

Designing a Needs-Based English Syllabus for Tour Guides in Saudi Arabia

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Abstract—English for Specific Purposes (ESP) syllabuses based on students' needs are assumed to be interesting and motivating to students as they maximise language learning. This is because they contribute to preparing students for specific targets in their prospective profession or academic study. This study aimed at revealing Saudi tour guides target needs for English language, determining whether an existing ESP syllabus taught to tourism students in a public Saudi university meets these needs, and proposing an English for Tour Guides (ETG) to address those needs. The study adopted the qualitative approach by using an interview with four tourism companies' managers and document analysis. It draws on the results of the needs analysis (NA) reported by Aldosari et al. (2023) who investigated the target needs of about 50 Saudi tour guides for English. Results showed that the tour guides need speaking, listening, vocabulary, pronunciation, and grammar. Introducing oneself and others, greeting, giving directions/instructions, and informing are the most recurrent language functions. In addition, we found that the syllabus that is taught to tour guides in a Saudi university does not meet their needs for English language. The study concluded by proposing an ETG syllabus based on the reported needs.

Index Terms—ESP, English for tourism, needs analysis, ESP syllabus design

I. INTRODUCTION

Teaching ESP at the tertiary level should aim at preparing students to be members of their future professional community. Thus, ESP courses at universities need to consider these students' future professional needs to be motivated to learn the language. An example of these is ETG or English for tourism (ET), a field in business English (Nguyen & Modehiran, 2023; Abdel Ghany & Abdel Latif, 2012). Ideally, these courses aim at preparing students by addressing their target workplace needs; they teach the language required in communication between individuals of various cultural backgrounds in varied situations and contexts (Al-Malki, 2023; Al-Malki et al., 2022a; Chamorro et al., 2021; Zahedpisheh & Saffari, 2017; Abdel Ghany & Abdel Latif, 2012).

ETG or ET courses are taught at tertiary level worldwide due to the importance of the English language as a lingua franca. Abd Ghany and Adel Latif (2012) propose that good proficiency in English language is an essential factor in tour guides recruitment while weak competence prohibits appealing to tourists and maintaining their comfort. Nevertheless, there is evidence that undergraduate ETG/ET courses offered do not contribute to equipping students with the necessary skills required in their future target workplace (Al-Malki, 2023; Al-Malki et al., 2022a, 2022b; Chamorro et al., 2012; Al-Tarawneh & Osam, 2019; Abdel Ghany & Abdel Latif, 2012). Thus, ETG/ET courses currently offered to university students worldwide, including Saudi Arabia, do not cater for students' target needs.

In addition, several studies such as Aysu and Ozcan, 2021; Masyhud and Khioriyah, 2021; Montano and Corria, 2021; Dinamika and Siregar, 2016 allege to design an ETG syllabus, but they end only with reporting their needs analysis results. Therefore, the purpose of the current study is to address Saudi tour guides' target needs for the English language as revealed by Aldosari et al. (2023) through realising those needs in an ETG syllabus. The study seeks to answer the following questions:

1. What are Saudi tour guides' target needs for the English language?
2. To what extent does the current syllabus taught to prospective Saudi tour guides at a public Saudi university meet their reported needs?
3. How can those tour guides' needs be fulfilled?

II. LITERATURE REVIEW

A. English for Specific Purposes (ESP)

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Language for specific purposes (LSP) is known as the instruction and research of a language based on the “communicative needs” of foreign language learners to meet certain work, academic, or professional requirements in which the language is used for a restricted range of communicative events (Basturkmen & Elder, 2004). Similarly, Anthony (2018) defines ESP as an approach to teaching the language aiming at addressing recent academic and/or professional needs of learners, emphasising the essential language; genres; and skills to meet these needs, and supporting learners in meeting these needs by utilizing general and/or specialization-related teaching materials and methods.

B. *ESP Syllabus*

A syllabus is a list of what is to be instructed (Hutchinson & Waters, 1987) and what to be attained from the instruction and learning processes (Breen, 2001). Jordan (1997) proposes several factors that are essential for ESP syllabus design. These include needs, aims, means (staff, materials, equipment, facilities, time, and finance), and variables and constraints (limitations of the means). The syllabus's purpose is to break down material in teachable blocks. In this respect, Jordan (1997) points out that three elements are needed the first of which is content or product, skills and methods or processes to achieve the targets, and the content or syllabus type that is classified by Jordan (1997) to include content-based, skill-based, and method-based syllabus. Similarly, Richards (2017, 2001), Brown (1995), Nunan (1988), and Krahnke (1987) classified a syllabus into grammatical, functional, situational, notional, functional, lexical, task-based, topic-based, skill-based, and multi-layer syllabus.

An ESP syllabus has several aims (Fareen, 2018). It aims at enhancing students' demands and efficiencies in present and target situations. It also contributes to design learning experiences focusing on the learner. In addition, it familiarizes students with the English language needed in the present and target situations. Finally, ESP syllabus enables students to exercise profession-oriented tasks and skills appropriate to prepare them for employment.

C. *Syllabus Design*

Various models and steps for syllabus design have been proposed by curriculum design specialists such as Basturkmen (2010), Richards (2001, 2017), Dudley-Evans and St John (1998), Brown (1995), Graves (1996, 2000), Nunan (1988), and Hutchinson and Waters (1987). They provide design models or frameworks, which divide the process of syllabus design into components and some sub-processes. For instance, Brown (1995) suggests that designing a syllabus starts with needs analysis, formulation of objectives, testing, selection of materials, teaching, and evaluation.

D. *Needs Analysis*

NA is defined as an organized accumulation and analysis of all data important to define and validate a defensible curriculum (Brown, 2016, 1995). NA is considered the most crucial step in syllabus design (Richards, 2017, 2001; Brown, 2016). NA has several approaches such as present situation analysis (PSA) and target situation analysis (TSA). The former seeks to reveal students' current language proficiency level that Hutchinson and Waters (1987) call *lacks*, while the latter discloses the tasks for which students need the language (Brown, 2016) in future (*target needs or necessities*) depending on their importance and/or usability. More importantly, Fareen (2018) points out that NA helps syllabus designers set their syllabus objectives leading to course content and specifications. Consequently, this contributes to planning target aspects of language, methodologies, content, genres, skills, and tasks required for language teaching.

E. *Previous Studies*

Previous studies have investigated tour guides' needs for English focusing on the importance of English to the job, target needs, and whether current ETG courses address students' needs. Regarding English language importance to tour guides, Al-Malki et al. (2023, 2022b), Chamorro et al. (2021) and Correa (2019) found that English is important to tour guides. As for tour guides present situation, Al-Malki et al. (2023) imparted that Saudi tour guides were weak in all language skills with speaking and listening in the first place. In terms of skills importance, Al-Malki et al. (2022b) and Masyhud and Khoiriyah (2021) agreed that the four skills are important to tour guides with speaking first followed by listening, reading, and writing in addition to vocabulary and grammar. Some language functions have been found to be important for tour guides. For example, Al-Malki et al. (2022b), Masyhud and Khoiriyah (2021) stated that introducing oneself and others, informing, apologising, and giving directions/instructions were the most important functions to tour guides. Al-Malki et al. (2023), Chamorro et al. (2021), Al-Tarawneh and Osam (2019), and Abdel Ghany and Abdel Latif (2012) agreed that ETG courses in KSA, Spain, Jordan, and Egypt do not meet students target needs.

Correa (2019) designed a syllabus for students of hotel and tourism management in Colombia based on NA results. Communicative competence was prioritised in the syllabus containing speaking, listening, technical vocabulary, and grammar. The syllabus also pays attention to listening, reading, and writing.

Previous studies primarily concentrated on the significance of language skills and their varying functions to ESP students. The logic aim of this research was anticipated to develop frameworks for creating syllabuses that cater to students' needs, but this goal is often not realized as most studies settle for providing a list of students' needs. Building on this, the present study will follow the path of earlier research by investigating the needs of tourism students in Saudi

Arabia and attempt to propose an ETG syllabus based on these findings.

III. METHODOLOGY

A. *Design and Instruments*

The current study adopted the qualitative design as it relies on three major sources of data the first of which is a previous NA study results i.e., (Aldosari et al., 2023), an interview with four tourism companies' managers, and document analysis.

(a). *Aldosari et al. (2023) NA*

Aldosari et al. (2023) study was a graduation project presented at Prince Sattam bin Abdulaziz University (PSAU). It was supervised by the co-author of the current study, while the first author was a member of the discussion panel. The generated article from the project is under consideration for publication in an indexed peer-reviewed journal. Aldosari et al. (2023) administered a questionnaire to 47 Saudi tour guides to explore the language skills needed by Saudi tour guides, the common language functions needed, and the linguistic obstacles facing them in performing their jobs well.

(b). *The interview*

We developed a structured interview to be conducted with employers at tourism companies in Saudi Arabia. It was divided into two sections the first of which aimed at collecting background information about the participants. It asked about the type of the company (public or private), interviewees' job title, and the total number of years of the company experience in the market. Section two covered the frequency of employees' use of English in their job, order of language skills importance, importance of some linguistic aspects, and some language functions frequency of use by tour guides. The last question focused on the interviewees' level of satisfaction regarding their tour guides' performance in these language functions.

B. *Participants*

We interviewed four randomly selected respondents from four tourism companies that are private ones. Three of the respondents were managers and the fourth was employees' affairs manager. Two of the companies were in the market for four years while the other two were ten years.

C. *The Current Tour-Guide Syllabus*

The tour guide syllabus in point is offered by the English Language Centre (ELC) in a Saudi public university. The course is taught to the students at the department of tourism and hotel management, College of Business Administration. The department aims to equip students with the knowledge and skills necessary for their future jobs and prepare nationally efficient tourism and hotel supervisors. One of the prospective jobs for the students is tour guides.

The students in this department study five English language courses, including the course "*ELCE 2211 English for Tourism*". This course is a four-hour credit one aiming at "provid[ing] students with the specific English including terminology, linguistic knowledge and communicative skills in tourism" (ELCE2211 Course Specifications (CS), 2022, p. 3). The textbook used in this course is Mol's "*English for Tourism and Hospitality in Higher Education Studies*" (2008), which is published by Garnet. The textbook contains 12 units covered in 136 pages. Its content is organised into three main sections, focusing on vocabulary, language skills, and academic skills. Each unit is centred on a title related to either tourism (units 1, 2, 5, and 9) or hotel management (units 3 and 8), as well as other topics such as computers, management, and business. The topics are primarily academic and offer strategies such as note-taking and academic writing. Listening and speaking skills are covered in six units, while the remaining six units are dedicated to reading and writing, ensuring an equal distribution of skills across the syllabus. Vocabulary development is a key feature across all 12 units, presented under different titles to enhance students' vocabulary. Additionally, pronunciation is addressed in three units, but there are no specific lessons devoted to direct grammar instruction, although some grammatical aspects are covered from a semantic perspective.

D. *Data Analysis*

Content analysis was used to analyse the interview data. The focus was to determine the order of the most significant language skills and functions based on their importance and reported extent of use. The resulting data will be compared to Aldosari's (2023) findings to identify the specific needs of tour guides. Results were then used to evaluate the current syllabus that is taught to tour guide students at this University.

E. *The model for Syllabus Design*

The proposed syllabus will be designed following Brown's (1995) model. Brown proposed six steps to design a syllabus that is relevant, achievable, and effective in meeting the needs of learners and stakeholders. These steps are (1) needs analysis; (2) setting goals and objectives; (3) language testing; (4) materials development; (5) language teaching planning; and (6) evaluation, Figure 1.

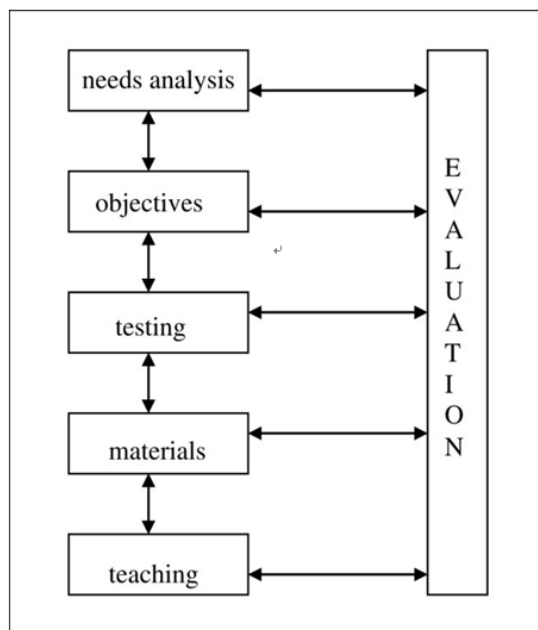


Figure 1. Syllabus Design Model (Brown, 1995, p. 20)

We selected Brown’s model for several reasons. The first one is that the model is adaptable in syllabus design. The second reason is that it is widely used in syllabus design (Yassi & Hum, 2018). Third, Brown (1995) asserts that the model is based on foundational studies in the field authored by influential authors such as Stevens (1964, 1977), Taba (1991), and Richards and Rodgers (1982). Fourth, the model does not only assist teachers and administrators to make choices regarding the proposed steps, but it also guides them to implement these choices in a viable and flexible curriculum. The fifth reason refers to its effectiveness in helping teachers achieve any amalgamation of teaching activities appropriate for specific context. Finally, it helps students to learn consciously and attentively.

IV. RESULTS

This study seeks to analyse the English language needs of Saudi tour guides, compare them to the existing syllabus, and suggest an ESP syllabus based on these needs. This section presents the study's findings for each research question based on the data collection method used.

A. RQ1. What Are Saudi Tour Guides Target Needs for the English Language?

The answer to this question has been derived from two sources: Aldosari et al. (2023) and the interview conducted in the present study. The study revealed that the Saudi tour guides and their employers reported their needs for language skills, functions, and aspects as presented in Table 1 below.

TABLE 1
COMPARISON BETWEEN THE NEEDS OF TOUR GUIDES AS REPORTED BY THE TOUR GUIDES AND THE EMPLOYERS (ORDERED BY IMPORTANCE)

Needs	Tour Guides order	Employers order
Required Tasks	Introducing oneself/ others Giving Directions Giving Information Offering Help	Greeting Introducing Oneself Giving Directions/instructions Informing
Needed Skills	Speaking Listening Writing Reading	Listening Speaking Reading Writing
Needed Aspects	Vocabulary Pronunciation Grammar Spelling	Vocabulary Pronunciation Grammar Spelling

The results revealed that the two participant groups ranked the required tasks and needed skills differently. The distinction lies in the fact that employers consider greeting to be important, while tour guides do not mention it. Conversely, tour guides consider offering help to be important, while employers neglect it. However, both groups agreed on the remaining tasks.

When it comes to the ranking of necessary skills, the order is completely different. However, both groups ranked listening and speaking as the first two, while reading and writing were ranked as the last two. Additionally, the two groups also agreed on the order of linguistic aspects, with both considering vocabulary to be the most important and

spelling to be the least.

B. RQ2. To What Extent Does the Current Syllabus Taught to Prospective Saudi Tour Guides at a Public Saudi University Meet Their Reported Needs?

The second question is answered by comparing the above results with ELCE2211 English for Tourism syllabus which is currently taught in a Saudi university. Upon analysing the syllabus manually, the results show a huge discrepancy between the needs as reported above by the two participant groups and how they are currently addressed by the syllabus. To clarify this discrepancy, Table 2 demonstrates the distribution of the investigated items in the syllabus.

TABLE 2
COMPARISON BETWEEN THE REPORTED NEEDS AND THE ELCE2211 SYLLABUS

Category	Items	Including units	Activities
Language Skills	Listening and speaking	1, 3, 5, 7, 9, 11	26 (15 Listening, 11 speaking)
	Reading and writing	2, 4, 6, 8, 10, 12	27 (14 reading, 13 writing)
Language Aspects	Vocabulary	All units	38
	Pronunciation	2, 3, 5, 11	4
	Grammar	Not included	Not included
	Spelling	Not included	Not included
Required Tasks	Greeting	Not included	Not included
	Introducing oneself/ others	Not included	Not included
	Giving Directions	Not included	Not included
	Giving Information	Not included	Not included
	Offering Help	Not included	Not included

C. RQ3. How Can Those Tour Guides' Needs Be Fulfilled?

Based on the previous literature and the findings of this study concerning the first two RQs, we propose an ETG syllabus to meet the target group reported needs. As mentioned earlier, the syllabus is planned following Brown's (1995) model. It is worth mentioning that the syllabus is entitled "English for Tour for Tour Guides (ETG)", and the target group is tourism students in KSA. The syllabus is multi-layered one providing room for functional, skill-based, lexical, and structural strands to appear to fulfil the target group needs for English. The proposed syllabus is structured as follows.

(a). Step 1 Needs Analysis

The syllabus draws on the Al-Dosari et al. (2023) NA, our interview, and ELCE2211 analysis results regarding Saudi tour guides needs for English language in their career. Table 3 below presents results.

TABLE 3
SAUDI TOUR GUIDES TARGET NEEDS (ORDERED BY IMPORTANCE)

Language Skills	Linguistic aspects	Language functions
Speaking	vocabulary	Introducing oneself/others/ Greeting
Listening	Pronunciation	Giving directions/instructions
Writing	Grammar	Informing
Reading	Spelling	Offering help
		Making suggestions
		Apologizing
		Asking for permission

(b). Step 2 Goals and Objectives

Goals refer to broad declarations on what subject matter or skills that students must acquire to realize a certain aim. Brown (1995) states that "[goals] focus on what the syllabus hopes to achieve" (p. 71). Objectives refer to statements that specify knowledge, skills, and/or behaviour that students are expected to know or do at the end of an educational programme. Brown (1995) prefers to call instructional objectives learning outcomes as they indicate what we expect learners to be able to do after learning specific items.

Primarily, this proposed syllabus aims at developing tourism students' English language communication skills. Emphasis is on speaking, listening, writing, reading, vocabulary, and grammar as essential components that enable tourism students' to effectively communicate in their future work. The goals of the syllabus are to:

1. Develop students speaking and listening skills in tourism-related context.
2. Introduce students to the language functions such as introducing oneself and giving directions required in the tourism field.
3. Present some linguistic aspects such as vocabulary and grammar in tourism- oriented context.
4. Equip students with the communicative skills such as presentation required in their filed.
5. Assist students write and read in the context of tourism.

Table 4 shows the proposed LOs on the domain of Knowledge, Skills, and Values.

TABLE 4
SYLLABUS LEARNING OUTCOMES

1	Knowledge: Students will be able to:
1.1.	Recall vocabulary related to tourism.
1.2	Recognize fundamental grammar necessary for constructing accurate sentences and expressions within the tourism industry.
2	Skills: Students will be able to:
2.1.	Communicate in English language orally and in writing using appropriate language functions required by tour guides applying correct grammar, and vocabulary.
2.2.	Listen actively to spoken English in tourism specific situations.
2.3.	Use tourism-related vocabulary and communicative skills while speaking and writing.
2.4.	Produce various spoken and written structures related to tourism.
2.5.	Interpret and respond to touristic texts through active reading.
3	Values: Students will be able to:
3.1.	Show self-dependency when learning.
3.2	Demonstrate effective communicative skills, particularly in listening and speaking.

(c). Step 3 Language Testing /Assessment

Two types of testing can generally be mentioned. The first is norm-referenced test aiming at contrasting students' performance in a specific course to each other. This type is formative assessment targets improving students' performance in the course. The second type is criterion-referenced tests that measure the quality of course content that students have acquired; they aim at assessing students' achievement of learning outcomes (Brown, 1995). Testing is beneficial as it informs about NA, goals, and learning outcomes achievement. To assess students, the following tools are recommended:

- Role plays
- Presentations
- Quizzes
- Assignments
- Midterms
- Final Exam

TABLE 5
ALIGNMENT OF LOS WITH ASSESSMENT METHODS

Domain	LO	Assessment method					
		Role plays	Presentation	Quizzes	Assignment	Midterms	Final exam
1.Knowledge	1.1	✓		✓	✓	✓	✓
	1.2			✓	✓	✓	✓
	2.Skills	2.1	✓		✓	✓	
	2.2	✓	✓	✓	✓	✓	✓
	2.3	✓	✓	✓	✓	✓	✓
	2.4	✓	✓	✓	✓	✓	✓
	2.5			✓	✓	✓	✓
	3.Values	3.1.	✓	✓		✓	
	3.2	✓	✓				

(d). Step 4 Syllabus

Based on the NA results, the proposed syllabus scope and sequence are displayed in Table 6 (Appendix A). The syllabus sequence is based on items/topic importance and relevance.

(e). Step 5 Language Teaching

The syllabus recommends employing the communicative approach with focus on learners' engagement. Various activities prioritizing oral communication will be used to assist students develop their language skills while acquiring new tourism-related vocabulary. Accurate language production is also emphasised. Furthermore, students are encouraged to indulge in critical analysis of the language to be able to decide on their language learning. They are also encouraged to be responsible for their own learning to maximise language acquisition. Through this approach, emphasis is also on building students' self-confidence in speaking, listening, and vocabulary acquisition and usage, and thus attains the desired level of English proficiency. This approach calls for adopting a variety of teaching strategies promoting cooperative learning. By integrating these practices, students are better equipped to navigate real-world communication situations and excel in their language development, and consequently their future job.

(f). Step 6 Evaluation

Evaluation refers to the collection and analysis of appropriate data to enhance the syllabus and to judge its efficiency. It is a type of ongoing NA relying on more accurate data (Brown, 1995). Evaluation may use all NA methods to

appraise the syllabus efficacy, but it can also use data collected during objectives formation, writing, and using tests, developing, or adapting materials, and teaching (Brown, 1995). Through continuous collection, analysis, and synthesis of data, evaluation aims at enhancing syllabus elements, assuring its quality, and conserving the syllabus (Brown, 1995).

To evaluate the current syllabus, students' results in the various types of proposed assessment methods, students after course survey, instructors' feedback, and peer observations will be used. The results will be cross-checked against NA results and syllabus learning outcomes. Then improvement plans will be proposed based on the evaluation results.

V. DISCUSSION

A. Saudi Tour Guides Target Needs for English Language

(a). Language Functions

The current study revealed that the language functions in Aldosari et al.'s (2023) and in our interview are all frequently used by Saudi tour guides in their job but in diverse ranking. For example, introducing oneself and others was ranked the first by the tour guides in Aldosari et al.'s (2023) study and it was ranked second by our interviewees, giving directions/instructions was the second by the tour guides and third by the employers. As for the other functions, the two groups of participants agreed on their frequency of use. Ultimately, these functions appear to be necessary for the Saudi tour guides despite the obvious variation in ranking them. Marin (2022), Chamorro et al. (2021), and Al-Tarawneh and Osam (2019) point out that language functions are crucial for tour guides as the job involves direct communication with tourists who speak English. This inconsistency in ranking the functions seems natural due to the respondents' concern. The tour guides are concerned about making themselves more efficient in their job, and the employers think of making their customers more comfortable and welcomed. The interviewees agreed that greeting is the most common function. Overall, the findings imply the respondents' engagement, consideration, and awareness of their profession requirements. Thus, Saudi tour guides frequently use the following functions in their job: *greeting, introducing oneself and others, giving directions/instructions, informing, offering help, making suggestions, apologising, and asking for permission.*

The results are compatible with those of Al-Malki et al. (2022b) who found that introducing oneself, informing, and apologising were common among their respondents, Chomorro et al. (2021) who revealed that greeting, introducing oneself, giving directions/instructions, and apologising were the most reiterated language functions, and Masyhud and Khoriyah (2021) who disclosed that the most constant language functions among their tour guides were introducing oneself, giving information, and giving directions/instructions.

(b). Language Skills Importance

The most important skill is listening followed by speaking, reading, and writing on the one hand. On the other hand, Aldosari et al. (2023) revealed that speaking is the most important skill followed by listening, writing, and reading. Again, conflicting needs appear in this result. It is possible that various NA information sources articulate different needs (Dudley-Evans & St Johns, 1998; Sardi, 1997) as in our case here. This could be attributed to the respondents' views and experience. The tour guides may feel that it is necessary to be able to speak to the tourists they serve as they always describe places and sites to tourists, but the employers believe that listening to tourists is more important than speaking to them as they seek to make their customers feel that their voice is important. Nonetheless, the two groups agreed on the importance of these skills, so they must be covered in any syllabus targeting tour guides.

As for reading and writing/writing and reading, they appear to be less important than speaking and listening. Once more needs conflict is obvious. But it is worth noting that this conflict does not call for excluding certain needs from being encompassed in the ESP syllabus that we intend to propose. This is because the two teams of participants agreed on the use of these skills and the language functions, as stated in the previous section, but they reported various ranking and frequency of use. Unlike Sardi (1997) who excluded a set of needs due to conflict with another, our results do not encourage us to rule out any needs. Obviously, speaking is mostly needed as the tour guide's main task is to use various language functions orally. Additionally, since tour guides need to communicate face-to-face with tourists, they need to listen to their clients and respond immediately. So, there is a sort of continuous interaction to the extent that it is difficult to prioritise speaking to listening or vice versa; this can only be determined by the situation. Reading and writing are also necessary for tour guides (Marin, 2022) to perform some administrative tasks, obtaining information about their clients and sites, or communicating with tourists in writing. These findings accord with what Al-Malki et al. (2022b) and Masyhud and Khoiriyah (2021) found. They announced that speaking and listening were more important than writing and reading, and listening, and speaking seconded by reading and writing, respectively.

(c). Linguistic Aspects

Regarding the importance of the linguistic aspects, the results of our NA agree with the outcomes of Aldosari et al. (2023). We found that vocabulary, pronunciation, grammar, and spelling are important in this order. The results suggest the respondents' awareness of the role that these aspects play in language learning and proficiency. Dudley-Evans and St Johns (1998) suggest that any NA is required to pay attention to specific field vocabulary, grammar and discourse feature needed to perform target tasks. According to Marin (2022), Anthony (2018), Richards (2017), and Brown (2016),

these linguistic aspects, particularly vocabulary and grammar, act as core for any ESP syllabus, and EFL learners feel comfortable when they learn them. Thus, they will be preferred in any NA and consequently ESP syllabus. Moreover, the results imply the deep-rooted impact of structural/grammatical and lexical syllabuses on EFL learners who are more familiar to these aspects than any other since they began studying the English language. Our findings match those of Al-Malki et al. (2022b) who found that vocabulary and grammar were important to their respondents.

(d). Frequency of English Language Use in Tour Guide Profession

The current study showed that English language is always used by tour guides in KSA. English is considered the language of science and international business due to its status as a global language after the Second World War (Hutchinson & Waters, 1987). Tourism involves travelling from one country to another, this lends more importance to the English language to the extent that it acts as a Lingua Franca. This highlights the benefit of English to tourism to the extent that Al-Tarawneh and Osam (2019) suggest that tour guides who are proficient in English language are considered a key in attracting tourists who visit a country. Al-Malki (2022b), Chamorro et al. (2021), and Correa (2019) findings agree on the importance of English language to tour guides' profession, and this is compatible to ours.

(e). Employers' Satisfaction With Their Employees' Performance in the Language Functions

Our results imparted that the interviewees were *somewhat satisfied* with their employees' performance in the language functions. This implies a need to note that this is not only about the mentioned language functions, but it also entails their general proficiency in English language. The result also indicates weakness in the previous courses that the tour guides had studied during their tertiary level. It seems that these courses were not effective in preparing the students for their future careers. This may be because these courses are not based on any sort of NA. Consequently, students might not be motivated to learn the language. Anthony (2018), Richards (2017) and Brown (2016) agree that for any course to be effective and motivating, it needs to meet students' needs.

B. To What Extent does the Current Syllabus (ELCE2211) Taught to Prospective Saudi Tour Guides at a Public Saudi University Meet Their Reported Needs?

The textbook "*English for Tourism and Hospitality in Higher Education Studies*" used by ELCE2211 contains 12 units each of which covers a specific topic. It covers speaking and listening skills in six units and reading and writing in six units as well. Additionally, it covers vocabulary and language focus. In the vocabulary section, there are items related to vocabulary, pronunciation, and grammar. The activities in the language focus deal with the four skills and they are academically oriented, however, some of them are common core, and they can be useful in any context. There are a few active listening and presentation activities.

Thus, the textbook is beneficial for academic purposes, and it does contribute little to preparing students for future profession. Moreover, almost all the language functions revealed in the NA are absent from the textbook; pronunciation and grammar are not well covered in terms of quantity and items. In summary, the textbook taught to prospective tour guides does not meet their needs for English language. This is because it adopts English for Specific Academic Purposes (ESAP) approach, an area of EAP focusing on certain fields to prepare students for their academic studies. The aim is to equip them with the skills necessary for academic study; it contributes nothing to future careers (Bastrukmen, 2010).

In our case, the aim is preparing students for their prospective profession, tour guides. The results imply that selecting commercial coursebooks without being informed with solid NA results may lead to choosing an inappropriate textbook. Furthermore, the result strongly suggests that universities must incline to design ESP syllabuses that are consistent with their students' needs although this is time-consuming and expensive in terms of training staff in this area. More importantly, the result calls for proposing an ESP syllabus that meets the reported needs. Thus, the ESP syllabus taught to tour guides sample does not meet their target needs for English. It seems that this case is not confined to the Saudi context, but it is common Worldwide. In Jordan, Al-Tarawneh and Osam (2019), in Egypt, Abdel Ghany and Abdel Latif (2012), and Chamorro et al. (2021) in Spain found that ESP courses taught to tour guides do not prepare students for their career.

C. How Can Those Needs Be Fulfilled?

Our study revealed employers' dissatisfaction regarding their tour guides' performance in English language reflecting that the ESP course taught to tour guides during their undergraduate study did not prepare them for their future career. In addition, we also found that the ELCE2211 does not meet prospective tour guides needs for English language. This finding suggests a necessity to propose an ESP syllabus, English for Tour Guides (EGT), to match the reported needs.

Adopting the ESP approach in designing syllabuses is common and in most cases, and it is recommended, particularly for specialised students (Anthony, 2018). ESP syllabuses have several features the first of which is that they address students' needs (Hutchinson & Waters, 1987). Accordingly, this makes them learner-centred, thus, they attract learners' attention and interest. Furthermore, Carter (1983) states that ESP syllabuses impel communicative tasks through authentic materials and activities relating to the field it serves. In addition, they are beneficial as they promote self-direction by enabling students to be free in deciding what, when, and how to learn and consequently they create autonomous language learners (Carter, 1983). Moreover, an ESP syllabus accelerates learning of required linguistic

aspects because they are demanded by the learners. Also, it results in efficient learning as they maximise use of learning resources which are oriented toward previously specified linguistic aspects and language skills. Ultimately, this results in appropriate use of the language in professional future tasks identified in the NA.

Considering ESP syllabus benefits, this study proposes a syllabus that meets Saudi tour guides' needs. This outcome is similar to Correa's (2019) initiative by proposing an ESP syllabus for Colombian tour guides. The syllabus contains topics related to tourism, grammar that is related to the tasks and activities, lexicon/ technical vocabulary, and communicative tasks. Correa (2019) also provides the learning objectives, methodology, materials, and assessment plan.

VI. CONCLUSION AND RECOMMENDATIONS

The current study attempted to discover Saudi tour guides target needs represented in importance of English language in their job, language skills; linguistic aspects, the language functions they need, and employers' satisfaction level from their tour guides performance in English language. The study also tried to reveal the extent to which the current ESP syllabus taught to prospective tour guides in a Saudi public university meet their actual needs for English and how we can address those needs.

Based on the results, we can conclude that English language is frequently required by Saudi tour guides in their job. Moreover, they need speaking and listening followed by reading and writing. The linguistic aspects that our tour guides need are vocabulary, pronunciation, grammar, and spelling. Our data analysis showed that the current syllabus, *ELCE2211* is not consistent with the tour guides' needs. Finally, to bridge this gap, the study recommends an ESP syllabus for prospective Saudi tour guides.

This study suffers from some limitations. It relied only on verbal data collection tools, an interview and document analysis, which may not be sufficient to provide insightful data. Adopting a questionnaire could have offered data from a larger number of participants who can provide varied data. Another limitation is that the study confined itself to one English for tourism syllabus. Investigating more than one English for tourism syllabus may present more comprehensive information about the status of English for tourism in Saudi universities.

The study recommends that tourism programme should conduct NA among their students to meet them. It is also recommended that Saudi universities must tend to tailor ESP course based on their students' needs. If it is preferred to use commercial materials, universities should choose the textbook that addresses students' needs. Finally, the study recommends that the proposed ETG syllabus for Saudi tour guides to be taught to tourism students Saudi universities.

APPENDIX A

TABLE 6
THE PROPOSED SYLLABUS

Unit	Topic	Listening	Function	Grammar	Reading	Vocabulary	Pronunciation	Speaking	Writing
1	Tour Guide Career	Tour Guides Qualities	Introducing yourself and others Welcoming/ Greeting tourists	Verb to be Pronouns (my, his) This/That	What does a tour guide do?	Job related vocabulary. Suffixes and prefixes	Phonetic alphabet/symbols	Tour guide job skills Describing a job	
2	About KSA	Saudi Arabia	Giving instructions	Imperative Modal verbs 1: Will, shall, may Past simple		History, geography vocabulary Noun-forming suffixes	English short vowels	Presentation 1: getting started Talking about history	Writing a CV
3	Religion in KSA	The Great Mosque of Mecca	Giving information	There is/are Question forms Adjectives	Religion in Saudi: A guide to Islam	Religious places Adjectives Adjective-forming suffixes	English long vowels	Informing about Islamic places Presentation 2: the main part	
4	Tourism 1 Attractions	Places to visit in KSA	Offering help	Comparative/ Superlative adjectives 1		Tourist destinations Sightseeing Verb-forming suffixes	Transcription Syllables	Describing a place Comparing places	Emails 1: Starting the message Attachments Word combinations with 'email' Requests
5	Tourism Attractions 2	Riyadh Attractions	Making suggestions	Present simple tense 1 Passive voice	al-Masmak Palace	History vocabulary Prefixes and their meaning	Diphthongs	Justifying suggestions Answering questions Presentation 3: Charts and graphs	
6	Tourism Attractions 3	Museums in KSA	Apologizing Dealing with complaints	Modal verbs 2: can, could, must, have to Comparative/ superlative adjectives 2		Noun-forming suffixes Museums vocabulary	Word stress 1 Online dictionaries	Explaining safety procedures Arranging appointments Presentation 4: Comparing trends	Emails 2: Good and bad news Ending emails Email and text language
7	Festivals	Riyadh Season	Asking for permission	Expressing future actions	Riyadh season: An overview	Festival and celebrations Noun-forming Suffixes	Word stress 2	Giving Programme information Answering questions	
8	Future of Tourism in KSA	Tourism and Vision 2030	Saying goodbye Asking for opinions	Expressing Future actions		Tourism terms	Connected speech	Talking about future plans	Writing tourism information leaflet

APPENDIX B MATERIAL SOURCES

WEBSITES

Unit	Section	Source
1	Listening	https://www.youtube.com/watch?v=i5MeQc70xNs
	Reading	https://www.careerexplorer.com/careers/tour-guide/
2	Listening	https://www.britannica.com/place/Saudi-Arabia
	Writing CV	https://learnenglish.britishcouncil.org/business-english/business-magazine/writing-good-cv
3	listening	https://www.youtube.com/watch?v=F4pymQ3WPnI
4	listening	https://www.youtube.com/watch?v=5XCI_gP6m2E
5	listening	https://www.youtube.com/watch?v=-ht6pLR3vcY
	Reading	https://www.visitsaudi.com/en/see-do/destinations/riyadh/al-masmak-palace-in-riyadh
6	Listening	https://www.youtube.com/watch?v=PtM6VLkKvKQ
	Vocabulary	https://www.kaplaninternational.com/blog/learning-languages/eng/museum-vocabulary-list-english-student-tips
7	Listening	https://www.youtube.com/watch?v=1jLWojYmb5s
	Reading	https://blog.wego.com/riyadh-season/
	Vocabulary	https://www.cambridgeenglish.org/images/344242-festivals-vocabulary-activities-document.pdf
8	Listening	https://www.youtube.com/watch?v=_4_INO_RK2c
	Vocabulary	https://www.unwto.org/glossary-tourism-terms

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