



Ain Shams University

Faculty of Education

Curriculum & Instruction Department

# **The Effect of Content-Based Instruction Program on Developing Some English Speaking skills for Tourism & Hotels Students**

A thesis submitted for the Master Degree in Education

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Prepared by

**Eman Mahmoud Abu El Fadle**

English language instructor at The Higher Institute for Tourism& Hotels

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Supervised by

**Dr. Faisal Hussein Abdu-Allah**

**Dr. Ramadan Fareed**

Associate Prof. of Linguistics  
English Department

Lecturer of Curriculum & Instruction  
(Curriculum & Instruction of English Department)

**Faculty of Education**

**Faculty of Education**

**Ain Shams University**

**Ain Shams University**

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**Research title:** The Effect of A Content-Based Instruction Program on Developing Some English Speaking skills for Tourism & Hotels Students

**Author :** Eman Mahmoud Abu El Fadle

**Supervisor (s):** Prof. Dr. Faisal Hussein Abd-Allah, Associate Prof. of Linguistics, English department, Faculty of Education , Ain Shams University

Dr. Ramadan Fared Mustafa Nassar , Lecturer of Curriculum & Instruction (EFL), Faculty of Education, Ain Shams University

**Source**

Faculty of Education, Ain Shams University, Egypt

### **Abstract**

This study was conducted to investigate the effect of a Content-Based Instruction program on developing some English speaking skills for tourism and hotels students. It was conducted in The Higher Institute for Tourism and Hotels (EGOTH), at Luxor, Egypt , adopting experimental design . For this purpose, two groups (N = 84) were randomly chosen, a control group and an experimental group. Students of the experimental group were taught the proposed program. To test the program's effectiveness, pre and post tests were administered on both groups. Results showed that the performance of the experimental group students was better than the control group due to the effect of the proposed program. Results also indicated that developing some speaking skills helped developing the general language proficiency of the experimental group.

### **Keywords:**

Content-based instruction, speaking skills, program, developing.

## Table of Contents

<b>Content :-</b>	<b>Page</b>
Abstract .....	(i)
Acknowledgements.....	(ii)
<b>Chapter I :- Background and problem.....</b>	<b>(1)</b>
1-1 Introduction.....	(2)
2- The problem of the study:.....	(4)
3- Questions of the study :.....	(6)
6- Hypotheses of the study .....	(7)
7- Delimitations of the study .....	(8)
8- Methods and procedures .....	(8)
(8-a) Tools of study .....	
(8-b) Procedures of the study :	
9- The main pilots of the study.....	(8)
10- Definition of terms.....	(10)
<b>Chapter TWO : Review of Literature and Related studies</b>	
2-1-1 Introduction:-.....	(15)
2 -1-2 The definition of the speaking skill.....	(15)
2-1-2 The nature of the speaking skill .....	(18)
2-1-3 The Integration between speaking and other skills.....	(20)
2-1-4 Types of Speaking .....	(21)
2-1-5 Function of speaking skill.....	(22)
2-1-6 Characteristics of the good speaker .....	(23)
2-1-7 Components of the Speaking Skill.....	(25)
2-1-8 Speaking Sub-Skills.....	(32)
2-1-9 The importance of developing speaking skills in EEL.....	(35)
2-1-10 Techniques for Developing the Speaking Skill.....	(36)

2-1-11 Factors Facilitate Developing-Speaking Skills .....	(390)
2-1-12 Difficulties of Developing the Speaking Skills.....	(40)
2-1-13 The difficulties of assessing the speaking skill.....	(42)
2-1-14- Techniques of Assessing the Speaking Skill.....	(44)
<b>2-2Content-based Language Instruction (CBLI)</b>	
2-2-1- Introduction.....	(48)
2-2-2 Definition.....	(49)
2-2-3-Reasons for choosing Content-Based Instruction.....	(50)
2-2-4- Significance of Content-Based Instruction (CBI).....	(52)
2-2-5 The difference between CBLI & traditional TESL.....	(54)
2-2- 6- Theoretical foundations of CBLI .....	(56)
2-2-7 Characteristics of CBI .....	(58)
2-2-8 Implementing CBI in ESP contexts.....	(60)
2-2-9-Significance of CBI in ELT programs.....	(61)
2-2-10Models of Content-Based Instruction for Language Learners.....	(63)
2-2-11- Teaching Methods in Content-Centered SLI/FLI.....	(67)
<b>2-3 Review of the Related Studies.....</b>	<b>(69)</b>
<b>CHAPTER THREE METHODS AND PROCEDURES.....</b>	<b>(80)</b>
3.1 Introduction.....	<b>(81)</b>
3- 2 Subjects of the Study.....	(81)
3-2- Tools of study .....	(81)
3.2. The quantitative tools. ....	(81)
3.2.1.1. The students' questionnaire. ....	(83)
3.2.1.2. The Tourism & Hotels lecturers' questionnaire.....	(89)
3.2.1.3. English language instructors' questionnaire.....	(94)
3.3. The qualitative tools.....	(98)
3.3.1 Class observation.....	(98)
3.3.2 Informal discussion.....	(99)

3.3.3 Informal interviews.....	(99)
3.3.4. Visits to Hotels and Bazars .....	(99)
3.4. Data analysis of the main pilot study: findings and discussion .....	(100)
3-5-1- The pre- post test .....	(113)
3-5-2- Scoring the test .....	(115)
<b>The Program.....</b>	<b>(117)</b>
CBI Speaking Program	
Description of the program.....	( 116)
Pilot Administration of the Program .....	(116)
Guidelines for the Proposed Program.....	(117)
Teaching methods and teaching strategies.....	(118)
Evaluation of the proposed program .....	(119)
The Content of the Program.....	(120)
3-2-B- Difficulties of the study .....	(124)
<b>CHAPTER FOUR Results and Discussion</b>	
4- a- Results and Discussion .....	(127)
4- 5 Statistical Analysis.....	(128)
<b>CHAPTER FIVE</b>	
<b>SUMMARY,FINDINGS, PIDAGOGICAL IMPLICATION, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH</b>	
5-1- Summary.....	(138)
5-2 - Findings .....	(140)
5-3 Pedagogical Implications .....	(140)
5-4- Recommendations.....	(141)
5-5 - Suggestions for further research .....	(142)
5- 6 Conclusion.....	(142)
REFERNCES.....	( 143)
- Appendix (A) The Jury list .	
- Appendix (B) The Program	
- Appendix (C) The Pre- post test	
- Appendix (d) The Summary in Arabic	

## **10- List of abbreviations:**

CBI :- (Content-Based Instruction)

TEFL :- ( Teaching English as a foreign language)

TESL :- (Teaching English as a second language )

ESP :- (English for specific purposes )

LSP :- (Language for specific language )

CBLI :- ( content- based language instruction )

## **Chapter I**

### **Background and problem**



## **Chapter I**

### **1-1 Introduction**

English language has become an international language among nations. It is spoken, learnt and understood even in those countries where it is not a native language. It is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to in wider circles.

The speaking skill plays a vital role in the communication process. It is the most important type among linguistic activities. Developing the speaking skills helps in creating an effective communication among people because it is an active part in their daily life and a tool of learning. Alua (2007, p.1) states that "speaking is a complicated mental process and a productive skill". Teachers should use appropriate teaching strategies for developing the speaking skill according to its nature and the individual differences among learners.

Byrine (1991, pp1-12) states that developing the speaking skill, focusing on accuracy and fluency of language, involves the activities which give space for conversations, discussions, storytelling, various games, and also project work carried out within groups or pairs.

The researcher has felt through her work as an instructor of language at The Higher Institute for Tourism & Hotels that students had many problems in their speaking skills. These problems were reflected in

their poor oral performance and their ability to use the English language to achieve real communication purposes. There is also a shortage in the evaluation system of the students' speaking skill. Christopher (1990) argues that English is divided according to the purpose of learning into two main branches :

1- English for general purposes. (**EGP**)

2- English for specific purpose. (**ESP**)

The difference between the two types is in the purpose of learning the language itself. Johns (2009) argues that the contents of **ESP** deal with specific language areas and specialized topics in the language. **ESP** field is divided into many different types such as business, technology, physics, tourism & hotels.....,etc.

Robinson (2006) defines **ESP** as the teaching of English, not as an end in itself, but as an essential means to a clearly identifiable goal .Hutchinson and Waters (1987,p.21) define **ESP** as:" an approach to language teaching which aims to meet the needs of particular learners." . Others define **ESP** as:" a form of English teaching in which learners' purposes and needs are specifically built into the curriculum."

All these definitions agree that **ESP** is normally goal- oriented. That is, students study English, not because they are interested in the English language, but because they need English for study or work purposes. They also agree that an ESP course is based on a needs analysis which aims to specify as closely as possible what exactly is that students have to do through the medium of English . **ESP**, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning. This leads

the researcher to define ESP as "the approach that achieves specialization in the field of ELT through meeting the specific needs of learners."

## **2- The problem of the study:**

Teaching English as a foreign language is very important for students in general, but is more important for those who will work in the field of tourism and hotels in particular (Harding & Henderson, 2002). This is because they use English language all the time and mostly they deal with native speakers of English. So, the English language curricula for tourism and hotels students should fulfill the demands and requirements of English Language used in this field.

Students in the field of tourism and hotels will work in different places related to tourism such as hotels ,ships , airports, travel agencies ,bazaars , temples , museums , restaurants ,entertainment places ,.....etc. . In all these places the employees deal with tourists directly or indirectly. Their jobs vary in nature and difficulty, but they are common in one thing, namely they use English language in communicating with tourists or dealing with other touristic organizations inside Egypt or abroad.

By meeting some of those employees in Luxor governorate before carrying out the study and discussing them they expressed their deep desire of being successful at work and understanding their customers. Through some interviews the researcher concluded that they need to:

1-Have the ability of passing an interview which is mainly carried out in English language.

- 2-Participate in a correct dialogue in the different situations.
- 3-Understand what the tourists say.
- 4-Use the technical vocabulary of tourism and hotels.
- 5- Express their point of view towards the temporary issues in a correct English language .
- 6- Ask, answer , thank and complain or in another word to express their feeling and to interact with tourists .
- 7- The sellers or shop assistants , cashier and drivers need to know numbers and names of coins & currency in English because they deal with money during buying and selling .
- 8- Drivers need to know names of places , institutions and organization, also need to identify distances and time in English .

All these needs, in addition to a lot of items, are used during speaking English, which means that they need to improve their English speaking skills to be more successful in their work.

The researcher observed during teaching in Tourism and hotels institutes that students make a lot of mistakes related to their lack in English language skills. The researcher felt that tourism and hotels students need to have **ESP** courses that help them acquire the linguistic and communicative skills related to their field. Abo zeid (1998) pointed out that courses offered to the learners of English for specific purpose should satisfy their needs and the actual demands of their jobs. These courses have to reflect what learners actually need.

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Content-based instruction is mainly applicable in the **ESP** field (Brinton, Snow, Wesche 1989). Consequently, it is applicable in English for tourism and hotels field. **CBI** considers the needs of the learners and meets the actual requirements of tourism & hotels students as much as possible. Therefore, the present study attempts to propose a content-based instruction program for developing some English language speaking skills of tourism and hotels students.

**So, the problem can be outlined as follows :**

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- 1- Students are unable to speak English correctly in the fields of tourism & hotels.
- 2- The curricula of English don't consider the actual needs of this field.

### **3- Questions of the study :**

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The main question is

**"What is the effect of a content-based program on developing some of English language speaking skills for tourism and hotels students ?**

Then these sub-questions can be driven from the main question :-

- 1- What is the actual level of the students' English speaking skills in tourism and Hotels institutes ?
- 2- What are the most appropriate speaking sub skills that the students, graduates and employees of tourism and Hotels field need to improve ?
- 3-What are the features of a suggested program , which is built on Content-Based Instruction, that may satisfy these needs.

4- What is the effect of the suggested program on developing some of English language speaking skills for tourism and hotels students?

5- How far the students of tourism and hotels are satisfied with the suggested program in developing some of their English language speaking skills.

### **5- Objectives of the study :**

1- Designing the needs assessment questionnaires to evaluate the existing curricula of **TEFL** in tourism and hotels faculties in an attempt to upgrade it.

2-Determining the most appropriate English language speaking skills that students of tourism and hotels need.

3- To present the developed content-based program with materials relevant to the students field of interest and therefore increase their interaction with the suggested content-based program.

4- This content-based instruction helps students of tourism and hotels to develop their English language speaking skills.

5- The success of the suggested content-based program may encourage researchers to develop similar **CBI** in **ESP** for other faculties.

### **6- Hypotheses of the study :**

1- There are no statistically significant differences between the participants' means scores (experimental and control groups) on the English language pretest.

2- There are no statistically significant differences between the mean scores of the control group on the pre-test and post-test of English language

2- There are statistically significant differences between the participants' mean scores (experimental and control groups) on the English language for the experimental groups.

3- 4- There are statistically significant differences between the mean scores of the experimental group on the pre-test and post-test of English language for the post-test.

### **7-Delimitations of the study**

The study is limited to the following:

1- Language area: Some of English language speaking skills .

2- Using a content-based program as an instructional strategy.

3-Participants: Choosing 84 students from the Higher Institute for Tourism and Hotels, Second year to form the participants of the study.

4-Luxor city as an area of tourism and hotels.

### **8- methods and procedures :**

They will be discussed in details in chapter (3).

### **The main pilot study**

The main pilot study focuses specifically on the Tourism and Hotels departments , the concern of the research. It consisted of a students' questionnaire, Tourism & Hotels instructors' questionnaire and an English language instructors' questionnaire (see appendix B). The purposes of the questionnaires were: