English speakers?

Yes () No () somehow ()

10-Have you ever been in oral communication with native speakers of English?

Yes () No ()

11-How do you think is your oral expression performance?

.Good ()

.Medium ()

.Bad ()

12-Do you have problems in oral communicative performance?

Few () many () none ()

-If you have few or many problems, are they due to:

. Poor level of English ()

.The lack of practice inside the classroom ()

.Lack of oral expression sessions ()

. The lack of self-confidence ()

.Others ()

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Thank you very much for your time and cooperation

Appendix B

Voice recording

The questions of the voice recording are as follow:

- 1- What can you tell us about the nature of your future job as a tour guide?
- 2- What are the most interesting touristic sites in Algeria?
- 3- What are the main duties of tour guides?
- 4- How do you show the different sites to foreign tourists when they do not have maps?
- 5- How do you overcome the obstacles when guiding tourists through difficult geographic sites?

Appendix C

The script of the voice recordings

Student one :

1-What can I say about the nature of tour guide... tour guide in Algeria or any country... it significant job and important to progress ... to progress the touristic field or touristic domain in such country because it 's so important for many domains such as economic and rise the social situation

2-... and most interesting touristic sites in Algeria I think ... as I think there is various touristic sites such as Tassili, hoggar and Jmila and many heritage

3- Duties of tour guide must be.... what can I say? He must be responsible for his job and take in charge this responsibility or this job because it's so important and he must be well characterized person and well personality

4-..... there are many ways when tourists or tourist doesn't ... doesn't have a map for such country... the tour guide here must be ... must be responsible and must provide such significant or important ways such as the transport... the... the... the language, specific language and what... electronic

5- barriers... obstacles... obstacles and barriers... when guiding tourists of course, there is ... there are many obstacles and barriers which may ... which may face this job..... and we have ... he have... he has to deal with this barriers... in very ... what can I say? Significant way or easy way.

Student two:

1-Of nature of future job as a tour guide in Algeria is Flourishing... flourishing future ... according to the best situation in the countrysides and

2- The most interesting sites... touristic sites in Algeria are..... enormous such as Casabah and....Jmila and Casabah and Tassili

3- And I think the main duties of tour guide to be effective and...well responsible ... responsible... and serious... to be... in order to be manager... good manager

4-...and to show the different sites to foreign tourists when they do not have a map is very difficult, but ... you have to be... to make them see the ... the place of interest and to be..... using specific... specific techniques to guide them

5- And to overcome the obstacles when guiding the tourists through difficult geographic sites ... is very important... significant... so you have... we have to follow the... such technique. Such as... what can say? Is to be ... on contact with the others and ... other touristic agents and... how can say it?..... to be self-reliance.... And to expect such situations like ... like this....

Student three:

- 1- Guide is a person to guide people in Sahara.
- 2- Touristic places in Algeria is Timgad and Tassili and Cherchell.
- 3- Duties of touristic guide is to help people to visit places .
- 4- To show them place in right and left.

5-To avoid dangerous places and... and visit... and using GPS.

Student four:

- 1-tour guide job is guide people to visit countries.
- 2-interesting sites in Algeria is Sahara and Bejaia and Cherea and Tassili.
- 3- Duties of tour guide is helping people to know places.
- 4-show different sites when don't has maps of GPS.
- 5- Geographic obstacles overcome with going to easy ways.

Student five :

1-I can tell you about the nature of your... my job as tour guide ... that ... tour guide is good job....and ... and I wish to be a tour guide.

2-We have in Algeria many of ... many of touristic sites in Algeria... for example Timgad in the desert ... emmm and the mazing caves in Jijel emmm.

3-tour guide should be...should be... should not be deceiver and tell the truth.

4-I can draw a short maps to them ... and show them the main sites.

5-We should have the material like cars and sometimes animals like ... camel... and in the mountain. in the seas and rivers we should have cheap(ship) to cross them.

Student six :

1-I like my job as tour guide because... I like my job because I meet many people they come to visit Algeria... I meet them ... I have many friends... in this is job, can know different civilizations...and different countries.

2-the most interesting sites in Algeria ... are like... well, they like the Algerian desert and they like to visit many places in Sahara. I take them to Tamanrasset... to Ghardaya... they know the Algeria traditions and they know.... They want to...to... to... how can I say...the traditions and the culture and civilization

3- The main... the main duties of my job are: to guide them... to show them different places and to translate to the tour guides because most of them speak other languages than Arabic ... I translate to them to English and sometimes to French ...I know some germane help them so

4- Sometimes when I try to show them the sites I don't have map so I use I just show them the directions...the different directions it depends on the place so sometimes I just show them the directions by saying go straight forward or take the path... the urban or the rural path.... Or something like this... I show them the destination and the different roads

5-And sometimes, I have some obstacles like... when guiding touristic through difficult geographic sites ... in this case, I ...I...I use some help from the local people

who are living in the different places that we visit....most of the time the local people are very welcoming and there... there are very helpful ... and they help the tourists.

N.B the other participants did not say anything. They could not express their ideas.