Needs Analysis of Reading and Writing Skills for Tour guide Students in Kenya

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ARTICLE INFORMATION	ABSTRACT
	A course designed on the premise of needs analysis contributes, to some extent, to the threshold for curriculum development and syllabus design. This article presents an argument that needs analysis is an integral part of course design by focusing on the skills of reading and writing both as learning and target needs for tour guide diploma students in Kenya. The study adopted a descriptive research design and the data is extracted from Orang'i (2013) MA study. It emerged that reading tasks of scanning, skimming, reading for note taking, and summarizing revealed needs as learnings for both learners and teachers. In addition, the writing skills tasks that revealed learning needs for both learners and teachers were developing ideas, grouping ideas, and spelling correctly. Further, reading tasks that revealed target needs are business letters, e-mail messages, fax messages, instruction booklets, minutes of a meeting, tickets, and invoices. On the other hand, writing tasks that revealed target needs were writing: business letters, e-mail messages, reports, itineraries, tour commentaries, legal documents, and brochures. Based on the findings of this study, it can be summed up that learners' needs are revealed whenever a needs analysis is conducted and should, therefore, be a must-do in any course design.

1. Introduction

The undisputed status of the English language as the lingua franca in the world points to the fact that it cannot be ignored in conducting business. Its importance cannot be overemphasised in the tour guiding domain and, therefore, learners ought to be taken through an English language course that meets the expectations of the job market. Designing a course requires adherence to all the stages prescribed in curriculum development. Richards and Renendya (2002, p. 65) stated that the process of curriculum development and syllabus design in language teaching usually involve assessing the needs of learners in a language programme, developing goals and objectives, planning a syllabus, selecting teaching approaches and materials, and deciding on assessment procedures and criteria. In that regard, one of the key stages in course design is needs analysis, defined by Richards et al. (1992) as the process of determining the needs for which a learner or group of learners require(s) a language and arranging the needs according to priorities. It is, according to Hutchinson and Waters (1987), the English for Specific Purposes (ESP) domain that needs analysis started and I, therefore, consider it an affront to ESP any attempt to design a course in the field without carrying out a needs analysis. In fact, Richards (2001) singled needs analysis as the most important aspect in ESP.

By conducting a needs analysis, course designers become accountable to the expectations held by learners and other stakeholders. The aftermath of a carefully designed course, one that does not purport to be one-size-fits-all, leads not only to satisfaction among learners but also furthers professionalism in curriculum development. Learners of different fields have unique needs that ought to be considered on their merit and measures put in place to meet those needs. The centrality of

needs analysis in the development of a course in ESP has been underscored by a number of scholars (Nunan, 1988; Robinson, 1991; Strevens, 1998; Dudley- Evans & St. John, 1998; & Sujana, 2005).

Learners taking tour guiding courses are offered an ESP course in order to empower them carry out their studies with minimal challenges and equally enable them perform their duties effectively. An ESP course is necessary for tour guides because most tourists who visit Kenya use English as a medium of communication. Given that Kenya's official languages are English and Swahili, it goes without saying that competence in the English language is a must-have for anyone looking for a job especially in the tourism sector. Prachanant (2012) underscored the important role of English in the tourism sector as one that is used as a means to communicate, negotiate, and carry out transactions with tourists by tourism employees. That notwithstanding, tourism is a top revenue earner for the Kenyan government and therefore it cannot be afforded to have service providers in the industry who are not able to communicate with the tourists. In order to ensure that the tour guide students receive top-notch training that meets the expectations of the job market, needs analysis is inevitable when designing an ESP course for them.

Reading and writing skills are core competencies not only in pursuing one's studies but also beyond the classroom. A learner's competence in the two skills, to a greater extent, determines the success in undertaking any course. A successful way to ensure that the skills of reading and writing are imparted in the learners is by ensuring that the course design is done in a manner that takes into consideration all the factors at play. It is on record that the aim of any ESP course is to ensure that it equips learners with the English language proficiency commensurate with the needs of the target situation (Sujana, 2005). Accordingly, learners are in a position to articulate their needs as Long (2005) noted that learners are far more active and cognitively-independent participants in the acquisition process than is assumed by the erroneous belief that what you teach and what they learn, and when you teach it is when they learn it. In fact, learners join courses cognisant, albeit to some extent, of what they know, what they want to learn, and what is required of them to be competitive in their prospective jobs.

ESP classes are highly motivating for learners as well as for the teachers. On the one hand, teachers feel that they are teaching what students will need in future, and it is also rewarding to teach according to perceived needs of one's students. On the other hand, it is motivating for students because they feel that their needs are being fulfilled since the content is designed to fit their needs, improve their abilities, and develop their competences in order for them to work properly in their prospective work stations. When the ESP learners take some responsibility for their own learning and are invited to negotiate some aspects of course design, the subject matter and course content have relevance for them. They also feel motivated to become more involved in their learning and often seem to participate more actively in class. West (1994) considers needs analysis to be a largely pragmatic activity. On the other hand, McDonough (1984) noted that it was the experience of many teachers that their target specifications seemed to break down with a group of learners who wanted to learn a variety of English or a particular skill that was not originally envisaged in their programme. As a result, they demanded that the programme be set up in a particular way because they had certain expectations of the whole teaching- learning process that they brought with them and estimated their own strengths and weaknesses according to certain criteria. In spite of the foregoing, learners have a voice that should be heard in the needs analysis process.

Rahmdina et al (2019) conducted a study on needs analysis for tour and travel students in Bengkulu city whereby focus was on all the four language skills and it emerged that listening and speaking were considered the most prioritised skills. In the same study, the skills of reading and writing were also found crucial for tour and travel students. On the other hand, Trang (2015) focused on needs analysis and problems of language use by tourism employees in international companies. He concluded that language skills were considered important in the following order: speaking, listening, reading, and writing. An interesting finding of the study was that employees faced difficulties in reading.

Whereas all the language skills: listening, speaking, reading, and writing are key for the learners, this study confines itself to the skills of reading and writing. The language skills of reading and writing, which are categorised as receptive and productive skills respectively, are key to learners both as learning and target needs. A review of the literature indicates that needs analysis is a crucial area in course design and no study, to the best of the researcher's knowledge, has focused on needs analysis in the Kenyan context even outside the tour guiding domain. The foregoing motivates this study which focuses on needs analysis of tour guide students. This study attempts to answer the following questions:

    i.   What are the perceptions of learners on the skills of reading and writing as target and learning needs?

    ii.   What are the perceptions of teachers on the skills of reading and writing as target and learning needs?

To respond to the above questions, the researcher adopted the Munbian (1978) approach that introduced the Communication Needs Processor (CNP) which is the basis of the approach to needs analysis. Basing their works on the approach, Chambers (1980) and Ritcherich and Chancerel (1980) came up with Target Situation Analysis (TSA) and Present Situation Analysis (PSA) respectively. The former endeavours to find out learners' language requirements in the prospective job market whereas the latter attempts to place the learners to where they belong in terms of language competence before the commencement of a course.

It is a strong recommendation by Hutchinson and Waters (1987) through their Learning Centred Approach that more attention be directed to how learners learn, that is, what the learners need to do in order to learn. Target needs are broken by Hutchinson and Waters (1987) into three: necessities – what the learner has to know in order to function effectively in the target situation; lacks – gaps between what the learner knows and necessities; and wants – what learners think they need, that is, learners' views about the reasons why they need language. By eclectically applying Munby (1978) approach in the analysis of the present and target needs and Hutchinson and Waters (1987) approach to establish the learners' learning needs the above questions will be answered.

2. Methodology
This study made use of the descriptive research design which allowed the obtaining of required information and explanation of the found phenomena. The study was based in Nairobi County, Kenya. This area of study was preferred due to its cosmopolitan nature and the many colleges that are at close proximity.

2.1 Sampling and Sampling Size
The researcher used stratified purposive sampling to select colleges for the study. All tour guide students in the selected colleges formed part of the study. Equally, teachers teaching an ESP course to tour guide students were selected for the study.

Table 1: Number of Students and Teachers Selected for the Study

Institution	No. of Students	No. of Teachers
Utalii College	36	02
Railway Training Institute	25	02
Dima College	11	01
Total	**72**	**05**

2.2 Data Collection Instruments
Questionnaire and interview were the only data collection instruments used. A questionnaire was used to collect data from students and teachers. The questionnaires were of the Likert-type scale (unimportant, of little importance, moderately important and very important). Equally, interview was used to collect data from tour guide firms' employers.

2.3 Data Analysis and Presentation
The statistical analysis of the data was done using SPSS version 17.0 and then the percentages and frequencies of the target and language learning needs of learners were calculated. The presentation of data was done using tables.

3. Results and Discussion
3.1.1 Reading Tasks as Learning Needs
The means of the reading tasks categorized as learning needs range between 4.29 – 2.99 and the tasks with the highest importance were reading intensively 80.5%, reading for note taking 75% and skimming 65.3%. The tasks with the lowest importance were referencing 34.8%, guessing the meaning of unknown words from context 33.4% and synthesizing 30.5%.

Table 2: Means and Standard Deviation Scores of Reading Tasks as Learning Needs

READING TASKS	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Predicting	72	3.50	.99	3.47	.90
Scanning	72	3.72	.90	3.33	.96
Skimming	72	3.75	.98	3.14	.82

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Reading intensively	72	4.29	1.06	3.40	1.03
Guessing the meaning of unknown words	72	3.01	1.01	3.82	.81
Referencing	72	3.00	1.04	3.86	.75
Analyzing	72	3.60	.98	3.54	.79
Synthesizing	72	2.99	1.04	3.58	.76
Making inferences	72	3.14	1.13	3.94	.80
Reading for note taking	72	4.00	.93	3.65	.92
Identifying main ideas	72	3.76	.89	3.68	.96
Finding supporting ideas	72	3.47	1.12	3.72	.85
Paraphrasing	72	3.60	.95	3.72	.82
Summarizing	72	3.57	1.05	3.54	.83
Transferring information	72	3.33	1.06	3.71	.89
Responding critically	72	3.42	1.13	3.86	.82
Speed reading	72	3.32	1.08	3.81	.76

The tasks of: predicting, scanning, skimming, reading intensively, analyzing, synthesizing, identifying main ideas and summarizing revealed needs. The other tasks did not reveal any needs since the mean difference between the importance attached to the tasks and their self-rating did not indicate need for those tasks.

3.1.2 Writing Tasks as Learning Needs
The means of the writing tasks categorized as learning needs ranged between 4.11 – 3.49 and the tasks with the highest importance were structuring sentences 79.2%, using appropriate vocabulary 76.3% and developing ideas 69.4%. The tasks with the lowest importance were spelling correctly 49.3% and using correct punctuation 48.6%.

Table 3: Means and Standard Deviation Scores of Writing Tasks as Learning Needs

WRITING TASKS	N	IMPORTANCE MEAN	SD	SELF RATING MEAN	SD
Structuring sentences	72	4.11	.86	3.37	.79
Developing ideas	72	3.97	.93	3.35	.77
Grouping ideas	72	3.60	.94	3.25	.76
Linking ideas	72	3.82	.86	3.14	.67
Using appropriate vocabulary	72	4.04	.83	3.28	.85
Using correct punctuation	72	3.49	.99	3.31	.73
Spelling correctly	72	3.54	1.08	3.28	.74
Adapting appropriate tone and style	72	3.75	.90	2.94	.75

All the writing tasks categorized as learning needs can be interpreted as a need or necessity in those tasks for the students because the mean difference between the importance and the students' self-rating is significant. There are basic tasks of writing that will enable the student achieve high level of competence in writing with regard to their prospective career as shown in the table above. Writing is productive and how it is done as students pursue their course determines to a great extent the ultimate success

3.1.3 Reading Tasks as Target Needs

The means of the tasks of reading regarded as target needs ranged between 4.36-2.90. The tasks with the highest importance were tickets 84.7%, business letters 81.6%, e-mail messages 79.2%, fax messages 62.5% and itineraries 61.1%. Those with the lowest importance were manuals 27.8%, magazines 27.2%, reports 25%, academic texts 23.6% and legal documents 20.8%. The learners rated their competence on 'reading dictionary entries' as above average. The tasks of reading 'business letters, fax messages, maps, e-mail messages, brochures, legal documents and itineraries' were rated as slightly below average. All the other tasks were rated as average by the learners. The table below shows the means of importance given to reading tasks as target needs by students.

Table 4: Means and Standard Deviation Scores of Reading Tasks as Target Needs

READING TASK	N	IMPORTANCE MEAN	SD	SELF-RATING MEAN	SD
Academic texts	72	3.07	.76	3.17	.73
Manuals	72	2.99	.94	3.28	.77
Newspapers	72	3.46	.71	3.44	.69
Business letters	72	4.36	.63	2.51	.62
Fax messages	72	3.72	.84	2.46	.91
Magazines	72	3.17	.75	3.47	.76
Reports	72	3.04	.72	3.10	.67
Maps	72	3.32	.57	2.88	.67
e-mail messages	72	4.07	.77	2.83	.60
Brochures	72	3.40	.78	2.90	.80
Dictionary entries	72	2.90	.73	4.29	.74
Memos	72	3.17	.62	3.18	.65
Instruction booklets	72	3.38	.68	3.32	.70
Legal documents	72	2.83	.80	2.72	.77
The agenda of a meeting	72	3.24	.77	3.22	.73
The minute of a meeting	72	3.39	.84	3.18	.69
Newsletters	72	3.24	.88	3.38	.63
Catalogues	72	3.06	.57	3.36	.79
Tickets	72	4.24	.70	3.46	.80
Itineraries	72	3.79	.80	2.74	.69
Vouchers	72	3.14	.71	3.10	.71
Invoices	72	3.39	.61	3.31	.68

The tasks regarding reading of manuals, magazines, dictionary entries, newsletters and catalogues did not reveal any need unlike all the other tasks that revealed needs.

3.1.4 Writing Tasks as Target Needs

The means of the tasks of writing regarded as target needs ranged between 4.69-3.33. The tasks with the highest importance were tour commentaries 96.3%, business letters 86.4%, legal documents 84.7%, itineraries 80.5% and e-mail messages 80.5%. Those with the lowest importance were agendas 55.6%, user manuals 55.6%, fax messages 52.8% and notes 48.7%. The learners rated themselves as average in the following tasks of writing: minutes, agendas, notes, reports, user manuals, complaint letters, complimentary letters and filling reservation forms. The other tasks were rated as slightly below average. The table below shows the means of importance given to writing tasks as target needs.

Table 5: Means and Standard Deviation Scores of Writing Tasks as Target Needs

WRITING TASK	N	IMPORTANCE MEAN	SD	SELF-RATING MEAN	SD
Business letters	72	4.39	.68	2.75	.76
Memos	72	3.81	.76	2.83	.78
Minutes	72	3.78	.63	3.22	.67
Agendas	72	3.71	.79	3.11	.70
Notices	72	3.65	.65	2.96	.83
e-mail messages	72	4.14	.71	2.69	.64
Fax messages	72	3.56	.64	2.92	.72
Notes	72	3.67	.76	3.78	.80
Reports	72	3.67	.76	3.14	.69
Itineraries	72	4.13	.71	2.86	.79
Tour commentaries	72	4.69	.46	2.82	.75
Legal documents	72	3.33	.73	2.97	.83
User manuals	72	3.58	.64	3.43	.64
Brochures	72	3.94	.69	2.96	.72
Complaint letter	72	3.74	.67	3.19	.78
Complimentary letters	72	3.76	.68	3.14	.81
Fill reservation forms	72	3.79	.71	3.28	.82

All the needs except writing notes revealed needs for the students. This means that the students valued the writing tasks that were under the writing skill and this is partly because most of the tasks are very vital in the tourism industry.

The writing tasks in the above table are very crucial in the tourism sector and the tour guides who are in training should be taught their format as well as where and when they are used. This is in convergence with Sucompa (1998) findings that tourism workers had high needs in writing programmes because for them to operate outbound and inbound tours, tourism workers needed to write correspondence or e-mail to contact travel agencies. In conclusion, the researcher can say that writing business letters, tour commentaries, itineraries, brochures, e-mail messages and filling reservation forms are a must know for a tour guide.

3.2 Learning and Target Needs by Teachers

3.2.1 Reading Tasks as Learning Needs

The reading tasks regarded as learning needs had 17 tasks. The tasks with the highest importance were summarizing 100%, scanning, guessing the meaning of unknown words from context, identifying main ideas and finding supporting ideas at 80%. The means ranged between 4.60-2.40. The table below shows the means of importance given to reading tasks as learning needs by ESP teachers.

Table 6: Means of Reading Tasks as Learning Needs

READING TASK	N	IMPORTANCE MEAN
Predicting	05	2.40

Scanning	05	4.00
Skimming	05	3.80
Reading intensively	05	4.00
Guessing the meaning of unknown words from context	05	3.00
Referencing	05	2.60
Analyzing	05	2.80
Synthesizing	05	2.80
Making inferences	05	3.40
Reading for note taking	05	4.60
Identifying main ideas	05	4.00
Finding supporting ideas	05	3.80
Paraphrasing	05	2.80
Summarizing	05	4.40
Transferring information	05	2.60
Responding critically	05	3.60
Speed reading	05	3.00

For the students to be competent tour guides, they have to be good at reading for it is the means through which they can get to the destination (target needs). Reading tasks shown in the table above are extremely important for the students because the materials that they use in the course are in English. This is why the ESP teachers considered the reading tasks of scanning, skimming, reading intensively, reading for note taking, finding supporting ideas, identifying main ideas and summarising as the core tasks that should be given priority in the design of an ESP syllabus. The learners will be expected to read information in both written and electronic forms and hence the need for more practice.

3.2.2 Writing Tasks as Learning Needs
The reading tasks regarded as learning needs had 11 tasks. The tasks with the highest importance were developing ideas 100%, addressing the topic, grouping ideas and linking ideas at 80%. The means ranged between 4.80-2.20. The table below shows the means of importance given to writing tasks as learning needs by ESP teachers.

Table 7: Means of Writing Tasks as Learning Needs

WRITING TASK	N	IMPORTANCE MEAN
Structuring sentences	05	3.60
Addressing topic	05	4.00
Developing ideas	05	4.80
Grouping ideas	05	4.20
Linking ideas	05	4.40
Organising the product	05	3.40
Using appropriate vocabulary	05	3.00
Expressing clearly	05	3.80
Using correct punctuation	05	2.80
Spelling correctly	05	3.80
Adopting appropriate tone and style	05	2.20

The ESP teachers considered the basic writing tasks of addressing topic, developing ideas, grouping ideas, linking ideas, spelling correctly and structuring sentences as crucial to the students. These tasks can be said to be the foundation whenever one is learning other tasks of writing. This will indeed help the students to move from their present situation to the target situation.

Part 2 of the questionnaire sought the perceptions of the English teachers as regards to the target needs of the learners. The teachers were expected to use a Likert – type scale to rate the importance of the learners getting involved in the given language skills for their target needs. The Likert –type scale had the options of unimportant, of little importance, moderately important, important and very important.

3.2.3 Reading Tasks as Target Needs
There were 21 reading tasks regarded as target needs by English teachers. The tasks with the highest importance included business letters 80%, e-mail messages 80% and tickets 80%. Those with the lowest rating were dictionary entries, newsletters and magazines/periodicals. The table below shows the means of importance given to reading tasks as target needs by ESP teachers.

Table 8: Means of Reading Tasks as Target Needs

READING TASK	N	IMPORTANCE MEAN
Academic texts	05	3.20
Manuals	05	2.80
Newspapers	05	3.00
Business letters	05	4.60
Fax messages	05	3.80
Magazines/periodicals	05	3.00
Reports	05	3.60
Maps	05	3.40
e-mail messages	05	4.80
Brochures	05	4.20
Dictionary entries	05	2.20
Memos	05	3.20
Instruction booklets	05	3.60
Legal documents	05	3.20
The agenda of a meeting	05	3.20
The minutes of a meeting	05	3.80
Newsletters	05	3.00
Catalogues	05	3.20
Tickets	05	4.40
Itineraries	05	4.60
Invoices	05	3.60

The teachers considered the reading tasks that are closely associated with the tour guiding profession more important. The importance attached to these tasks is due to the specificity of an ESP course whereby the content is dictated by the learners' reasons for learning. Reading is such an important skill as it enables the tour guides to be up-to-date by reading newsletters, magazines and even newspapers.

3.2.4 Writing Tasks as Target Needs
There were 14 tasks regarded as writing tasks by English teachers and most of them were regarded as important as it will be shown hereafter. Those with the lowest rating included writing user manuals and leaflets. The table below shows the means of importance given to writing tasks as target needs by ESP teachers.

Table 9: Means of Writing Tasks as Target Needs.

WRITING TASKS	N	IMPORTANCE MEAN
Business letters	05	4.80
Memos	05	3.40
Agenda	05	3.40

Notices	05	3.20
e-mail messages	05	4.80
Fax messages	05	3.80
Notes	05	4.00
Reports	05	3.60
Itineraries	05	4.80
Tour commentaries	05	5.00
Legal documents	05	3.60
User manuals	05	3.00
Brochures	05	4.00
Leaflets	05	3.00

Writing tasks will be very important for the prospective tour guides in that they will be required to write some documents in the course of their duty. The students should be taught the format of the documents that are commonly used by tour guides such as business letters, memos, e-mail messages, itineraries, tour commentaries and many more and this corresponds with the writing needs as articulated by students in the results above.

4. Discussion

The reading tasks categorised as learning needs that were regarded as important and exhibited a need through self-rating were predicting, scanning, skimming, reading for note taking, identifying main ideas and summarising. On the contrary, the tasks of referencing, guessing the meaning of unknown words from context and synthesizing were not considered important and did not reveal any need. The findings imply that the students need to read and understand the course materials to a considerable degree if at all they want to emerge successful. Tasks such as reading intensively and reading for note taking have been considered very important and the students have rated themselves lowly because they play a critical role in the overall course. The students cannot succeed in the course if their reading culture is poor. This is a corroboration to Sadiku (2015) assertion that through reading we learn a lot and it is the most prominent language skill. Indeed, reading is a bedrock in taking any course and to some extent a prerequisite to mastering the other skills. In addition, learners ought to be taken through the various strategies of reading since different scenarios require different strategies.

The writing tasks categorised as learning needs that were regarded as important and exhibited a need through self-rating were structuring sentences, developing ideas, grouping ideas, linking ideas, using appropriate vocabulary, using correct punctuation, spelling correctly and adapting appropriate style and tone. The tasks of spelling correctly and using correct pronunciation were not considered important and did not exhibit any need. The findings on writing skills as learning needs show that learners are conscious of the basics of writing that eventually make any piece of writing coherent. In fact, the tasks that were considered important form part of the stages of good writing and without a well-structured writing, learners will not be in a position to follow the notes that they make in the process of learning. Equally, having a command of the above writing tasks means that learners will be able to express themselves in examinations.

The reading tasks categorised as target needs that were regarded as most important and exhibited a need through self-rating included: business letters, fax messages, maps, e-mail messages, brochures, instruction booklets, minutes of a meeting, tickets, vouchers and invoices. On the contrary, reading manuals, magazines, dictionary entries, newsletters and catalogues were not regarded important by the students. From the findings, the prospective tour guides will be expected to be knowledgeable in the reading skill since most materials that they will be encountering in the field will be written. The more they read, the more they get updated on the changes that are taking place in the tourism industry and adjust accordingly. This is partly the reason why materials or documents that are related to tourism have been considered important by the respondents for the target situation. The students need to be efficiently prepared in order to understand detailed information of tourist documents such as tickets, e-mail messages, itineraries, fax messages and business letters and many more that point directly to the target situation. Failure to prepare students adequately for the reading tasks expected of them will further the finding by Trang (2015) that employees faced difficulties in reading. Poor reading skills by tour guides may lead to losses in the tourism sector because failure by employees to read and comprehend communication can result in tourists cancelling their travel plans.

The writing tasks categorised as target needs that were regarded as most important and exhibited a need included: business letters, memos, agendas, notices, e-mail messages, fax messages, reports, itineraries, tour commentaries, legal documents,

user manuals, brochures, complaint letter, complimentary letter and filling reservation forms. The writing of notes task was not considered important. The foregoing target needs suggest that learners are aware of what competencies are expected of them once they join the job market. In the execution of their duties, writing business letters, e-mail messages, for instance, is a must-have skill that they ought to master.

5. **Conclusion**

This study investigated the reading and writing skills as learning and target needs for tour guide diploma students from the students' and teachers' perspectives. Overall, the needs that were given prominence by both the teachers and students in terms of learning needs include: scanning, skimming, reading for note taking, identifying main ideas, and summarising for reading skills; developing ideas, grouping ideas, and spelling correctly for writing skills. In addition, the target needs as perceived by both learners and teachers include reading of business letters, e-mail messages, fax messages, instruction booklets, minutes of a meeting, tickets, and invoices. Equally, writing of business letters, e-mail messages, fax messages, reports, itineraries, tour commentaries, legal documents, and brochures were perceived as target needs for both learners and teachers. This study has demonstrated the vitality of needs analysis before designing any ESP course. These findings go a long way in informing decision making by teachers and curriculum developers. The inevitability of needs analysis in a tourism-related course cannot be overemphasised given the large amount of revenue generated by the tourism industry in many countries. Needs analysis should an ongoing process and ESP practitioners should not see it as trivia but rather a necessity in course design. In spite of the findings of this study, it cannot go unmentioned that this study focused on only two language skills and three colleges formed the sample. Therefore, there is need for a wider study that entails all the language skills and a bigger sample. In addition, it is recommended that a needs analysis study on other fields that have ESP as part of their curriculum be carried out in order to have an understanding on their language needs.

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