

**AN ANALYSIS OF ENGLISH NEEDS FOR COMMUNICATION DEPARTMENT:
A SURVEY STUDY AT MATARAM UNIVERSITY**



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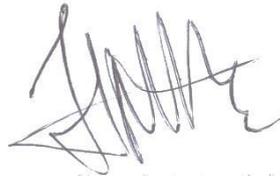
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The journal entitled **An Analysis of English Needs for Communication Department: A Survey Study at Mataram University** written by Agus Hultanudin, has been approved to achieve *Sarjana Pendidikan (S.Pd.)* in English Education Program, Faculty of Teacher Training and Education, University of Mataram.

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Second Consultant,

A handwritten signature in black ink, appearing to be 'Arafiq', written over a faint horizontal line.

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**AN ANALYSIS OF ENGLISH NEEDS FOR COMMUNICATION DEPARTMENT:
A SURVEY STUDY AT MATARAM UNIVERSITY**

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ABSTRAK

Penelitian ini bertujuan untuk menentukan level atau kemampuan awal mahasiswa dalam Bahasa Inggris, kebutuhan Bahasa Inggris berdasarkan keinginan mahasiswa, kebutuhan Bahasa Inggris menurut dosen dan memberikan rekomendasi untuk pengajaran Bahasa Inggris pada Program Studi Ilmu Komunikasi di Universitas Mataram. Metode yang digunakan dalam penelitian ini adalah Metode Survey. Populasi dalam penelitian ini adalah semua mahasiswa Program Studi Ilmu Komunikasi sebanyak 46 orang dan sekaligus menjadi sampel penelitian. Peneliti mengumpulkan data dari mahasiswa, dosen Bahasa Inggris, dosen Program Studi dan Ketua Program Study dengan menggunakan tiga macam instrumen yaitu tes English Communication Skill for Civil Service (ECSCS), kuisisioner dan wawancara. Analisis data yang digunakan dalam penelitian ini adalah analisis kuantitatif, kualitatif dan analisis isi. Dari semua sample, hanya 32 orang yang bisa mengikuti tes penempatan dan 31 orang yang mengikuti kuisisioner. Berdasarkan hasil tes yang telah diberikan, peneliti menemukan bahwa level Bahasa Inggris mahasiswa rata-rata masih berada pada level dasar (basic). Hasil kuisisioner dan wawancara dari mahasiswa adalah mahasiswa ingin meningkatkan kemampuan speaking. Akan tetapi, hasil kuisisioner dan wawancara dari institusi (dosen Bahasa Inggris, dosen Program Studi dan ketua Program Studi) adalah mereka ingin meningkatkan Bahasa Inggris untuk kebutuhan akademik dan Bahasa Inggris untuk kebutuhan pekerjaan. Sehingga peneliti memberikan rekomendasi pengajaran Bahasa Inggris untuk Program Studi Ilmu Komunikasi berdasarkan level mahasiswa dan waktu yang tersedia. Level mahasiswa adalah masih basic dan waktu yang tersedia untuk Bahasa Inggris hanya 6 SKS, peneliti memberi rekomendasi terdiri dari 2 SKS untuk Komunikasi Dasar, 2 SKS untuk Bahasa Inggris untuk Pekerjaan dan 2 SKS untuk Bahasa Inggris Umum. Peneliti juga menambahkan 2 SKS untuk Bacaan Akademik sebagai target dalam mempelajari Bahasa Inggris.

Kata Kunci: Analisis Kebutuhan, Rekomendasi, Pengajaran Bahasa Inggris

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ABSTRACT

This research is aimed at finding out the students' entry point or basic knowledge of English, the need of English perceived by the students, the need of English perceived by the lecturer and give recommendation for teaching English in communication study program at Mataram University. The method used in this research is survey method. The population of this research is all the students of communication study program, they are 46 students and all at once as the sample. The researcher collected the data from the students, the English lecturer, Subject Specialist and the Head of Study Program used three kinds of instruments, they are English Communication Skill for Civil Service (ECSCS) test, questionnaire and interview. The data analyses used in this research are quantitative, qualitative and content analysis. From the entire sample, only 32 students are involved for placement test and 31 students for questionnaire. Based on the result of the test given, the researcher found that the students' level in English is average still have basic. The result of the students' questionnaire and interview is the students want to improve the speaking skill. However the result of questionnaire and interview from the institution (English lecturer, Subject Specialist and Head of Study Program) is they want to improve English for Academic (EAP) and English for Job (EOP). Therefore, the researcher gives recommendation of ELT for Communication Study Program based on the students' level and courses allotment. The students' level is basic and the time allotment for English learning is 6 credits, the researcher give recommendation consist of 2 for English Basic Communication, 2 credits for English for Job and 2 credits for General English. The researcher also added 2 courses for Academic Reading as the target need.

Key Words: Need Analysis, Recommendation and Teaching English

A. INTRODUCTION

As an International language, English has a very crucial role in many aspects of human life. Almost all people activities need English as the medium of communication, particularly in education and business. Wiryachitra (2002) cited in Thompson (2011) states that the development of a country is seen as the increase of the business and education sectors where English is needed to be applied those sectors.

There are many problems that would be faced by the English teacher in teaching English for non-English Department (TENED) in higher education level such as college and university. One of the problems is the credit that is given in learning English just a little bit and only in one semester, while the students have the different want, need, necessity and lack. It agrees with Sujana, *et. al.*, (2011) stating that the failure to TENED in Indonesia is caused by the conflicts among the needs – high curriculum expectation (necessities), students' low level of English (lacks/gaps), limited time allotment (2 – 6 credits), big number students in a class, etc.

Communication Study is one of the new programs in the Mataram University. This program was established in 2014. This new program in Mataram University needs many things which have not been prepared yet, one of which is an appropriate guidance of learning. Therefore, the researcher tries to find out what the English need and design material using ESP approach that will be recommended for teaching English in this program.

B. REVIEW OF RELATED LITERATURE

a. Teaching English at non-English Department (TENED)

Teaching English at non-English Department (TENED) seems to be harder than teaching English at English Department. It is because the use of English at the non-English department is minim. Moreover, graduations of senior high school in Indonesia have low ability in English (Gunawan, 2003 in Sadiq (n.d.)). Therefore, the short period of time has to be used optimally in order to achieve the optimum result. One of the most crucial problems in teaching English at non-English Department is about the time/credits which are given. If the credit is given in every semester, all the problems above may be able to be solved. However, it is impossible to teach English every semester in non-English Department because they have their own major to deal with. Therefore, we need ESP approach to optimize English learning in this limited amount of time at non-English department students. According to Sujana (2001), ESP is effective to help non-English department students achieve English in a short period of time which is appropriate with their major.

b. The Study of English for Specific Purpose (ESP)

a) The Definition of English for Specific Purpose (ESP)

The ESP approach is one of the generally used in need analysis or designing an ELT courses. Therefore, Hutchinson and Waters (1987) defining ESP as an ELT approach based on designing courses to meet the learners' need. It means that ESP is used to design a certain course according to what the learners need. In ESP approach, the teachers are demanded to know what the learners wants

or their reason for learning English. By knowing their aims in English, the teachers will be able to select the material, media, method, assessment and the objective of learning which is appropriate with the students' needs.

It can be concluded that the essence of ESP is an ELT that has specific aims by design the courses according to the learners need. Actually, without defining it we will see what the meaning of ESP. It is clearly English for Specific Purpose; we teach or learn English for specific purpose.

b) Stages of the Development of English for Specific Purpose (ESP)

Hutchinson and Waters (1987) claim that from early beginning in the 1960s ESP has undergone three main phases of development and it is now in the fourth phase with a fifth phase starting to emerge: 1) Register Analysis, 2) Rhetorical or Discourse Analysis, 3) Target Situation Analysis, 4) Skills and Strategies, 5) Learning-Centred Approach.

c) Classification of English for Specific Purpose (ESP)

Generally ESP is divided into two main areas; they are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). (Dominguez & Rokowski, 2005 see Afzali and Fakharzadeh, 2009) EOP can be defined as "the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skilled to sophisticated jobs in technical fields. Whereas, EAP in Sujana, (2001) is the purpose of learning English to continues the study to the higher level.

c. The Study of Need Analysis (NA)

a) The Definition of Need Analysis (NA)

Richards (2001) cited in Massouleh and Jooneghani (2012) defines the term needs analysis, "as procedures used to collect information about learners' needs". The find out what the learners need, it is important to do a need analysis. Whereas, the learners need consist of necessities, wants and lacks. As Hutchinson and Waters (1993 see Afzali and fakharzadeh, 2009) have classified needs into necessities, wants and lacks. Where, the necessities are the target need of the learner; wants is the personal needs of learners; and lacks is the starting point of the learners.

According to Nunan, (1999 cited in Sujana, *et. al.*, 2011), Need Analysis is a set of procedures for specifying the parameters of a course. Nunan has seen Need Analysis as a procedure and guidance to design a course.

b) Concept of Needs Analysis

The current concept of needs analysis in ESP, according to Dudley-Evans and St John (1998, in Salehi, 2010), includes consideration of the following aspects:

- a. Professional information about the learners
- b. Personal information about the learners
- c. English language information about the learners
- d. The learners' lacks
- e. Language learning information
- f. Professional communication information about (a)
- g. What wanted from the course is.
- h. Information about the environment in which the course will be run – means analysis.

c) Procedure of Need Analysis

There are six steps of the procedure in need analysis to find out the learners needs in ESP. The framework of steps in doing Needs Analysis adapted from Harvey (1984 in Sujana, *et. al.*, 2011) as bellow:

1. Identification of target group/institution
2. Identification of Duties or Responsibilities of the target group
3. Assessment of the communicative needs
4. Translation of needs into skills/sub-skills
5. Translation of skills/sub-skills into linguistic and other specification
6. Teaching/learning activities to develop language and language related skills

From the steps in doing analysis above, we can see that to find out the target needs by using steps 1 to 4. In steps 5 and 6 is used to finding out the learning needs.

d. The Study of Syllabus Design

a) The Definition of Syllabus Design

After we find out the need of the learners, we can design an appropriate syllabus for them. Nunan, (1988) claims that Syllabus Design is focus on the selection of the content while methodology is the concern with determining of learning tasks and activities. These differences distinguished the definition between syllabus design and the methodology.

Allen (1984 in Nunan, 1988) define syllabus as the subpart of curriculum that focus on the specification of course units.

Seen from the perspective of the result and procedure of language instruction, syllabus can also divided into two major types,

they are Product-oriented Syllabus and Process-oriented Syllabus.

b) Product-oriented Syllabus

Product-oriented syllabus focuses on what the learners will know as a result at the end of the instruction session. The grammatical situational and notional-functional are the examples of product-oriented syllabus (Nunan, 1988) and (Katsara, 2008). They are straight forward in the sense that what is taught/ presented (language content) is what is intended to be learnt (language product). Syllabi normally include a determination of graded linguistic items that would be learnt by the learners.

c) Process – Oriented Syllabus

In Process-oriented syllabi on the other hand, the focal point is the pedagogic processes leading to the language outcome which, though anticipated, it is all too often not predetermined and even unexpected (Nunan, 1988). Process-oriented syllabus focuses on the pedagogical processes leading to the language outcomes. The task-based, skill-based and content-based types of syllabus are included in it (Katsara, 2008).

C. RESEARCH METHOD

a. Research Design

In this research, the researcher used survey method and designing material by using English for Specific Purpose (ESP) approach. Where, a survey is a method of collecting data in a consistent way. Survey research is useful for documenting existing community conditions, characteristics of a population, and community opinion.

b. Population and Sample

According to Mcmillan (1996), population is a group of elements or cases,

whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. Whereas, the sample is the group of elements, or a single element, from which data are obtained. The population of this research is all of the students at Communication Study Program of Mataram University. The total of the students as the population are 46 which consist of 24 females and 22 males only in one class. The researcher took all students as the sample of this research

c. Data and Data Collection Procedures

a) Kinds of Data

There were 4 kinds of data which are needed in this research, they were:

- 1) Students' Entry point of English
- 2) Gap/lacks
- 3) Target needs/necessities
- 4) Learning needs

b) Sources of Data

The sources of data were obtained from 3 sources that involved in Communication Study Program, they were:

- 1) Students
- 2) English lecturer
- 3) Lecturer of Communication Study Program
- 4) Policymaker

c) Data Collection Procedures

There were 3 kinds of the data collection procedures that in this research, they were:

1. Test
The test was used for the placement test in this research was ECSCS (English Communication Skills for Civil Services) Test.
2. Questionnaire

Questionnaire technique was used to find out what the students' needs.

3. Interview

The respondents of the interview were from the students, the lecturer and the policymaker in the institution.

d) Instrument

There were 3 instruments was used by the researcher to collect the data, they were:

- 1) Placement Test: ECSCS (English Communication Skills for Civil Services)
- 2) Questionnaire sheet
- 3) Interview

d. Method of Data Analysis

The data that were collected in this research were analyzed using quantitative, qualitative analysis and content analysis.

a) Quantitative analysis

Quantitative analysis was used to analyze the result of placement test and the result of questionnaire for the students to found their English need and wants.

b) Qualitative analysis

Qualitative analysis was used to analyze the result of questionnaire for the lecturer (English lecturer and subject specialist) and the result of interview that has been given.

c) Content Analysis

Content analysis was used to analyze the content of all data that were found to meet the appropriate recommendation of English learning for Communication Study Program at Mataram University.

D. FINDING AND DISCUSSION

a. Students' English Level at Communication Study Program

This is the result of ECSCS test to measure the students' English level. From the population, only 32 students followed as the sample of the placement test. From the 32 students, there are 19 (59.37%) students still in basic level and there are 5 (15.63%) students in elementary. There are only 2 (6.25%) students in pre-intermediate, intermediate, upper-intermediate and post intermediate respectively. It means that evenly the English level of the students at Communication Study Program is in the lowest level. Only some students are in the upper than basic level.

b. The Result of Needs as Perceived by Students and Institution at Communication Study Program

From the data, students' aim in learning English is for improving their speaking, it can be proven that there are 23 (74.19%) students choose for improving speaking ability as the first priority. The biggest voting for the second priority are improving reading, preparing study abroad and preparing for job, there are 6 (19.35%) students have choose them respectively. For the third priority, the biggest choice is preparing for job, where, there are 7 (22.58%) students have chosen it. The fourth priority is improving reading and improving writing which are voted by 7 (22.58%) students for each. Then, the last priority is preparing study abroad, improving writing and preparing lecture. Where, the voting are 6 (19.35%) students for each.

For the skills development, speaking is still the first priority, where, it has chosen by 16 (51.61%) students. The second priority is listening because it has the biggest number of students; there are 8 (25.80%) students. For the third priority, the most students choose

grammar; there are 9 (29.03%) students. Pronunciation is the fourth priority, 9 (29.03%) students chose it. The biggest numbers of students in fifth priority is grammar, pronunciation and reading. There are 6 (19.35%) students who choose them respectively. The sixth priority is reading, there are 11 (35.48%) students choose it. The last priority is writing. It has 11 (35.48%) students.

Based on the English lecturer, the ideal targets of English learning for communication study are English for Academic Purposes, English Occupational Purposes and for continuing the study to the higher level. For academic purpose, the students are expected to be able to read the text. For occupational purpose, the students are prepared for job, in order they can be accepted or find out the occupation that appropriate with their major easily after they are graduate. For continue study, the students are learning English in order they can continue their study to the higher level such as postgraduate (S2) either in domestic or abroad.

However, the subject specialist assumed that the students must master in English because almost all of handbooks that used to teaching use English and it is impossible to translate all of them for the students. There is no choice that they have to be good in English, so the necessities are very high for the students. The materials that must be given for students according to the lecturer are aimed at English for Academic Purposes. They must be prepared to be able to speaking and reading textbook because the target is able to speak English fluently and able to read and understand the textbook. The aim of English learning for this program based on her opinion

is beside good in English subject, it can influence of the successfully for other subjects.

According to the head of the study program, all skills of English must be mastered by the students of Communication Study Program because it can support their occupation after they graduated from the university. Therefore, he suggested that the lecturer must teach the students the materials that are related to the program with student center approach.

c. The Relation Between Needs and Lacks at Communication Study Program

If we refer to the data found, it is difficult to find out the appropriate courses design for English Teaching at Communication Study Program using English for Specific Purposes (ESP) Approach. It is caused by the conflict among the needs of English at Communication Study Program. According to Dudley-Evans (1998 in Burdová, 2007), ESP approach can be applied generally for intermediate or advanced students. Whereas, most of the students level is still in basic level although there are some students have intermediate and advanced level.

The necessities are almost same as the students' wants. It is for improving speaking ability. However, it is a high expectation because the basic knowledge of the students is very low. In addition, there are many aspects that make the difficulty and have to be considered for ESP design in Communication Study Program. Those aspects are about the credits course that is available only 6 credits, the number of the students in a class is too big and unbalance between the expectations with the students' ability.

d. Recommendation of ELT Programs at Communication Study Program

To make the English teaching using ESP Approach effectively, the syllabus and the materials have to appropriate with the students' wants and necessities. It is appropriate with the objective of the ESP Approach where the students and their need is the most important to be considered to decide on the learning process and goal (Hutchinson & Waters, 1987; Robinson, 1991 in Sujana, 2001). Therefore, the teachers have to be able to design English teaching by those considerations despite of find any problems on it.

The researcher decided to give the recommendation based on the current condition of the students (level) and the credit course available. However, this program cannot learn English only based on their level but they must have the ideal target. They have to be able to read the textbook related to their field written in English. Therefore, the researcher also decided to give one recommendation as the target need, it is English for Academic Reading. Based on the credit course available (6 credits in 3 semester), the recommendation is divided into English 1, English 2 and English 3, each of them consists of 2 credits. In English 1 for Basic English Communication, English 2 aimed to English Job (EOP), and English 3 the students are demanded to mastery General Academic English (GAR).

E. CONCLUSION AND SUGGESTION

a. Conclusion

From the data and discussion above, we found that the English level of the students of Communication Study Program at Mataram University is very low, it can be seen from most of them are still in basic level (59,37%). Furthermore, the need of English that perceived by the students is to improve the English speaking skill, where their language input is very low. The problem is not only the conflict among the need, but also the other aspects such as low level of the students, the limited time allotment and big number of students in a class must be considered in designing an ELT. The need of English for students of Communication Study Program perceived by the English lecturer, subject specialist and the policymaker are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Where, EAP is to prepare the students to be able to read the textbook that are written in English and improve the speaking skill, otherwise, EOP is aimed to prepare the students for job seeker.

b. Suggestion

1. It is necessary for the institution to give placement test in every accepting the new students in this program in order the English lecturer know how far the students' ability/level in English. Knowing the students' level will help the lecturer in designing the syllabus and deciding the appropriate material for them.
2. The English Language Teaching (ELT) in this program is suggested to apply the ESP Approach because its aim is to bring the students based on their major.
3. To make an ELT succeed, the institution have two choices. The first is providing enough time for English subject, so the current courses (6 courses in 3 semesters) can be added to be 16 courses in 8 semesters for the students. The second choice is if the institution cannot add the time for English learning, the students must take the English course beside the regular class.
4. The English lecturer admitted that he felt difficult to find out the English handbooks that are appropriate with the Communication Study Program neither from national nor from international as the references for teaching English in this program. Therefore, the institution has to be able to provide any English references connected to the program and facilities such as library and English laboratory.
5. The lecturers of the other subjects also must support the students learning English by using English or bilingual in teaching the subjects that are taught, it can be enlarge the students' English literature.

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