Review Article

English in the Workplace: An Analysis of the Communicative Needs of Benin Banking, Tourism and Travelling Personnel

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Abstract

This research is an exploratory study of the use of English by Benin banking, tourism and travel Personnel. It attempts to examine the communicative needs of this personnel in their workplaces by shedding light on their needs, wants, lacks and attitude towards English. It is a need analysis performed to find out the professionals' needs of English in their specific area of work. This analysis makes sure that the course will contain relevant and useful skills to learn. It also enables the course designers to achieve a detailed profile of what this category of professionals need to be able to do in English in order to produce a specification of the language skills, function and forms required to carry out the communication described in the needs profile. The current study has been carried out using the mixed methods, qualitative and quantitative methods. The sample consists of thirty personnel to whom questionnaires are distributed by type of work. Fifteen ESP teachers were interviewed. The data was collected by means of questionnaires, class observation, interviews and analysis of the results were obtained. On the one hand the results have shown that the workers' perceptions of their needs, wants and lacks are greatly affected by their attitudes toward English. On the other hand the results provide a useful input for developing a curriculum or designing an ESP to meet the communication needs of these personnel and thus ensure their efficiency at their workplaces.

Keywords: Need Analysis, communication needs, English for Specific Purposes, wants, lacks.

1. INTRODUCTION

The goal of any language learning theory is to bring its learners to communicate using this language whenever and wherever it is required. In fact, after long studies, there are few learners who hardly reach the target of speaking English to convey meaningful messages. This is due to their negative attitude towards the English language because of the teaching methods or other demotivating factors such as fear, lack of confidence and the environment in which the learners live which impacts negatively on their desire to speak the English language. It is the case of Beninese personnel of Bank, tourism and travelling agencies whose ultimate needs is to communicate in English for their workplace activities, but unfortunately, they are unable to do so. This research work intends to find out the communicative needs of these personnel to allow them to be part and parcel of this globalized world where English has an important role to play.

2. PROBLEM STATEMENT

The explosion in business and communications technology has revolutionized the field of English language teaching, and has radically shifted the attention of course designers from teaching English for Academic purposes to teaching English for more specialized purposes. Therefore, language acquisition research into language teaching have led to an increased interest in investigating the most effective ways of improving the ability of workers in using English for specific purposes at the workplace. (Li So-mui and Mead, 2000; Lohiala-Salminen 1996). As a matter of fact, the need analysis of this study is going to be conducted on the use of English in bank, travel and tourism agencies. The details problems are listed below:
1. What are the present needs, wants and lacks of the bank, travel and tourism agents in using English in their routine job?

2. To what extent do these professionals have problems when using English to communicate with foreign clients for their jobs

These educational studies have been developed with the recognition that learning English for specific purposes play an important role in employees' and administrators' success in their fields of work and business environments.

PURPOSE

The purpose of this research is to provide brief need analysis on the English usage by bank, travel and tourism agents. The analysis reveals what the typical language needs are. The details objectives are stated below:
1. To describe the present needs of these professionals in using English in their routine jobs
2. To describe the problems when using English to communicate with foreign clients

Since English is widely imposed all over the world in all aspects of life especially economy and commerce, the researchers have found it beneficial to put the light on the high benefits gained by involving English language in the field of banks, travel and tourism as a superb communication tool.

This work arose from the on-going process of research in the field of teaching/learning English for Specific Purposes. More specifically, it is developed from an attempt to revise our study plan continuously based on the results of other studies on ESP along with an authentic analysis of professionals' perceptions of needs, wants and lacks in the workplace. The rationale behind choosing these three areas of work (banking, tourism and travelling) for the purpose of investigation is because they are three of the most important fields in which English is used extensively. So, for a better understanding of the day-to-day activities and the 'real world' needs of these workers, an empirical investigation was carried out so as to see whether the type of material and skills being taught to these employees suit their needs or not. Given the importance of the learner's attitude in the process of learning any foreign language, we find it essential to examine the employees' attitude toward English in general, and English for Specific Purposes in particular. So this study concerns itself partially with studying language use, attitudes, and the workers' perceptions of ESP in light of their abilities and 'real world' need.

3. LITERATURE REVIEW

This review deals with the useful and relevant scholars' works that I have read while dealing with this paper. The present literature review takes into account the following sub-topics.
• General considerations of ESP and its characteristics.

• Needs , Needs Analysis, Needs Assessment
• Syllabus Design , the teaching method and the material production
• Communicative needs of language teaching and learning to bank , travel and tourism personnel

3.1 General considerations of ESP and its characteristics

Hutchinson and Waters (1987) , talking about the emergency of ESP argue that rather than simply focus on the method of language delivery, more attention should be given to the ways in which learners acquire language and the differences in the ways language is acquired. Thus, designing specific courses to better meet these learners' needs was a natural extension of this thinking. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Johns and Dudley-Evans (1991) note that ESP requires a careful research and design of pedagogical materials and activities for an identifiable group of learners within a specific learning context. Strevens (1988) provides a list of characteristics of ESP. He states that in order to define ESP there is a need to distinguish between four absolute and two variable characteristics. According to absolute characteristics, ESP consists of English language teaching which is "designed to meet specified needs of the learner; it is related in content (i.e., themes and topics) of particular disciplines, occupations and activities; and it is centered on the language appropriate to these activities in syntax, lexis, discourse, semantics, and analysis of this discourse in contrast with General English", Johns and Dudley-Evans (1991, p. 298). So ESP focuses on learners' needs and it will is to find ways and means to satisfy these needs.

3.2 Needs and needs assessment

Berwick (1996) considers need as a gap or measurable discrepancy in what learners need and what they receive in language programs. Determining the learners' needs in order to achieve the desired target situation is seen as the target of any needs assessment process.

For example in a study which took place in a specialized business context involving senior German bankers, Edwards (2000) has observed that there is a correlation between the place of work and the effective needs of workers in terms of language skills practised, terminology used, and syllabus design and materials used by workers. (Li So-mui and Mead, 2000; Edwards, 2000; Lohiala-Salinen, 1996; Hutchinson and Waters, 1987

It is possible to conclude that needs assessment enables us to obtain valid and reliable information which helps us to better target our services and efforts. Once the needs of learners are known, an analysis should be made in order to take measures to meet them.

3.3 Needs Analysis

Needs Analysis is one of the critical steps to define the foundation upon which the whole syllabus design structure is built. In many cases, for syllabus design many EFL schools and institutions rely on a text-book for course planning as the sole syllabus. Such a process eliminates the need of a time consuming and often expensive syllabus design process which is often adequate for many general English courses where a suitable text book exists. Nevertheless, such an approach ignores the specific learning needs of the target learners (teaching English for no obvious purposes), something that could be examined through a Needs Analysis (NA) process. One area that has a higher regard for needs analysis is ESP course design because some workers may use English extensively and some very little.

However, conducting a needs analysis could still prove beneficial as many employees could potentially work in different domains with different categories of clients and therefore require some degree of language skills. If these particular needs were identified and included in a syllabus, the needs of the learners who would in the future require some degree of English proficiency would be met. Some of the professionals may need to use English in their working lives and this course would help prepare them for this.

According to Benesch (1996), needs analysis enables to identify the "element of learners' target English situations and using them as the basis for EAP/ESP instruction" (p.723). For Tsou (2009), "needs analysis helps to identify what learners will be required to do with the foreign language in the target situation" (p.82). Target situation analysis is therefore an important component of needs analysis (Brown, 1995; Richards, 2001; Walters, 1987). So, in order to determine employees' needs, the future situation in which they are going to use the language should be thoroughly analyzed to identify the language components that will be necessary to function well in the target situation. The target situation here may refer to the working environment in which the learners are going to use the variety of English to be learnt. Needs analysis therefore makes it possible to know what learners should know in order to be effective in that target situation. (Songhori, 2007).

Many other reseachers also give their points of view about this issue of needs and needs analysis. Some of them are: Perren (1974), James (1974), Mc. Donald and Sager (I975), Richterich et al., (1978), Richterich and Chancerel , Munby's, Brumfit (1978), etc.

After the needs analysis process, the step related to syllabus should be carried out to know what to teach to learners to remedy the shortcomings.

3.5 The Syllabus Design

A syllabus may be process-oriented or product oriented (Wette, 2011; Newby, 2004; Nunan, 1988; white, 1988).The process -product dichotomy is well illustrated by White (1988) for whom the product-oriented syllabus focuses on "what is to be learnt" and its content is selected by experts and seen as a gift to the learner by the teacher; its objectives are defined in advance, and it is external to the learner. On the other hand, the process- oriented syllabus focuses on the question "How is it going to be learned?" and, as a consequence, it is "negotiated between learners and teachers" and learners and teachers are thus joint decision- makers, and most importantly, objectives are described afterwards " (White , 1988, pp . 44-45). Both categories have their pros and cons. While the product – oriented syllabus is teacher centered and may appear controversial today, it has the advantage of defining objectives in advance. On the other hand, the process-oriented curriculum is too learner - centered as it is to be negotiated between the learner and the teacher in addition to leaving content to the discretion of the learner. Another important issue in syllabus is the organization of content. To that effect, Breen (2001)), suggests first to identify the knowledge and capabilities to be focused upon. A syllabus can follow a step by -step progression from less to more complex items or it can follow a spiraling or cyclical progression and in that case, skills, grammatical items, structures, functions and various types or texts are taught, refined, and revisited at later stages (Hall, 2011; Breen 2001; Richard 2001 ;Ministry of Education of Singapore, 2010). Hall (2011) also suggests that a syllabus can be organized according to usefulness or urgency whereby the focus is on " learners immediate needs " p. 203). With all this in mind, what would be the layout of a syllabus? The literature on syllabus design is quite prolific about the issues but much more limited on how a syllabus should be laid out. Johnson (1981) states that "A syllabus is essentially a job specification and as such it should set out clearly and precisely what is to be done, and the standards or criteria to be met by those who do it " (p. 34, as cited in Brown, 1955 , p. 142). But in practice, each teacher or institution decides on the degree of comprehensiveness of a syllabus to be designed . For ESP, learners' needs are often clearer and deserve adequate syllabus. For example task-based NAs which are gaining attention using multiple sources and methods to gather quality data. The different sets of data from these sources/methods can then be triangulated to produce credible results (Bosherand Smalkoski, 2002; Jasso-Agiullar, 2005; Long, 2005). Through comparison of the sources and methods and triangulating the results, it transpired that syllabus was required to do four things:

a) Provide nine areas of study (one area for each intensive course) that would be helpful to the employees in their working lives.

b) Provide a communicative course where professionals could adapt their current general English knowledge into their working situations.
c) Provide a course that took into consideration cultural issues when communicating with foreign businesspeople.
d) Provide realistic (authentic) examples of language.

So, if we are to teach English for Specific Purposes, we have to be clear about what those purposes are and we have to consider the ways in which we hope to achieve them. In other words, we have to design a syllabus that will meet the needs of the learners and adapt our methodology in order to teach the necessary skills.

A syllabus designed leads to its implementation through course design with appropriate materials production. Once a syllabus is designed it becomes necessary to find documentation to support and implement it.

Moreover a course should deal with the specific area of the learners depending on his/her needs. The area of the professionals for this case study is: meetings, business telephoning, business presentations, everyday conversations with clients, greetings and introductions, small talk situations etc.

3.6 Factors that should be considered in ESP Courses

According to Sysoyev (2000), there are some factors that should be considered in ESP courses:

*   Learners' analysis that can give two kinds of information. The first reflects learners' possession, their current level in their L2, ESP field knowledge in L1 and/or L2, motivation, methods of learning they have experienced, etc. The second represents what learners want to achieve - what traditionally has been called "ESP needs".
*   Formulation of goals and objectives of course,
*   Conceptualizing the content,
*   Selecting and developing ESP materials,
*   Course planning
*   Course evaluation.

According to Robinson (1991), a number of features are often thought of as critical to ESP courses. First, ESP is normally goal directed, as the learners study English not because they are interested in the English language (or English language culture) as such but because they need English for study or work purposes. Second, an ESP course is based on a needs analysis, which aims to specify as closely as possible what exactly it is that learners have to do through the medium of English. Other characteristics are specific time period of the course. And the last one is that ESP involves special language (especial terminology) and content.

The characteristics of ESP courses identified by Carter (1983) states that there are three features common to ESP courses: a) authentic material, b) purpose-related orientation, and c) self-direction.

4.7 Course Design and Materials Production

The quality of English courses is always of paramount importance in all educational contexts. Within institutional organizations, the need to devise, design and teach relevant ESP courses is often seen as a short range of activities as most institutions provide very limited planning time for instructors to teach courses. Most organizations also tend to stipulate many regulations that infringe on ESP teachers' abilities to provide conducive, engaging and relevant lessons for their learners.

There are sources of materials: adoption, adaptation, and development. Material adoption refers to a situation where commercially available materials fit the goals and objectives of a syllabus. But Brown (1995) cautions that it is necessary to first evaluate the materials and define a strategy to review such adopted materials on a regular basis.

As far as material adaptation is concerned, Richards (2001) makes the point that it is always necessary to make some changes to commercial textbooks for them to be more adapted to the context of use. Richard (2006: 19) says that once the course is designed, the needs of the learners must be stressed. The key needs of the professionals here, is to communicate. The next session talks about the communicative approach and some examples of communicative activities to be taught to learners in general and to professionals in particular.

3.7 Communicative Approach in Teaching English

Speaking is the most important language skills learners can acquire during their ESL ("English as the Second Language") classes. In the past, there had always been strong emphasis on teaching grammar and vocabulary as the crucial tools for communication, but as Thornbury (2005) claims "It is generally accepted that knowing a language and being able to speak it are not synonymous". (p. 4).

The role of English for bank, travel and tourism sectors is to facilitate communication, avoid misunderstanding, strengthen relationships, and create a family atmosphere between the professionals and the tourists, bank customers, travelers and people related to these services. Good English communication at workplaces will add value to employees' reputation at work

After class observations I can conclude that in some language centers, *Grammar translation method*, where teachers focus predominantly on grammar and teach language via translating texts and utterances is

still in use. This leads to situation where learners know a large number of vocabularies and in some cases their level of grammar is high. However, when they are supposed to activate their theoretical and knowledge in everyday real-life situations, they either fail to produce any coherent utterance or their fluency does not correspond to the needs of the conversation. The use of old- fashioned methodology is confirmed by Finocchiaro (1989) who states "Many theories and methods favoured at the turn of the century are still in use in classes today in many parts of the world" (p. 6). She adds that not too many of them have disappeared. On the contrary, they have been kept and adapted to fit modern approaches (Finocchiaro, 1989, p. 6).

In fact the professionals' communicative needs have to do with their basic necessities or requirements to talk and give information. This has, in other words to do with communicative competence which relates to linguistics or more accurately to its sub-discipline of sociolinguistics and appealed to many language practitioners' ability within the language teaching profession.

Activities that best facilitate communicative learning focus on the mastering of different items of grammar and practice through controlled activities which include memorization of dialogs and drills towards the use of pair work activities, role plays, group work activities and project work.

3.8 Bank of Communicative Activities

There are a variety of activities ESP teachers can conduct in classroom situation to help learners develop communicative performance. This dissertation suggests few activities which can be useful not only to ESP teachers but also to other category of teachers in quest of the new and update data to face successfully educational challenges. As a certain numbers of communicative activities are suggested here.

3.8. 1 Using Simulation and Role Play in English Class to Boost Learners' Communicative Skills

Using simulation and role play is another way to teach communicative English. It is a way to make learners even those who are shy to participate in classroom activities.

Jeremy Harmer stated that "the idea of simulation and role play is to create the presence of a real life of materials situation in the classroom: simulate, the real world" (p. 123). Simulation provides learners with the opportunity to speak English with confidence.

3.8. 2 Creative Game for Teaching Communicative Language

The use of games facilitates language acquisition for, as Lee Su Kim (1995) argues, it is erroneous to believe that language learning requires only passive or formal school attitudes. In fact learners react positively and are motivated when they are taught language through games.

3.8 3 Crosswords Puzzles

Another strategy to better learners' level in English and consequently improve their communicative abilities is using crosswords puzzles. Wharton's (1995) viewpoint on cross- words puzzles is that they are ways to improve communicative strategies. Wharton states that: "Learners continually find themselves in situation for which they lack the vocabulary to express some desires or needs" (p. 27). But for him, the crosswords puzzles need to require familiar words that are suitable to learners' level in English. What is important to notice is that before exposing learners to the crosswords activities, warming up is a pre requisite. Crosswords puzzles are also useful for communication improvement .They can be mixed with words already known by learners so that they can deduce meaning to understand them. In this game, there are two parts each containing half of the solution , the learners are bound to play individually, that is without glancing at their partner's copies. They can however provide help for one another through giving cues words they have got for each other's puzzle. Once they have enough words in the cross-words pattern on their draft, they copy half of the solutions on one sheet of paper and half on another (in effect producing two puzzles). Next, they draw a line around each letter so as to" box", it is in darkening those parts of the puzzle in which words do not appear. Finally, they put in numbers corresponding to some boxes in each version (p. 48).

3.8 .4 Using AudioVisual Aids to Teach Communicative English

To show one of the techniques teachers should use to bring their learners improve their learners' ability, Kate Donley (2000) in his article, suggests that "for fluency to develop, the teacher must provide learners with structural activities and discussions used in combination with videotaped material" (p. 24). He even advocates that teachers should use "viewing sheets" consisting of easy multiple choice questions which learners answer as they watch the video. But to be successful, this technique requires a significant amount of teacher's preparation. In addition to the viewing sheets the teacher may need to create visual aids diagramming aspects of the program such as characters, locations or major events in the plot.

3.8.5 The Use of Film and Videotapes for Communicative Purpose

Film and videotapes has become an increasingly more important component of second language instruction. Beginning in the early 70s Morley and Lawrence (1971, 1972) wrote convincingly in favor of their use as valuable teaching resources. They confirmed that today's world is a visually oriented world. Films and videos capture audiences not only in

the field of entertainment but in the business and corporate world, in government and public service organizations, and in other fields of education. The benefits of utilizing these powerful media have recently gained wider recognition in the ESL/EFL context.

Films and videos are flexible instruments for second language learning and instruction. Their values are many: they diversify a curriculum; they add an extra dimension to course design; they provide a rich variety of language and cultural experiences; and they bring "an air of reality into the classroom" (Lonergan 1983:69; Geddes 1982:64), thereby simulating real world language demands.

3.8. 6 Using Songs to Teach Communicative English

Songs are great for making class a warmer and nicer place. "I use a lot of background music during interactive activities. It makes the environment more social and lively". "Songs make learners speak even louder and intensify all the things they are practicing". Said Murphy (1990). As a matter of fact, for a maximum value in language classes, teachers might first sing or play the song to get everyone interested and then teach all or part of the words to the song by saying the words and having learners repeat and perhaps memorize after the instructor's model. Teachers may not be able to teach all of the words this way, especially if the song is long, but try to have leaners as much as possible from the song by listening and speaking rather than just reading. A song contains a variety of vocabulary that can easily be adjusted to the appropriate age or level of learning. It is full of phrases and expressions that will prepare learners for using genuine language. It teaches grammar and many songs can be used as grammar exercises, "in order to make a grammar lesson effective, beneficial and interesting. A teacher should use some well-developed and fascinating techniques in the classroom" Saricoban & Metin, 2010). Through songs, culture, as well as pronunciation and different accents can be taught.

Vocabulary acquisition is one of the highest priorities of learners learning a foreign language. Knowing a good range of vocabulary greatly enhances effective communication.

3.8.7 Using Discussions to Teach Communicative English

As Muhammad Astriato S. (2012) pointed out, in discussion activity, learners may aim at reaching a conclusion, share ideas about event or find solutions in their discussion groups. Before the discussion, it is essential that the teacher sets the purpose of the discussion activity. In this way, the discussion points are relevant to the purpose so that learners do not spend their time chatting with each other about irrelevant things. For example, learners can become involved in agree and disagree discussions. In this type of discussion, the teacher can form a groups of learners,

four or five in each group and provide controversial sentences like "people learn best when they read versus people learn best when they travel". Then each group works on their topic for a period and presents their opinions to the class. It is essential that speaking time be shared among group members. At the end, the class decides on the winner who defended the idea in the best way. This activity fosters critical thinking and quick decision making. It help learners to learn how to express and justify themselves in a polite way while disagreeing with the others. For efficient group discussions, it is always advisable not to form large groups, because quite learners may avoid contributing in large groups. The group members can be either assigned by the teacher or the learners may determine it by themselves. There are many other communicatve activities that teachers can use to satisfy learners' needs.

3.8. 8 Pair/Small Group Tasks

Pair/Small Group tasks are good for speaking practice because many learners have a chance to speak. Shy or nervous learners are under less pressure in small groups because they can choose not to speak, but still find it relatively easy to speak up when they choose to do so.

This chapter has examined the viewpoints of some authors about the ESP implementation and the communicative aspects of English language teaching have been highlighted. I think that an effort should be made so that the needs of the professionals involved in that area of specialization are fulfilled. That is why my intent in this research work is to contribute to improving ESP teaching to Beninese professionals, specifically to those of bank, travel, and tourism agencies.

CONCLUSION

To sum up one can say that the literature review has covered a wide range of issues to highlight the justification for professionals' education with emphasis on the communicative aspect of their English language learning. The nature of a profession and especially banking, tourism and travel agencies in Benin have been delved into. The training based on the needs and characteristics of these professionals have been also dealt with. Communicative language teaching being an important issue in this study, we have tried to see how far it relates to professionals involvement for further training. The obstacles and barriers professionals encounter imposed by existing institutional practices or by personal feelings of inadequacy have revealed the assistance they need in their continuing training progress. In fact, any teaching and learning process depends on the effectiveness of communication. As Asiriwa (2003) points out, "a teacher conveys his thoughts, states his facts, poses problems and evaluates his learners by means of communication". EFL teachers in general and ESP teachers in particular should inoculate such passion and

love to learners just at the beginning of teaching/learning process when learners are in contact with the English language whether at the primary, secondary or university level. This will certainly prevent learners who become future professionals to be able to speak the English language conveniently at their workplaces and wherever they go.

To achieve such an important goal EFL and ESP teachers needs some academic, professional, interpersonal assets. This calls for the importance of teachers'training.To remedy the short coming and help EFL and ESP teachers to better their teaching practice, some communicative activities have been proposed to them such as songs, games, discussions, information gap, dialogue, storytelling etc.

Therefore, the present study seeks to work on the use of these pedagogical tools as effective factors in language centers, universities etc. It is expected that the results of the present study would add to the diversity, variety and reliability of existing results. The next chapter presents the methodology adopted for the study

4. Research Instrument
The best methodology for studying the target needs of any particular group of workers/learners is to use such methods as Questionnaires, followed by interviews, and class observations where workers are being trained. The corpus of this study was collected by means of a questionnaire and interviews. The present research is based on data collected from thirty employees working in bank, tourism and travel agencies. The participants in the survey were occupying important positions; all of them need to use English for different purposes. Five of them work in the field of tourism, ten in the field of travelling agencies and fifteen in the field of banking. The sample is composed of twenty female and ten males. All the respondents are supposed to have studied English as a foreign language for seven years in secondary school and three to five

years education for the university degree. The questionnaire used in this research was based on language use, function and attitudes. However, the questionnaire was designed in a way to better serve the purposes of this study with these particular workplaces. The questionnaire was designed to elicit different types of data on the workers' target needs, wants, lacks, in the use of English in their workplaces for different purposes, and attitudes. One section of the questionnaire is designed to elicit some attitudinal data toward the use of both English and French in general, and English for specific purposes, in particular. This provides us with some information of great value on both language use and attitude. To check the truthfulness of some of the collected data, i checked on such matters as the type of English being used, the most common channel(s) of communication, and the extent of English usage.

5. The presentation and discussion of the results
This section displays the presentation of data obtained from questionnaires, interviews and class observation their analysis.

6.1 Employees Results
The results of this study are reported in tables and discussed under four main headings
* Workers' needs and actual use
*. Workers' wants
* Workers' lacks (self-assessment)
* Workers' attitudes

6.1.1 Workers' Needs and Actual Use
The responses below were given by the personnel in answer to the following question: What do you need English for?

To answer this question each subject was asked to say whether he/she needs English for any of the purposes shown in table 1 below.
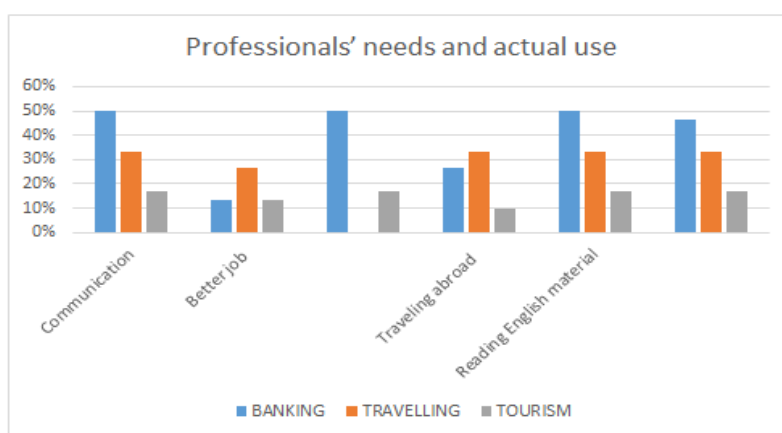

Fig-1: Professionals' needs and actual use

Figure 1 indicates that almost all the employees need English for communication. This

shows the extent to which English is important for Banking, travel and tourism personnel. As for job

finding, travelling personnel ranks first with 26.66%. Knowing that to travel abroad the first international language that people speak is English. So mastering this language will certainly give promotion to these employees. Banks and tourism rank second with 13.33% each, which means that they also need English

to get a better job. All these employees are in need of English because English in the world is more spoken than French, as such while travelling abroad they need more English than French.

6.1.2 Professionals' wants

Fig-2: Professionals' wants

The results found in Figure 2 show that all the employees of banking, travel and tourism personnel want to improve in the vocabulary appropriate to their field of work in order to be able to communicate easily. They also need to improve their listening skills so as to be able to comprehend their customers' needs. As for reading skill, bank employees are more in need because

they want to be at ease while reading documents sent to them in English. Tourism personnel come second in the rank with 16, 66% and travelling personnel come third with 10%

6.1.3 Profesionals' Lacks

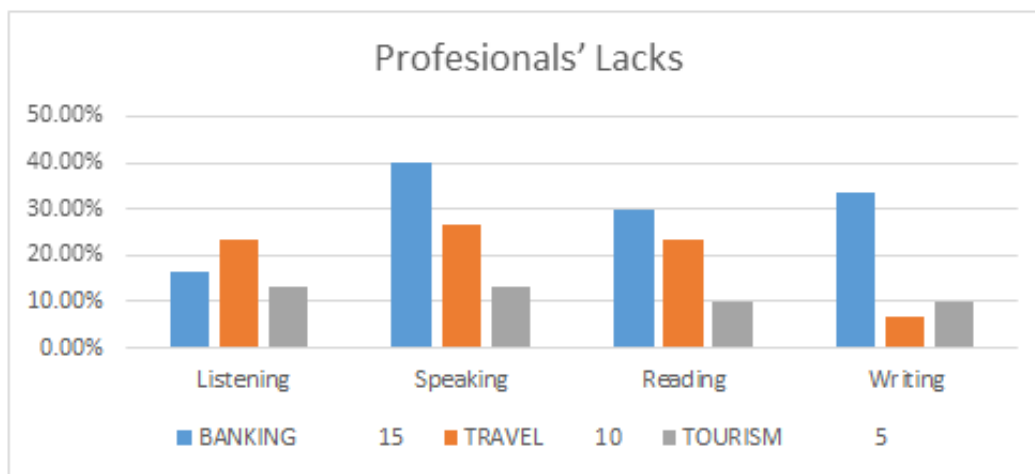**Table-3: Professionals' Lacks**

Table 3 below reveals that, out of fifteen banking employees, only 16, 66% can fairly understand English. 40% can't speak the English Language. 30% can't even read and 33, 33% are weak in writing. As for travelling agency employees, 23, 33% can fairly listen to English, and understand it. 26, 66 are weak in speaking; 23, 33% are just fair in reading and only 6, 66% are weak in writing. Concerning the tourism

personnel, 13, 33% are weak in listening and speaking and 10% are weak in reading and writing. To sum up there is a lot to do for these employees as far as the learning of these skills are concerned.

6.1.4 Language Attitude toward French and English by type of work

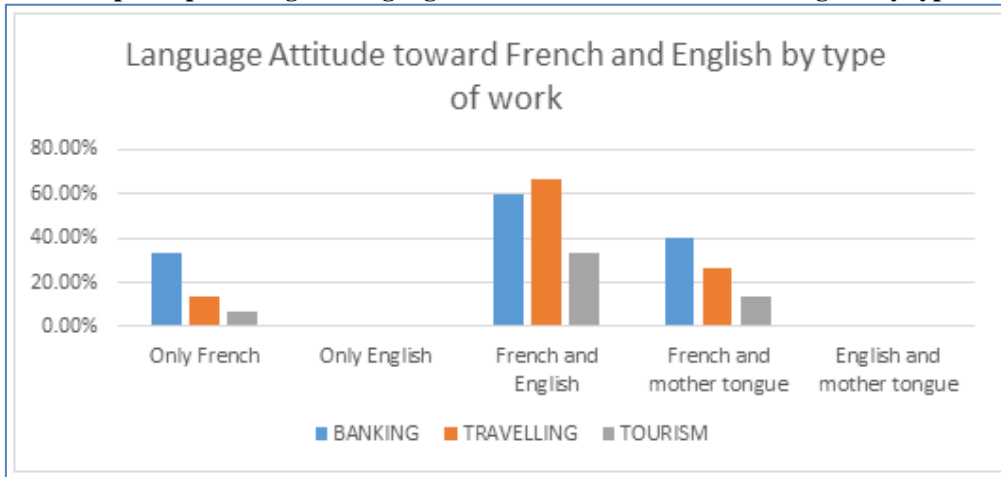**Table-4: Response percentages: Language Attitude toward French and English by type of work**

Table 3 shows that in workplaces in general, workers are speak English and French/mother tongue and the only English. Concerning language taking into account the place it occurs in this globalized world and the number of customers that come to their workplaces. All the same, none of them speak English and French/mother tongue and the only English. being a difficult language for them.

6.1.5 Workers' attitude toward the language

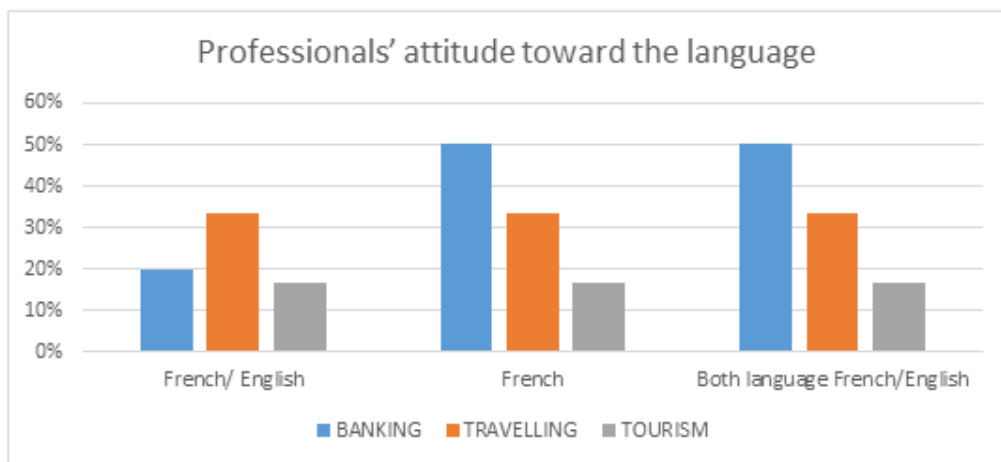**Table-5: Professionals' attitude toward the language**

Table 4 shows that these employees' more useful languages in their workplace are French and English. 20% of bank, 33, 33% of travelling and 16, 66% of tourism personnel confirmed that. But the language they express themselves better and more effectively in, is French. 50% for bank employees, 33, 33% for travelling workers and 16, 66 % for tourism personnel. But they would prefer to express themselves better and more effectively in both French and English in their workplaces. They argue that as English is becoming more and more important added to the fact that they receive more English customers they said that their urgent needs is to be fluent in both languages (French/ English).

6. Interview Results

The interviews were a continuum. The purpose of the interview was to have the ESP teachers' views about the difficulties they have in solving the personnel lack, needs, wants and mainly they negative attitude towards the English language. 15 English teachers were interviewed among which we have 8 female and 7 males. The average length of an interview was 40 minutes. The interviews were audio recorded and were transcribed the same day of their recording. The data collected through interviews was analyzed thematically. As the interviews was a continuum of the survey study, the data achieved through interviews was thematically presented with that of the survey study. The themes covered by the interviews were:

- Teachers perceptions of the theory and practice of communicative approach in the field of ESP
- The teachers' difficulties in applying CLT in the area of ESP to address to the personnel lacks, needs, wants and attitude

The table below shows a clear understanding of the teachers' perceptions of the theory of CLT and their difficulties in solving the employees' lacks, needs, wants and their negative attitudes.

Table-5: Teachers perceptions of the theory and practice of CLT and the related difficulties figure à faire
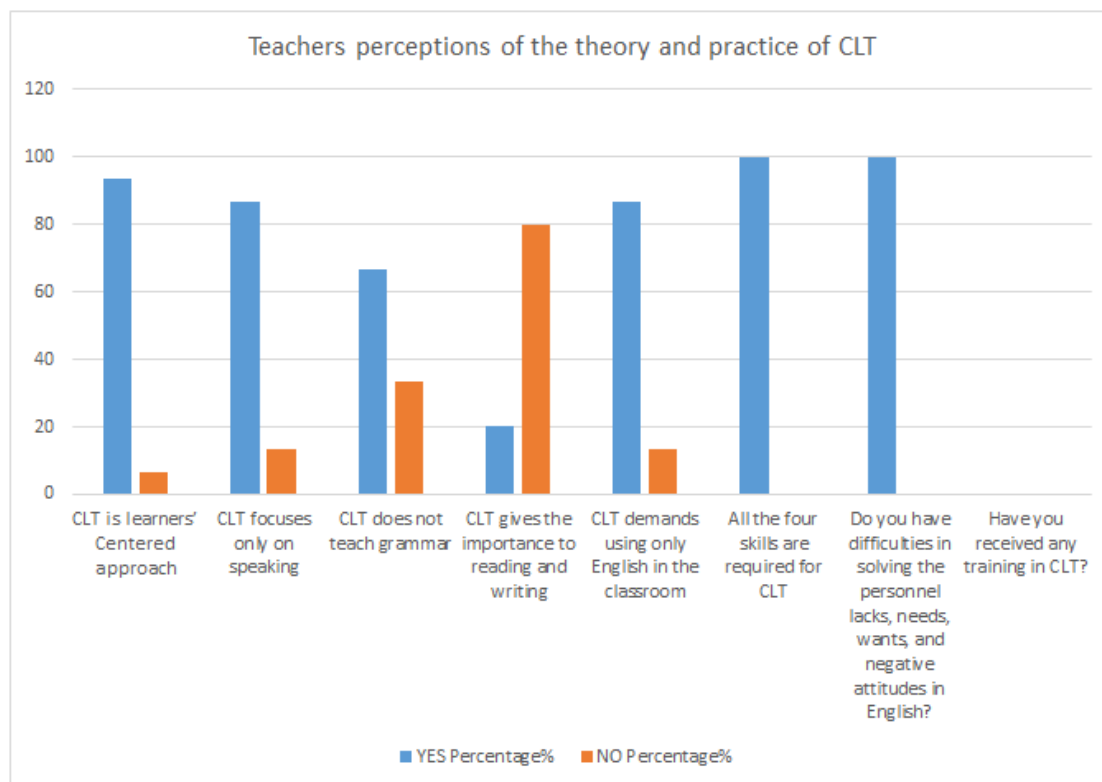
From this table 93, 33% respondents said that CTL is learners' centered approach. Only 6, 66 % answered by No, as they have no precise idea on what CLT is. 86, 66% ESP teachers confirmed that CLT focuses only on speaking and 13, 33% give negative answer. The respondents who answered positively argue that even the definition of the term is enough to understand that CLT stresses more on speaking skill. For 66, 66% teachers, CLT teaching does not need grammar. But for 33, 33% a speech without grammar rules will be nonsense. 20% teachers said that CLT gives priority to reading and writing while 80% said this cannot be possible. The latter argue that all the skills are important for a better speech, thus for fluency in the language. For 86, 66% ESP teachers, communicative language teaching requires speaking only English in classroom. They argue that a language should be spoken first before the writing aspect. There is a saying that practice makes perfect. By speaking the language, learners will gain the fluency. As for the skills required for CLT teaching, 100% respondents say the four skills are necessary with a great stress on speaking. CLT aims at making "communicative competence" the goal of language teaching, so the four language skills including listening, speaking, reading and writing are important. Moreover, communicative competence encompasses a language user's grammatical knowledge of syntax, morphology, and phonology as well as social knowledge about how and when to use utterances appropriately. In a nutshell, communicative language teaching includes the applications of communicative competence. Canale, Michael; Swain, Merrill (1980).

As far as the lacks, needs wants and negative attitude in English is concerned, 100% ESP teachers confessed that their difficulties to give remedy to the personnel needs is due to the teachers lack of training to be more involved in activities appropriate to teach CLT in the area of ESP and consequently to equip them in their teaching jobs and prompt learners to learn. Talking about their training, none of them received training in CLT. This explained once more the teachers' difficulties in satisfying learners' needs, wants and lacks.

Table-6: Teachers' Training experience
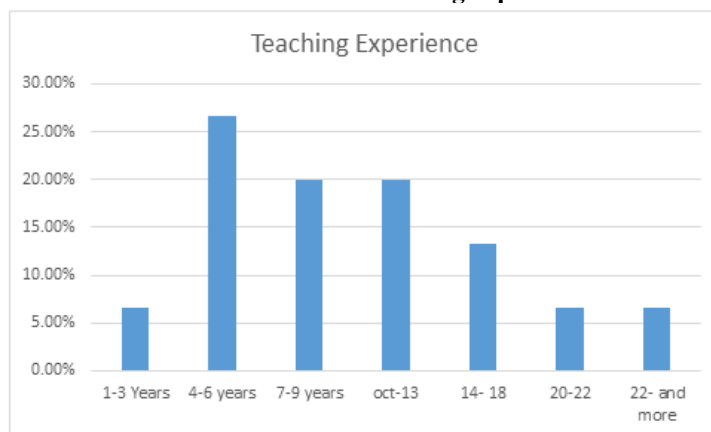
To start, all the teachers confessed that they have no training in teaching CLT. So the teaching experience of Teachers/trainers involved in this study varies from 1 to 22 years and more. Among these participants one teacher has 1-3 years of teaching experience, four have 4-6 years of experience, three have 7-9 years and 10-13 years of teaching experience respectively. Two have 14-18years of experience and one has 20-22 and 22 and more experience respectively.

We remark that the great majority of those who trained the employees have 4-13 years of experience. Those who have 1-3 and 22 and more are in less number. This means that teachers who have less teaching experience and those who have more experience are left aside. Some argue that employers in charged of recruiting the teachers think that the more experience teachers have, the more salaries they deserved. So recruiting them will impact on their profits. Those who have 1-3 teaching experience are thought not to have enough experience in teaching.

7. Class observation Results

Class observation data: I observed some classes to account for the employees' attitudes towards the English language to see to their needs and wants. The focus was on the atmosphere of the class, the learners' concentration level and their responses and learning attitude that is their interactions during the lessons.

8.1 Some problems noticed during the classroom observations.

The poor participation of employees during communication activities like role play, presentations, storytelling, etc. This is due to the fact that learners lack the vocabulary words appropriate to express their mind. Another problem noticed is the lack of adequate didactic tools to really prompt learners to be involved in the communicative activities.

8. Discussion and Suggestions

Learners with good communication skills are in a better position to explore new avenues in this world of business. Benin learners in general and the professionals of banks, travelling and tourism, lack of the knowhow of the English language communication skills and the use of traditional methodology is one of the causes for the shortcoming. In fact, Learners learn English as a compulsory subject to get grades but not for communication. It is clear that the methods of teaching English language in Benin have not yielded the desired objectives. i e communicative competence. Jelani 2004:01. This aspect of the learners' difficulties in speaking only English is illustrated through 0% 0f English spoken by bank, travelling and tourism professionals at their workplaces, as it is shown in the table. Although they received customers from English speaking country, they are unable to use the English language fluently to satisfy their customers. Only a small number of the personnel can communicate in English with their customers, 20% for bank, 33, 33%, for travelling and 16, 66% for tourism personnel.

The education department and other stakeholders need to understand the importance of using communicative approach for helping learners be at ease in English language learning for the purpose to communicate easily. The syllabus for English language teaching may be revised accordingly. Teachers' training programs should include the use of technology in teaching and a focus on increasing communication on the part of learners should be emphasized. Further research is needed to investigate on how teaching communicative language in primary school can help solve learners' deficiency in the rest of their learning processes. Teachers training programs should include the use of CLT approach in teaching ESP

CONCLUSION AND IMPLICATIONS

This study was conducted for the purpose of achieving a better understanding of the communication demands placed upon Benin bank, tourism and travel agency personnel. The rationale behind this study was to identify the workers' needs, wants, lacks and attitude toward English for the purpose of including in our curriculum what is needed by our students who become

future workers and excluding what deemed to be less important to them. This is because, as Kavaliauskiene and Daiva (2003) put it, "keeping learner needs in mind, teacher can use textbooks and supplement additional information from the Internet and other media sources, thus creating updated and interesting matters for students materials". The sample comprised 30 personnel who were evenly distributed by type of work. The workers in these three workplaces demonstrated a great desire to use English extensively for the purpose of communication, though to varying degrees. Also, it has been observed that the type of work plays a significant role with regard to evaluating and using English by the workers, as the travel agency, tourism agents appeared to be more aware of the importance of English as a means of communication than their banking counterparts. This could be because the most common reasons for communicating for travel agency workers were mostly: offering destination guides, writing and sending email messages and faxes in the language, making on-line ticketing, browsing the internet, making on-line-hotel booking, arranging for car rentals, cruises, etc. An examination of a huge number of authentic documents in the three work-places, we conclude that office interaction in the three places of work is conducted mostly in both languages, though the workers use French much more often than English. Three main conclusions, then, can be drawn from this research. First, travel agency and tourism workers are heavier users of English than their banking counterparts and this is clearly manifested through their uses of the four language skills: listening, speaking reading and writing. Listening (70%, 80%), speaking (80%, 80%), Reading 80%, 60%), writing (20%, 60%), speaking (33%, 61%), and listening (36%, 63%) by the banking and travel agency workers respectively. Second, asking about their needs the great majority of the respondents prefer, improving listening skills and sharpening their ability in speaking. Third, this detailed study of the use of English in the workplace by three types of workers recommends that course designers and the developers of teaching and learning materials should provide more specifically focused English courses to learners in their respect fields of work. The implications of this research for language teachers and for the administration in large institutions such as banks, travel and tourism agencies among other workplaces is to find the ways of motivating workers to lifelong learning, to negotiate with them on their priorities for various skills to be sharpened, to incorporate activities that trainees prefer, and to design courses that suit the needs of the concerned groups of learners.

9. Further research

The current study discovered the importance of teaching communicative English language to some Benin professionals mainly those of bank, travelling and tourism personnel. Further researches in this area should be conducted on a large scale. The application of the CLT approach in ESP should be tested on different levels of education. Such as primary, elementary, secondary and higher education. All of the four language skills should be included in language assessment. Further research are needed in syllabus design for a better approach in ESP field.

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