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Needs Analysis of English Communicative Skills of Hotel Receptionists and Future Steps towards Possible Solutions: The Case of Sheraton, Royal and Meridien Hotels in Oran

Thesis submitted to the department of English in candidacy for the degree of Doctorate in ESP

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I, Asma MERINE, declare that my doctorate thesis entitled, "Needs Analysis of English Language Communicative Skills of Hotel Receptionists and Future Steps towards Possible Solutions: The Case of Sheraton, Royal, and Meridien Hotels in Oran", is my own work and that, it contains no material that has been submitted previously, in whole or in part, for the qualification of any other academic degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and it is the result of my own investigation, except where otherwise indicated and stated.

Ms. Asma MERINE Date: 15/11/2019

Dedications

To the memory of my grandfathers

To my parents for their continuous encouragement and support without whom this thesis might not have been achieved.

To my sweet sisters: Malika, Meriem, Fatima, Souhila, Imane, Safia and my brother Mohamed El Amine

To Lakhal, Mokhtaria, Amira, Mohamed, Reda and Abdelhak

To Omar

To my aunts and cousins

To all my friends

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Abstract

ESP came to existence as an approach to teaching and learning English as a foreign language based on the specific needs of target learners. To this end, various disciplines implied fundamental changes so that the significance of ESP becomes a must that can hardly be ignored either academically or occupationally. The current study attempts to help hotel receptionists to perform their job effectively in their target language environment. To meet this end, an exploratory research was conducted to investigate hotel receptionists' needs and problems while dealing with foreign clients coming from different countries. The researcher obtained data regarding employees' needs and problems by multiplying the research instruments and sources. First, two questionnaires were distributed; one was for the hotel receptionists working in Meridien, Royal and Sheraton hotels and the second questionnaire was designed for the hotel clients. Additionally, a semi-structured interview with the hotel receptionists and a semi-structured interview with the hotel managers were other two methods of data collection to collect the necessary data. Therefore, this work includes hotel receptionists, hotel clients and hotel managers. The data were analysed both quantitatively and qualitatively. As a matter of fact, the results revealed that hotel receptionists greatly need the English language communicative skills in their job. Such results called for the implementation of in-service training to cope with employees' present and target needs and then to reach high service quality in the field of tourism and hotels in Algeria.

Key Words: English for Specific Purposes, English for Hotel, Needs Analysis, Hotel Receptionists.

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List of Abbreviations and Acronyms

BASE: British Academic Spoken English corpus **BE:** Business English **CNP:** Communicative Needs Processor CTH: Tourism and Hotel Management Centre **DA:** Deficiency Analysis **EAP:** English for Academic Purposes **EBP:** English for Business Purposes **EFL:** English as a Foreign Language **EGAP:** English for General Academic Purposes **EGOP:** English for General Occupational Purposes **EGHP:** English for General Hospitality Purposes **EGP:** English for General Purposes **EGPP:** English for General Professional Purposes **EHI:** English for the Hospitality Industry **EHR:** English for Hotel Receptionists EIAL: English as an International Auxiliary Language **ELFA:** English as a Lingua Franca in Academic Settings corpus **ELP:** English for Legal Purposes **ELT:** English Language Teaching **EMFE:** English for Management, Finance, and Economics **EMP:** English for Medical Purposes **EMT:** English as a Mother Tongue **ENST:** National Institute of Tourism **EOP:** English for Occupational Purposes **EPP:** English for professional purposes **ESAP:** English for Specific Academic Purposes **ESHP:** English for Specific Hospitality Purposes

ESL: English as a Second Language

ESOP: English for Specific Occupational Purposes

ESP: English for Specific Purposes

ESPP: English for Specific Professional Purposes

EST: English for Science and Technology

EVP: English for Vocational Purposes.

FO: Front Office.

GE: General English

ICT: Information and Communication Technology

IELTS: International English Language Testing Service

INTH: National Institute of Tourism and Hotel Management

L1: First Language

L2: Second Language

LMD: Licence, Master, Doctorate

LSP: Language for Special Purposes

MBA: Master of Business Administration

MICASE: Michigan Corpus of Academic Spoken English

NA: Needs Analysis

PSA: Present-Situation Analysis

SA: Strategy Analysis

SL: Second Language

TESOL: Teaching English to the Speakers of other Languages

TOEFL: Test of English as a Foreign Language

TSA: Target Situation Analysis

VESL: Vocational English as a Second Language

General Introduction

General Introduction

The 21st century has experienced an incredible technological advancement in different fields, rapid international trade, and vast expansion in economic, educational, scientific and technical activities. Such enormous developments led to an urgent call for a global language as a medium of interaction to ensure the countless exchanges in all areas; a language that is understood and recognised in the global community. Undoubtedly, the choice was fallen on the English Language as it is the most popular language worldwide throughout its historical background.

English becomes the predominant means for communication and for understanding and exchanging ideas among people all over the world. It is required for external purposes, i.e. to be up to date with the rapid advances in the field of business and to communicate with people from different cultures. Thus, learning English becomes a necessity that is highly required to be used in different domains. Apparently, the above mentioned issues led to the beginning of a well established movement from simply teaching English as a Second/Foreign Language (ESL/EFL) to teaching English for Specific Purposes or ESP which was strongly apparent by the 1960s to meet the communication needs of a new category of people willing to learn English not for prestige or pleasure but rather as a key to success in different academic or occupational settings.

In fact, one of the main important industries in the world that demands a highly developed communication skills from its employees is the hotel industry. It results in communication between employees and guests with different languages, cultural and ethnic backgrounds. As English is the language of the world, effective and excellent communication and adequate English language competency is highly recommended for better guest experience and hence better efficiency, productivity and , in the long run, profitability of the hotel industry. In other words, the more the hotel industry is outstanding worldwide, the more English skills are needed at the workplace. There is therefore a growing worldwide need for a front-line staff in the hospitality industry who is able to communicate with guests especially the foreigners who need a proper accommodation from the hotel staff.

Obviously, people all over the world are using this global language for communication and no one could deny the fact that communication can be a big problem for those who do not communicate effectively when they use English. In fact, the front office is the nerve center of a hotel property; the hotel receptionists have to master English skills as they are always engaging in conversations with foreigners from different countries. The lack of the English language ability prevents them from conducting their jobs effectively.

Based on the findings of the research work which is entitled "The English Language Communicative Needs of Receptionists: The Case of Royal Hotel in Oran" that was conducted by the researcher during the period (2012- 2014), a set of difficulties and limitations have been identified at different levels. Firstly, the study was carried out in only one hotel despite the fact that there are many other famous hotels in Oran. Secondly, the needs analysis had been identified at only two levels namely listening and speaking skills. Thirdly, the sample population consisted of all employees working in Royal hotel so that the number of population who speak English was not enough to make generalisation. In this respect, the researcher decided to conduct needs analyses in three hotels and at different levels to analyse and evaluate the needs, lacks and wants of the hotel receptionists and therefore to suggest some hopefully beneficial recommendations to cope with the needs of this category of workers.

Back to the significant role of English as a global language which gave birth to a new branch in the world of ELT namely ESP which in its turn gave birth to a heated debate and many contrasting viewpoints amongst educators. Serious and deep investigations conducted by many scholars claim that there must be programmes designed to meet learners and employees' needs in terms of English use. Obviously, successful and effective learning depends on the quality of teaching and the amount of exposure to the target language inside and outside the classroom. So, good language learners practice the target language, and the more they communicate in this language, the higher level of proficiency they reach. In addition to the amount of exposure, the target language must be taught by language specialists with developed materials to motivate learners.

However, in non-speaking English countries, exactly in Algeria, English starts to be learnt at the middle school. Such delay in learning English and the little exposure to this language make learners much influenced by their first language Arabic or by the French

General Introduction

language because Algeria is a meeting ground for three main languages which compete one another. While Arabic is a statutory and symbolic official language, Tamazight is a symbolic official language. French, which is politically regarded as a foreign language, is instead a working language that echoes a covert official status. The heated linguistic competition is obviously between Arabic and French. On the other hand, English is regarded as a difficult language for two reasons. First, it is not used in daily life activities outside the classroom. Second, English belongs to a foreign culture that it has little or no exposure to. As a result, most students pass the English language requirement by memorizing vocabulary and mechanical grammar drills. They will not have enough English proficiency to communicate in English which will form a barrier to their professional activities and careers; this is the case of the vast majority of the hotel receptionists who finish their higher studies and would be recruited without any training and with low standards of English.

In fact, the hotel receptionists are supposed to be engaged in dealings with foreigners who master English to respond constructively to their needs. Further, they are invited to welcome the customers, answer their questions, listen to them carefully and understand them, define the problems concerning clients' complaint and so many other tasks. To perform such tasks, English proficiency becomes a necessity in the hotel industry to survive in today's competitive business world. However, being ill-prepared in addition to the lack of training knowledge in this field may lead to failure and customers' dissatisfaction. It could have a negative psychological effect on the hotel receptionists once they find themselves not able to perform their job appropriately.

Teaching EFL is always a challenging task when it comes to countries where most of the focus is on General English and less on ESP. It should be borne in mind that teaching English in Algeria is still inadequate. No serious decisions and solutions have been taken in this field so far according to several studies that are conducted in Algeria. Since English is absolutely required, the authorities can do much to exploit this global language and integrate ESP in several sectors, notably business, banking, universities, scientific and technical institutions, vocational schools, hotels and many other fields forming the basis of the Algerian economy. The hotel industry, in particular, has been and still a neglected area of research in comparison to the bulk of the studies in other fields such as economics, science, medicine, law, etc. Furthermore, in the Algerian context, English courses are generally introduced to the learners and a 'one-size-fits-all' philosophy is imposed with no regard for individual differences and background. The central concern guiding this current study is first to investigate the situation of English in three hotels in Oran city by finding out how and when English is used by the receptionists. Since needs analysis has a vital role in the process of designing and carrying out any language course, whether it be ESP or a General English course, this study seeks to explore the hotel receptionists' needs and discover which English language and other essential skills are lacking and need attention; at the same time, to gain further insight into the problems and difficulties faced by the employees in the actual situation and therefore helping the receptionists who are already engaged in dealing with foreigners in different situations once they use English in their communication. To this end, it is of great importance to critically analyse the existing situation and training programmes if they are really related to the actual linguistic needs, wants and lacks of the hotel receptionists or not.

As this issue is worthy of close investigation, proposing solutions, designing new courses and adopting new methods which should respond more adequately to the actual needs of the hotel receptionists may help workers improve the current situation and teaching practices. So, the main purpose of the current study is to add valid suggestions regarding the programmes and methodology in designing ESP courses for hotel receptionists. Also, it tries to tackle the relationship between ESP and culture, which is denied strongly by many scholars. That is, to deal with the main aspects of language use in the hotel's reception, the receptionists' language needs and their problems with regards to interpersonal as well as intercultural communication skills. The results yielded by this analysis would be used as a basis for recommendations to ameliorate the current situation through providing in-service training programme for those employees to function effectively in their discipline and target situation in order to satisfy and meet the customers' expectations.

Being the language which opens doors into the world, countries all over the world, including Algeria, require efficient access to this prestigious language through which they could achieve great advancements in different fields. The need for English in countless settings has led to the emergence of ESP as a branch of ELT. Nowadays, ESP is regarded as one of the core realms of applied linguistics that has been applied in education for many decades. Actually, English becomes a requirement for professional employment; this is the

case in the hotel industry. The hotel receptionists must be highly qualified, highly professional and well-equipped with a set of competencies and skills to handle different situations with foreigners.

Based on the above discussion and by taking the aim of the study into account, the current study attempts to set out to investigate the following research questions:

- **1.** What are the present needs and problems of the hotel receptionists when using English to perform their job?
- **2.** Are the hotel receptionists well prepared and qualified in terms of their English language ability to meet their current communication needs?
- **3.** To what extent does providing the hotel receptionists with specialised inservice training help them communicate appropriately in their target situation?

These questions led to the formulation of the following hypotheses:

- **a.** The hotel receptionists seem to come across different kinds of needs and problems while using English.
- **b.** The hotel receptionists are not well prepared and qualified in terms of their English language ability to meet their current communication needs.
- **c.** In- service training is essential in providing the hotel receptionists with the right skills for their present and future jobs to reach international standards.

The study is believed to be significant in several directions. The basic premise of this research work turns around the idea that in spite of the fact of introducing various researches in the field of ESP, most of the linguistic researches that are conducted in Algeria focused in particular on the formal aspect of a language especially in the academic field .They emphasised the specialised language which helps the students within the confines of the specialisation only, and neglected the needs of the situational settings. So, it can be said that very little work is available which has been oriented towards the investigation of the use of language at work even though employees in many industries have been facing with the vast increase of English use in a variety of their domain-related areas. The actual study tackles an important area of ESP, the hotel industry, which has very limited relation to the former studies. More precisely, the study derives more significance

from the fact that it is needed even more urgently, to provide some important insights into the ESP course design, teaching skills, materials selection and training sessions that it would contribute in the field of ESP here in Algeria. At a global level, the design output of the study can become a useful model for researchers in the future.

As it is mentioned previously, the current project acts as an extension of a research work that is conducted few years ago. The earlier work was a Magister thesis that was based on needs analysis of the employees working in Royal Hotel. It tackled communication and English language skills in general with no reference to ESP. However, the actual work seeks to conduct needs analysis in other hotels in Oran by focusing on the position of English language skills and language issues in ESP. Based on the results, possible solutions will be introduced to cover the weaknesses of the hotel receptionists so that to contribute to the improvement of the quality of English in occupational settings. Additionally, the research will come up with results that help in the conclusion whether ESP can or should have a cultural dimension or whether it can be culture-free when dealing with foreigners in the hotel industry.

Further, based on the conceptual ESP framework, the study is a significant endeavour to improve the status of ESP teaching at the hotel industry and to bridge the gap between the employees' educational and occupational needs. Thus, the major motive of the study responded to the specific English language needs of the hotel receptionists including lacks, wants and goals. In other words, the employees could have the tailored English course and recommendations for their needs, which could, in turn, satisfy their demands, enhance their motivation, and consolidate their basic domain knowledge in English and therefore meeting customers' expectations.

As a whole, the research work is essentially composed of two main parts; theoretical and practical with a total number of five chapters. The first two chapters represent the theoretical grounding of this research in that it introduces to the reader with an overview of the basic concepts. Further, the first chapter reviews relevant literature; it provides an overview about ESP and language skills. It also surveys some other guiding concepts which serve as an overall theoretical framework for the dissertation. Regarding the second chapter, it addresses the major issues related to Needs Analysis to set about its nature, origins and developments in the realm of ESP. In this regard, needs analysis was highlighted including its major definitions, characteristics, theoretical rationales, and main approaches. It also deals with the major approaches to ESP course design, materials.

The following chapter, with its analytical nature, depicts the situation analysis of English in Algeria, ESP in the Arab World and then in Algeria. It traces research design and the methodological approach adopted in the study. In order to enrich the data from different perspectives, mixed-method design was employed. The research instruments, target population, the procedures undertaken for the selection of the sample, the research instruments implementation that have been used while collecting and then analysing the available data are all well explained within this chapter; for instance, two questionnaires and two semi-structured interviews have been used as research instruments. On the other hand, the fourth chapter aims to analyse, describe, report and interpret the results that have been collected from the target population by reflecting on the research questions and hypotheses being posed. So, it presents key findings along with discussion.

Finally, chapter five includes more discussion about the findings of the research work and then recommends a number of implications and suggestions for future studies that should be taken into account for better communication in the hotel industry and to improve the receptionists' abilities and skills particularly listening and speaking skills. It suggests a scenario for the receptionists training that has become an indispensible requirement in any ESP profession.

Chapter One

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ESP: Theoretical Perspective

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1.1. Introduction

From the 1960's onwards, there has been an increasing need to use the English language for different purposes within specific occupational and educational fields. Consequently, there was a call for real efforts to provide and deliver courses in English and more precisely English for Specific Purposes (henceforth ESP) that would meet the needs of this new challenging world. In view of that, chapter one aims to delineate the ESP framework, categorising and defining its major various sub-domains that belong to the study. It then offers a comprehensive historical orientation of the ESP movement and distinguishes its emergence into five distinct reasons; each dealing with a particularly salient feature of ESP that also characterised the development of the whole of ELT. Current trends in ESP research are also discussed and the chapter ends with a brief but comprehensive chronology of the major language issues in ESP.

1.2. English as a Global Language

For the past several decades, English has grown into the primary language for international communication. As a result of the growth of trade, technology, culture and economy, English has become a global language and it is used worldwide among all world languages. It is considered as a symbol of prestige in many societies by heading science, technology and commerce and there has never been a language as widely used all over the world as English. It was originally the language of England and it became a tool of imperial expansion and ends up by gaining a special place in many countries. Through the historical events of the British Empire, it has mainly become the primary or secondary language of many former British Colonies such as Canada, Australia, the United States, India and Nigeria...etc. Actually, the rise of English can be studied from a number of perspectives. So, it makes a great sense to provide a short historical sketch of how this global language spread through the following table:

| Date | Facts |
|-----------------------------|---|
| 17th and 18th centuries | English spread as a result of British colonialism |
| 18th and 19th centuries | English spread as the language of British leadership in the Industrial Revolution |
| Late 19th and early 20th c. | English spread as the language of American economic superiority and political leadership. |
| Second half of 20th c. | English spread as a consequence of American technological domination. |

Table 1.1. Spread of English Language

Since the incredible expansion of the English language worldwide, it has been referred to by linguists as an '*International Language*' (Mckay, 2002), '*World Englishes*' (Kachru & Nelson, 2009), '*Lingua Franca*' (El Kadri, 2010), '*World English*' (Rajagopalan, 2012), and '*Global Language*' (Crystal, 2012). Actually, the importance of English is absolutely linked to globalisation and it is used in professional activities: advertising, education and mainly for international communication. In this sense, many attempts have been made to conceptualise the incredible spread of English through the proposition and aid of different maps, models and diagrams. The oldest model of the spread of English is that of Strevens (1980); it shows a map of the world.

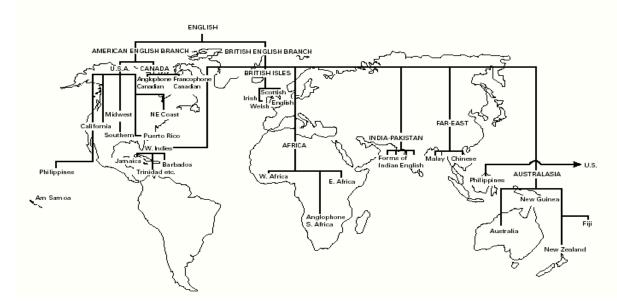


Figure 1.1. Strevens's World Map of English (Adopted from Strevens, 1980: 86)

Today, the number of people using English in their communication is extremely increasing on an unprecedented scale and the spread of this global language shows no signs of stopping. At the same time, non-native English speakers outnumber native ones. Not surprisingly, English becomes the main language of international trade and commerce in the world where these fields have the great dominance. In this respect, Phillipson (1992) gives a list of terms that have been used to promote English and devaluate other languages.

| Glorifying English | Devaluating other languages |
|-----------------------|-----------------------------|
| World language | Localised language |
| Additional language | Incomplete language |
| Link language | Confining language |
| Window onto the world | Closed language |
| Neutral language | Biased language |

Table 1.2. Extracts from Phillipson's Table (Adapted from Phillipson, 1992: 282)

Moreover, Graddol (1997) summarised the British Council's English project about the position of English as follows:

World-wide, there are over 1,400 million people living in countries where English has official status. One out of five of the world's population speak English to some level of competence.By the year 2000 it is estimated that over one billion people will be learning English. English is the main language of books, newspapers, airports, international business and academic conferences, science technology, diplomacy, sport, advertising and international competition.

In recent years, the growth of English has been further accelerated by a startling expansion in the quantity and speed of international communication. Consequently, English gains dominance over other languages and plays a crucial role in promoting globalisation. Hence, English proficiency is required in all professional areas and it becomes essential in several industries because of its specific characteristics.

1.3. English Language Teaching

English has been accepted as an international language all over the world; it is used extensively everywhere. Totally, more than a quarter of the whole world speaks English and this reflects the greatest importance of this language in comparison to other languages. Previously, the reasons behind learning English had not been well defined. Knowledge of a foreign language had been generally regarded as a sign of education and prestige. However, in terms of globalisation, it becomes necessary to learn English language for academic and professional success. English today has a unique status, as a consequence of the role it plays around the world and its function as the '*world language*'; it is seen as the language of commerce, technology and science etc. Thus, new generation of learners had appeared who knew specifically why they were learning the language.

Furthermore, English is taught worldwide and there is an increasing demand for competent English language teachers, as well as for language programmes that can deliver the English language skills and competencies needed by today's global students. Communication in English language should be the first goal of teaching English to cope with the continuous progress of the world. In this vein, it is important to say that ELT in Britain refers to 'English Language Teaching'. In North American usage, this is often referred to as TESOL 'Teaching English to the Speakers of other Languages'. ELT differs according to the differences of its contexts and communities and thus it is learnt as the first language in some countries; as a second language in other countries; or as a foreign language in countries that do not speak English and have to learn it to be up to date (non-native English speakers).

Indeed, there is no doubt that this global language serves the entire world in different disciplines and fields. Since English has become the language of technology in a very industrial planet, its role is to prepare learners from all over the world with different needs to acquire proficiency in English. As a matter of fact, the large number of non-native speakers of English goes hand in hand with the process of re-evaluating and developing new models and courses for teaching English such as ESP and EGP courses.

1.3.1. ELT Varieties

English Language Teaching has developed many different acronyms associated with the teaching and learning process of English. According to Quirk et *al.* (1985: 3), ELT is divided into three main streams:

- English as a Mother Tongue (EMT)
- English as a Second Language (ESL)
- English as a Foreign Language (EFL)

ELT can be considered as the parent body and EMT, ESL and EFL can be considered as subsidiaries.

1.3.1.1. English as a Mother Tongue (EMT)

Today, large numbers of people speak English language as the first language/mother tongue in Britain, USA, Canada, Australia, New Zealand, South Africa as well as many other countries. This language was the mother tongue of only the people living in the British Isles, numbering between 5 and 7 million, as it is stated by crystal (1997). Between 1588 and 1952, the speech community of English as a mother tongue has experienced a rapid expansion exactly after the end of the reign of Elizabeth I (Elizabeth the first), and the beginning of the reign of Elizabeth II (Elizabeth the second) which finally took the language outside the British Isles. It is worth noting that the introduction of English to the New World (USA) was a landmark in the history of that language.

1.3.1.2. English as a Second Language (ESL)

ESL is used to refer to the non-native speakers of English. It is greatly used for a wide range of purposes as it has an official status within a country after the mother tongue. ESL complements the first language in many countries in the world like: Ghana, India, Nigeria, Singapore, India, Bangladesh, Cameroon, Kenya, Malawi, Pakistan, etc. ESL is used extensively in everyday life and in numerous fields of politics, economics, mass media, commerce and trade and in the educational system as well. Thus, it is necessary that the individual learns the second language in order to be well equipped with an instrument of communication.

1.3.1.3. English as a Foreign Language (EFL)

So far we have been considering English as a second language but in the rest of the world, English is a foreign language. It is agreeable that English as a foreign language means a language used by foreigners. It is taught in schools, often widely, but it does not play an essential role in national or social life and has no official status. It is applied in many countries all over the world like in the Arab World. It is not used as a medium of instruction or as a language of communication within these countries. English is a foreign language if,

It is taught as a school subject or at an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways- to read literature, to read technical works, to listen to the radio, to understand dialogue in the movies, to use language for communication. (Marckwardt, 1963)

The most influential model and widely used is Kashru's Three Circles of English (1986). It is divided into three concentric circles: the inner circle refers to English as it originally takes place (UK, US and Canada); the outer circle (Malaysia, Singapore, India, Ghana, Kenya and others) and the expanding circle which includes much of the rest of the world. English speakers are described by Kachru in terms of belonging to one of three concentric circles.

Traditionally, there was a clear distinction among English as a native language (ENL), English as a second language (ESL) and as a foreign language (EFL). Within Kachru's model, ENL was replaced by inner circle, ESL by the outer circle and EFL by the expanding circle. Moreover, in what Kachru (1986) calls "*the inner circle, the outer circle and the expanding circle*" of world Englishes, there are about two billion people speaking English as the first or second language and as Bill Bryson states, "the rest of the world are trying¹".

However, his model is not sufficiently dynamic to reflect the reality of English use in the world. In fact, the three-circle model fails to consider the growth of English in the world. It cannot account for the growing use of English, namely English as a lingua franca between speakers who do not share a first language (Mollin, 2006: 41-42). Additionally, it

¹ Adapted from Bill Bryson's quotes.

is difficult to define which one owns English as the first language and which one knows English as a second language as Crystal (1997) states: "there are several countries where population movement, language loss, divergent language attitudes, and massive shifts in language use have made it difficult to answer the question: What is your first language?"

1.4. Teaching English for Special Purposes

Recently, there has been a major shift in the world of ELT away from teaching of literacy studies towards teaching of a language that is no more related to aspects of culture but related to the specific purposes and needs of the learner and the worker. '*English for Special Purposes*' is a name that is usually given to this kind of courses and it is generally used in circumstances in which the command of English being related to a specific purpose, job or subject. Consequently, there have been significant developments of ESP studies in different professional, academic and occupational settings.

Since ESP is growing at a great pace, special syllabuses and materials should be prepared in addition to a competent staff who will be recruited to teach these specialised aims. In this regard, Strevens (1977: 89) points out that there are three aspects of ESP which specialists should concentrate on. Firstly, for the great diversity of courses which come under the general heading of ESP, classification and analysis of such courses must be done to prepare courses that fit learners' needs. Secondly, the nature of '*Scientific English*' must be studied from different perspectives. Thirdly, specialists should consider the principle that ESP should be concerned with the '*communicative purposes*' of the learner.

It is argued that within '*English for Special Purposes*' the crucial word is '*purpose*'. Teachers and specialists must be clear about what that purpose is and to consider the ways to achieve this end. In other words, teachers have to design a syllabus that will meet students' needs and adapt an appropriate methodology to teach the necessary skills. In fact, the methodology of ESP has been a controversial issue among scholars and ESP instructors because ESP is different from ELT in terms of the content, syllabus and presentation but the question that needs to be posed is whether or not there is a special methodology of ESP and whether such a methodology for ESP. This view is supported by that of Hyland (2002) who states that some scholars did not provide sufficient reasons to justify the need for implementing a special methodology for ESP as: "the subject – matter domain requires a

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higher level of English proficiency so the learners first need to acquire general English at the appropriate level."

On the other hand, some scholars argue that the methodology of ELT differs to some extent from the methodology of ESP as Robinson (1991) states that only two characteristic aspects of ESP can be identified:

- ESP activities derive from the students' specialism (nevertheless, it is not a sine qua non condition),
- ESP activities can (but may not) have an authentic purpose derived from the students' target needs.

Robinson's view was supported by Watson's view (2003: 147-156), who declares that the only distinguishing factor between ESP and ELT is team teaching, i.e., there is cooperation among teachers and what remains such as the integration of teaching and technology, learner autonomy, use of authentic materials and tasks and so many other approaches can also be found in general ELT.

Conversely to the earlier proponents, Dudley-Evans and St. John (1998) believe that specific ESP teaching has its own methodology by which they mean that:

- all ESP teaching should reflect the methodology of the disciplines and professions it serves,
- the activities the students need to carry out, generate and depend on registers and genres associated with the language that students need to be able to manipulate in order to carry out the activity,
- the interaction between students and teacher may differ from that which occurs in the general English class.

ESP specialists have not strongly privileged a specific method to teach ESP so that it is suggested that ESP methodology is not much different from the methodology of GE teaching. The only difference is that teachers have to be flexible, open and tolerant for they are not subject matter experts in the specialty shared by the professionals in their class.

To put it differently, it can be proclaimed that it is difficult to present an explicit statement as to whether or not ESP borrowed ideas from ELT or ELT borrowed ideas from ESP. ESP specialists who deliver practical courses must maintain update data and in addition to methodology, more attention must also be given to issues such as needs analysis, course design, material developments as well as assessment.

1.5. ESP Interpretations

For the past several decades, the reasons behind learning English have not been well defined. After being accepted and introduced as an international language, today's generation become greatly aware of the importance of English. People who want to buy and sell products abroad, receptionists who want to communicate with foreigners in the hotel, mechanics who have to read instruction manuals, students in different disciplines who need to be up to date with the developments in their fields (economy, medicine, computing, ...etc), all these and many other demands and requirements had a positive effect on the expansion of one particular broad diverse field of ELT namely 'ESP'. In fact, the highly demand of English in almost all fields made ESP more common and recommended than the others. So, it is of great importance to ask the two forthcoming questions, what is ESP? And what does it refer to?

English for Specific Purposes or English for Special Purposes arose as a term in the 1960s. It has brought specialists to heated debates as it became increasingly aware that GE did not meet the specific needs of learners. Actually, countless definitions and views have been proposed by different scholars. Therefore, to know what this term really means, various interpretations relevant to the ESP context should be presented. ESP is described simply as teaching English that is used in specific areas, i.e., Academic Studies or Professional Purposes. This new approach is specially designed for people or in other words adult learners who are learning English so that they will be able to use it in specific practical situations, to communicate appropriately and to perform particular job-related functions.

Mackay and Mountford (1978) define ESP as: "a form of teaching English for a utilitarian purpose and as a pragmatic response to a developing situation." They suggested three kinds of purposes for which ESP is taught: i) Occupational requirements E.g.: for international telephone operators, civil airline pilots, etc. ii) Vocational training programs e.g., for hostel and catering staff, technical trades, etc. iii) Academic or Professional study e.g., engineering, medicine, law, commerce, etc. Moreover, Robinson (1980: 3) offers a clear definition to this term, "ESP is an enterprise involving education, training and

practice, and drawing upon three major realms of knowledge: language, pedagogy, and the students'/participants' specialist areas of interests."

Moving further, she proclaims that: "An ESP course is purposeful and is aimed at the successful performance of occupational or academic roles." This may underline the fact that ESP courses are based on the analysis of learners' needs and should be tailor-made. An ESP course may be different from the other courses in terms of topics, selection of skills, situations, functions and language as well. Two features are included in her definition: the homogeneity of ESP classes, and the limitedness of ESP classes to adult learners in academic settings or in work settings.

The above definitions are supported by Harmer (1983) who defines ESP as: "situations where the student has some specific reasons for wanting to learn a language." This statement means that English language is taught to meet learners' needs in specific situations. For Kennedy and Bolitho (1984: 3), "ESP is based on an investigation of the purposes of the learner and the set of communicative needs arising from these purposes." In other words, ESP is learning and learner oriented through the analysis of communication needs of the learner.

Moreover, ESP is seen by Hutchinson and Waters (1987) as an '*approach*' rather than a '*product*'. That is to say, ESP is addressed to meet learners' needs and it does not involve a particular kind of language, teaching materials or methodology. They assert the forthcoming:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: why does this learner need to learn a foreign language.

Again, Robinson (1991: 2) writes a thorough review of theoretical positions and what ESP means. She proclaims that: "ESP is for study in a specific discipline or as a school subject." Further, she describes ESP as a type of ELT and defines it as *'Goal Oriented Language Learning'*. However, for many ESP subject specialists, ESP is regarded as a set of grammar rules and vocabulary used by learners in specific situations and contexts. In this vein, Mackay and Mountford (1978: 4) view ESP as: "a restricted repertoire of words

and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation."

1.5.1. Characteristics of ESP

Having all the above definitions in mind, Strevens (1988) makes a distinction between four absolute and two variable characteristics to define ESP.

1.5.1.1. Absolute Characteristics

According to Strevens (1988), English language teaching is designed to meet specified needs of the learner; related in content (i.e., themes and topics) to particular disciplines, occupations and activities; centered on the language appropriate for those activities in syntax, lexis, discourse and semantics; and in contrast with GE.

1.5.1.2. Variable Characteristics

As far as the variable characteristics of ESP are concerned, Strevens (1988) theorises that it may be but is not necessarily restricted to the learning skills to be learnt; and may not be taught according to any pre-ordinate methodology.

As each of these definitions has validity but also weaknesses, there have been heated debates about what does ESP really mean. In this respect, Dudley-Evans and St. John (1998) have modified Strevens' original definition by adopting a much broader view of ESP and applying a chain of characteristics: absolute characteristics and variable characteristics.

In terms of absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

In terms of variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of GE; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e)

Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. (Dudley Evans *et al*, 1998: 4-5).

Obviously, Dudley Evans and St. John have removed the absolute characteristic that "*ESP is contrast with GE*". In comparison to Strevens' model, Dudley Evans and St. John have updated and added more variable characteristics and affirm that ESP is not necessarily linked to a specific discipline. Furthermore, ESP is to be used with adult learners although it could be used with young adults in likely a secondary school setting.

Above all and despite the various definitions of ESP, no one could describe ESP in a couple of sentences because the term is extremely complicated as Strevens (1980) writes: ".....it is not easy to produce a definition of ESP which is simple and water weight." Generally, ESP is viewed as an approach to language teaching which is characterised by prioritizing learner needs as the main objective through the use of needs analysis as the basis for curriculum development. ESP is considered as a broad umbrella term embracing a number of sub-divisions and it is often divided up into two main sub-branches: 1) English for Academic Purposes (EAP) under which various disciplines fall: tourism, law, medicine, business and science. 2) English for Occupational Purposes (EOP) which is divided into English for Professional Purposes and English for Vocational Purposes. Even though various aspects of ESP have invited specialists to heated discussions, the demand for English for Specific Purposes continues to expand throughout the world.

1.6. Historical Development and Reasons behind the Emergence of ESP

Certainly, several books and essays have been written about the origins and history of ESP. The emergence of this term can be traced back to late 1960s. Instead of learning English for prestige or pleasure, people start learning this global language for work reasons. In this respect, Hutchinson and Waters (1987: 6) state that: "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends." Notably, they mention that this development came about specifically due to three reasons common to the emergence of ESP: *"the demands of a Brave New World, a revolution in linguistics, and focus on the learner."*

1.6.1. Demands of the Brave New World

As far as the first reason is concerned, many scholars in addition to Hutchinson and Waters declare that the end of the Second World War and the oil crisis of the early 1970s were behind the appearance of one of the most prominent areas of EFL teaching today which is ESP. They sustain that:

The end of the second world war in 1945 brought with it an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons; most notably the economic power of the United States in the post-war world, the role of international language fell into English.

Secondly, the Oil Crisis resulted in the flowing of money and knowledge in oil- rich countries; it was a great chance to deliver their goods. Consequently, Arabs were obliged to communicate with the western experts and English was the only way. In a short period of time, they began learning English to facilitate the business they are engaged in without any difficulty. Hutchinson *et al* (1987: 7) affirm that: "time and money constraints created a need for cost effective course with clearly defined goals." English became a key success to both commerce and technology and hence effective communication.

These two historical periods resulted in the expansion of two forces -technology and trade- in addition to the economic domination of America and therefore the incredible expansion of the English language worldwide because the United States was the most powerful nation at that time. As a result, a new generation emerged with a great need for English as an international language.

1.6.2. Revolution in Linguistics

Teaching and learning English has encountered various ups and downs. New methods, approaches and ideas began to emerge in the study of language. Clearly, there was a gradual paradigm shift from Grammar Translation Method to communicative approaches which focus on the use of language in real communication in different situations. Within this period, knowing the language is not only a matter of producing correct grammatical sentences or mastering its structures and rules correctly but its role was extended to deal with the use of these rules and structures as a system to convey meaning in a particular context. So, language is no longer viewed as an abstract set of elements under a system but rather "as a source of communication which may vary according to the situations or the contexts." (Flowerdew et al, 2001:11). To recapitulate, linguists started to emphasise on the ways in which language is used in real communication as Widdowson (1979) quotes in Hutchinson and Waters (1987: 7): "Studies shifted

attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication." Obviously, to design any course, needs analysis must be conducted "Tell me what you need English for and I will tell you the English that you need." (Hutchinson *et al*, 1987: 8).

1.6.3. Focus on the Learner

The third trend that contributed in ESP mushroom is much more related to psychology than to linguistics which is a 'focus on the learner'. It is a reference to the new developments in education psychology that emphasizes the central importance of learners and their attitudes toward learning. In this vein, Hutchinson and Waters (1987) state that: "learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning." This lent support to the development of courses in which any course design takes learners into consideration so that it is based on their needs, interests, wants and expectations as well. Obviously, there was a shift of focus from methods of language learning to the different learning strategies, different skills, different learners. This led to a focus on learners' need and designing specific courses to better meet individuals' needs. The result of this was a natural extension of 'learner-centered' or 'learning-centered' perspectives on ESP.

1.7. ESP Branches

Under the umbrella term of ESP, there are a myriad of sub-divisions. Generally, there are two sub-divisions: English for Academic Purposes (EAP), or academic study needs, and English for Occupational Purposes (EOP), or work and training-related needs. Each group is sub-divided into several parts by its content areas and many other branches with new ones being added yearly to the list.

1.7.1. English for Academic Purposes

English for Academic Purposes has blossomed rapidly over the past twenty years. It falls within the framework of what is generally known as 'ESP'. From humble beginnings as a branch of ESP, it is today a major force in English language teaching and research around the world. Robinson (1980: 7) points out: 'EAP or study skills, i.e., how to study

through the medium of English regardless of the subject matter or of the studies." In the same vein, Kennedy and Bolitho (1984: 4) assert that: "EAP is taught generally within educational institutions to students needing English in their studies."

Moreover, Swales (1990) says that EAP aims to achieve a certain level of proficiency in academic reading and writing especially on graduate theses and dissertation writing. EAP can be used as '*conspicuous learning tool*' in both reading and writing. Additionally, he points out that the main goal of EAP is to help learners develop their academic communicative competence. In the same vein, Dudley-Evans (2001) notes that EAP often tends to be a practical affair and their areas are typically understood in terms of local contexts and the needs of particular students. According to Dominguez and Rokowski (2002: 2), the reason for its increasing importance is due to the fact that English has changed from simply being another foreign language into having become a universal form of communication in all walks of life.

For Mo (2005: 62), EAP is the use of English in study settings (particularly but not exclusively in higher education). Following Ypsilandis and Kantaridou (2007: 69), EAP refers mainly to '*academic environment*'. So, it is a broad term covering all areas of academic communicative practice such as:

- Classroom interactions (from teacher feedback to tutorials and seminar discussions).
- Research genres (from journal articles to conference papers and grant proposals).
- Student writing (from essays to exam papers and graduate theses)
- Administrative practice (from course documents to doctoral oral defenses).

Furthermore, EAP refers to English teaching that is related to academic study needs. Dudley-Evans and St John state that in the area of EAP, English for Science and Technology (EST) is identified as the focal area, but English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have always gained their places. More recently, English for Management, Finance, and Economics (EMFE) has increasingly been important to Master of Business Administration (MBA) courses.

Indeed, EAP has expanded due to the growth of universities all over the world and the increasing number of students who study English language. Hyland (2006) states that current EAP is grounded on the descriptions of language use in the academic field incorporating and often going beyond immediate communicative contexts to understand the nature of disciplinary knowledge itself. Thus, within EAP field, learners need to be capable to establish effective communication and the same for workers; they will be able to read in the specialised field, making oral presentations, listening to lectures, writing reports, and keep in touch with the latest developments in their specialties.

1.7.2. English for Occupational Purposes

Today, English is quite necessary to obtain a job and to communicate effectively at the workplace. This demand led to the emergence of a new linguistic branch within the field of ESP namely EOP. This new branch refers to the specific ways English is used in different work and professional situations. As ESP is often divided into EOP and EAP, English for Occupational Purposes has also its own sub-divisions which are sometimes made into business English, medical English, political science English, professional English (e.g., English for lawyers and doctors) and vocational English(e.g., English for tourism, nursing, social works, etc.).

During the last two decades, EOP has flourished as a response to a great need for an English proficient workforce. Thus, job-specific needs are the core of EOP, i.e., English is required in employment situations. Swales (1990) recognises that EOP is the use of English in order to find or to keep a job, or in other words, any activity related to work. On the other hand, Anthony (1997) defines EOP as: "the portion of the curriculum which prepares students for gainful employment in occupations ranging from low-skills to sophisticated jobs in technical fields."

EOP is designed to meet the workers' needs through providing specific and sufficient training that focuses on practical language skills needed by professionals working in an English speaking environment in which the basic skills are enhanced. Consequently, the training would explore the specific job functions. According to Anthony (1997), most EOP classes would consistently expose students to sufficient training in reading, writing, speaking and listening. From the training, students would explore their specific job functions that are required in their professional side. Furthermore, Dudley- Evans *et al* (1998: 95) declare that the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of the four tradition skills in a specific context. Then, they support the idea that an effective syllabus must be an attempt to overcome the deficiencies and lacks in the current educational system. Additionally, in

EOP, instructors are more interested to expose the learners to workplace skills which are needed to enter, maintain and advance in the world of work. This is due to learners' interest in preparing themselves for better and more opportunities for success in the workplace (Bukhart, 1996).

As it is stated previously, ESP is an approach which has been widely used over the last three decades. It is generally divided into two main topmost branches: EAP and EOP. English for Work or Training (EOP/EVP/VESL: English for Occupational Purposes/ English for Vocational Purposes/ Vocational English as a Second Language); it involves work-related needs and training. For the sake of narrowing down the scope of this study, the focus is on EOP. According to Hutchinson (1978), EOP is divided into (a) English for Professional Purposes such as business purposes and medical purposes, and (b) English for Vocational Purposes. EVP is again divided into Pre-vocational English (preparing for the job) and Vocational English (already on the job).

Moreover, Dudley-Evans and St. John elucidate that the term EOP includes professional purposes in administration, business, law, medicine and vocational purposes for non-professionals in work or pre-work situations. For example, EMP is a course focusing on practicing doctors and EBP is developed for communicative functioning of English in business contexts. According to Hutchinson *et al*, "EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language)". Accordingly, EAP can be subdivided into EGAP and ESAP; whereas, EOP which can be further divided into EGOP and ESOP.

EOP is more general and common in comparison with ESP. In this light, Simion (2012) states that, in EOP, all the English language skills: reading, writing, listening and speaking are exactly the same as ESP; concentration are on the general skills that are essential for the learners to be prepared for their future workforce not on a particular discipline or field. Thus, EOP programmes should be directed towards developing communicative competence in a specific domain such as tourism, business or aviation.

There are numerous of sub-divisions under the umbrella term of ESP and many others with new ones being added yearly to the list. For instance, English for Hotel Industry (EHI) is considered as a subgroup of English for Tourism which belongs to the field of ESP. A further modified and improved version of classification as it is presented

below is that of Basturkmen (2010) who has recently classified ESP in her book of ESP teaching as an area of study into different sub-branches according to its general and specific nature of the course where she has mentioned '*English for Hospitality Industry*' and '*English for Hotel Receptionists*' as branches of EOP.

| English for Academic Purposes | English for General Academic Purposes (EGAP) | English for Academic Writing |
|----------------------------------|--|------------------------------|
| (EAP) | English for Specific Academic Purposes (ESAP) | English for Law Studies |
| | English for General | English for the Health Care |
| English for | Professional Purposes | Sector |
| Professional | (EGPP) | |
| Purposes (EPP) | | |
| | English for Specific | English for Nursing |
| | Professional Purposes (ESPP) | |
| | English for General | |
| English for | Occupational Purposes | English for the Hospitality |
| Occupational | (EGOP) | Industry |
| Purposes (EOP) | | |
| | English for Specific Occupational Purposes | English for Hotel |
| | (ESOP) | Receptionists |

Table 1.3. Areas of ESP teaching (Adapted fom Busturkmen, 2010)

Among the set of distinctions that are applied within ESP is the distinction between occupational and educational courses. Further, a distinction emerges between pre-experience and post- experience courses in all types of occupational ESP depending on whether the learner is already familiar with the job and he/she is just adding more English knowledge, or whether the English for the job is being taught at the same time he/she is learning the job itself. It is agreed that the shortcomings and problems in occupational ESP programs arise from a lack of the necessary coordination between the language specialist and the occupational milieu. Occupational ESP already offers conversion or re-training courses of a kind sometimes called '*re-tread courses*' or in other words vocational courses.

Hence, within different occupations such as business, medicine, engineering, etc, different terms are used exclusively. Every profession has its own specific language that

uses different terms, words, techniques and rules. When the needs of each profession is defined in terms of some detailed purposes in which the language substances are adapted, the result is that the training will be more concentrated on the communicative ability in the concerned area. Thus, the purpose of EOP is to emphasise on the business requirements and the occupational needs of a profession. Actually, it is EOP on which this study focuses and its role will be further on discussed.

1.7.3. English for Hotel and Hospitality

The '*hotel*' as a new term was introduced for the first time by the fifth Duke of Devonshire in order to name a lodging property in London in AD 1760. It was derived from French, which refers to a French version of a townhouse. According to Tewari (2009), this term could also have been derived from the word '*hostel*' which means a place to stay for travelers. As a matter of fact, hotel services complement tourism. Various departments exist in a hotel. The number of departments varies from one hotel to another. The different departments in a hotel are presented in the following figure:

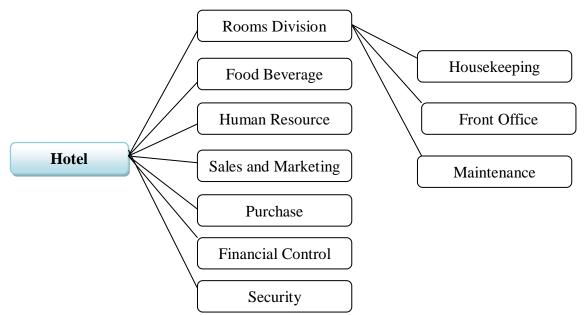


Figure 1.2. Departments in a Hotel (Adapted from Tewari, 2009)

Along with services, hotels provide accommodation such as food and beverages and facilities like conference and training arrangements. Each hotel has unique features associated with it such as location, number of guest rooms, special services like concierge, travel assistance and valet parking, facilities like specialty restaurants, business meeting venues, swimming pool etc. Due to the diversity in services and facilities provided by each hotel, it becomes difficult to have any single basis of classification of hotels.

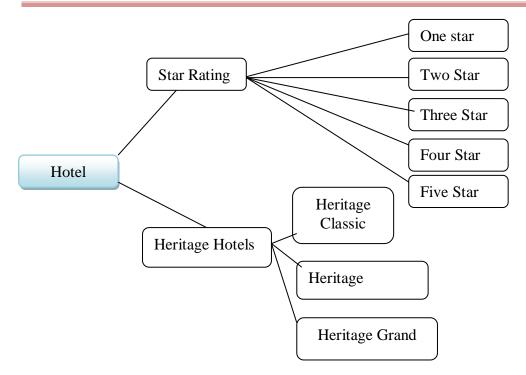


Figure 1.3. Classification of Hotel (Adapted from Tewari, 2009)

The standard classification of hotels given by the government committee is presented in the above figure.

Considering the significance of English in the world of business and communication, the hotel receptionists strongly need English language skills to fulfill the wishes of culturally mixed customers and then facilitating the success of business in tourism in general and hospitality in particular. The current study will deal with front office department which is the responsible for welcoming and registering customers and helping guests check out. They have to provide face to face services to customers. The researcher will examine the skills most needed for hotel employees in this department and at the same time exploring the problems they may face in conducting their job.

'Hospitality English' (Blue and Harun, 2003: 88; Hsu, 2014: 51) or 'Hotel English' (Shieh, 2012: 173), or the broader term 'Hospitality Language' (Blue and Hrun, 2003: 75; Lo and Sheu, 2008: 82) has received greater attention recently. In fact, 'Hotel English' is a part of broader English for Occupational Purposes or English for Vocational Purposes courses, which are a branch of ESP. According to Blue and Harun (2003), the scope of hospitality English encompasses English used in hotels, restaurants, travel agents, and tourist attractions. 'Hotel English', under the umbrella term of ESP, is the language used in

the hotel environment (Huang, 2008). The term '*hospitality*' has changed over time and it is now associated with business-oriented interactions focused on services that satisfy guests' needs for accommodation, food and entertainment services. Hospitality language includes particular patterns of language that are associated with host-guest interaction and correspond to the different stages of the hospitality cycle from arrival to departure.

Despite the fact that all hotels share some major divisions, there is no doubt that each hotel has its own idiosyncratic version of internal organisational structure. The reception department is among the major departments in hotels which experiences the most intense contact with guests. In regards to the hotel premises where guests are encountered, the property can further be divided into front of the house and back of the house. The former refers to the parts of hotel premises where customers/guests meet such staff as front desk, people who wait on and house attendants, whereas the latter refers to areas that are not usually seen by guests.

All the activities that guests experience in the hospitality service cycle may involve interactive communication including business transactions with front-of-house personnel in all the major departments of the hotel. It is clear that the capacity of staff to communicate in English has a direct influence on the level of customers' satisfaction. So, the interaction is purpose or goal-oriented as the customer requires some services and the server provides it. The hospitality service cycle refers to accommodation needs of guests at three discernable stages, starting possibly with pre-arrival reservation and finishing with post-departure activities (Harun, 1998). Employees follow certain professional conventions and transactional procedure when serving guests in different stages of service encounters. These service encounters conform to certain predictable interacting activities and behavior, and a cluster of identifiable standardisation of linguistic requirements (Blue and Harun, 2003). In this regard, Merritt (1976: 321) described '*hospitality*' as:

The face-to-face interaction between a server who is officially posted in some service area and a customer who is present in that service area, that interaction being oriented to the satisfaction of the customer's presumed desire for some service and the server's obligation to provide that service.

Broadly speaking, hospitality is the act of kindness in welcoming and looking after the basic needs of customers or foreigners through effective communication. Derrida (2002: 361) states that: ".....not only is there a culture of hospitality, but there is no culture that is not also a culture of hospitality. All cultures compete in this regard and present themselves as more hospitable than the others. Hospitality, this is culture itself". In this context, an understanding of hospitality as a relationship and a process is extremely essential in the realm of tourism. It is mostly concerned with business communication. Thus, English hospitality should focus on key communication concepts and vocabulary that are important to prepare the receptionists in the hotel industry for a wide range of positions. For Sparks (1994: 22), communication in the hospitality industry must be "clear, straightforward and candid, but not garbled." Huang (2008) proposes a comprehensive model for the ESP curriculum for hospitality.

Curriculum Dimension

- 1. English for Hotel Services.
- 2. English for Food and Beverage Services.
- 3. English for Air Flight Services.
- 4. English for Tour Managers and Guides.

Table 1.4. ESP Curriculum Model for Tourism and Hospitality English(Adopted from Huang Chao-shain, 2008)

As shown in the table, a hotel is perhaps the most suitable place for the exploration of hospitality language. It is rich in standard vocabulary, greetings, and so on. Anyone designing a language course for hotel receptionists needs to take a comprehensive approach; such a course would cover the essential ingredients of hospitality language but should go beyond the stereotypical. Hospitality English deals largely with various types of services. It is divided into two parts: English for General Hospitality Purposes (giving directions, requesting and giving tourist information, and other communicative activities that can take place in any hospitality setting) and English for Specific Hospitality Purposes (language of one particular hospitality setting and language used for checking into a hotel, giving information about hotel facilities, meal times, etc.).

Though there are several textbooks which deal with hospitality language for hotel staff as the one of Yates (1991), most are very basic; the language is often simplified and does not always seem to reflect authentic hotel encounters. Blue and Harun (2003) emphasise that hospitality in the hotel is a type of commercial business and effective language communication requires more linguistic knowledge. They refer to it as a

'professional skill' since it is used not only as a means of communication but also as a way of providing services and satisfying customers. They demonstrate each activity associated with its linguistic requirements at the different stage of check-in procedures in the hotels. So, the major features of hotel English are displayed in the following table:

| Stage | Activity | Features of Language used |
|-----------------|--|-----------------------------------|
| Arrival | Pick-up service in some hotels; | Greeting by driver, welcome by |
| | luggage may be carried by porters; | receptionist. Routine and |
| | registration at the reception. All | rehearsed language used. |
| | services are commercial | Formal question-answer |
| | | transactions in formal tone. |
| | | Varies with category of hotel |
| | | valles with eategory of noter |
| Familiarisation | Receptionist briefs guest on what and | Briefing style, rehearsed |
| | where in-house facilities are | messages, additional questions |
| | available, and on meal and check-out | and answers, formal tone, |
| | times; guest may also read in-house | language use varies according |
| | brochures and ask questions about | to category of hotel |
| | hotel | |
| | | |
| Engagement | Independent use of facilities in | Mostly formal and impersonal, |
| | rooms and in different sections of the | but may depend on how long |
| | hotel. Popular items include: TV, | guest stays in a hotel. Difficult |
| | restaurant and bar, pool, gymnasium, | to predict exact language needs |
| | sauna, disco. | other than those relating to use |
| | | of facilities |
| | | |
| Departure | Luggage transfer, preparation of bill, | Mostly rehearsed language, |
| | perfunctory farewell Conversation | mostly formal and impersonal |
| | | |

Table 1.5. The Commercial Arrival-Departure Hospitality Cycle (Adopted fromBlue and Harun, 2003)

From the above table, it can be said that there is a collection of forms of language use and routine business transactions which are usually standardised. For example, when guests arrive at the hotel check-in counters, they are expected to check in according to standardised check-in procedure; at this stage, formal language is used grounded on respect and politeness. Within check-in counters, instead of asking a guest "what's your name?" an employee in the reception would ask politely 'May I have your name, Sir/Madam?' Using English correctly in the hotel has gained more attention, especially in relation to customer service. According to Brown and Yule (1983), the language used to perform these functions is both transactional and interactional in nature and these functions are intrinsically. In the same line, Prachanant (2012) describes this type of language as the specific English language used to perform the functions that workers use when providing services to guests.

To sum up, hospitality is a communicative encounter that is regarded as a specific kind of relationship within which the host understands and anticipates what would give pleasure to the guest and tries to deliver it politely in face-to-face interactions. Hotels are settings where the transfer process of the hospitality product takes place based on performing specific tasks in order to meet customer needs. Actually, hospitality education programs in non-English-speaking countries have begun to offer more English courses to students because professional English is essential for the receptionists in the hotel who are supposed to listen and speak to foreigners through the use of English language. Bearing in mind the fact that Hotel English is special with its features of politeness in service, ESP courses must focus on developing linguistic knowledge and skills related to the hotel industry which are characterised by content and skills that the receptionists will need for their future careers in the workplace for facilitating optimum outcomes for the business and therefore guest's satisfaction with the services provided.

1.8. English Language Skills in ESP

It is widely believed that language skills: reading, writing, listening and speaking are very important in teaching ESP courses but it often depends upon the learners' needs and interests. Skills are located within specific contexts and form social practices. The emphasis given to each skill is uneven; for example, aviation and hotel industry greatly need oral communication and listening skills whereas workers in banks need reading and writing skills.

1.8.1. Reading in ESP

Reading skill plays an important role in the academic life of learners especially nonnative speakers of English. Reading may sometimes lead learners to spend much time to read passages as they face several difficulties because reading skill is far from passive and does not concentrate only on forms and deciphering the code. For this reason, the focus on communicative competence has produced a new approach, whereby reading is as communicative as oral interaction. Consequently, categories of communication and discourse analysis have come to the fore. The communicative view of language is concerned with recognising the linguistic devices that signal the semantic relations among the sentences in order to realise the rhetorical relations. Actually, reading in ESP focuses on reading scientific journals and texts. Previously, the focus in ESP was mainly limited for the reading skill as stated by Johnsons et al (1998:108):

An initial and continuing focus in ESP has been the skill of reading, for the practical and international reason that, in a great number of study contexts throughout the world, English is primarily required as the 'library language' of text books and research reporting.

Many learners with low levels that we call '*pre-ESP*' need to read long passages with understanding to become competent in the complex skill of reading itself before moving to a particular subject field. In this respect, ESP under the effect of the communicative approach has searched and created reading techniques that help ESP learners to get more out of the passage in a short period of time such as '*skimming*' through the text to get the general points and '*scanning*' for specifics to look for a piece of information; selecting relevant texts for the current purpose; understanding relations within a sentence and between sentences; identifying the main ideas and supporting ideas; processing the information during reading and being able to use it during or after the reading process.

Years later, reading as a necessary ingredient within an ESP course calls for a balance between language skills. Thus, the focus went on the remaining skills: writing, listening and speaking as well. So, ESP involves learning and teaching a set of skills and language needed by particular learners for a particular purpose and interest either academically or occupationally. In this vein, Dudley-Evans and St. John (1998: 41) state that English for General Academic Purposes "isolates the skills associated with study activities such as listening to lectures; participating in supervisions; carrying out practicals;

reading textbooks and other reading material; and writing essays, examination answers, dissertations and reports."

1.8.2. Writing in ESP

With the development of ESP, both native and non-native speakers have realised the significance of writing skill. In fact, different approaches have emerged ranging from product to process approaches ending up with current studies in this field which propose a third approach which is the social-constructionist approach. The product approach focuses on the final product which should be coherent, without mistakes and students will learn, copy and transform the models provided by the schoolbooks or by the teachers. Such approach develops student's knowledge especially in terms of grammatical structures. According to Dudley - Evans and St Johns (1998), the product approach is used to refer to the importance of written text features in addition to the final product that the writer has to produce. This kind usually involves the presentation of a model text, which is analysed and then lays the path to the writing of a text, which is exactly similar or a parallel text. Robinson (1991) summarises the method as follows:

Model Text Comprehension/ Analysis/ Manipulation Wew Input

Figure 1.4. Product Approach (Adopted from Robinson, 1991)

This approach has been greatly criticised by some scholars regarding its usefulness. Among the negative aspects of using model texts in teaching is preventing students to be creative as they just change some words from the original text to produce a new one. So, it is considered as a mechanical work that stifles students' creativity instead of enhancing their writing ability. However, in teaching writing in ESP, using a model text for students is still valid when the writer wants to adapt the model for specific purposes. This is often presented in the business world and in academic writings; for example, in the hotel industry, in banks, universities...etc. Following a model text enables students and workers to gain time through using the same document format, terms and style.

In response to model text presented above, the process approach emerged to cover the weaknesses of the previous approach. The process approach is used to develop the writing skill in a communicative way, focusing on the student to be creative as a writer and as a transmitter of the message. It emphasises the idea of writing as problem-solving so that students are able to identify the rhetorical problem to solve it and finally to write an appropriate conclusion. Such approach encourages the development of language use: brainstorming, group discussion, planning, mind mapping, generating ideas, selecting and organising ideas and finally rewriting them in a chronological order. Thus, students are expected to go through several stages like drafting and obtaining feedback on their drafts, either given by their peers or by the teacher, followed by a review of their texts.

Based on the context, social-constructionist approach has appeared to meet the expectations of the community through getting students to focus on the social situation of the writing. It is associated with the developments of genre analysis and sociological studies of academic and professional discourse as key elements in ESP texts. Knowledge of genre involves an understanding of the expectations of the discourse community, i.e., this means to whom they are writing to and for what purpose they are writing. Dudley - Evans *et al* (1998) point out that social - constructionist approach favours the teaching of writing in which writers are shown how to take on board the expectations and norms of the community to which they belong and how these expectations shape the established practices of writing within a given community.

1.8.3. Listening in ESP

Listening is a receptive skill that can be consciously developed and practiced in various workplace situations, whether a meeting, supervision session or telephone conversation. It is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Listening is as important, may be even more important, than speaking. Without proper listening skills, it is difficult to communicate effectively with others especially at the workplace. However, most of students are not really taught how to listen effectively.

According to Brown (1990), the main goal of SL listening and ESP listening is to develop active listeners who are able to construct reasonable interpretations on the basis of an underspecified input and ask for the needed information. Although ESL and ESP seem to imply differences in teaching listening skills, they share common similarities and fundamental characteristics in facilitating interaction and comprehension. Paltridge and Starfield (2013: 57-58) state that:

ESP listening as a construct has many similarities to ESL listening. It involves the same cognitive processes that draw from a number of similar knowledge sources to process spoken input, and requires the use of the same core (or "macro") skills that enable effective attention to information in accord with the purpose for listening. Where the two types of listening differ is in the additional skills and specific types of knowledge required for EAP and EOP purposes.

The difference between ESL and ESP listening lies in the fact that learners who require ESP training already possess some level of proficiency that enable them to some extent communicating in English and tend to focus on developing and building up new skills that are related to their field of study or work in order to achieve their desired comprehension goals. In EAP or EOP contexts, learners may need to add new skills to their repertoires; for example, they need to recognise specific types of discourse cues in extended discourse in lecture comprehension. ESP learners require a high level of listening skills that are related to their academic and occupational demands. Thus, instead of considering ESP listening development as an 'add on' to a set of skills that individuals already possess, it would be useful to conceptualise ESP and ESI listening development as being interrelated as they share many common features.

Actually, listening skills have been divided into sub-skills to enable teachers to select the most suitable micro-skills that are needed more in conversational listening. Hence, students will be exposed to a real kind of oral activity such as listening to authentic oral discourse related to their discipline. In this respect, Goh and Hu, (2013) examine the construct of ESP listening and provide a detailed account of what is included in the development of ESP listening and the metacognitive processes needed for effective and successful listening. They point out that listening skills involve:

- Exploring the construct of ESP listening
- Cognitive processes and knowledge sources
- Listening skills and meta-cognitive processes
- Researching ESP listening
- Developing academic listening skills
- Instructors and materials

- Future directions for ESP listening research
- Recommendations for teaching
- Concluding remarks

The goal of ESP listening, as it is mentioned before, is to develop active listeners who are able to construct reasonable interpretations on the basis of an underspecified input. Further, ESP listening enables them to recognise when more specific information is required and therefore asking for the needed information, it also involves paraphrasing and summarising so that the speaker knows that the messages have been heard. Active listening is not restricted to situations where the individual is interacting with others but it occurs in all the types of contexts. In this light, Vandergrift and Goh (2012) suggest the following tips that language learners need to listen actively:

- ✓ Have an available source of relevant knowledge to support cognitive processing;
- \checkmark Use listening skills to facilitate comprehension and interaction;
- ✓ Engage in metacognitive processes to regulate and enhance their own comprehension and listening development. (Goh, 2005)

Goh asserts that more studies into listening skills in non-academic contexts should be conducted because most of her studies focus on EAP settings. She identifies areas for further research. According to Dudley-Evans and St John (1998: 105), listening is needed when one is talking to another person (interactive listening) or when listening to a presentation or a lecture (one-way listening). Thus, active listening can be divided into two headings: one-way listening and interactive listening.

In fact, authentic materials play a vital role in foreign language teaching in general and ESP in particular. They have been increasingly acknowledged in language teaching and learning. In ESP listening, authentic materials are rich in terms of linguistic characteristics, real-life materials, various types of activities, and the types of process the students exploit in their interaction with the language they hear. The challenge of listening while taking notes or reading presentation slides simultaneously makes listening task twice as complicated as before so that providing learners with real discourse make them feel more confident and motivated to learn any language as it is used in its natural context. Porter and Roberts (1981:41) quotes in Tomlinson and Maley (2017) that:

If the learner is to achieve any degree of real proficiency in language use — as opposed to a rather abstract proficiency, which operates only under the strictly controlled, laboratory-like conditions of the classroom — then he or she must be given the chance to listen in authentic ways.

According to a research conducted by Sally (1985) about engineering students in listening comprehension in an ESP environment at the University in Sri Lanka, it was found that: "Technical words like 'grain boundaries', 'transducers', and 'dendritic' caused no problems, because they were written on the blackboard and explained with diagrams when necessary. But commonly used words that were taken for granted were a source of difficulty." (qtd in Navaz, 2016)

A further point that merits consideration from the results and in regard to listening to technical and non-technical terms in ESP courses, it is worth noticing that the technical words are usually clear and easy to comprehend by the students. On the other hand, difficulties sometimes lie with non-technical words. The problem lies in the ignorance that ordinary words could be used in a variety of contexts as they have several meanings. As an example, the majority of students think that the word 'sound' means only 'moving waves of energy that affect the ear'. However, this word can be used to refer to a thing, animal or a person in a good condition; not damaged, injured, or diseased. In this regard, it would be an important activity to expose learners to different sentences that include the same word to improve their thinking and comprehension.

In the aviation and tourism industries, workers are expected to use and listen to specific sentences related to their area of work so that they can make sense of what they hear and therefore communicate appropriately with speakers from different countries. In other words, they have to listen critically and respond accurately and quickly because they have not enough time to think and the communication is face to face. Similarly, learners enrolled in English speaking universities are expected to have a certain level of English that enables them to get high scores once they sit for several tests as the test of English as a Foreign Language (TOEFL) and the International English Language Testing Service (IELTS). The main goal of academic listening is to help learners to succeed in academic discourse and to comprehend higher level meaning construction through the development of skills such as lecture comprehension and interacting with others in face to face communication.

To recapitulate, listening is an active psychological rather than passive process, which enables to attach meaning to all the received information. It requires concentration and effort. Actually, studies have shown that listening is the most frequent aspect of workplace communication (Adler and Elmhorst, 1999). Other studies have identified that managers spend 65-90% of their working day listening to someone with the percentage of time increasing with a level of managerial responsibility (Nichols and Stevens, 1990). Therefore, effective communication is heavily dependent on effective listening as well as speaking skill.

1.8.4. Speaking Skill in ESP

Speaking skill is a productive skill that requires to produce words or to express ideas orally. To speak is to utter words, communicate orally, deliver a public talk, utter vocally, or able to use words in a speech. It is an interactive process of constructing meaning through producing, receiving and processing information (Brown, 1994). Furthermore, speaking is the novice tool of communication among members of society to express their ideas and thoughts.

According to Chaney and Burk (1998:13), "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts"; that is, its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and surely the purposes for speaking. Further, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Finocchiaro and Brumfit (1983:140) consider speaking as a complex skill which involves the knowledge of sounds, structures, vocabulary as well as culture of the language. Speaking is considered as an activity which consists of mental and physical acts which are interrelated and which must take place instantaneously and simultaneously. Further, Finocchiaro and Brumfit state that: The speaker must think of the ideas they wish to express, either initiating in a conversation or responding to a previous speaker, b. Change the tongue in order to articulate the appropriate sounds, c. Be consciously aware of the appropriate functional expressions, as well as of the grammatical, lexical, and cultural features needed to express the idea, d. Be sensitive to any change i.e. change the direction of their thought on the basis of other person's responses.

As a matter of fact, most of ESP researches have focused more on writing than speaking because in most of ESP contexts written genres are considered to be more central to professional success than oral genres. Additionally, written data can be easily obtained and compiled into a usable form for analysis in comparison to speaking which proved to be more difficult as several barriers and challenges have been found in collecting speaking data; costly and time-consuming methods were used to collect speech samples. Thus, little or no systematic attention was given to speaking skill. Today, with a leading edge and development of technological applications and devices such as: computers, mobile phone audio/video recorder, data in any speaking environment can be collected. There is therefore a great need to create specific ESP speaking curricula that take socio-pragmatic awareness in the learning of speech genres into consideration.

Recently, the ESP field has seen the developments of a number of corpora that have become an important resource for ESP researchers. As a result, perspectives on learners' needs and curriculum design have been changing. According to Paltridge and Starfield (2013: 36), ESP speaking corpora emphasize mainly on academic speech settings: the Michigan Corpus of Academic Spoken English (MICASE), the British Academic Spoken English corpus (BASE), and the English as a Lingua Franca in Academic Settings corpus (ELFA) in addition to other corpora that have a broader scope including the Corpus of Spoken, Professional American English and so many others. The 1990s laid the ground for much of large under-differentiated corpora and there were signs that the first decade of this new century would turn out to be the decade of the small specialised corpus; the MICASE is one of these small corpora. It is an open access corpus that contains data from a wide range of spoken academic genres as well as information on speaker attributes and characteristics of the speech events that are contained in the data. Further, the MICASE is a spoken language corpus of approximately 1.9 million words of contemporary university speech recorded at the University of Michigan. Indeed, productive skills particularly the

speaking skill should be included in ESP courses as it is linked to the learners' communicative needs whether in academic or professional settings.

1.9. Language Issues in ESP

Several language issues are seen as essential elements for communication to take place in ESP teaching and learning because they show how language is used and viewed. In this light, it is widely believed that vocabulary has always been seen as playing an essential role in the success or failure of any communication. Recently, several ESP specialists started to take grammar, translation and culture as essential components in designing ESP courses as their significance is not in doubt.

1.9.1. Vocabulary in ESP

Starting with Wilkins' words (1972) "without grammar very little can be conveyed, without vocabulary nothing can be conveyed", it is apparent that a good mastery of vocabulary is one of the basic principles for ESL and EFL learners along with ESP learners because fluency and accuracy in English could not be obtained without acquiring sufficient vocabulary. Even though a language cannot be limited to only learning vocabulary, learners cannot express meaningfully a wide range of meanings without words. As the overwhelming majority of meaning is carried lexically, ESP vocabulary teaching and learning have become of paramount importance in recent developments in teaching methodologies or learning theories for both teachers and learners who learn for specific purposes in most of the different fields of study or work. Vocabulary, technical vocabulary, sub-technical and semi-technical vocabulary, specialised vocabulary, all these terms are used interchangeably to name and label ESP vocabulary.

As a matter of fact, ESP trend from its inception in the 1960s has emphasised the need for teaching highly specialised vocabulary in numerous fields as Harding (2007: 53) asserts that: "Vocabulary is an important part of the ESP course." When it comes to technical vocabulary, students' background in the area is considered as an important factor. According to Nation (2001: 187), "it is wise to direct vocabulary learning to more specialised areas when learners have mastered the 2000.....3000 words of general usefulness in English." In this vein, a question frequently raised in ESP research is what vocabulary do ESP learners need?" This question raises multiple additional ones: first,

which vocabulary should be taught? Second, which vocabulary should be learnt? Third, how do teachers teach ESP vocabulary? Vocabulary learning strategies are considered to be one of the most important factors for the success of learners in learning a foreign language. Thus, before learning and teaching vocabulary in ESL and EFL, it is necessary to distinguish between different types of vocabulary.

According to Nation (2001), there are four kinds of vocabulary in a text: high frequency words, academic vocabulary, technical vocabulary and low frequency words. In fact, there are considerable researches about academic and high frequency vocabulary and few about technical vocabulary that is considered as a pivotal part in ESP learning and teaching.

In any language, it is important to teach or learn the most frequent words as they are likely to be the most useful ones for students before the unusual ones. High frequency words typically cover the most frequent 2,000 words of English. West (1953) called these words '*a general service vocabulary*' because they were of use in any purpose of communication no matter what the language was being used to do. This type of vocabulary typically covers around 80% of the words in most texts needs to be expanded to include useful words that appear across a wide range of academic texts and newspapers, and around 90% of conversation and novels. It includes virtually all of the function words of English (around 176 word families), but by far the majority of high frequency words are content (Nation, 2001: 13-16).

Moreover, academic words/vocabulary is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which include learning new information, describing abstract ideas and developing student's conceptual understanding. Academic vocabulary is used to teach about the content of a specific discipline so that to enable learners to understand the concepts and content taught in schools; it is critical for students to have a deep understanding of the content vocabulary, e.g. students who study biology are required to know the biological concepts.

It is worth mentioning that academic words are different from the vocabulary that is needed in everyday interaction. In fact, the 570 word family Academic Word List is like a specialised extension of the high frequency words (O'Malley and Chamot, 1990). It covers on average 8.5% of academic text, 4% of newspapers and less than 2% of the running words of novels. Due to the sub-technicality of the academic language, low academic vocabulary knowledge is considered to be one of the main barriers to student comprehension of texts and lectures. This can return back to the fact that most of academic vocabulary is grounded on more Latin and Greek roots and use longer and more complex sentences in comparison to the daily spoken English vocabulary.

Unavoidably, in an ESP class, learners would encounter different texts especially texts in specific contexts. In this regard, technical vocabulary is the specialised vocabulary of any field that is closely associated with learners who have a specific purpose in language learning. Mudraya (2006: 238) quotes in Ha and Hyland (2017) that technical terms are: "those words which have no exact synonyms and have a very narrow range of interpretations within a particular field." Such vocabulary is crucial and vital for English language learning, especially in ESP. However, sometimes technical vocabulary and general vocabulary can be overlapped; an ordinary word when used in a specific discipline can provide a specialised meaning that is different from its common meaning.

This type is also known by different language experts as '*sub-technical vocabulary*' (Cowan, 1974), '*semi technical vocabulary*' (Farrell, 1990), '*specialised non-technical lexis*' (Cohen et *al*, 1988), '*frame words*' (Higgins 1966) and '*academic vocabulary*' (Coxhead, 2000). Technical vocabulary is divided into three categories by Martin (1976). Firstly, the research process in which the vocabulary is primarily consisted of verbs and nouns and is presented in a context which discusses the five steps of research formulating, investigating, analysing, drawing conclusions and reporting results. Secondly, the vocabulary of analysis includes high frequency words and two verbs which are required to present any information in an organised and systematic manner. Finally, the vocabulary of evaluation, it includes adjectives and adverbs that occur in reviews and some reports, e.g. exhaustive, controversial, substantive, objective, subjective, implicit, explicit, inductive-deductive, and significant-insignificant.

1.9.1.1. Vocabulary of English for the Hotel Industry

As guests in the hotel industry come from different countries and different linguistic backgrounds, English is needed as a common language. Thus, communication is inherently subject to misunderstanding or non-understanding and it can be said that hospitality language is rich in standard vocabulary and formulaic expressions, including greetings and

expressions of gratitude. Taking this fact into account, it is increasingly necessary to include vocabulary in any ESP course for hotel receptionists.

In general, terminology should be exact, unambiguous and unique; however, EHI vocabulary does not share the same features as it lacks uniqueness. Several lexical items can be used to refer to the same concept. Further, it is worth noticing that some of EHI terms are ambiguous as they are not standardised and can have alternative meanings, for example, luxurious, five star, superior terms are highly flexible of definition because there are independent rating systems around the world. Moreover, the vocabulary of EHI is highly specific vocabulary. Such terms are related to Reservation Systems, Hotel Rating, Room Rating and Types of Lodging. In this sense, Rodriguez Juiz (2004: 57) mentions a list of Room Rates, *"Rack Rate, Promotional Rate, Senior Rate, Run-of- the- House Rate, Weekend Rate, Group Rate, Convention Rate, Professional Rate, Member Rate, Day Rate, Advanced Purchase Rate, Corporate Rate, Negotiated Corporate / Government Rate."*

In documents, brochures and web pages, the language of EHI should be persuasive and convey emotive information, that is to say, to present the best case possible through the use of positive adjectives and adverbs in order to persuade the reader and then the reader is free to accept or to reject; for example,

- You will find the hospitality warm and friendly
- The friendly and helpful staff of this family run hotel will make your visit to our country most enjoyable experience

It is worth noticing the attention that availability will serve as an aid in the prosperity of the hotel industry. The hotel must be well equipped with conference rooms, babysitting services, currency exchange, etc. In this respect, the term '*available*' must be presented. Another important point is that EHI language should be euphemistic to avoid the use of taboo words that can have negative connotations for the reader such as cheap and expensive which are replaced by euphemistic expressions such as good value for money prices, value for money, reasonable rates, etc. Also, the language should be general and neutral in today's world by using general words such as guests, travelers, and the pronoun 'you' and avoiding words such as businessman and replaces it by business man and woman or business person.

Moreover, EHI vocabulary is highly influenced by Germanic elements and to some extent by Latin and Greek contrary to other types of ESP that are highly influenced by Latin and Greek elements. French has a great influence on the hotel industry especially in the culinary aspects such as *dinner* and *chamber* words which are introduced in the Middle English period. *Menu, canapé, a la carte* are another words related to food in the hotel. *Chef, porter, concierge, valet* are titles of jobs that have French origin. In addition to French language, there are a number of loans from other languages; the word '*sunna*' is borrowed from Finn; '*Jacuzzi*' from the United States; '*Gast im Schloss*' from German; '*parador*' from Spanish; '*pasta, stucco, granite*' are borrowed from the Italian language.

Research has indicated that vocabulary is an important indicator of academic writing proficiency with increased lexical variety and sophistication in the target language assessed as of higher quality (Morris, 2001) and that developing vocabulary improves writing skills (Brynildssen, 2000). In this respect, it can be said that the issue of vocabulary in the hotel industry is one of the main language issues in ESP that must be brought to the forefront. On one hand, learning hotel vocabulary becomes a necessary requisite for hotel receptionists to help them communicating appropriately with culturally mixed customers. The different features, origin and characteristics of EHI vocabulary in comparison to other ESP branches make it imperative for ESP course designers to include it in ESP programs to lead to enrichment and understanding, and in turn, facilitating communication.

1.9.2. Grammar in ESP

In addition to vocabulary, grammar has always been an important part of language teaching and learning as it is concerned with the structure of a language and contributes to producing sentences. However, grammar in ESP is taken for granted as it is neglected in the literature. Many scholars believe that ESP is not concerned with grammar. Within this perspective, two major questions need to be posed, is grammar important in ESP? If so, how do teachers apply it in the ESP teaching? In ESP learning, grammar is always dealt within the varying contents of language use because it not only helps ESP learners construct more accurate sentences but also help them use various structures to express thoughts in ESP communication occasions. Additionally, producing appropriate texts which are academically acceptable in different specific disciplines depends hugely on grammar.

According to Ellis (2005) quotes in Chen (2016), proficiency in ESP requires that learners acquire both good repertoire and mastery of vocabulary and competence consisting of knowledge of specific grammatical rules that lead to accuracy in ESP communication. Generally speaking and in ESP learning, grammar plays two significant parts. The first part is enhancing comprehensible input by applying grammar knowledge that learners have already learnt to understand the meaning of complicated sentences and then solving some puzzles in their ESP reading comprehension. Actually, learners need to analyse the sentence structure, the functions and interrelation of sentence components in order to comprehend the sentence. The second part is monitoring effective output or monitoring the oral or written expressions since making some errors is possible and in the absence of correct use of grammar, communication suffers a considerable breakdown.

It is noteworthy that Dudley-Evans and St John (1998: 18) have declared that grammatical difficulties and deficiencies can be considered as an obstacle to the acquisition of receptive and productive skills. The following five key grammatical forms are mentioned as they may pose hindrances:

- Verbs and tense,
- Voice,
- Articles,
- Nominalisation,
- Logical connectors

In ESP, the use of verbs and tenses is related to the sections and types of texts and the most dominant tenses are the present simple, present perfect, simple past, and the model verbs such as may, can, could, might, etc. As far as active and passive voice are concerned, writers widely used the passive voice to refer to previous research in their field but when they discuss their own research, they tend to use the active voice. While the extensive use of the passive is shown by frequency counts of verb tense and aspect which are performed on corpora combining texts from a variety of scientific and technical fields, various results may be obtained when one compares the frequency of the active and passive voices within a single scientific or technical field.

Interestingly, there was a study which examines the frequency of usage of the passive voice within one particular field is the one of Wingard (1981) who conducts a research

about the corpus of medical writing. It was found that 60% of the verbs are in the active voice whereas 40% in the passive, i.e., verbs in the active voice outnumber verbs in the passive. Concerning the use of articles, two uses of articles are found to be important in ESP; the absence of an article and the use of 'the' when naming and labeling procedures and methods. Last but not least, logical connectors such as furthermore, moreover, therefore must be taught and included in ESP teaching materials as they enhance understanding logical relationship between sentences and therefore improving the acquisition of the four skills. In fact, Dudley-Evans and St John have also mentioned that there are other different ESP contexts that strongly require multiple uses of grammar so that the teacher should be sensitive to these contexts.

According to Shuib (2009), students' grammatical competence and the assistance they received from teachers depend heavily on those teachers' grammatical awareness. It can be said that in order to effectively apply grammar in ESP courses, teachers should be aware about the choice of suitable strategies that are useful for ESP learners to learn grammar and then to be more efficient to identify, understand, retain and extract grammar knowledge. Secondly, teaching grammar in ESP classes requires applying cognitive approaches: deductive and inductive approaches or explicitly and implicitly teaching grammar. Within the former, the teacher should teach learners grammatical rules and give them specific information about ESP, and then they apply the rules in ESP activities cooperatively. Within the latter, learners are left to discover grammatical rules from their experience of using ESP. Focusing on specific forms and structures; teachers can use communicative approach to teach English grammar through designing activities grounded on English skills: reading, writing, listening and speaking when ESP learners can use grammar for communication.

Today's ESP instructors should be aware that the importance of grammar learning is not only applied to EGP, but also to ESP learning as students are heavily exposed to grammar indirectly and they face serious problems in using grammar correctly for conducting different academic tasks when communicating. In this respect, grammar must be given special attention in ESP teaching. It is necessary for ESP learners to have the ability to perform the grammar knowledge in the language skills. Several ESP grammar learning strategies can be used in the classroom including cognitive strategies for learning grammar, metacognitive strategies, affective strategies, and social strategies. Thus, it is the teacher's duty to guide students to learn ESP grammar autonomously by choosing the appropriate strategy that best fits learners' needs to facilitate their English language communicative skills and accordingly, helps to improve ESP proficiency on the whole.

1.9.3. Translation in ESP

While it is useless for several scholars to consider the relative contributions of translation to language acquisition as Willis (1981) states, teaching languages is based on the communicative method which emphasises teaching English through English, it is also important to acknowledge that translation is necessary to some extent for many students with low level of proficiency who want to acquire a foreign language. Translation is considered as the fifth language skill alongside the other four basic skills listening, speaking, reading and writing; its importance in learning foreign languages has led to the emergence of grammar-translation method years ago. Today, translation holds a special significance in ESP since it promotes communication and understanding among novice learners. In fact, a great number of publications have acknowledged both its usefulness and uselessness in ELT. However, little has been presented about its use in ESP.

After being defined by Duff (1994) as: "uncommunicative, boring, pointless, difficult, and irrelevant", there has been a revival of interest to using the mother tongue as a tool for learning and teaching language skills and therefore developing three qualities: accuracy, clarity, and flexibility. It is clear that the attitude to mother tongue and translation in language classes has undergone a positive change. The usefulness of translation in English classes lies in using it to compare word order, grammar, vocabulary, and other language points in English and the student's mother tongue, that is why it is usually supported by non-native teachers. In ESP, translation can be a great aid to foreign language learning in mastering complex issues, possessing specialised terminology and saving time. Sometimes, the use of L1 is of great value when the students or employees are unable to retrieve their lexical corpus to perform a task.

To sum up, being able to translate from a foreign language into the mother tongue and vice versa is an essential skill that is closely linked to both reading, writing and vocabulary in particular. Indeed, a decisive question here would be: Is translation important in EH for hotel receptionists?

1.9.4. Culture in ESP

In English language teaching and learning, language and culture are generally recognised to be intimately linked because learning a new foreign language without familiarity with its culture remains unthinkable, ineffective and incomplete. In fact, it is of great value to demonstrate the functions culture may perform in the components and areas of language teaching and learning such as vocabulary, speaking, listening, reading, and translating. For example, learners who are eager to improve their listening skills may use new listening materials but they cannot understand well. The reasons behind this failure may vary according to learners' abilities; on one hand, it can be tied to vague pronunciation, small vocabulary and weak grammar as well. On the other hand, the reason can be greatly linked to their lack of the necessary cultural background knowledge of the target language they are learning.

In this respect, Wang (2008) points out that: "foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers." Furthermore, the American anthropologist Agar in early 1996 coined the term '*languaculture*' to define the intrinsic bond between a language and the culture in which it is used. With the birth of ESP, an important question arises, is culture a necessary component in an ESP course? If yes, how does a teacher teach and include the cultural aspects in ESP classrooms? In fact, culture in ESP has been subjected to numerous debates. The core issue in these considerations is whether or not culture needs to be included in ESP courses.

For a long time, little literature makes a reference to the issue of culture in ESP because teaching ESP has typically been seen as culture-free and divorced from cultural input as it is mentioned by Strevens (1977:89): "ESP is a conception of teaching and learning the practical command of a language, unrelated to aspects of culture." In her part, Omaggio (2001) explains that the absence of culture in ESP classrooms is related to the lack of time that prevents teachers to tackle cultural issues as they have an overcrowded curriculum to be covered. Additionally, she asserts that several teachers feel bewildered to tackle culture because they do not have a good mastery of the target language and feel confused about what cultural facets to include in their ESP syllabus. Along this line, Gonzalez (1995:58) writes: "English is deracinated or uprooted from its original cultural soil; only special registers of science and technology, business and geopolitics are used."

He adds that: "teaching EIAL is nothing more than teaching ESP." So, culture is given less significance in LSP in general."

Recently, culture started to be introduced through the materials and methods in the ESP classroom and it is expected that language textbooks should include elements of the target culture to offer opportunities for social interaction outside the classroom. The fact that students have already studied the English language for several years and therefore they have the necessary linguistic skills to comprehend language makes teachers responsible of interspersing culture into the English classes. In order to avoid misunderstanding between teachers and learners, teachers should conduct research for knowing 'classroom culture' to include activities related to culture. Moreover, For Barron (1991:174), it is necessary to include the culture of learners in ESP as part of language teaching in professional contexts to provide a cultural balance and cross-cultural comparison, and lessen the risk of damaging their self-esteem. In this light, learners' cultural background should be taken into account in the variables of ESP syllabus design. To justify the need for culture in ESP, culture is defined as follows: "An information-processing system which has links with education, and therefore with ESP, because it involves the transfer of information in a factual system, the purpose of which is to produce fit members of society." (Barron, 1991:176).

Nowadays, English is used as a lingua franca in many countries, i.e. to communicate with non-native speakers of English rather than interacting with native English speakers especially in the workplace. Actually, multicultural work situations have led to the implementation of intercultural communication awareness since the 1970's because culture forms part of what the learners need even though it has remained relatively marginal and overlooked. The cultural dimension should be closely related to the learners and workers' main study or occupation and have a link to the course objectives in terms of functions and notions. ESP lessons should therefore include learning a variety of skills such as attending worldwide conferences and international meetings ,reading scientific papers, making deals and contact with foreigners and so on in order to minimise the risks of misunderstandings and facilitate the building of relations and respect among learners or workers.

The implementation and integration of intercultural activities is absolutely important in raising multicultural awareness of the employees and therefore helping them better understanding diversity, developing positive attitudes in the workplace and helping them remedy negative attitudes towards the target culture and other alien cultures. According to Bennett (1986), integrating a cultural approach in an ESP environment can help the students to reach three major goals: cognitive, affective and behavioural. Cognitive objective aims to add to the learner's stock of knowledge and skills; affective means changing the trainee's attitude by developing openness, tolerance acceptance and awareness; behavioural implies that the trainee learns and grasps better the 'dos and don'ts' of the new environment. Accordingly, Ouakrime (1992) states several objectives of including culture in ESP programmes. The most important objectives are as follow:

1. To understand the forms of organisations, concepts, customary beliefs and patterns of behaviour of members of the target culture community.

2. To understand individual and institutional aspects of the culture.

3. To acquire enough knowledge and understanding of the target culture with the purpose of developing a tolerant attitude towards its community.

4. To develop an awareness of the relativism of culture.

5. To develop an ability to understand the intended meanings when one observes the behaviour or the product of the behaviour of members of the target community.

6. To use cultural awareness as a fostering factor for developing communicative competence in the target language.

To put in a nutshell, different views have raised concerning the integration of culture in ESP classrooms so that they have been the subject of heated debates among specialists. Some scholars have found that language acquisition for ESP learners requires an understanding of culture; on the other hand, other scholars believe that culture is only a motivating process and there is no need to know the cultural side of the language. Using a language either academically or occupationally requires both linguistic and cultural components so that ESP learners must be aware of the culture related to their field as it is really an integral part of the interaction among people; for instance, hotel employees always have contact with customers from different countries and cultures. The ability to manage cultural diversity, increasing the cultural awareness of employees and ensuring that they can work effectively with culturally different people is key to success that increases adaptability and flexibility of the hotel industry.

1.10. Conclusion

In contrast to other pedagogical approaches and considering changes in language teaching and learning approaches in terms of learner-centeredness, ESP came to existence as an approach to teaching and learning English as a foreign language based on the specific needs of target learners as well as their communicative abilities to function effectively in their specific discipline. To this end, various disciplines implied fundamental changes so that the significance of ESP becomes a must that can hardly be ignored either academically or occupationally.

As it has been highlighted in the introduction to this chapter, the aim of this chapter was to provide a general overview of ESP as a sub-field of ELT. Definitions of ESP as well as its different types and key aspects relevant to the current research area have been provided. The second step has been devoted to the English language skills (listening, speaking, reading and writing) and language issues in ESP including: vocabulary, translation, grammar and culture. The following chapter is an extension to the current one. It will shed light on the process of '*Needs Analysis*' in the realm of ESP along with the challenges that exist in the ESP world.

Chapter Two

Needs Analysis in ESP

Chapter Two

Needs Analysis in ESP

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2.1. Introduction

Inasmuch as hotel receptionists need to replicate the communicative circumstances of their target places, ESP courses require the application of specific methods, techniques, and divergent activities that engage employees in situations as authentic as those that were expected to be encountered in the various target places. Therefore, to set the stage for the investigation into the communicative needs, the second part of literature review in this chapter begins with an exploration of some key and challenging issues concerning English for Specific Purposes (ESP) and the prevailing role of Needs Analysis (NA henceforth) in ESP. Taking into consideration that NA becomes intrinsically significant not only for the learners who find the course relevant to their needs, but also for teachers/trainers who can observe learners' achievement and attainment of the course objectives in practice, the main focus of this chapter is put on the examination of the theoretical issues and methodological considerations concerning NA by presenting its various definitions, from the traditional ones to the recent ones in addition to approaches to NA and issues related to this process.

2.2. Major Problem Areas and Challenges in ESP

ESP has developed considerably in the last decades. However, it still suffers from several problems and complexities in different areas, including the areas of research, students' low English proficiency, inadequate English language communicative skills, the qualifications of teachers, teacher and employees training, lack of textbooks, inadequate teaching methodology, evaluation and so many others. Many studies have explored the main challenges involved in the ESP environment, including students' inadequate English language skills (Wang, 2004); insufficient instruction hours (Tsao et al, 2008); large class size and poorly motivated learners (Braine, 2001).

There is no doubt that the hotel receptionists in Algeria as a non-English speaking country suffer from several complexities before and once they join the workplace. Based on previous studies, it is important to tackle the main problems that may hinder the hotel receptionists from performing their job appropriately in order to find attainable solutions to improve the quality as well as to propose useful ways for developing the language skills that they need.

2.2.1. English Language Communicative Needs of the 21st-Century Workforce

With the emergence of ESP as a new approach in ELT that seeks to develop students' skills for professional communication in English, a number of converging trends in a specific field started to be addressed in order to deal with specific needs of learners or workers. In this light, a question arises "What is the most essential component for the 21st century workforce? Naturally, ESP needs different components brought together systematically with a healthy heart or central driving means to continue its developments and growth; this central organ is usually believed to be the communication process which has been gaining prominence as an issue of concern for work and business in the new millennium.

Business communication or communication at the workplace refers to the interaction that may occur in the daily operation and activity of the company between business people, managers, and the staff in situations where they are supposed to answer phones, deal with clients, negotiate, meet, buy and sell. As a matter of fact, business communication has received considerable attention in the theory as well as in the practice of designing and teaching programs for a particular group of learners.

In nowadays' business communication and for the success of business, effective English language skills in different fields are required by employees who urgently need to be sensitised to communicative strategies for establishing and maintaining relationships. Focus must be put on developing future workers' skills especially formal oral communication in the traditional business tasks, formal presentations, formal negotiation, formal letters and email writing, etc. However, it is surprising to figure out that several recent studies highlight the idea that the use of English for informal interaction and socialising is equally important for many workers to excel in the workplace. Consequently, there is also a need to focus on developing workers' strategies for informal discussion.

Increasing awareness of cultural differences at the workplace communication is also important for employees to function effectively in English and, thereby, gain better possibilities of progressing and meeting customers' expectations. Future research needs to address how to develop English language communicative skills in both academic and occupational settings because most learners need support both in English for Academic Purposes and in English for Occupational Purposes. Moreover, social factors such as age, gender, linguistic, ethnic, and social backgrounds may influence business communication so that such factors must also be taken into account to improve efficiency and to avoid communication gaps developing among hotel receptionists and guests.

2.2.2. Lack of Training

The tourism industry has become a popular addition and an important source for most of the countries of the world especially in African, Asian and Central American countries. It represents a significant part of any country's economy. In fact, both tourism and hotel industry are two sides of the same coin. As a matter of fact, tourism in Algeria has experienced many ups and downs over the years, mainly as the result of terrorism which has caused concern amongst many with a decline in inbound and outbound tourism alike and not acquiring the reputation of a very good destination for tourists. Countries like Algeria have failed to develop tourism and hotel industry to its potential due to one reason or the other. Algerian share in tourism business at a global level is far below than its capacity to develop this industry. Based on some previous studies and articles, it is clear that the hotel industry in Algeria is facing a number of problems such as low occupancy rate, high consumer expectations, increasing competition, increasing cost, low profitability and lack of training as well. According to Manpower Services Commission (1981),

> Training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, on the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation.

In modern hotel business, it is all about competence in people and especially the employees' qualities. The level of service quality depends on the qualities of employees. The qualities are about knowledge, skills and thoughts which lead to the hotel's survival and development. Cooper et al. (1996) report that the International Hotel Association has recommended that in the hospitality industry, in general, adequate training at all levels be addressed including the improvement of language communicative skills. The main results highlight that although the hospitality industry is a labour intensive industry that requires skilled employees to provide various services to its customers, many employers in the industry do not train their staff adequately.

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Moreover, Price (1997) maintains that employers should empower all their employees with the required skills to communicate proficiently and effectively in English. In the hotel industry, proper communication is fundamental, especially in listening and speaking skills. Obviously, training is the crucial path of motivating employees and increasing productivity in the business (Mcclelland, 2002). Most of specialists who are concerned with assessing the progress of ESP teaching relate the failure of ESP courses to the lack of training and being ill-prepared to meet the expectations of others. Along the same line, Swales (1985: 214) points out that barriers to this progress include the lack of specialized teacher-training.

Given the above views, it may come as a surprise for many to realise that there is a lack of training in the field of hotel management in Algeria. Actually, it is a very hard task for the Algerian hotel receptionists who most of them acquired or at least supposed to acquire English at school to communicate appropriately because during many years, they had been taught and exposed to a kind of GE deprived from any socio cultural dimension. Obviously, there is a lack of training programmes that prepare the receptionists for their new environment and enable them to undertake their responsibilities more efficiently. To this end, employees' training must gain prominence as an issue of concern. In fact, training may entail two phases, namely pre-service and in-service training courses. Through training, the hotel receptionists will be provided with the necessary knowledge, linguistics skills and tools to deal with foreign customers.

As far as the pre-service training is concerned, there are some vocational schools and tourism Centres in Algeria that work to deliver better tourism services and provide trainees with professional knowledge and skills to cope with the changing tourism conditions such as: the national training school in Bou-Saada, the national training school of Abou Bakr Belkaid in Tizi Ouazzou which has an annex in Tlemcen. Recently, higher school of hotel in Algeria started to offer courses to a limited number of students. These Centres prepare trainees for career in major hotel services such as reception, restaurants, travel agencies and many other areas in the hospitality field.

Within the current research, it would be interesting to know how many participants have graduated from vocational schools, and how far they feel that the course has been an adequate preparation for their current job. On the other hand, in-service training may constitute a tremendous help for the hotel receptionists especially those with limited skills who had not been exposed to pre-service training and have a scientific and literary academic background. As a consequence, once they join the workplace, they feel technically inadequate to perform their job. Such kind of training can be achieved through attending ESP courses provided by special staff in the hotel implementing or sponsoring the program. To sum up, training is believed to be of a vital value for those hotel receptionists so that they should be exposed to regular training by experts in the field to meet customers' expectations and keep them abreast with the recent development in the hotel industry.

2.2.3. Qualifications of ESP Teachers

Undoubtedly, the ESP teacher is viewed as a key-parameter in the teaching/learning process. It is worth mentioning that Dudley Evans and St. John (1998) prefer the term *'ESP Practitioner'* as this definition seems to be more detailed and complete. According to them, ESP teachers are expected to play five key roles: teacher, course designer and materials provider, collaborator, researcher, and evaluator.

With the emergence of ESP, a new demand is imposed namely teacher's qualifications; ESP teachers are expected to make use of a new approach which differs from that used in EGP concentrating on language communication. Therefore, transferring from General English to ESP teaching, teachers might have encountered several difficulties in terms of coping with learners whose professional interests are non-linguistic and whose English skills centre upon scientific or technological vocabularies. In this light, ESP teachers should possess a higher level of language competence and specialist knowledge that is defined by Ferguson (1994: 80) as: "knowledge of the subject matter of the discipline or profession of the students taught."

Obviously, ESP courses deliberately aims to equip students with specific skills and knowledge that enable them to perform appropriately in academic or occupational settings; however, the role of ESP teacher has been neglected leading to a lack of qualified, experienced and knowledgeable ESP teachers who have English language teaching skills in ESP teaching. ESP teachers are not obliged to become experts in the knowledge of the students' subjects but rather they should at least have a certain degree of specialist knowledge. In this respect, it is important to mention Thomas' view (1993), ESP teachers strongly need to acquire three types of competences, notably Language Competence;

Pedagogic Competence and Language Awareness. The following diagram is used as an illustration:

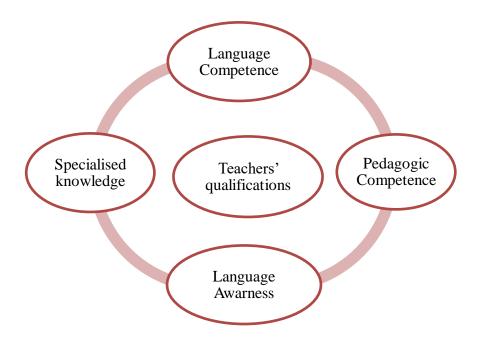


Figure 2.1. Teachers' Qualifications (Adpted from Thomas, 1993)

In Algeria, as many ESP teachers do not know enough about other professional fields such as tourism and hospitality industry, a great number of them need to be well prepared and trained in different fields that require special expertise to effectively teach ESP courses. Robinson (1991) has justified this fact by stating that language teachers often have no confidence in coping with students' area of specialism so that the difficulty lies in the gap between the learners' knowledge of the special subject and the teachers' unfamiliarity with it.

According to Chien and Kao (2008: 120), a good ESP teacher must be familiar with the learners' subject field, i.e., he/ she must possess relevant background about the speacialty such as Medicine and science and technology. Otherwise, he/she will not be able to function effectively as a teacher.

In fact, the lack of teacher training programmes is not unique to the Algerian context, for instance, Chen (2000: 389) argues that the lack of ESP background among general English teachers is among the main challenges against provision of ESP courses in universities. In their parts, Harwood and Pertić (2011: 252) seem to share and follow the same track. They say that the nature of such training is neglected. Consequently, teachers

should be exposed to training courses either pre-training courses or in-service training courses to be familiar with the numerous ESP activities and processes and with the theoretical and practical developments in ESP.

2.2.4. Inadequate Teaching Material and Resources

Another challenge that the trainers and trainees may face in learning and teaching ESP is the lack of adequate teaching materials in practice. Actually, materials play a vital role in foreign language teaching in general and ESP in particular because they provide language input exposure and motivation and therefore facilitating the learning of the language. They can exist in different forms: textbooks, workbooks, texts, activities, etc. For Richards et al. (2002: 322), "materials may be linguistic, visual, auditory, or kinaesthetic, and they may be presented in print, audio, or video form, on CD-ROMs, on the Internet or through live performance or display." Further, Hyland (2006: 89) indicates that ESP materials may also include audio and visual aids, computer- and/or Internet-mediated resources, real objects, or performance.

Since the role of materials in ESP is unquestionably significant, some important keyparameters are required to be taken into account in the selection of appropriate materials such as the learners' needs and level, the objective of the course, the availability of materials, and the time constraint. However, it is agreed among several scholars that so many ESP teachers are not good researchers and several ESP materials do not consider the realities of ESP classroom and this may decrease students' interest in what they are learning. It is worth mentioning at this level that according to Gatehouse (2001), "ESP developers are not provided with ample time for needs analysis, materials research and materials development." Generally speaking, appropriate and effective materials in ESP are not easy to obtain. Many scholars state that there are three possible ways of ensuring the alignment of course design and teaching materials: materials evaluation, materials development, and materials adaptation.

For Swales (1980), ESP teachers' ability should be evaluated according to their capacity and experience in materials productions. Thus, it is assumed that a considerable experience is absolutely needed to reach the right decisions in selecting the materials that best fit learners' needs. As a matter of fact, the materials should focus on the learners who will learn the language and the domains in which the language will be used; learners' age, linguistic background, level and culture should be related to a real world context because

materials are the primary agents of conveying knowledge to learners in any language pedagogy.

2.2.5. Lack and Deficiencies in ESP Textbooks

In teaching and learning English, the role of a textbook is indisputable and undeniable; it is believed to be a universal element as it has a prominent and positive role in any language pedagogy. For Sheldon (1988), a textbook is the visible heart of an ESP program in that it provides the fuel for the teaching and learning engine. Furthermore, Flowerdew and Miller (2005) believe that textbooks are supposed to hold and present established bodies of knowledge to the community of learners to cater their needs in a specific field. A textbook is in fact a real support for less experienced teachers to manage their class and keep it in the right track. In his light, Jones (1990) posits a fundamental question, Do ESP textbooks really exist?

Now and for many years as well, the ESP world has always been accompanied by written sources and it has got along well enough with ESP textbooks. It is worth mentioning at this level that the book of Herbert (1965) "*The Structure of Scientific English*" was the first real ESP textbook with a clear title and a precise aim according to Swales (1980) who had studied the major developments of ESP textbook on its way of evolution in his well known book "*Episodes in ESP*". However, on her part, Robinson (1983) traces the existence of ESP textbook back to the 1960s, by adding Hackin (1964), Kelly (1965), and Ewer and Lotorre (1969) to Herbert (1965).

For a long time, ESP has suffered from the shortage of usable textbooks for any subject-specific specialization and despite the publication of a great number of textbooks, ESP textbooks have been in many respects an educational failure.

Yes, we were very interested when we read the advance publicity for this new ESP textbook, and we were impressed when we saw the inspection copy; we bought a number of class sets but we found it didn't go down very well with either the instructors or the students; we use our own materials now. (Swales, 1980)

He further goes to discuss the major reasons and factors behind the failure of textbooks including book length, serialization, deregionalization and format. Most of textbooks do not provide any specific guidance in the teacher's notes of where and how

activities are solved and how the gaps may be filled. Further, the majority of ESP textbooks are not supposed to maintain their appropriateness on a global basis because they are designed for a particular educational environment based on the cultural, academic, and linguistic characteristics of students in a particular region. Such textbooks are supposed to be most effective within the region from which they are released.

Moreover, the format of the traditional small-paged bound has been kept for ESP textbooks and this presents a problem to the instructor who sometimes wants his/her students to be faced with several pages at one time. As far as student's handwriting is concerned, the original material in modern printing presents another difficulty in that the learners should shrink their handwriting to fit the shrunken blanks on the small printed page especially for activities which include spaces for missing words.

Since its first modern emergence in 1962 with Barber's book, ESP textbooks make up a good part of foreign language pedagogy. On one hand, they provide the learners with various activities for practice and communicative interaction to enhance the learning process in a specific concise way. On the other hand, they are considered as a real support for less experienced teachers. So, to develop an effective language textbook for a specific field; the writer should be a jack of at least two trades; a language teacher with enough linguistic knowledge and a language teacher with a working knowledge of other subjects. Then, to decide on and take the useful ESP textbook, learners and teachers should be aware of pitfalls, merits and demerits of any textbook. To achieve this goal, an ongoing process of revision, design, content, implementation and evaluation must be done to cover the needs and lacks in ESP textbooks. A good textbook is, then likely to be a key element for successful teaching and learning.

As far as the current study is concerned, many researchers have investigated the extent to which ESP textbooks meet the needs of workers working in hotels. The results reveal that these textbooks did not completely meet the communicative needs of the hospitality industry due to the inadequate practice of the specific language skills and functions. Along the same line, Blue and Harun (2003); Cheng and Warren (2004); Bouzidi, (2009); Habtoor (2012), attempting to investigate the efficacy of ESP textbooks, found that there is a great gap between the English language used in real life settings and the language presented in the textbooks.

Nowadays, considerable quantities of ESP textbooks are being purchased; however, they have been little used. Selecting the appropriate textbook is a critical component of an ESP course because it facilitates the focus on relevant topics and the functions of language needed by learners in their current or future jobs.

2.2.6. Inadequate Teaching Methodology

ESP teachers' difficulties are not attributed particularly to the lack of technical terminology but mostly due to the inadequate teaching methodology. As a matter of fact, inadequate teaching methodology has often been regarded as one of the important factors affecting the effectiveness of ESP. The traditional English language teaching methodology is teacher-centered as it provides students with little chance to speak or to communicate with others using the target language. Further, the lessons are generally for reading purposes because they focus on analysing sentences from the grammatical point of view, comparing the usage of vocabulary and expressions, and then translating the content of the text into Arabic or French languages. From an ESP methodological perspective, this could be the first stage in a lesson. Such methodology aims at developing ESP students' understanding of the text. As a result, oral practice would be lacked and students will be unable to communicate effectively, exchange their ideas on specialised issues and to discuss issues related to their job in English language. Respectfully but firmly, such methodology is inadequate for the hotel receptionists who need English for oral communication in order to communicate effectively with foreigners.

2.2.7. Administration Problems and Lack of Realistic Evaluation Procedures

Apart from the above mentioned factors resulting in inefficient ESP courses, problems of administration also contribute to the inefficient ESP teaching and learning that leads to great problems such as overlarge classes, lack of materials, insufficient course-time, non-homogeneous groups (Frydenberg, 1982:156), untrained teachers and most importantly lack of support from specialist departments. In this respect, Hyland (2002: 394) argues that: ".....effective language teaching in the universities involves taking specificity seriously. It means that we must go as far as we can."

Actually, learners have different language needs and backgrounds so that teachers have to conduct an in-depth needs analysis that seeks to identify their specific learning needs. After conducting an in-depth needs analysis, attempting to choose the appropriate materials and the different language levels of students will absolutely constitute a big challenge for the teacher who will choose materials and design several courses according to each level. Then, teachers should make sure that those materials and courses meet learners' needs as Cunningsworth (1995: 7) points out that offering learners with beneficial courses greatly depend on the careful application of appropriate selection of the materials being used in relation to the aims, methods, and values of the teaching programme. To do so, the evaluation process is needed to achieve the aforementioned goals.

As a matter of fact, the systematic courses and materials evaluation procedures should be done to ensure the effectiveness and appropriateness of such materials and courses and to test if they are consistent with the needs and interests of the learners. However, the evaluation process is neglected as teachers find it difficult and challenging to go further after producing the ESP courses and choosing materials which usually take a lot of effort.

2.3. Needs Analysis in the Realm of ESP

'Needs Analysis' or 'Needs Assessment' (henceforth referred to as NA) plays a very important role in both learning and teaching processes. It is worth noting at the outset that according to some authors and specialists, the common term 'needs analysis' can be confused with its interchangeable partner 'needs assessment' because it is believed that 'analysis' assigns value to the data obtained through 'assessment'. With the appearance of ESP in the 1960s, the term NA became a pivotal one. It is a fundamental and complex process which has to be taken into account in any ESP course.

The role of NA is indisputable as it has traditionally been a pillar of ESP course design. To define the specific sets of skills and communicative practices that a particular group of learners or employees need is extremely central to ESP. Thus, NA is the first step in course design that aims at identifying as closely as possible the needs of a particular group in a specific field of study or work. As learners have different needs, styles and interests in learning the language, the ESP practitioner is required to meet learners' expectations. In this respect, Richards (2001:33) states that learners with different styles have different specific language needs which they can be identified; consequently, the learning process should be restricted to what they need.

Since the main concern of the present research focuses on analysing the needs of hotel receptionists, NA as a process will be tackled in details in order to have a clear picture of the different aspects characterising this process and the various approaches that should be taken into account from the part of teachers and learners and therefore the approaches that best serve the current study. To do such, it would be likely to start with a thorough definition of the concept of NA.

2.4. Needs Analysis: Main Definitions

It is widely agreed that the term needs refers to what learners or workers need to learn in order to perform a specific task appropriately and effectively either academically or occupationally. Actually, NA has a vital role in the process of designing and carrying out any language course, whether it be ESP or GE course, and its centrality has been acknowledged by several scholars and curriculum providers. The idea of focusing on learners' needs originated in the 1970s resulting from the interest in the design of language courses that could satisfy individual and social needs (Palacios Martínez, 1992: 135). It becomes the key stage in ESP and its development evolves in association with the teaching of languages for specific purposes. According to Robinson (1991: 7), "NA is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it."

For West (1994), language needs analysis is essentially a pragmatic activity focused on specific situations although grounded on general theories such as the nature of language and curriculum. Therefore, in the ESP context, NA is significant in determining the aspects of language that are crucial for a particular area of teaching. In line with these definitions, Dudley-Evans *et al* (1998: 126) stress three aspects of NA. They state that:

First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted.

The main role of ESP is to prepare learners to use English within academic, professional, or workplace environments and the ESP course is based on the analysis of learners' needs. Hence, the task of ESP course is to identify learners' needs and design a course around them. Obviously, the role of NA in any ESP course is indisputable.

According to Johns (1991), NA is the crucial first step in designing and developing a language course, producing materials for teaching and learning, developing language test, and providing validity and relevancy for all course design activities. That is why most of scholars emphasize its primacy in designing a language course.

Moreover, for Iwai et al (1999), it is quite impossible to design an ESP course that fits learners' needs without previously conducting a NA. Thus, it is an ongoing process of collecting data that will serve as the basis for designing and developing a curriculum that will meet the needs of a particular group of students or workers in different settings because the major goal of ESP is to help this category to move from A (current performance) to B (target performance). In the same regard, Basturkman (2010: 19) observes that:

> Needs analysis in ESP refers to a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining and refining the content and method of the ESP course.

Actually, the concept of NA has never been clearly defined due to the evolution of this process through several stages; there was a difficulty of reaching an agreed definition as Richterich (1983: 2) declares that the term '*language needs*' remains vague because it has never been well defined. For this reason, NA has been defined by different linguists from different perspectives by going overboard in several directions and including too much detail. Some of the most important interpretations and definitions of NA are introduced in the following table:

| Name of the Linguist | Definition | | | | |
|-------------------------|--|--|--|--|--|
| Munby (1978); | He introduced 'communication needs processor' which is the basis of M | | | | |
| | approach to needs analysis. | | | | |
| Chambers (1980); | Needs analysis should be concerned with the establishment of communi | | | | |
| | needs and their realisations, resulting from an analysis of the communication in | | | | |
| | the target situation – what I will refer to as target situation analysis. | | | | |
| Brindley (1984); | "Learner's wants, desires, demands, expectations, motivations, lack | | | | |
| | constraints and requirements." | | | | |
| Coffey (1984); | The application of learning and teaching which considers the linguistic ar | | | | |
| | communicative needs of the learners. | | | | |
| Hutchinson and Waters | With the development of the Communicative Needs Processor (CNP) it seemed | | | | |
| (1987); | as if ESP had come of age. The machinery for identifying the needs of any | | | | |
| | group of learners had been provided: all the course designers had to do was to | | | | |
| | operate it. | | | | |
| Nunan (1988); | "Techniques and procedures for collecting information to be used in syllabus | | | | |
| | design." | | | | |
| Brindley and Berwick | They provide interpretations of various kinds of needs in addition to the | | | | |
| (1989); | problems and limitations when employing this term, including ways in which | | | | |
| | we should differentiate between needs identified by analysts and those | | | | |
| | expressed or experienced by learners. | | | | |
| Robinson (1991); | Present situation analysis may be posited as a complement to target situation | | | | |
| | analysis. | | | | |
| Johns (1991); | For Johns (1991), needs analysis is the first step in course design and it | | | | |
| | provides validity and relevancy for all subsequent course design activities. | | | | |
| Richards (1992); | "The process of determining the needs for which a learner or a group of | | | | |
| | learners requires a language and arranging the needs according to priorities." | | | | |
| West (1994); | In his state-of-the-art article, West (1994) gives a thorough overview of needs | | | | |
| | analysis in language teaching, including its history, theoretical basis, | | | | |
| | approaches to needs analysis. | | | | |
| Brown (1995) | The systematic collection and analysis of all subjective and objective | | | | |
| | information necessary to define and validate defensible curriculum purposes | | | | |
| | that satisfy the language learning requirements of students within the context | | | | |
| | particular institutions that influence the learning and teaching situation. | | | | |
| Dudley-Evans and St. | Dudley-Evans and St. John (1998) suggest, needs were seen as discrete | | | | |
| John (1998); | language items of grammar and vocabulary. | | | | |
| Iwai et al. (1999); | The term needs analysis generally refers to the activities that are involved in | | | | |
| | collecting information that will serve as the basis for developing a curriculum | | | | |
| | that will meet the needs of a particular group of students. | | | | |
| Hamp-Lyons (2001); | He argues for the need to see needs analysis as a fundamental step to an EAP | | | | |
| | approach | | | | |

| Fatihi (2003); | It is a tool that is used to figure out the learner's necessities, needs and lacks. | | | |
|-----------------------------|---|--|--|--|
| Hyland (2006); | It refers to the techniques for collecting and assessing information relevant to | | | |
| | course design: it is the means of establishing the how and what of a course. It is | | | |
| | a continuous process, since we modify our teaching as we come to learn more | | | |
| | about our students, and in this way it actually shades into evaluation. | | | |
| Hyland (2008); | 'Needs analysis is like any other classroom practice in that it involves decisions | | | |
| | based on teachers' interests, values, and beliefs about teaching, learning and | | | |
| | language.' | | | |
| Richards and Schmidt | The process of determining the needs for which a learner or group of learners | | | |
| (2010); | requires a language and arranging the needs according to priorities. NA make | | | |
| | use of both subjective and objective information (e.g., data from questionnaires, | | | |
| | tests, interviews, observation). | | | |
| Basturkmen (2013) | "Needs analysis is [] a defining, if not the defining, characteristic of LSP". | | | |
| | "the importance of needs analysis lies in the potential of its findings to inform | | | |
| | the development of the syllabus of the LSP course in question." | | | |
| | | | | |
| Paltridge and Starfield | h Needs analysis refers to the techniques for collecting and assessing information | | | |
| (2013) | relevant to course design: it is the means of establishing the how and what of a | | | |
| | course. It is a continuous process, since we modify our teaching as we come to | | | |
| | learn more about our students, and in this way it actually shades into | | | |
| | evaluation. | | | |

Table 2.1. Main Definitions and Contribution of Scholars about Needs Analysis

To sum up, the courses, which are grounded on NA, are generally believed to be more effective because learners are more involved in the learning process and their actual needs, demands, lacks, wants, views and ideas are taken into account. Such process allows course designers to bridge the gap between the present situation needs and the target situation demands of a particular group.

2.5. Significance of Needs Analysis in ESP Course Design

Due to the multiplicity and diversity of needs, situations and contexts, the importance of language NA cannot be denied of its credibility in identifying learners' needs. The fact that learners and workers have different needs makes NA an oft-used technique in designing and conducting any language course, be it EH, ELP, EMP, BE or any other ESP course. Its significance has been acknowledged by a number of researchers such as (Munby, 1978; Hutchinson and Waters, 1987; Berwick, 1989;

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Brindley, 1989; West, 1994; Dudley Evans and St. John, 1998; Iwai et al., 1999; Hamp-Lyons, 2001; Belcher et al., 2011).

For instance, Long (2005:1) emphasizes the significance of NA. He states that: "....no medical intervention would be described before a thorough diagnosis of what ails the patient, so no language teaching programme should be designed without a thorough needs analysis." Respectively, Robinson (1991: 8) suggests that NA is not just for determining "what and how of a language of teaching." She also suggests that NA study should be repeated so that it can be built into the formative process. This would lead to rich database of the views and opinions of learners, subject-specialists and above all ESP practitioners about the English language. Clearly, being aware of the needs of the learners influences not only the content of the language course but also what potential can be exploited through such a course.

Long (1996) lists four reasons for performing needs analyses:

(1) Relevance: to determine the relevance of the material to the learners' situations.

(2) Accountability: to justify the material in terms of relevance for all parties concerned (teacher, learner, administration, parents).

(3) Diversity of learners: to account for differences in learner needs and styles.

(4) Efficiency: to create a syllabus which will meet the needs of the learners as fully as possible within the context of the situation.

Following the same route, Richards (2001:52) has acknowledged the importance of NA in language teaching and the effectiveness of learning; he points out that NA can be used for a wide range of purposes:

- "To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student;
- To help determine if an existing course adequately addresses the needs of potential Students;
- To determine which students from a group are most in need of training in particular language skills;
- > To identify a change of direction that people in a reference group feel is important,

- To identify a gap between what students are able to do and what they need to be able to do;
- > To collect information about a particular problem that learners are experiencing."

Since NA is a key characteristic of ESP course design, Brown (2009) has presented three general stages accompagned with ten steps that should be taken into account to conduct NA by adopting a specific framework.

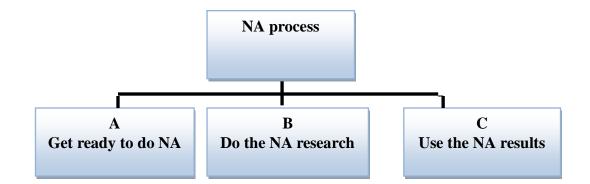


Figure 2.2. A framework for Doing NA (Adopted from Brown, 2009)

From the above figure, the main and general stages of doing a needs analysis are demonstrated. The stages come along with ten steps:

> A. Get ready to do NA

- **1.** Define the purpose of the NA
- **2.** Delimit the student population
- 3. Decide upon approach (es) and syllabus (es)
- 4. Recognize constraints
- 5. Select data collection procedures

B. Do the NA research

- 6. Collect data
- 7. Analyze data
- 8. Interpret results

C. Use the NA results

9. Determine objectives

10. Evaluate the report on the NA project What follows is a brief description and explanation of the ten steps in the process of doing NA (Brown, 2009).

Based on the fact that NA is the first stage in ESP course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation, the stages should not be seen as separate elements but as interdependent overlapping activities in a cyclical process (Dudley - Evans and St John, 1998).

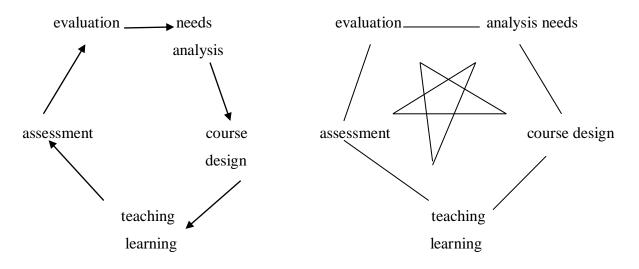


Figure 2.3. Cyclical Process (Adopted from Dudley - Evans and St John, 1998)

Indeed, NA will be applied in the current study to identify the needs of the hotel receptionists.

2.6. Needs Analysis: Different Approaches

NA in ESP has a long history and it is constantly evolving and redefining itself. In the past three decades, multiple models of NA have been suggested and implemented to analyse the needs of a particular group so that it would be easier to produce a more efficient syllabus for the students or employees. Jordan (1997) has presented five major approaches to NA namely: Target-Situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis and Means Analysis.

2.6.1. Target-Situation Analysis (TSA)

For a long time, NA was mainly concerned with linguistic and register analysis as Dudley-Evans and St. John (1998) suggest, needs were seen as discrete language items of grammar and vocabulary. With the establishment of Munby's Communicative Syllabus Design (1978), NA moved towards placing the learner's purposes in the central position within the framework of NA. Consequently, target-situation analysis or socio- linguistic model (1978) was one of the most influential models in NA that has become an unavoidable reference point which paved the way for course designers to offer specialized courses in specific areas needed by the learner. It takes into consideration the functional specifications of the course because learners use the target language in different situations according to the functional requirements of the context and setting. In this respect, Robinson (991: 8) argues, "a needs analysis, which focuses on students' needs at the end of a language course, can be called a TSA." Further, Dudley-Evans & St John (1998) point out:

Target situation analysis concerns the learners' future roles and the linguistic skills and knowledge they need to perform competently in their disciplines. This relates to communication needs rather than learning needs and involves mainly objective and product-oriented data: identifying the contexts of language use, observing the language events in these contexts, and collecting and analysing target genres.

Students will have to use the target language in different situations and settings either in a study situation or a work situation. Therefore, it is an essential phase to analyse the communicative and linguistic demands and requirements of the intended target situation in NA. Munby has presented a communicative needs processor, comprising a set of parameters and detailed set of procedures for discovering target situation needs. His model is highly workable as an effective model for defining the content of purpose-specific language programs. According to Hutchinson and Waters (1987: 54):

With the development of the CNP, it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided; the entire course designers had to do was to operate it.

Within this model, a profile of communication needs is presented, comprised of communicative events (e.g., discussing everyday tasks and duties), purposive domain (e.g.,

educational), medium (e.g., spoken), channel of communication (e.g., face-to-face), subject content and the level of English ability required for the communication. Then, the communication needs are developed into a specific syllabus. Thus, this model can be used to specify valid target situations. Furthermore, teachers of English, especially those who are concerned with the teaching of ESP, highly use this approach to the analysis of needs and follow the model for specifying communicative competence.

It should be stated that Hyland (2006) claims that TSA investigates the learners' future roles and the linguistic skills and knowledge that they need to perform efficiently in their disciplines. TSA, therefore, investigates the communication needs rather than the learning needs. Hutchinson and Waters (1987) have presented a comprehensive TSA framework, which includes a list of questions to be posed in order to identify learners' real world communicative requirements (see table 2.2). The information can be obtained from people working or studying in the field, ex-students and documents relevant to the field, employers, colleagues and ESP specialists.

| Why is the language needed? | |
|--|-----------|
| - for study; | |
| - for work; | |
| - for training; | |
| - for a combination of these; | |
| - for some other purpose, e.g. status, examination, promotion. | |
| How will the language be used? | |
| - medium: speaking, writing, reading, etc.; | |
| -channel: e.g. telephone, face to face; | |
| types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals catalogues. | \$, |
| What will the content areas be? | |
| - subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering; | |
| -level: e.g. technicians, craftsman, postgraduate, secondary school. | |
| Who will the learners use the language with? | |
| - native speakers or non-native; | |
| - level of knowledge of receiver: e.g. expert, layman, student; -relationship: e.g. colleague, teacher, superior, subordinate. | customer, |
| Where will the language be used? | |
| - physical setting: e.g. office, lecture theatre, hotel, workshop, library; | |
| - human context: e.g. alone, meetings, demonstrations, on the telephone; | |
| - linguistic context: e.g. in own country, abroad. | |
| When will the language be used? | |
| - concurrently with the ESP course or subsequently; | |
| - frequently, seldom, in small amounts, in large chunks. | |

Table 2.2. Model of Target-Situation Analysis (Adapted from Hutchinson and

Waters, 1987: 59-60)

Although Munby's target-situation analysis work (1978) is a landmark in the history of ESP as it has paved the way for further developments and advances in NA, he has been criticized. Firstly, it is time consuming as it demands to write a profile for each student that encompasses various information (it is shown in the following table) and the total number of students is very high so that it could not easily be operated in practice. Secondly, it does not take the learning needs of students into account and neglect the distinction between wants, lacks and necessities. Consequently, several models and approaches to needs analysis appear to consider learners' present needs or wants such as deficiency analysis, strategy analysis, means analysis, language audits, etc.

2.6.2. Present-Situation Analysis (PSA)

Richterich and Chancerel (1980) propose PSA as the second major model of NA. According to Robinson (1991:9), this model seeks at presenting the learners as they are at the beginning of their language course through exploring their strengths and weaknesses. Thus, it complements TSA as it attempts to identify learners' needs at the beginning of the course. Whereas TSA is concerned with identifying needs, the present situation analysis addresses learners' '*lacks*' and '*wants*' by drawing attention to the gap between what students are able to do with language at the beginning and what they need to do at the end of the course. Regardless of the methods used to obtain information, the students themselves, the language teaching establishment, the user-institution (such as the individuals' place of work and sponsoring bodies) are the three basic sources of information for a PSA. Richterich and Chancerel (1980) suggest the use of more than one or two data collection methods such as surveys, interviews and attitude scales.

Although Munby (1978) sees the PSA as a set of constraints that have an effect on syllabus design including methodological, cultural, sociopolitical, administrative, psycho pedagogic factors, he considers them as something of an afterthought after the target situation analysis has been conducted and the results of each model are used as input data for the syllabus design stage. Further, this model is characterised by the lack of attention to learners' real-world needs and its over reliance on learners perceptions of their needs; however, learners are not always clear about what they want (Long, 2005). Many scholars like Robinson (1991) and Jordan (1997) agree upon the idea that effective NA has to combine both TSA and PSA in order to meet the needs of learners and reach the desired goals. In this light, Robinson (1991: 9) observes that NA may be seen as a combination of

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TSA and PSA because teachers are likely to collect information relating to both the TSA and PSA simultaneously.

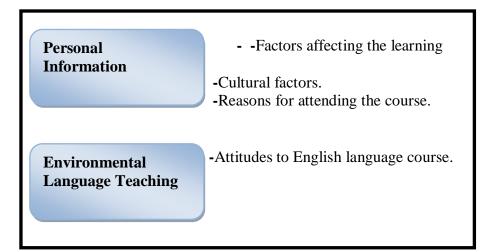


Figure 2.4. Aspects of Present Situation Analysis (Adopted from Basturkmen, 2010)

As a matter of fact, the course designer is inclined to gather answers to the questions indicated below:

- 1. How long have they been learning English?
- 2. What is their language level?
- **3.** What is their level of education?
- 4. Which skills in English have been well-developed?
- 5. Which skills have to be worked on?
- 6. What is their knowledge of structures and lexis?
- 7. What are their preferences regarding the time of studying?
- 8. What strategies do they use?
- 9. Do they require strategy training?

2.6.3. Deficiency Analysis

According to Allwright (1982), the approaches that are concerned with learners' present needs or wants may be called analysis of learners' deficiencies or lacks. DA is established to cover one of the limitations of TSA which is taking little account of the present state of the learner's present language proficiency. The approach highlights students' lacks and keeps learning needs in mind from the beginning. This model may provide data about language skills, mastery of GE as well as learning strategies. Lack analysis is claimed to form the basis of the language syllabus because it is the gap between TSA and PSA (Jordon, 1997). In other words, it bridges the gap between what learners know at present, i.e., their current skills and language use and what they are required to know or do at the end of the program or the course, i.e., the tasks and activities learners are/will be using the language for (Dudley-Evans and St John 1998).

2.6.4. Strategy Analysis (Learning Needs Analysis)

As its name entails, it is apparent that this approach deals with the preferred way of learning styles (i.e., auditory, visual or kinesthetic) and the strategies that learners employ in order to learn another language (i.e., the mental process the learner employs to learn the language). According to Nunan (1988), SA focuses on "the methodology employed to implement language programmes." This tendency attempts to establish how the learners wish to learn rather than what they need to learn.

As it was discussed earlier, TSA and PSA do not deal with the learners' views of learning. Within this field, Allwright (1982) was the pioneer of SA who makes a distinction between needs (the skills which a student sees as being relevant to himself or herself), wants (those needs on which students put a high priority in the available and limited time), and lacks (the difference between the student's present competence and the desired competence). In board terms, Bowers (1980) quotes in Jordan (1997: 26) who has mentioned the significance of learning needs:

If we accept...that a student will learn best if what he wants to learn, less well what he only needs to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes. Later, Hutchinson and Waters (1987) take Allwright's views and suggest that learners' needs are approached from two directions: target needs and learning needs. Target needs are defined as "what the learner needs to do in the target situation." These target needs are also divided into three categories: necessities, lacks and wants.

Necessities (also objective needs) are considered to be "what the learner has to know in order to function effectively in the target situation." (p. 55). Lacks are defined as "the gaps between what the learner knows and the necessities." (p. 56). Wants (also called subjective needs) are described as "what the learners think they need".

| | Objective (i.e., as perceived by course | Subjective (i.e., as perceived by | |
|-------------|---|-------------------------------------|--|
| | designers) | learners) | |
| Necessities | The English needed for success in | To reluctantly cope with a 'second- | |
| | economics studies) | best' situation | |
| Lacks | (Presumably)areas of English needed | Means of doing economics studies | |
| | for econimcs studies | | |
| Wants | To succeed in economics studies | To undertake economics studies | |

 Table 2.3.
 Necessities, Lacks and Wants (Adapted from Hutchinson and

Waters, 1997: 58)

2.6.5. Means Analysis or Constraints Analysis

It was discussed earlier that Munby's communicative needs processor model was criticised in terms of four headings: complexity, learner-centeredness, constraints and language. Consequently, means analysis appears as a new approach to NA attempting to investigate those considerations that Munby's model excludes and which they are chiefly related to the practicality and workability of the language course (West, 1998). Dudley-Evans and St. John (1998: 124) suggest that means analysis is related to environment as it provides information about the environment in which the course will be run and therefore attempts to be integrated in ESP course to be workable.

This approach is based on the idea that what works well in one situation may not work in another one because the types of the needs may differ from one environment to another. For this reason, Jordan (1997: 28) calls this approach '*Environmentally-Sensitive Approach*.' Accordingly, language courses should be designed and adapted to the different

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cultural, educational, professional and workplace settings after understanding the local constraints. Dudley-Evans and St John (1998: 124) demonstrate the difference through the following example:

While hotel staff around the world may share some similar language needs, how they learn the language, the conditions in which they are learning and where and how they apply the language are not the same. So the needs and how they are prioritized, ordered and then met will be different.

According to West (1994: 71-72), four main factors should be taken into account by curriculum specialists if they want to the courses to be successful:

- Classroom culture/learner factors: what is or what is not possible within a particular educational culture or tradition.
- Staff profiles/ teacher profiles: what is or what is not possible with the staff available, considering numbers, language level, LSP background, training etc.
- Status of language learning/institutional profiles: what is not possible given the status of LSP within the institution, considering timetable and resource allocations.
- Change agents/change management: an assessment of what innovations are necessary or possible in order to establish an effective LSP programme.

2.6.6. Language Audits

This term was coined by Pilbeam in 1979 who suggests that language audits are used to figure out the role played by foreign language in an industrial enterprise in order to provide data about the current situation of language needs in the sector. Actually, this approach is concerned with identifying the language needs of companies, regions or countries so that it is not concerned with EAP settings. Further, it is employed in language training for business and industry to analyse the needs of staff by showing the target for learning needs and to bridge the training gap between present performance and the required performance in the target language. According to Nelson (2000), this approach aims to discover the strong and weak points of a company in terms of the communication process carried out in a foreign language such as activities or tasks that people perform in their jobs, e.g., face-to-face conversations, formal meetings, making presentations..etc.

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This approach aims at helping the government to develop an integrated policy that would take months or years to implement.

It is reported that "language audits take institutions as the unit of analysis and that they are usually conducted through a quantified general survey" (Long, 2005). In this regard, this approach should not be of great concern to most ESP/EAP teachers because ESP/EAP contexts are small or medium scales in nature; where as "language audits are large-scale research in examining language needs" (Jordan: 1997: 28) such as a company or the policy of a ministry. This approach should embrace all the levels of NA that are identified previously:

- The target languages to be learnt and possibly the skills priorities within those languages;
- The current deficiencies in terms of the proficiency levels of those leaving schools and entering LSP programmes;
- An evaluation of current teaching methods and alternatives methodologies available elsewhere;
- An assessment of the opportunities provided by an effective LSP policy and the resource implications of implementing such a policy.

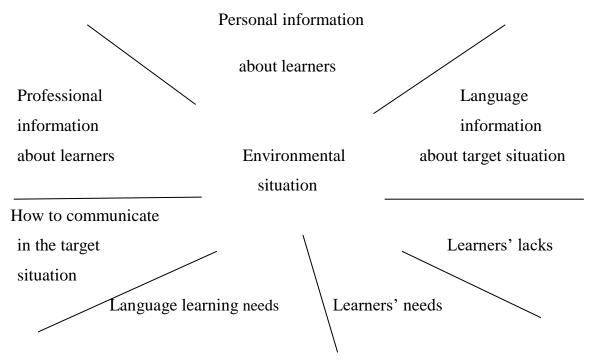
2.6.7. Pedagogic Needs Analysis

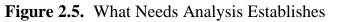
This approach is proposed by West (1994) as an umbrella term to cover deficiency analysis, strategy analysis and means analysis with the hope to compensate all shortcomings of the above mentioned approaches. West indicates that the main shortcoming of target NA which is collecting data about the learner rather than from the learner should be compensated by collecting data about the learner and the learning environment through the use of different instruments. However, in some cases, this approach does not always work. All in all, the following table summarised the most important stages that the process of NA has gone through.

| | Various Stages of Needs Analysis | | | |
|-------|----------------------------------|-----------------|--------------------------------------|--------------------------------------|
| Stage | Period | Focus | Scope of analysis | Examples |
| 1. | Early | EOP | Target situation | Richterich, 1970/1980 |
| | 1970s | | Analysis | Stuart & Lee,1972/85 |
| 2. | Later | EAP | Target situation | Jordan& Mackay,1973 |
| | 1970s | | analysis | Mackay,1978 |
| 3. | 1980s | ESP and general | Target situation analysis | Tarole & Yule,1989 Allwright 1977 |
| | | language | Deficiency analysis | Allwright,1982 |
| | | teaching | Strategy analysis | Holliday & Crooke,1982 |
| | | | Means analysis | Pilbcam,1979 |
| | | | Language audits | |
| 4. | 1990s | ESP | Integrated/computer | Jones,1991 |
| | | | based analysis Material selection | Nelson,1993 |

Table 2.4. Evolution of Needs Analysis (Adopted from West, 1994)

In this light, Dudley- Evans and St John (1998: 125) propose a modern and comprehensive vision of NA. This view encompasses all the aforementioned approaches to NA and includes the following:





(Adapted from Dudley- Evans and St John, 1998:125)

To sum up, several approaches have been developed by different scholars to undertake NA. These approaches vary with regard to the emphasis on the types of information to be taken into consideration as a basis for ESP syllabus design. Accordingly, each approach tries to offer new theoretical and pedagogical insights for ESP practitioners and researchers alike so that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the next model through the use of different instruments.

2.7. Instrumentation in Needs Analysis

In the area of ESP, NA is a systematic process of collecting information about learners' needs because different learners are believed to have specific language needs. As a matter of fact, NA should be conducted in order to attain a complete description of the language needs of learners or workers. To conduct such analysis, a family of procedures and instruments are needed for gathering information and exploring various linguistic features of the target situation and the complexities of the needs. Jordan (1997) suggests thirteen methods of collecting data for NA, which are listed as follows: Advance documentation; language test (at home and/or on entry); selfassessment; observation in class; monitoring ; class progress test and error analysis; surveys, questionnaires; structured interviews; learners' diaries and journals; case study; end-of-course test; evaluation feedback ; follow-up investigation and previous research. Accordingly, Dudley-Evans and St. John (1998) list the main instruments that can be used in gathering data for NA: questionnaire, structured interviews, observations, analysis of authentic spoken and written texts, discussions and assessments.

2.7.1. Questionnaires: They are the most common and efficient instrument of needs analysis compared to other procedures. Many types of questionnaires have been designed to determine learners' needs consisting of a list of topics, professional skills, or language and literacy uses. They tend to be more structured than interview schedules and can be administered by phone, mail, and can be also hand-delivered to respondents and collected after they have been completed. Questionnaires are helpful in gathering information on a large scale because they save both money and time if they are used appropriately.

2.7.2. Interviews: In conducting NA, the use of interviews can be very effective as they are a face to face approach and their responses can be explored in depth.

Interviews allow open-ended explorations of topics, eliciting responses, clarifying vague statements, observing the nonverbal behavior and at the same time ask for more clarifications from a single person (interviewee) through a format that may range from structured to semi structured to unstructured. Good interviewing consists of two key skills: asking appropriate questions and active listening. They can be addressed for non-native speakers or those who might have difficulty with the wording of written questions; however, interviews can be time consuming.

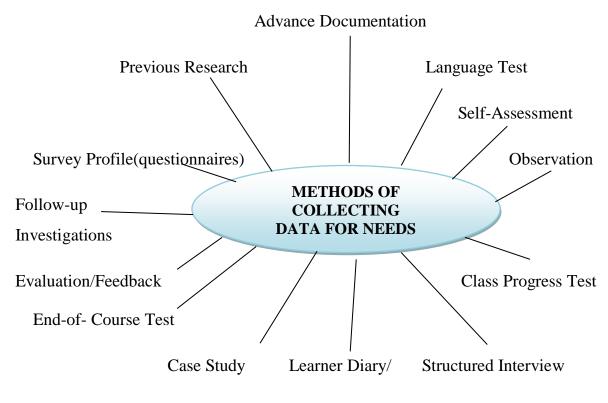
2.7.3. Group Discussions: They are similar to single interviews but involve two or more interviewees at a time rather than one. It may have no time constraints or structured order so that a leader or facilitator is almost always helpful in ensuring an effective discussion about a range of topics and to make sure that everyone gets a chance to speak. Otherwise, the discussion tends to become influenced by one or two dominant people.

2.7.4. Meetings: Meetings are a good source of information that gives the target population a chance to express their opinions and react to others. Thus, the researcher can gather large amount of data at one time. However, organizing the meeting takes time and definitely need to have a draw to get people to attend in the form of incentives.

2.7.5. Observations: What could be quite fruitful and seems realistic is the observation of employees at the workplace through the use and the record of what is being seen and heard to shape a clear image of a situation or a problem. This requires that the observer devotes attention to the behaviour of an individual or group in a natural setting through visiting the target place, watching situations and interactions among employees and recording the findings. However, the main disadvantage of this instrument is that the obtained information is imprecise and sometimes artificial because people usually perform better when they know they are being observed.

2.7.6. Document Review: This tool is a good source of background information that may not be directly observable and cannot be noted in any other way or by other means. Such information can be found in document form, as reports, historical accounts, letters, and records. Before new data is collected, an overall check should be made of what is already available. Though the existing information could save time and money later, it may be disorganized, inapplicable, unavailable or out of date.

2.7.7. Case Studies: A detailed analysis of a person or a group as a model is a powerful way of portraying a specific image to outsiders. They fully depict people's experience in program input, industry, process, and results. Though a case study involves detailed, holistic investigation and produces large amount of data for analysis, it cannot be generalised. The following figure offered by Jordan (1997:110) attempts to present the various tools of collecting data for needs analyses:



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Figure 2.6. Methods of Collecting Data for Needs Analyses (Adopted from

Jordan, 1997)

Furthermore, for long (1996), three important factors must be taken into consideration when performing a NA.

- **a. Sources:** Major sources for needs analysis are countless as it is mentioned previously such as previous needs analyses, applied linguists and domain experts, etc.
- **b. Triangulation:** To add the validity of the needs analysis, cross checking process of data provided by at least three of the above sources is important.
- **c. Multiple Methods:** For validating data, the use of various methods is essential to obtain a more realistic picture of the target situation.

2.8. Needs Analysis Implications for the Present Study

Various needs analysis approaches are highlighted and discussed above; each approach looks at NA from a particular perspective. Actually, they are used in coming up with the best NA form, from TSA, PSA, DA, LA, MA, to PA. Apparently, all the approaches focus on the specific needs of the learners in one way or another. It is worth noting at this level that all the approaches could be combined with the two main approaches; TSA and PSA.

In the light of this theoretical orientation, the target situation in this study is the hotel industry, where the English language communicative needs will be analysed, and training programmes if they exist will be examined in order to identify the language needs of the hotel receptionists working in three hotels. To achieve this goal, it is necessary for the current study to employ approaches in which both the objective and subjective information can be collected. Thus, PSA and TSA are applied in order to investigate the needs of hotel receptionists because all the other approaches can be incorporated within the umbrella of these two major models. Additionally, the two approaches proved to be the most appropriate in the field of ESP to understand the needs in details and provide a complete and plain picture of employees' language needs and problems. Many researchers have employed them in conducting their studies.

More precisely, TSA is useful because it provides reliable and relevant information about the target situation of a particular group; it allows the researcher to identify not only the communicative requirements of the employees but also the types of tasks that they will be required to perform. On the other hand, PSA pursues all the subjective information needed about the target workers such as: gender, age, language proficiency and abilities, attitudes and so on. Integrating the two approaches is effective to establish a clear picture of why, how, when and where language is needed because they illustrate the relationship between the employees' present and target situations and therefore developing/designing ESP courses based on their needs.

2.9. ESP Course Design

ESP refers to using English for particular groups of learners in specific fields. It is an approach to language teaching that focuses on obtaining English language knowledge and skills in learners' particular subject areas. To achieve this purpose, ESP teachers are

concerned with designing appropriate and effective courses based on learners' needs. In practical terms, ESP course design is the process of selecting and sequencing content and therefore planning and structuring a course that fits the teaching/ learning objectives grounded on language items, ideas and strategies that meet the learners' needs. For Hutchinson and Waters (1987:65):

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching/learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.

It is widely argued among specialists that the design of an ESP course is determined by the identification and analysis of learners' needs and the learning situation; for instance, Munby (1978:2) points out that ESP courses are "those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner." In the same line of thoughts, Kennedy and Bolitho (1984: 02) view the learner as the main element in the course design and his/her needs should be regarded "as central to the problem of deciding course content" Then, a language programme or a set of teaching materials would be developed into pedagogical items. A course design is mainly concerned with the following questions that may provide a reasonable basis for the subsequent processes of syllabus design:

- 1. Why does the student need to learn?
- 2. Who is going to be involved in the process?
- **3.** Where is the learning to take place?
- 4. What potential does the place provide?
- 5. What limitation does the place impose?
- 6. When is the learning to take place?
- 7. How much time is available? How will it be distributed?
- **8.** What does the student need to learn? What aspects of language will be needed and how will they be described?
- 9. What level of proficiency must be achieved?
- 10. What topics areas will need to be covered?
- **11.** How will learning be achieved?
- **12.** What learning theory will underlie the course?

13. What kind of methodology will be employed? (Hutchinson and Waters 1987: 21-22)

It is worth mentioning, at this level, that Robinson (1991:34) clearly illustrates that "ESP course design is the product between a number of elements: the results of needs analysis, the course designers' approach to syllabus and methodology, and the existing materials." In addition to Hutchinson and Waters' parameters, Robinson has added two other parameters namely the teachers' approaches to syllabus and course design and the teaching methodology.

For an adequate ESP course design, Dudley-Evans and John (1998) go further by mentioning additional important parameters that should be taken into consideration:

- ✓ Extensive or intensive course;
- ✓ Assessment or non_ assessment of the learners' performance;
- \checkmark meeting the immediate or delayed needs;
- \checkmark narrow or focus course;
- ✓ common core or specific materials;
- \checkmark homogeneous or heterogeneous group of learners.

Speaking about designing a course, identification of the learners' purposes and needs for learning a certain specialty is an obligatory step. A frequently asked question by ESP course designers is "Which approach is the most appropriate for an ESP course?" In fact, various approaches to course design development based on the types of courses and target situations, target population, or purpose of the course are established. In what follows, a thorough overview of the different approaches to course design will be given.

2.9.1. Approaches to Course Design

Since the impetus for ESP research has been to address the unique needs of English language learners and users, ESP course designers have adopted various approaches which are different according to the needs of learners and the aims set for the course. In fact, there are three different and influential approaches which have been identified to be effective in a course design development as each approach covers certain related parameters, notions and theories that should be taken into account before the design of any course: language centered, skills-centered, and learning-centered approaches.

2.9.1.1. Language-Centred Approach

The language-centred approach focuses on drawing and forming direct correlations between the analysis of the target situation and the content of the ESP course so that it bridges the learners' target situation and the content of an ESP course. It begins with the idea of identifying learners' target situation needs, proceeds through various stages of analysis to a syllabus, then to materials used in the classroom and finally to evaluation of the mastery of the syllabus items. This approach puts the ESP learners in a real situation by undertaking a NA that shows their needs, lacks and wants. The following figure endeavors to sum up this approach:

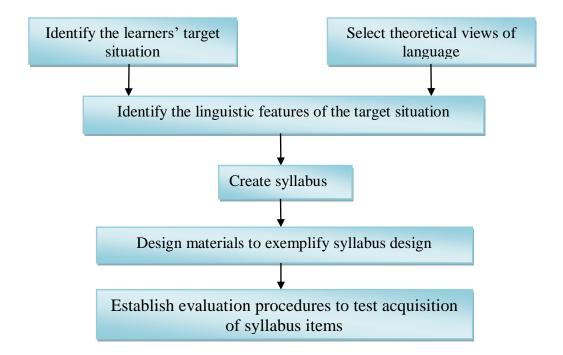


Figure 2.7. A Language- Centred Approach to Course Design (Adapted from Hutchinson and Waters, 1987: 66)

Though this approach to course design is quite popular, it has certain minus points. It is an approach that seems to be a learner-centred approach but it is not, because he/she is not considered to be the main part in the syllabus but rather he/she is simply a point of reference from which the target situation is defined. Consequently, it is really just a surface level approach since the learning needs of students are not accounted for at all. Additionally, it reveals very little about the competence that underlines the performance. Further, it was criticised for being too systematic, a static and inflexible procedure for it does not provide a space for feedback channels and error tolerance in the case of unexpected situations such as '*Wrong Initial Analysis*'. Such approach ignores the fact that learners from different discourse communities do not have the same needs of learning the language.

Then, language-centred approach notices only the language forms and nothing else. In this respect, Basturkmen (2010: 59) points out that this approach produces systematic learning by basing it on the systematic analysis and presentation of linguistic data characterising a certain type of a specialised discourse. All in all, such approach is "notlearner-centred, but learner-restricted". It does not consider the learner in every step of the design process. Another alluring feature of this model is that it appears to be too systematic. However, the role of systematisation in learning is not so simple and languagecentred approach does not necessary guarantee the systematic learning of the language.

2.9.1.2. Skill-Based Approach

Unlike language-centred approach which is criticised for the surface data that gathers and analyses, skill-based approach focuses on getting away from the surface performance data and looks at the competence that underlies the performance. In this respect, Maciel et al. (1983) mention an example that is extracted from a Brazilian ESP syllabus for 1ibrary Science Students:

- General Objective (i.e., performance level): The student will be able to catalog books written in English.
- Specific Objective (i.e., Competence level): The student will be able to:
 - extract the gist of a text by skimming through it.
 - extract relevant information from the main parts of a book.

Moreover, in a skills-centred approach, the role of NA is to enable the course designer to discover the potential knowledge and abilities that the learners bring to the ESP classroom.

Being aware of the great importance of the four skills, the main emphasis is therefore on the teaching of the underlying skills and strategies required by the learners either academically or occupationally. It is grounded on two main principles: theoretical and pragmatic. The theoretical principle suggests that any language behaviour encompasses receptive and productive skills that learners should employ to produce or comprehend any written or spoken discourse; whereas, the pragmatic principle is based on the distinction made by Widdowson (1983) between goal oriented courses and process oriented courses. The main objective of ESP learners is to develop particular skills and strategies that will help them deal effectively with any target discourse after the end of the course.

This approach focuses on communicative skills and professional skills to form an ESP course. It claims to take the learner more into account than the language-centred approach as it frames its objectives in open-ended terms in order to enable learners to achieve at least something at the end of the course. To put it differently, the focus of skills-centred approach is on the following steps:

- ➢ Identification of the target situation
- Setting the theoretical view of language as well as theoretical views of learning
- > Analysing of the skills required to cope with target situation
- ➢ Writing a syllabus
- > Establishing teaching material based on skills in the syllabus
- Establishing evaluation procedures which require the use of skills in syllabus.

(Hutchinson and Waters 1987: 71)

Although this approach gives more attention to the learner, it has not reached the level of perfection because it concentrates more on the learner as a user of language rather than as a learner of a language. In other words, skills-centred approach is concerned with the processes of language use not of language learning.

2.9.1.3. Learning-Centred Approach/ Learner-Centred Approach

This approach is widely believed to be crucial in ESP teaching for its total consideration of the learners at every stage of course design seeking towards the integration of all the parameters and components of the course in both the learning situation and the target situation. Unlike the previous approaches, learner-centred approach focuses on the learners' previous knowledge, their ability and their motivation of using the language. Further, it has a dynamic and flexible nature in which feedback channels are created to respond to any unexpected situation and development. In terms of the course

content, teaching methods and decision-making, collaborative effort between teachers and learners is another key difference which makes this approach more effective.

To sum up, the learner has an active and central role in the course design in this approach since it depends on a thorough and deep NA for the learners and their target and learning situations. To answer the above question, Robinson (1991: 40) responds that all approaches should be treated as being simultaneously available and each approach needs to be adapted to a particular situation for the simplest reason that there is no single model for an ESP course. Henceforth, each approach should be mended rather than ended.

2.10. Conclusion

NA has undergone a long development process that has resulted in a proliferation of definitions and characteristics associated with its practices. Thus, the current chapter is launched to pursue this avenue of research and to explore further probable challenges of ESP. More specifically, attempts are made to expand the scope of the literature on the major issues related to ESP by presenting the serious problems that may face ESP teachers and learners. Further, this chapter has exclusively explored the context of NA and theoretical issues regarding NA. Moreover, it also provides a closer look at the historical background of this process. Definitions of NA by several linguists, main stages that NA has gone through, its significance and its main models are also presented. Finally, this chapter attempts to discuss the main approaches to ESP course design in language teaching. The next chapter deals with the situation analysis in Algeria and the methodology which is adopted in the current study.

Chapter Three

Situation Analysis and Research Methodology

Chapter Three

Situation Analysis and Research Methodology

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3.1. Introduction

This chapter intends hopefully to provide the reader with a clear picture of the research design. It seeks fundamentally at presenting a situation analysis that includes the general context of the research through an overall description of the ESP teaching/ learning situation in the Arab World and then in Algeria. Further, it attempts to discuss the reasons for selecting the case study research and to describe the data collection processes, procedures and instruments applied in this research. In other words, the current chapter provides situational, contextual and methodological accounts of the present study.

3.2. Situation Analysis in Algeria

The aim of the present section is to present the Algerian context under concern. The researcher will first start by providing a broad view about the situation of tourism in Algeria. After that, the status and functions of the English language in Algeria will be discussed. Then, the focus will be put on the status of ESP in the Arab world and then in Algeria.

3.2.1. Tourism in Algeria

Generally speaking, tourism is defined as "a social, cultural and economic phenomenon which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes." (The United Nations World Tourism Organisation, 2008). Tourism is an umbrella term that encompasses various disciplines (hotel industry, catering, travel agencies...etc). Tourism industry has become a popular addition and an important source for most of the countries of the world especially in African, Asian and Central American countries. It represents a significant part of any country's economy. Tourism industry is developing in different countries including Algeria which seeks towards the improvement of this sector.

Like many countries all over the world, tourism in Algeria has experienced various ups and downs over the years, mainly as the result of terrorism which has caused concern amongst many, with a decline in inbound and outbound tourism alike and not acquiring the reputation of a very good destination for tourists during the 1980's and 1990's. As the service industry of tourism is a viable alternative for developing the economies of many Third World Countries, things began to change slowly in Algeria.

| Years | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-------------------|------|------|------|------|------|------|------|------|------|
| Annual Incomes | 252 | 316 | 397 | 485 | 592 | 722 | 882 | 1076 | 1313 |

| Table 3.1. Annual Income from Tourism Industry, 2004-2013 (in million \$) |
|--|
| (Adapted from Bouadam, 2014) |

It is commonplace that the Algerian economy is characterized by strong specialization in the tourism sector since the late seventies, mainly in the Saharan regions where it is being developed (Timimoun, Tamanrasset, Hoggar, Tassili, and so on). Additionally, the Algerian land area is the largest country in the Mediterranean in Africa (2,381,741 km), (after the division of Sudan), and its Sahara desert is considered as the largest Sahara in the world by representing nearly 80% of the territory. Saharan tourism is now regarded as a place of escape for most European tourists. In fact, Algeria offers multiple destinations and she has large potentialities to enjoy a special place on the world tourist market.

Among the main possessions of Algeria are its wonderful landscapes, cultural heritage and extensive network of airport and road infrastructure which allow her to get involved in a worldwide competition. Algeria has a wealth of monuments and historical sites ranging from the Phoenician period to the French colonization, the Numidian Berber kingdoms, the Roman and the Ottoman eras. Five well preserved cities of the Roman period deserve to be mentioned: Tipaza, Timgad, Djemila (ancient Cuicul), Casbah and M'Zab Valley. Besides, the most visited towns are: the Taouat, the Saoura, Ghardaia, Iliizi, the Casbah of Algiers, Santa Cruz in Oran, the bridge of Constantine. Thermal tourism or 'Hammams' is another aspect of the Algerian tourism such as 'Hammam Bou Hadjar' in Ain Temouchent, 'Hammam Bouhanifiya' in Mascara, 'Hammam Salhin' near Biskra. All these attractive aspects and historical heritage make Algeria an ideal tourist destination.

Despite the fact that Algeria has diverse tourism potentials through its attractive geography, climate and history, Algeria's potential is largely and extremely untapped in the end. This is obvious in terms of hotel infrastructure; Algeria suffers from a serious deficit. Over 80% of hotels do not meet international standards. There are 85 000 beds between 1004 including 872 private hotels. Accordingly, the Algerian authorities are so slow to react to changes in tourism markets, especially with the emergence of new countries to make technical changes in order to support and update this sector. Data from

the Ministry of Planning, Environment and Tourism have showed that Algeria was the destination of 1.74 million tourists in 2007, representing a slow growth of 6.5% when compared to 2006. Foreign tourists are, in turn, 511,000 visitors per year. They are mainly from France with 170 000 tourists followed by Spain, Italy and the United Kingdom for Europe, Tunisia (108,900 visitors), and Morocco in North Africa, followed by Egypt and Turkey.

| Years | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Number of Arrivals | 1315108 | 1446619 | 1591281 | 1758365 | 1951785 | 2176240 | 2437389 | 2742063 | 3098531 |
| Growth Rate | 10 % | 10 % | 10 % | 11 % | 11 % | 12 % | 12 % | 13 % | 13 % |

Table 3.2. Evolution of Tourism Flows, 2004-2013 (Adopted from Ministry OfTourism, Algeria)

To promote the tourism sector, a cooperation program between the Minister of Town Planning, Environment and Tourism and the World Tourism Organization for 2010-2015 was signed in Algiers. The program includes marketing, the improvement of training and infrastructures. Furthermore, the authorities have established some institutes notably the INTH in Tizi-Ouzou (the national Institute of Tourism and Hotel Management) with several annexes, the CTH (Tourism and Hotel Management Centre) and the ENST situated within the hotel El Aurassi (the National Institute of Tourism) in Algiers.

Despite the evolution and agreements of tourism in Algeria, the tourism industry still suffers from a deficit in terms of hotel facilities, qualification of the industry, a deficiency in the production and in the tourism product. As a result, the government should know that the global trend of recent years is personalized tourism and there is a great need for the involvement of professional bodies in the promotion of this important economic niche as it represents a significant investment for the country and a serious alternative. Perhaps then, increased attempts need to be made by the Algerian authorities just to show a real desire to achieve the broad program of reforms in order to improve the situation and the quality of human resources through implementing new and effective strategies that leads to profound changes.

3.2.2. Status and Function of English Language in Algeria

As a result of the discovery of oil in addition to military, economic, scientific, political and cultural influence of the British Empire during the 18th, 19th and early 20th centuries, the English language has become a global language. In Algeria, the Arabic language is spoken by an estimated 81% of the population, the native tongue that has been the official language of the country since 1963; Tamazight as a Berber language that is recognised as one of the country's national languages. Additionally, many dialects are used by the Algerians to communicate in their daily life.

Within the educational sector, the French language is initiated as the first foreign language that was introduced in trench-colonial times and it is still often taught in schools and in important fields of higher education; whereas the English language is considered as the second foreign language. It is highly recommended as it is the language of scientific publication, the language of international tourism, the language of economic affairs and trade and language of translation, etc. French is taught in primary schools and it is introduced as early as grade 3; on the other hand, English is taught and inducted at the middle school level (precisely grade 1).

Despite the strong Arabization policy that has been imposed on Algeria's public sphere, French has remained for a long time a prominent language in the Algerian administration and education. According to Benrabah (2007: 233), "in universities, 95% of post-graduate courses in sciences and 95% of undergraduate courses in medicine and technical disciplines are taught in French." Furthermore, in Algeria, English has no official status. This global language could not be taught as an additional language "for English is not L2 but FL, in Algeria." (Keskes, 2005:75). As a result of Algeria's language policy, English-speaking television programmes such as '*Follow Me and On We Go*' disappeared from national television (Bouhadiba, 2006: 7). Consequently, English was far from being a dominant language in the Algerian television. Few years later, there was a programme on the national television which could introduce English in Arabic language entitled, '*Arabic 37 Roots of English Words*'.

Moreover, there was an agreement that intended to increase economic and research cooperation between European nations, and it was later extended to include a few North African countries through programmes such as ERASMUS (European Commission Education and Culture DG 2010). Within the educational ministries and communities in

Europe, there were heated debates to what languages to include. Despite the fact that there are numerous universities in the bi- or tri-lingual countries in Europe where they offer programmes and courses in several languages, the choice fell on English. In this respect, Algeria has followed the Bologna Agreement as a model and as a new reform in higher education that encourages multilingualism, including English and French languages.

By the end of the 1990s, Algeria became statistically the second largest Frenchspeaking community in the world after France. Although French dominated the administration, education media and government in the colonial era, the use of this language has diminished in a number of higher domains. Nowadays, it is widely agreed that English should replace French because the latter language is related to colonisation. Algerian youth's awareness of the unique global position of English has been increasing significantly since the 2004 survey. In this regard, Miliani (2000) stresses that:

In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones.

In the meantime, English is used more than ever before in Algeria and it is perceived as a prestigious language as it is written in an article in an Algerian journal:

> Le Ministère de l'Education en Algérie a désigné l'apprentissage de l'anglais et sa promotion comme élément clé dans le renforcement de l'accès aux réseaux académiques, technologiques et culturels à travers le monde.

Furthermore, Deirdre Nicholas (2012), the responsable of English Project in British Council states: "L'ambition principale de la formation était de produire une série d'ateliers de formation offrant des résultats à la fois pratiques et concrets pour les participants." Thus, English has imposed itself as the first international language and it should play a role in creating bonds between Algeria and the other world regardless the undisputable role of Arabic, Berber, and French languages already play in one way or another in Algeria's linguistic scenery. This international language shadowed approximately the different areas of the Algerian nation as it contributes in the development of exchanges with other countries. It is chosen as the language of civilisation and such strength and position call the entire world to adopt it. In Algeria, English can contribute in one way or another to social and political stabilities, increase access to economic opportunities which can improve the

economy of the country, promote and enhance mutual understanding and friendship between Algeria and the rest of the world. In fact, all the countries share the same objective concerning education, for this, people are pushed to learn foreign languages especially English which is absolutely linked with different fields in Algeria such as business, tourism, aviation, economy and so on.

3.2.3. ESP in the Arab World

The development of Business English is considered as a major shift in ESP. In the past, ESP work and scholars focused only on EST but now it is extended to reach the world of business due to the rapid change. Dudley-Evans and St. John (1998) note that the 1990s was the period of the longest area of growth in BE so that ESP is extending its limbs in various countries to diverse group of learners. It is practiced in countries like Middle East and Latin America, South East Asia and Pacific Region. Further, the heart of the Middle East area extending from Libya in the west to Iran in the east, and from Turkey in the North to Sudan in the South has seen a rapid growth of English teaching programmes. In fact, the principle reason behind such increase is not a desire to know the English culture but rather from a need to use this global language as a means of instruction especially in the written mode.

Actually, in the so called '*petro-dollar states*', there was an incredible expansion of education facilities, and it was expected from the beginning that the local teachers and lecturers are not sufficient to supply the staff so that they are obliged to recruit from outside the area. Even though ESP work in the Arab world would be rare, the number of people with good TEFL/Applied Linguistics qualifications has increased. They have succeeded in making some contribution to the development of the specialism in addition to a British staff working in the region and several visits of specialists to the region such as Sinclair and Candlin, Campbell in Turkey and Falvey in Kuwait and Iraq. Obviously, there was a kind of support for ESP outside the region. Moreover, several ESP textbooks on the basis of Arab World teaching experience would include '*Writing Scientific English*' (Swales/Libya), the '*Nucleus*' series edited by Dudley-Evans and Bates (Iran) and '*English for Engineers*' (Brasnett/Syria). In this respect, Swales and Mustafa (1984) state that:

Writing in the region is substantiated by three books I know to be in press (there may be several more): Read and Note for Medical Students (Purvis/Saudi Arabia), English for Basic Mathematics (Blackie/Kuwait), and the 'focus' English in Biology (Pearson/Sudan).

Several conferences had been held and organised in many parts in the Arab World; for instance, the first regional ESP conference took place in Alexandria in 1976. Later on, the second conference was held in Isfahan in November 1977 where they decided to establish an Association of *'ESP Professors'* in the Middle East and North Africa. Since 1975, the University of Khartoum has been releasing a journal entitled ESPMENA Bulletin. Furthermore, many Arab countries have been showing a good level of interest in ESP and its own prestigious place in ELT.

The language Studies Units at Aston, we currently have students undertaking ESP-related research from Egypt, Iraq, Libya, Sudan and Syria, and Master's students from Morocco, Algeria and Jordan in addition. We have regular visitors from the Arab world, subscribe to all the ESP- oriented journals from the region, maintain an ESP document collection, make occasional professional visits, and keep up other contacts by correspondence.

ESP extended boundary beyond Applied Linguistics and it matured more as a discipline. Several works and researches had been done by different language experts. More than 27 journals of ESP are publishing a variety of works carried on in ESP such as Asian ESP journals, ESPMENA, TESOL, ESP world, TESL Journal, Oxford ELT journal, Elseiver ESP Journal ... etc. Actually, the application and integration of ESP might pose challenges and create opportunities which might be different from the ones in EFL because the Arab World is difficult to assess in terms of culture, politics and education as well. It is hard to get enough and adequate information to make comparison among Arab states. Despite the picture that is given to ESP in the Middle East, numerous problems and worries are remained such as lack of staff continuity in addition to the difficulty of renewing contracts with specialists, organizations and institutions. The Arab World should strengthen its position in the field of ESP; otherwise, it would become harmonious testing ground for Anglo-American theories.

3.2.3.1. Situation of ESP and its Drawbacks in Algeria

As a result of globalization, the role of English cannot be denied as a communicative tool for academic or occupational settings. For this reason, English has been integrated in the educational system of Algeria. At the tertiary level, English is taught and introduced at the university either as a main subject at the English Department where students are engaged in learning the following main modules in general: Written Expression, Oral Expression, Linguistics, Phonetics, Literature, Civilization and Human Science; or simply as an additional module or a service language integrated at the level of most of the remaining departments: biology, medicine, economy, etc to pave the way for students to use English in different settings and fields.

As stated earlier, the teaching of ESP courses is not a new event in Algeria. It goes back to the early 1970's when ESP courses started to be introduced in the Arab World. Then, with the implementation of the LMD system at the Algerian universities, special care and attention started to be given to ESP teaching since English is integrated in the LMD system in almost all the specialties. In fact, ESP courses that are provided in many faculties take different names and abbreviations such as EST, EBE, and ESS.

The wide expansion of ESP in the Algerian universities has been calling for competent ESP teachers. However, the majority of ESP teachers are part time teachers who hold only the licence degree; others who are teachers at middle or secondary schools, or they are preparing a Magister degree (in the past) and PHD degree nowadays; the rest are General English teachers who are holders of Magister degree or PHD being trained to teach in the English department. It is plain that ESP teachers in Algeria are originally General English teachers who are recruited to teach ESP courses. In this respect, Hutchinson and Waters (1987: 160) state that general English language teachers find themselves teaching and dealing with texts that they know little or nothing about. Those teachers would face numerous obstacles when they deal with new situations and this may lead to failure. Fortunately, universities started to adapt ESP as a new specialty in Magister and PHD projects.

Despite the importance of ESP courses, they hold a low status in comparison with the other subject-specific modules; its coefficient is only one whereas the other modules vary from two to four. In addition to this, time that is allotted for English teaching is only a period of one hour and half per-week. Furthermore, the ESP course is not given particular 102

attention by Algerian curriculum developers in terms of the course content, teaching methodology and materials. Therefore, the ESP teacher is free to teach whatever he/she wants either general English or English of specialty. Thus, the situation of ESP in Algeria is complicated since there is no difference between GE and ESP. Then, among the main drawbacks is that both teachers and learners are not satisfied with ESP courses as their needs are not treated effectively. Most of the time is spent on reading texts and answering questions related to these texts. There is apparent lack of expert teachers who are familiar with English in general and the content of special fields. Generally speaking, ESP classes in Algeria are grounded on '*Grammar Translation Method*' that is based on memorisation of words and the use of the mother tongue so that they neglect the communicative approach. Teachers have to take all the four skills into consideration in order to develop learners' linguistic and professional skills. Additionally, tests are of great value because learners have different language backgrounds and levels.

Actually, ESP in Algeria can be divided into two main categories (EAP) and (EOP). EAP is mainly taught at universities including both undergraduate and postgraduate studies that seek to help the students in a particular field of study, while EOP is taught in some professional institutes and private schools as it is required in employment situations. Thus, the ESP situation in Algeria can be summarised as follow:

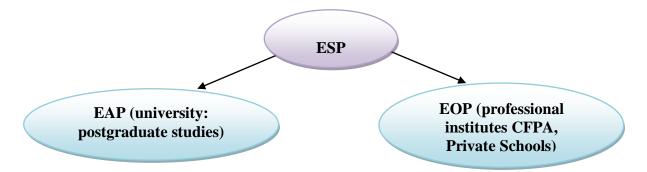


Figure 3.1. ESP Teaching in Algeria

3.3. Research Methodology

The present study aims at conducting a needs analysis to investigate the English language communicative needs of hotel receptionists in some hotels in Oran (Algeria). The results will serve as a basis for proposing solutions to the main problems in terms of English language skills. Hence, the main goal is to identify their overall English language needs and problems. Now, it is a well established fact that needs analysis has a vital role in the process of designing specific courses especially when it is related to ESP, and its centrality has been acknowledged by several scholars. In the present section, the researcher will provide the research methodology that was adopted. Research design, the informants as well as the various research instruments that were used for data collection are also included.

3.3.1. Research Design

To conduct any scientific research, one has to start, first, by selecting and deciding on the research methodology and model that will be undertaken to meet the objective of the study so as to give valid outcomes. According to Mouton (2001:133), it is of great value in any research that an appropriate methodology and suitable instruments have to be carefully selected to collect valuable data. In this light, a research design is defined by Burns and Grove (2003:195) as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings." On the other hand, Polit et al (2001:167) define a research design as the way that the researcher used to answer the research questions or test the research hypotheses. Hence, it can be said that any research design is closely linked to the research questions and hypotheses of the study.

Moreover, methodologists have identified several types of research design; for instance, Nunan (1992) lists experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and programme evaluation as the main types of research design. Moreover, from the various types of research in applied linguistics stated in the literature, the ones listed by Cohen et al.(2000) which are naturalistic and ethnographic research; historical research; survey, longitudinal, cross-sectional and trend studies; correlational research; ex-post facto research, experiments, single case research; and action research. Through the unique features and specific methodology of each type, the researcher can choose the most appropriate method for the study under investigation. Most importantly, within the NA approach, Robinson (1991) and Jordan (1997) suggest a number of different methods for conducting NA which include questionnaires, interviews, case studies, tests and documentations. Each kind is characterised by its unique features and specific methodology.

3.3.1.1. Case Study

Due to the reasons related to the nature of the present study, the purpose of the study, the data resource types and based on Denscombe's (2001) notion that a case study permits the researcher to use a variety of sources, enabling a holistic understanding of a situation; this thesis applies a case study research design. The reason for choosing this type of research is that it focuses on understanding the phenomenon -in this case using the English language by the hotel receptionists with foreigners - within its natural settings.

In fact, Yin (1994) describes a case study as an empirical inquiry that investigates a contemporary phenomenon within its real life context. In the same line, Stake (1995) points out that a case study is the study of the particularity and complexity of a single case such as a student, or a classroom in order to understand its activities in context. Accordingly, Johnson (1994: 20) declares that a case study implements various resources to examine a phenomenon in its actual context. Cohen et al (2000) define it as an observation of the characteristics of an individual unit which can be a person, a class, or a community. Many researchers have made a wide use of case study research method; they state that the case study should have a '*case*' which is the object of study. The case should:

- be a complex functioning unit;
- > be investigated in its natural context with a multitude of methods, and
- ➢ be contemporary.

To clarify the features and functions of the case study research, Nisbet and Watt (1984: 72) declare that "a case study is a specific instance that is frequently designed to illustrate a more general principle." It is concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred (Anderson, 1993: 152). Consequently, it focuses on a particular issue, unit or feature of analysis. Moreover, the great value of the case study research is that it aims to provide detailed descriptions leading to the identification of concepts and theories (Pole and Morrison, 2003:3). Thus, the major purposes of case studies are to produce detailed descriptions of a phenomenon to develop possible explanation and then to evaluate it. In their part, Cohen and Manion (1994: 106-107) make the point that the researcher in a case study observes the characteristics of an individual unit such as a child, a class, a school or a community. The aim behind the observation is to analyse deeply the

various phenomena that constitute the life cycle of the unit in order to make generalisation about the wider population to which that unit belongs.

In the same line, Simons (2009: 21) considers a case study as "an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a real life context." That is to say, it identifies and investigates problems within a specific situation. It is heuristic because it explains the reasons, the background of a situation, what happened, and why it happened. Guba and Lincoln (1981) add other important aspects; the case study is an evaluative process because it involves description, explanation, and judgment. It provides *'thick description'*; it is holistic and lifelike; it simplifies data; it clarifies meaning; it communicates tacit knowledge, weighs information, and judges. In his part, Anderson (1993: 152) states that a case study is about how and why things happen in addition to the differences between what was planned and what actually occurred. Recently, Creswell (2003: 97) declares that the case study method is concerned with the exploration of a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, by collecting in-depth data from various sources.

In fact, the case study was selected because it is an ideal methodology when a holistic and in-depth investigation is needed and it is an essential research methodology for applied disciplines. It is an appropriate research method to bring out the details from the viewpoint of the participants, to evaluate the performance of the hotel receptionists, to figure out their major needs and then finding solutions to the difficulties encountered during the job as it is stated by Adelman et al. (1984:101-102), case studies may accordingly enhance decision making in a more democratic manner. Thus, it is chosen in the present study because it can be characterised as being particularistic, descriptive, and heuristic (Merriam 1998: 29-30).

The current case study applies a procedure suggested by Bassey (1999) for the sake of accountability (Adelman et al. 1980), reliability (Richards 2003) and validity (Yin 1993). A summary of that procedure design suggested by Bassey (1999) is presented in the following lines:

- identifying the research as an issue, problem or hypothesis;
- ➢ asking research questions;
- collecting and storing data;
- generating and testing analytical statements;

- interpreting or explaining the analytical statements;
- deciding on the outcome and writing the case study report;
- ➢ finishing and publishing. (Bassey, 1999:65-73)

All in all, a case study is used to investigate a learner's or employee's communication needs. It provides a close examination of what the employee needs to acquire based on his/her personal language ability and proficiency. To understand and explore what English language difficulties do Algerian hotel receptionists encounter when using the English language during their work and what are their English language needs, lacks, and wants, the researcher opted for the case study. According to Patton (1987), the researcher needs first to have in-depth information about a particular situation and to know which cases are rich in information to be able to learn from a few examples of the phenomenon.

Yin (1993) distinguishes three types of case studies namely '*exploratory*, *explanatory*, and *descriptive*'. The following table summarises the differences among exploratory, descriptive and explanatory researches in terms of goals.

According to Dyer (1995), the use of a case study provides more qualitative and detailed information to the research. Additionally, it provides exploratory approach to the research being conducted. Thus, it enables the researcher to have an in-depth vision of the hotel receptionists' English language proficiency and exploring the main needs and problems in terms of communicative skills. It also allows data crosschecking as many instruments are used such as questionnaires, interviews and tests. It is selected because of the nature of the research problem and the questions being asked.

Isaac and Michael (1998:52), narrow down their point of view by asserting that the case study is exploratory in nature and the outcome of a case study may provide information, and possible hypotheses to guide research." Consequently, the current research is an exploratory case study based on inductive reasoning which involves prioritizing the data and working bottom-up to generate theory, i.e., beginning with observations and theories are proposed at the end of the research process and not at the beginning of the research. In this respect, Bernard (2011) views that the inductive research is about searching for a pattern from observation and the development of explanations – theories –through a series of hypotheses.

| Exploratory research | Descriptive research | Explanatory research | |
|---|--|---|--|
| Become familiar with the basic facts, people and concerns involved. | Provide an accurate profile of a group. | Determine the accuracy of a principle or theory. | |
| Develop a well-grounded mental picture of what is happening. | Describe a process, mechanism or relationship. | Find out which competing explanation is better. | |
| Generate many ideas and develop tentative theories and conjectures. | Give a verbal or numerical picture. | Advance knowledge about an underlying process. | |
| Determine the feasibility of doing additional research. | Find information stimulate new explanations. | Link different issues or topics under a common general statement. | |
| Formulate questions and refine issues for more systematic enquiry. | Present basic background information or a context. | Build and elaborate a theory so it becomes complete. | |
| Develop techniques and a sense of direction for future research. | Create a set of categories or classify types | Extend a theory or principle into new areas or issues. | |
| | Clarify a sequence, set of stages or steps. | Provide evidence to support or refute and explanation. | |
| | Document information that contradicts prior beliefs about a subject. | | |

Table 3.3. Goals of Exploratory, Descriptive and Explanatory Research (Adaptedfrom Allyn and Bacon, 1994)

3.4. The Research Approach

As it is mentioned previously, the main objective of this study is to investigate the English language communicative needs of the front office staff in hotels. It aims to find out why, when and how the target language is used which draws on the NA approaches of Hutchinson and Waters (1987) and Dudley-Evans and St John (1998), among others to investigate the language needs of the target community. Within the NA approach, Robinson (1991) and Jordan (1997) suggest a number of different methods for conducting NA, which include questionnaires, interviews, case studies, tests and documentations. Actually, needs analysis can be described as a process that can determine learners' needs through the use of subjective and objective information (Richards et al. 1992).

To answer the research questions and to test the hypotheses raised in the study, mixed methods will be applied, i.e., a combination of quantitative and qualitative approaches is always regarded as a worthy method to improve understanding. According to Creswell and Clark (2011:5), mixed methods research can be defined as:

A procedure for collecting, analysing, and mixing both qualitative and quantitative data in a single study to understand a research problem or phenomena. As a methodology, it involves the assumptions that direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both qualitative and quantitative data in a single study or series of studies.

The ultimate goal for the use of the mixed method approach here is to offer further possibilities and opportunities for the investigator to collect more information. Before justifying the application of this approach, it seems much more appropriate to draw the reader's attention to each one of them in isolation.

3.4.1. Quantitative Approach

The quantitative research appeared within the natural sciences context. According to Dornyei (2007), quantitative approach involves the use of statistical procedures and methods for collecting data which therefore results in numerical data. The quantitative research generates numerical data or data that can be converted into numbers which can be separated easily so that they can be counted and modeled statistically. The result of a collection of numbers then can be subjected to statistical analysis. Such approach can be carried out by using various instruments such as: questionnaires, tests and surveys. Any quantitative research generally goes through three stages. These stages are presented by Dornyei (2007:31),

- (a) Observing a phenomenon or identifying a problem;
- (b) Generating an initial hypothesis;
- (c) Testing the hypothesis by collecting and analysing empirical data.

In this vein, it should be mentioned that there are two major approaches of reasoning i.e., inductive and deductive approaches which are based on a body of scientific assumptions. The inductive reasoning starts with specific observations to broader generalizations where theories are proposed towards the end of the research process.

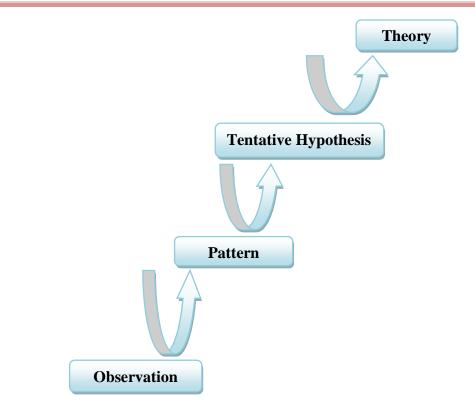


Figure 3.2. Process of Inductive Approach (Adopted From Trochim and Donnelly, 2008)

On the other hand, the deductive reasoning is to move from general to the more specific, i.e., to develop a hypothesis or hypotheses based on an existing theory and then designing a research strategy to test the hypotheses.

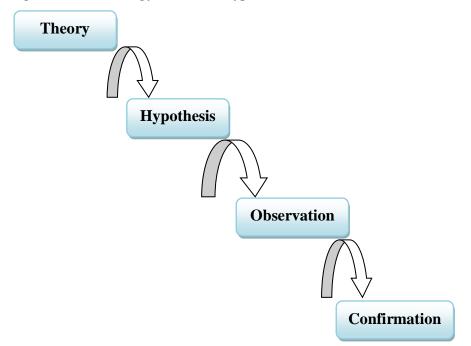


Figure 3.3. Process of Deductive Approach (Adopted from Trochim and Donnelly, 2008)

Further, one important characteristic of the quantitative method is that it is interested more in the common features of a certain group rather than the individual. Such interest may lead at the end of the research to make appropriate generalisations as many proponents of quantitative research propose (Dornyei, 2007). In fact, McDonough and McDonough (1997: 49) assert that to reach objectivity, reliability and feasibility, traditional numerical designs are the best solution to achieve this goal. That is, quantitative research seeks to answer questions in an objective way. Because of these advantages, two questionnaires have been used in this study so that the participants' results can be broken up easily and counted statistically.

3.4.2. Qualitative Approach

Recently, the qualitative research regained so much interest among researchers. It is said to be a useful way to answer the '*why*' questions, leading consequently to understand more aspects of the examined phenomena. According to Dornyei (2007: 24), in a qualitative research, the investigator uses data collection procedures that result in openended, non-numerical data and then the data are analysed through non-statistical methods. A working definition is provided by Denzin and Lincoln (1994) who declare that the qualitative research focuses on the qualitative research employs a naturalistic approach that seeks to understand phenomena in context-specific settings and aims to help researchers to organise and describe subjective data in a systematic way (Glesne and Peshkin, 1992). Furthermore, Creswell (2007: 37) argues that "qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem."

One essential element to mention about the qualitative research is that researchers typically study things in authentic environments in an attempt to interpret problems using empirical methods such as a case study, an interview and observation. In other words, this kind of research produces findings arrived from real-world settings and not by means of statistical procedures or other means of quantification. In this study, interviews are used to help obtain more in-depth information and to demonstrate the validity and reliability of claims obtained from the hotel receptionists. It may also serve us to demonstrate the

generality of their interactions, attitudes, feelings and impressions towards the use of English and in-service training to meet their needs.

It has become increasingly popular that the combination of qualitative and quantitative methods can provide richness of data, expand the interpretation of findings and offer a better understanding of research problems than either approach alone especially when using the mixed method in creative ways that utilise the strengths of each within a single study. In this regard, Denzin and Lincoln (2013) present the following details about the differences between quantitative and qualitative data collection.

| Quantitative Research | Qualitative Research | | |
|--|---|--|--|
| Participants and sites being identified systematically through random sampling | Participants and sites being identified through purposeful sampling | | |
| Permission needed for beginning quantitative study | Greater access to the site needed because of interview and observation being conducted there | | |
| Closed response items | Open-ended questions | | |
| Predesigned instruments to record the information | Record information with self-designed protocols to organise information | | |
| Anonymous questionnaires being mailed out or brought into the experimental labouratory. | Sensitivity to the challenges and ethical issues of gathering information face-to-face in people's homes or workplaces. | | |

Table 3.4. Differences between Quantitative and Qualitative Data Collection

(Adapted from Denzin and Lincoln, 2013)

Onwuegbuzie (2002) lists five major purposes for conducting mixed method research: (a) triangulation (i.e., seeking convergence and corroboration of results from different methods and designs studying the same phenomenon); (b) complementarity (i.e., seeking elaboration, enhancement, illustration, and clarification of the results from one method with results from the other method); (c) initiation (i.e., discovering paradoxes and contradictions that lead to a re-framing of the research question; (d) development (i.e., using the findings from one method to help form the other method; (e) and expansion (i.e., seeking to expand the breadth and range of research by using different methods for

different inquiry components. A detailed description of these tools is provided bellow. But before, the sampling, the setting as well as the participants (sample population) involved in the study will be presented.

3.5. Sampling

In any educational setting, and whatever the type of the research is conducted, the investigation should not be based only on the appropriateness of instrumentation, but also on selecting an appropriate sample which meets the overall objectives, structure and the nature of the work. In other words, researchers have emphasised the way the investigator should select the appropriate sample for his/her research. By doing this, the researcher will save time and efforts, and avoid bias, unreliability of results and claim the generalisability of the study (Sapsfordet and Jupp, 2006). Actually, selecting an appropriate sample is regarded as one of the most challenging tasks a researcher faces in conducting a study. First and foremost, it is of great value to make a distinction between sample and population. In this sense, Dörnyei (2007:96) defines a sample as: "the group of participants whom the researcher actually examines in an empirical investigation" and the population as "the group of people whom the study is about." Moreover, research methodologists (Cohen et al., 2000; Sapsfordet et al., 2006; Dörnyei, 2007) have agreed upon the fact that a sample is just a part or a small group of the whole population.

Many terms have been used to refer to sample such as a 'subset' (Cohen et al., 2000), 'census inquiry' (Dawson, 2002) and 'realistic population' (Lodico et al., 2006). On the other hand, the entire subjects or the population is generally labeled 'ideal population' (Lodico et al., 2006). According to Richards (2001:58), sampling is the act of selecting a portion from a certain population instead of studying the total population for the sake of creating a representative sample. Indeed, to select the appropriate sampling and size is not an easy process because it is influenced by a number of factors including: the theoretical population, the study population and sampling procedures. Since several problems may face researchers in deciding the sampling strategy to be used, judgments have to be made about four key factors in sampling:

- \succ the sample size;
- ➢ representativeness and parameters of the sample;
- \triangleright access to the sample;
- \succ the sampling strategy to be used.

In fact, to select a specific sample, it is indispensible to think about the way the researcher intends to collect and analyse data early at the general planning of any research work. Thus, the next step is to choose a particular sampling technique that will indicate precisely which elements of the sampling frame to select for observation. There are several approaches to determine the sample size. These include the use of a census for small populations, imitating a sample size of similar studies or applying previous formulas to calculate a sample size. Depending on the overall objective of the study and the way the research is approached, the researcher decides on a sample. That is to say, quantitative researchers are interested in generalizing the findings from the studied sample selected from the whole population. On the other hand, qualitative researchers have little interest and sometimes no interest in generalizing the results.

More precisely, there are different types of sample designs based on two dissimilar standards namely the representation basis and the element selection technique. Based on the latter standard (element selection basis), the sample can be '*unrestricted*', which comprises that each participant is designated independently from the whole population and '*restricted sampling*', which involves all the other types of sampling (Kothari, 2004).

In the former standard, it can be pictured that the selection of a sample may be done either though probability sampling or non-probability sampling technique. Each sampling method has a variety of techniques. The differences between those two methods can be seen in the '*chances*' of being selected or excluded. In probability sample/random sampling, the researcher seeks to make generalizations so that he/she based his/her research on the concept of random selection, i.e., he/she selects only a sample or a smaller group randomly from the entire population under consideration in which each participant has an equal probability or chance for being selected as it is stated by Cohen et al. (2000: 99): "...every member of the wider population has an equal chance of being included in the sample; inclusion or exclusion from the sample is a matter of chance and nothing else." In other words, being included or excluded from the sample is a matter of chance and not a decision in a probability sampling.

Moreover, different types of probability samples procedures can be applied for educational research including; for instance, simple random sampling, stratified random sampling, systematic random sampling, cluster random sampling and the multi-phase random sampling. Simple random sampling is the commonest type of probability sampling

that is highly acknowledged by applied linguists because it provides generalisability of findings as well as the representativeness of the wider population. In this light, Mackey and Gass (2005) stress that simple random technique is the most useful technique to develop a sample that is characterized by representativeness, and complex random technique selects participants based on other measures such as age or sex. Furthermore, simple random sampling is employed with a definite and small number of participants. Practically, systematic random sampling keeps the same track as simple random sampling in terms of the selection procedure but with a different method.

Conversely, in a non-probability sampling which is also known as a purposive sample, the researcher selects the research participants in a non-random way so that the specific group of participants being selected does not represent the wider population, i.e., it only represents itself. Such type is usually suitable for small scale research and does not aim or allow any generalizations. This type has a variety of techniques which are used in varying situations such as the quota, cluster, convenience, snowball, purposeful and judgement sampling.

As aforementioned above, both probability and non-probability samples are divided into various types, but since the sample population designated for the current research is not a non-probability sample, the focus here, then, will be put on the different kinds of the probability sample. Therefore, the following table is drawn to summarize the major types of probability sampling.

As far as the sample size is concerned and to have significant results, Cohen et al (2009:93) assert that: "...a sample size of thirty is held by many to be the minimum number of cases if researchers plan to use some form of statistical analysis on their data." That is to say, for the sample to be statistically significant, a minimum sample size of 30 is usually thought to be desirable. Paradoxically, LoBiondo-Wood and Haber (1998:263-264) state that the larger the sample the more representative it is going to be, smaller samples produce less accurate results because they are likely to be less representative of the population. Different points of view emerged to facilitate and guide investigators to select the suitable samples for their studies. As a matter of fact, there is no definite answer for the correct sample size, i.e., the sample size depends on the purpose of the study and the nature of the population under concern. In the present research, Cohen's view was adopted to

decide on the suitable sample size. Therefore, the researcher chose three hotels to conduct the study because one hotel or two hotels are not enough in terms of the sample size.

| Probability Sample Types | Definition and Charateristics | | | | |
|----------------------------|--|--|--|--|--|
| Simple Random Sampling | It is the simplest type of probability sampling in which every | | | | |
| | person of the wider population has an equal chance of being | | | | |
| | included as part of the sample, i.e., being included in the sample | | | | |
| | or excluded from it is a matter of chance. | | | | |
| Stratified Random Sampling | Stratified random sampling is used when the population unde | | | | |
| | consideration is made up of different homogeneous groups/ | | | | |
| | stratum in terms of the same race, gender or the educational | | | | |
| | leveletc. A random sample from each stratum is selected. | | | | |
| Cluster Sampling | Cluster sampling is a technique in which multiple clusters of | | | | |
| | participants are created from a population. The investigator | | | | |
| | selects groups and then from each group, he/she selects the | | | | |
| | individual subjects by either simple random or systematic | | | | |
| | random sampling. The main difference between cluster | | | | |
| | and stratified sampling relates to the fact that in cluster sampling | | | | |
| | a cluster is regarded as a sampling unit, whereas in stratified | | | | |
| | sampling only specific elements of strata are accepted as | | | | |
| | sampling unit. | | | | |
| Systematic Sampling | Systematic sampling is a random sampling technique which is | | | | |
| | frequently chosen by researchers for its simplicity and its | | | | |
| | periodic quality. Further, it is easy to implement and it requires | | | | |
| | minimum knowledge of the population. Each unit has equal | | | | |
| | probability of inclusion in the sample. The first unit is selected | | | | |
| | with the help of random numbers and the rest of units are chosen | | | | |
| | automatically according to a predetermined pattern. | | | | |

Table 3.5. Main Types of Probability Sampling Techniques

For the sake of generalizing the results, the current investigation will be grounded on a representativeness basis; thus, the collected data would be representative to the whole population under investigation. The wider population is all hotel receptionists working in – five stars- hotels in Oran city, Algeria; and foreign clients who visited these hotels. Hotel managers are also included. Since access to all those employees and clients constitute a

difficult and time-consuming task for the investigator, an accessible sample that is representative has been chosen using a simple random technique to reduce any sort of bias. For instance, among six -five stars- hotels in Oran, three hotels are selected randomly as data collection sites to conduct a needs analysis.

3.6. Research Participants

It is agreed that a successful needs analysis depends on the careful and appropriate sampling and targeting of the participants. The subjects surveyed for this analysis of occupational needs in English comprised mainly of FO staff in the hotel.

Since the goal of this study is to provide empirical data for the English language needs of hotel receptionists, the sample population focused on Algerian hotel receptionists at the workplace who graduated from different universities and faculties and with different specialties; only few of them are graduates from vocational schools of Hospitality and Tourism Management.

The participants of the study are the front office staff whose first language is Arabic and who, on account of their position in the hotel, are called upon to interact with guests from a wide range of backgrounds. Further, the employees involved are those who have the most direct contact with guests throughout all stages of their stay in the hotel. Besides routine and administrative activities, staff also handled wide-ranging inquiries and requests from guests.

The focus of the study is on an examination of the English language communicative needs and problems of the staff. This study did not aim to construct the identity of the speakers as the focus was on how the Algerian hotel FO staff interacts with foreign guests using English; therefore, the language used by guests is not included. Actually, the foreign guests had travelled to Algeria from different countries and included both native and non-native speakers of English. It was of concern where the guests were from and what varieties of English they speak. But, what is really important in this setting is how the hotel receptionists communicate and what they need for a successful interaction. For that reason, personal information related to the participants is collected. Through personal communication with the management staff of the three hotels, general background information about the participants was obtained.

In order to fulfill the aim of the current study which is investigating the needs of the hotel receptionists, the researcher relied on hotel receptionists working in hotels as informants. The sample consists of 33 hotel receptionists. The participants were chosen on the basis that they satisfied two requirements: completion of questionnaires, and accessibility for interviews. Below, the table shows the details of the participants' involved in this study.

| Hotels | Number of the Hotel Receptionists |
|----------------|-----------------------------------|
| Royal Hotel | 08 |
| Meridien Hotel | 12 |
| Sheraton Hotel | 13 |
| Total Number | 33 |

Table 3.6. Sample Involved in the Study

To seek support in the study, hotel managers were contacted through email and then visited. The requests covered three hotels across Oran city. Fortunately, agreement to participate was received from all the hotel managers in Oran. Foreign customers were also included in this study.

3.7. Research Settings

This study sought to explore the English language communicative needs of hotel receptionists working in hotels. Thus, the study sought access to three research settings in Oran which is the second largest city in Algeria. It is one of the top cities for tourism which attracts a large number of foreign guests in Algeria.

The first research site was the Royal hotel in Oran. It is located in the heart of the city of Oran. The Royal Hotel has been a privileged place since 1920. A complete and exceptional renovation meeting the highest international standards has revived this palace with a capacity of 112 rooms and suites of great comfort in its original architecture.

Secondly, the Sheraton hotel is located in Seddikia area, overlooking one of the most beautiful bays of Algeria. Since the opening, Sheraton has been a symbol of effortless travel, renewal and progress. The hotel is composed of 321 large rooms, 3 restaurants and an authentic English Pub, indoor and outdoor swimming pools, fitness, large conference rooms with 6 meetings rooms and a conference centre, daylight breakout rooms. All these elements contribute to make Sheraton Oran the place to meet in the city, for leisure, business or family events as well.

Thirdly, le Méridien is a 5-star luxury hotel located a few kilometers east of downtown in Oran city. Le Méridien hotel offers 254 rooms and 42 suites with a refined and contemporary design. Three categories of rooms are available: the deluxe room, the premium room and the royal room. It includes restaurants with innovative concepts such as the Favola restaurant (Italian cuisine) and the Latest Recipe restaurant serving international cuisine in a buffet. A bar (Bar Latitude 35), a café (Royal Lounge) and a tea room (Chaî Tea) complete the catering services. Interestingly, this hotel offers no less than 23 modern meeting rooms, each with the latest technology. The huge "Mohamed Benahmed" convention center is adjacent to the hotel.

3.8. Research Instruments

Data gathering is crucial in research as it is meant to contribute to a better understanding of a theoretical framework (Bernard, 2002). It is an essential component for conducting a research. Jordan (1997) indicates that there is no single approach to conduct needs analysis. Moreover, data collection can be derived from a number of methods which includes interviews, focus groups, surveys, telephone interviews, field-notes, interaction or questionnaires (Heaton, 2004: 37). A novice researcher has multiple and difficult situations that have an impact on the choice of methods and instruments that best serve his/her investigation. On the other hand, to overcome the weaknesses and the problems that come from one single method, triangulation is the best solution to obtain confirmation of findings through the application and combination of several research methodologies in the study of the same phenomenon. In other words, triangulation is a way of cross-examining results using two or more sources to add validity (Long, 2005:28). In this respect, O'Leary (2005:150) stresses that it is not an easy task to collect credible data. Consequently, the methods used for data collection are related to the aims and the advantages of each method.

As discussed in the preceding paragraphs, the aim of using both quantitative and qualitative instruments in this study is to capture a complete, holistic picture of the subject matter with a view to uncover issues that might have been missed by utilising a single method. Such a decision was based on the principle that no single method could reveal all the hotel receptionists' needs and problems.

Actually, an investigation of employees' needs could probably not be completed successfully by only one or two means. Therefore, the methods that can be used in needs analysis of any particular group of workers/students are highly varied. However, the most widely used instruments are questionnaires, case studies, interviews and visits to the workplace. To meet the ends of this research, the researcher has recourse to several data collection settings, tools and sources as well. Before choosing any instrument, the investigator must understand which instruments will best answer the research questions put forward by him/her and this is not an easy task. Accordingly, the instruments have been selected according to the type of information sought for and the sources of data used.

It is worth mentioning, at this level, that the research instruments were used for the sake of providing an accurate portray and appropriate remedies. With this in mind and for the purposes of needs analysis, two major tools were chosen for this purpose, which were firstly a questionnaire, for the purpose of identifying the needs and problems. Then, a test was used for the purpose of identifying the employees' level of proficiency. Unfortunately, it was not completed by all the participants so that it was replaced by a questionnaire designed for foreign clients. After, a semi- structured interview with employees was used for the sake of suggesting solutions to their problems.

| Sources | Instruments | Observation |
|---|---|--|
| Literature in the Field of ESP, EHI, ELT, Applied Linguistics, TEFL and Research Methodology | Books in different fields Theses in the field of ESP, Didactic and Applied Linguistics. Articles in the field of ESP Internet Attending ESP Conferences | Theoretical Information |
| Hotel Receptionists in Royal, Meridian and Sheraton hotels in Oran City | A Questionnaire and a Semi- Structured Interview for the NA process | Data Collection for Practical Study |
| Hotel Clients | Questionnaire for the NA process | Flactical Study |
| Hotel Managers | A Semi-Structured Interview for the NA process | |

| Table 3.7. Sources | and Instruments | Used for the Study |
|--------------------|-----------------|--------------------|
|--------------------|-----------------|--------------------|

Another interview was organised but this time with the hotel managers for the purpose of analysing the overall situation in the three hotels and discussion of the main problems and solutions. It is hoped these will reveal the English language needs of the target community and strengthen the reliability and internal validity of the research methods. The rationale of applying these tools will be discussed next. To sum up, different sources and various research tools are employed to reach the objectives of the current research as shown in the above table.

3.8.1. Questionnaire

Questionnaires are widely seen as one of the most popular elicitation techniques which are used in collecting the data of many studies and researches in social science and in applied linguistics research in particular. They enable the investigator to have factual and attitudinal data about a small or large scale of participants under investigation and therefore they determine the broad picture of certain perceptions of participants. Questionnaires can be defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001: 6). He (ibid) stresses some key advantages that purely characterize the questionnaire including flexibility and brevity of timing because the respondents can "fill out a questionnaire, people are usually free from the stress and anxiety. For Cohen et al. (2007: 333), "lack of face-to-face contact between the researcher and the respondents in a questionnaire might facilitate responses to sensitive materials."

Related to what has been previously explained, the use of a questionnaire is the most convenient when dealing with large scale of data collection. A questionnaire is described as a quick method of obtaining information from a large number of respondents (Cohen et al, 2007). They are among the most widely used instruments in NA and evaluation studies (McKillip, 1998; Flowerdew and Peacock, 2001; Brown, 2001; Boone et al., 2002; Brown and Rodgers, 2002; Dornyei, 2003; Lynch, 2003; McConnell, 2003; Hadley, 2006) because they enable the researcher to collect data from a large number of subjects in a short period of time and to gather a variety of types of information. The questionnaire is also frequently applied in ELT research (Brown and Rodgers 2002; Cohen et al. 2000) as well as in ESP contexts (Mackay 1978; Bosher and Smalkoski 2002; Alqahtani, 2011). Thus,

questionnaires were determined to be the best means of investigation in this study with the hotel receptionists because it is believed that they would serve different useful purposes in NA. Long (2005: 64) states, "questionnaire surveys undoubtedly constitute the most overused and over-rated approach to NA at present." They were selected as the best source for the following reasons:

- 1) It requires minimal time from participants and provides a flexible and convenient way to participate in the study.
- 2) The number of participants is expected to somehow large.
- **3**) Participants could be assured of a certain degree of anonymity in their responses and could respond freely.

In the present research work, two questionnaires were designed for both employees and hotel foreign clients; hotel receptionists' questionnaire (see appendix 'A') was administered to hotel receptionists, it was divided into four separate sections for eliciting information about their present needs and problems. Besides, another questionnaire was directed to foreign customers (see appendix 'D') for the sake of getting more data about the employees and their English level through their expectation and satisfaction.

3.8.1.1. Hotel Receptionists' Questionnaire

Hotel receptionists' questionnaire was used for three purposes: (1) to collect data in order to answer the first research question (2) to investigate employees' English language learning backgrounds and their real perceptions of language needs in the present and target careers as well (3) and measuring their attitudes towards the importance of English language skills. In fact, there are two types of questionnaires. A closed ended one that requires respondents to choose an answer from a limited selection determined by the researcher beforehand, whereas open-ended questions allow participants to answer in their own words by writing in a blank space (Mackey and Gass, 2005; Dornyei, 2007; Brown, 2009). Both types of questionnaires are used as Brown (2009: 201) points out that "many questionnaires contain both types, and they are usually seen as being complementary." Above all, the questionnaire aims to answer the principal research question, i.e., what are the present needs and problems of hotel receptionists when using English to perform their job?

3.8.1.1.1. Questionnaire Sample

Questionnaire data were obtained from one main source: the hotel receptionists. It was intended that the questionnaire would allow the identification of the hotel receptionists' needs and problems. A total of 28 participants completed the questionnaires. All the receptionists were Algerians, native speakers of Arabic, whose ages ranged from 20 to 40 years. They had all studied EFL at middle and secondary schools and at the university as a complementary module.

3.8.1.1.2. Questionnaire Design

The questionnaire is designed to collect information regarding two aspects: employees' learning background, employees' English language needs and difficulties. For these reasons, a careful consideration has been given to the design of the research questionnaire. Actually, it is not an easy task to develop a questionnaire since there are several stages. The purpose of the questionnaire, the information required and the sources must be all defined. The investigator should first take into account the principal features of the questionnaire:

- Define clearly the purpose of the questionnaire;
- Decide exactly what information is required;
- Analyze it into its components.

This part is about explaining the process of the questionnaire design with reference to the main objective of this study, i.e. investigating the needs of hotel receptionists. Many aspects have an impact on the design of the questionnaire. *'Initial consideration'* is the first phase. It is of great importance for the researcher to have a plain idea about the population and which pieces of information she was in need to collect. The researcher has to consider how the findings will be analysed.

Speaking about the second phase, i.e. 'question content, phrasing and response format', the researcher ensures that the questions will add value and they are easy to understand so that the participants are able to answer without any confusion.

When it comes to the third phase, i.e., question sequence and layout, the researcher must use appropriate techniques to order and group the questions. This can be done through: (a) using what is called rubrics, (b) placing simple questions at the beginning, (c)

and routing some questions. The following figure illustrates the different stages of the design.

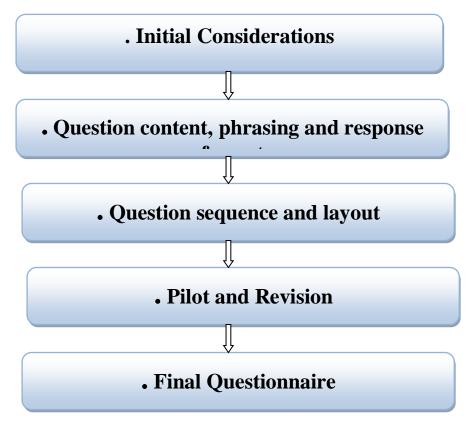


Figure 3.4. Questionnaire Design (Adopted from Bensafa, 2015)

As far as the last phase is concerned, i.e., piloting the questionnaire; it can be said that it is a crucial phase where the researcher conducts a pre-test with a small sample of respondents before addressing the questionnaire to avoid confusion and to check if the questions are easy and understandable.

3.8.1.1.3. Formatting the Questionnaire

To achieve the objectives of the current study, the questionnaire was used as the most important tool to collect data. For this reason, designing the format of the questionnaire is vital when seeking to produce reliable and valid results (Sarantakos, 2005). Hence, careful attention must be given to the layout to attract the respondents and to enable them to read it easily. According to Corbetta (2003), dividing the questionnaire into rubrics will make it logical for the respondents to complete it. Based on her suggestions, the questionnaire is divided into four sections in this study; each rubric has its own title. Moreover, the questionnaire was formed in the following way:

✓ The title;

- ✓ The greeting;
- \checkmark the aim of this research instrument;
- \checkmark the instruction;
- \checkmark the questionnaire rubrics;
- \checkmark The final thank.

The aim of the questionnaire as the first tool being used in this study was to elicit different types of data such as:

- ✓ Attitudes
- ✓ facts
- ✓ opinions
- ✓ ideas

The questionnaire is divided into four rubrics. The first one is about participants' profile. The second one deals with participants' perceptions about the significance of the English language in the hotel. As far as the third one is concerned, it is devoted for the investigation of the present needs and problems of hotel receptionists which is the heart of the study. Thus, different questions were formulated around the needed and problematic skills. The last rubric invites participants to evaluate their level and competences.

A variety of question items were employed to collect data from the questionnaire including:

- ✓ Closed/ Closed-ended items;
- ✓ Multiple-choice items;
- ✓ Rating scale;
- ✓ Likert scale items;
- ✓ Open ended items(Other Box items)

As far as the first type is concerned, it refers to those questions where the participants are required to choose among a set of alternatives of answers being offered. It is also known as dichotomous questions. They are easier to answer and data will be quickly coded, entered, and analyzed in an objective way.

E.g: Is English important in your present occupation? Yes/No

Within the second type of questions, a range of possible answers is pre-determined by the researcher.

E.g: For what purposes are you attending English language class outside the hotel at the moment?

- It is an important language
- For work purposes
- For leisure purposes

As for the third element, i.e., rank ordering consists of a range of possible option by which the participants are asked to order and classify them according to their priorities and preferences.

E.g: Classify the following skills according to their significance to you in your job.

- □ Reading skill
- \Box Writing skill
- □ Listening skill
- □ Speaking skill

Similar to rank ordering, Likert scale items includes specific choices based on *'agreeing'* or *'disagreeing'* on a certain question in the survey. Such kind usually has five, seven or nine points. There are four main types of Likert style responses and each type can be divided into several other types:

- Agreement
- Likelihood
- Satisfaction
- Importance

E.g: To what extent do you need and encounter problems with the following listening, skills in your job?

- 5 Very high
- **4** High
- 3 Moderate
- **2** Low
- 1 Very low

The last type of questions being used in the current research was open ended items in which the participants feel free when expressing and adding their opinions about the issue they are asked about. More precisely, in the present questionnaire, this type used multiple choice question with an option for *'others'*, i.e., the respondents are asked to choose among a set of alternatives of answers being offered about a certain question in addition to writing *'others'* at the end of the question.

E.g: With whom do you usually use English in your job?

- □ Foreign clients
- □ Colleagues
- □ **Others** (please specify):.....

As far as the questions are concerned, the layout should contain plain instructions about how to answer the questions; for example, "*Please put* ($\sqrt{}$) in the appropriate box". Since the length and wording of the questions are of great importance, the researcher tried in every way possible to use simple words with logical length to enable the respondents to provide full answers. Abbreviations, emotive language, double- barreled questions, leading questions and difficult academic words which might be unknown to some of the respondents are all avoided. The researcher was as much care as possible to ensure the quality of the questionnaire in terms of clarity. To avoid any confusion, the researcher has distributed two questionnaires which were written in both English and Arabic languages.

Last but not least, the questionnaire had a covering letter to motivate the participants. Sarantakos (2005) recommends that the covering letter should start with Sir or Madam. The researcher should write that the answers would be kept confidential in order to encourage participation and therefore the completion of the questionnaire by providing meaningful answers.

3.8.1.1.4. Developing and Piloting the Questionnaire

In order to provide information, to save some time, effort and money, which can contribute to the success of the research project as a whole, a pilot study is needed to minimise the risk of failure. It could easily indicate whether the proposed methods and / or instruments are appropriate or not. According to Dornyei (2007:112), "the developing and piloting of a questionnaire is a stepwise process." Piloting or field testing is seen as an important requirement phase for its potential advantages to reach the reliability, the practicability and validity of the results. In this respect, Sudman and Bradburn (1983:283) point out "if you do not have the resources to pilot- test your questionnaire, don't do the

study." A questionnaire needs to be piloted to a small number of people under study in order to avoid problems that might occur in the administration, interpretation of the items and therefore in the analysis of results. Oppenheim (1992: 47) believes that "questionnaires have to be composed and tried out, improved and tried out again, often several times over, until we are certain that they can do the job for which they are needed."

Similarly, Welman and Kruger (1999:146) declare that many novice researchers are disappointed when they find out that the guidelines for research are only valid in an ideal environment and not in the practical research environment where they conduct their research study. This might be the main reason why a pilot study is extremely needed. Consequently, the following two values of a pilot study have been listed:

- > It is needed to detect possible flaws in measurement procedures.
- A pilot study is also valuable to identify unclear or ambiguous items in a questionnaire.(ibid)

To ensure that the questionnaires covered all aspects required to answer the research questions, the piloting stage is essential. It is helpful in assessing the clarity, readability and comprehensibility of the questions so that any errors or ambiguities could be corrected. It is also important to measure the time and determining how long respondents would require to complete the questionnaire.

Before writing the first version for this study, the researcher drew ideas and inspiration on source. The source was previous published NA and course evaluation questionnaires (e.g. Hutchinson and Waters, 1987; Nunan, 1992; Jordan, 1997; Basturkmen, 1998; Dudley-Evans and St John, 1998; Brown, 2001; Richards, 2001; Bosher and Smalkoski, 2002; Jasso- Aguilar 1999 in Long, 2005; Atherton, 2006; Taillefer, 2007). Guidelines on how to design a questionnaire suggested by some scholars were also consulted (e.g. Robson, 1993; Dornyei, 2003; Cohen et al., 2007).

In January 2018, the researcher drafted a preliminary questionnaire for the employees. It was initially piloted through a colleague, one online friend from UK and two experienced PhD holders (one specialising in didactics and the other in ESP) to read it and then go through the items and questions in order to supply comments and recommendations on the following elements: the design, the question items of the questionnaires and their suitability for NA purposes in terms of wording and format, its

layout, length and the time devoted to its completion to ensure a full understanding of the questions and to create a relaxed atmosphere and enable them to express themselves freely. After that, it was sent to a friend of mine who used to work in Sheraton and Merdien hotels.

Methodologically and academically speaking, a pilot study is a part of the research planning to identify and eliminate ambiguity in the questions before it is used in the main study. It is considered as a specific pre-testing of the effectiveness of the current research instruments. The researcher decided to pilot only the first questionnaire, because of the important number of informants and questions. Thus, the first draft of the questionnaire was given to experienced teachers and one hotel receptionist for revision and feedback. Accordingly, the questions were revised again. A considerable number of modifications were made; some items were omitted as they seem to be irrelevant, other items were reworded and others were clarified and simplified until the near-final versions of the questionnaires were ready.

3.8.1.1.5. Questionnaire Administration

Mackey and Gass (2005: 96) advise that "questionnaires should be administered in learners' or employees' native language." Consequently, before distributing the employees' questionnaires, the English version was translated into Arabic to guarantee a full understanding of the questions because all the receptionists were native speakers of Arabic. The Arabic version was then examined by a Doctor in Arabic language and literature at Salhi Ahmed Centre University to ensure that the content of the original English version was preserved, to avoid any misinterpretation of the items and to make it easier and less time-consuming for the respondents, especially those who might have low English proficiency level. Accordingly, some modifications were suggested, such as rewording some items, correcting some grammatical mistakes and simplifying some questions to ensure that the participants could understand them fully.

Next, official permission had to be sought from the three hotels in order to distribute the questionnaires. Copies of the two versions and a letter explaining the nature of the study and asking for permission to access and approach the participants were sent to the hotels. After the acceptance, the respondents were, first, informed about the purpose of the questionnaire. Moreover, they were notified about the time allotted for its completion and encouraged to provide truthful answers as this latter would be coded and interpreted in an 129

anonymous way to create a relaxed environment. The hotels were visited more than six times.

Actually, there are some disadvantages associated with the use of the questionnaire as a research tool. One important problem to be mentioned is that while it is frequently assumed that researchers can control bias by using questionnaires, it is possible that bias can creep into them in terms of what questions are put and how they are formulated (Mackey and Gass, 2005: 96). Another typical problem according to Dornyei (2007: 115) is that the questionnaire items must be sufficiently simple to be understood by the respondents; consequently, badly designed questionnaires may yield superficial, imprecise and unreliable data.

Taking into account the aforementioned drawbacks of this method which are linked to the fact that the participants may not have enough time to think about their answers, in addition to the fact that their answers might be subject to contamination (Oppenheim, 1992), they were invited to write down additional information and to specify their answers.

For many researchers, the researcher needs to conduct interviews or tests as a preliminary stage in designing the questionnaire, in order to work out what questions to ask and to formulate the items to be included in the questionnaire (Richards, 2001; Brown and Rodgers, 2002). Initially, there was an attempt at using a test as the first qualitative tool to collect more precise information regarding hotel receptionists' proficiency level. A proficiency test was distributed; however, access was denied and the test was completed by only a small number of employees. Therefore, it was replaced by a general observation and another questionnaire designed for hotel clients.

3.8.1.2. Customers' Questionnaire

With the absence of a proficiency test as a research tool, another questionnaire was employed to support the data collected through hotel receptionists' questionnaire, i.e., a questionnaire was distributed to the customers as the second source of information. This questionnaire was designed out of a desire to check if the hotel receptionists are well prepared and qualified in terms of their English language ability to meet their current communication needs.

Moreover, the main objective of the questionnaires being distributed to foreign clients was to collect data about:

- ✓ Clients' expectation
- ✓ Clients' satisfaction

On the whole, the researcher's aim from this questionnaire was to explore customers' expectation and perception levels towards the service quality of the front office staff at the Royal, Sheraton and Meridien hotels. The questionnaire was distributed to 40 customers on their arrival at the reception desk of the hotel. These customers were requested to complete the questionnaire just before their departure. This questionnaire enables the researcher to determine hotel receptionists' linguistic competencies through customers' expectation and perception. This process would enable the investigator to elicit employees' needs and requirements, on the one hand, and to evaluate their English level proficiency on the other hand.

After many visits to the hotel, the researcher contacted the hotel manager to ask foreign customers to participate in this study through the distribution of a questionnaire. The researcher consciously decided to use English as a medium of communication. The participants have been informed that their participation is of a great importance for designing a new programme for hotel receptionists and to examine their communicative capabilities.

While designing the questionnaire, the researcher paid special attention to the layout of the questionnaire in terms of fonts, spacing, and paper quality. Oppenheim (1992) argues that the professional quality of the layout can give a good impression about the questionnaire, which in turn affects the quality of the responses. The questions were prepared in advance to help the participants. Their suggestions were grounded on questions formulated by the investigator. Moreover, all the participants had been assured that their responses to the questions would remain confidential. In the present research, the questionnaire is divided into three parts:

Part One: Clients' Nationalities

One needs to consider the fact that knowing the nationalities of the clients is necessary to figure out the connection between their expectations, perceptions and satisfactions with the front desk communicative performance.

Part Two: Customers' Perceptions

Communicative skills, intercultural communication, speech acts and hospitality language have become the most important elements of interaction that they lead to both customer and employees satisfaction in the hotel industry. The second part of the questionnaire was therefore designed to figure out clients' expectations s and satisfaction. In fact, four sub-parts were included namely: communicative skills, intercultural communications, speech acts and hospitality language. They were primary designed to determine the level of clients' expectations and perceptions towards these significant factors for the hotel receptionists. Multiple sub-sections were included such as:

- 1) The front desk staff can welcome and greet the tourists politely.
- 2) The front desk staff can speak plainly and confidently so that the customer.

Indeed, the level of ranking was analyzed following criteria of clients' satisfaction designed by Best (1977: 174):

The score among **1.00-1.80** mean lowest satisfaction

The score among **1.81-2.61** mean low satisfaction The score among **2.62-3.41** mean average satisfaction The score among **3.42-4.21** mean good satisfaction The score among **4.22-5.00** mean very good satisfaction

Part Three: Return to the Hotel

Finally, the last part was designed to ask whether or not the customers will return to the hotel next time and which aspects would motivate their choices to return back to the same hotel again.

3.8.2. Measuring Reliability

To measure the reliability of a questionnaire, different ways and methods can be used. As a matter of fact, the researcher opted for two questionnaires for data collection. Thus, it is a must to measure the reliability of both questionnaires. To do so, 'Cronbach's Alpha' which is a statistical test was employed as a measure of internal consistency for each dimension. In fact, the normal range of Cronbach's Alpha value is between (0-1). The closer the Alpha is to one, the greater the internal consistency of items in the instrument being assumed. The researcher used SPSS to calculate 'Cronbach's Alpha' for the sake of

measuring the degree to which the closed items in each version of the questionnaire were related. The following table shows the values of Cronbach's Alpha for the dimensions of the research.

| Sample | Number of Items | Reliability (Cronbach's Alpha) |
|---------------------|-----------------|--------------------------------|
| Hotel Receptionists | 72 | 0.826 |
| Hotel Clients | 32 | 0,729 |

Table 3.8. Measuring Reliability

The two high values indicate that the two versions of the questionnaire were reliable.

3.8.3. Interview

In an educational research, the interview is seen as "a powerful method of data collection as it provides one-to-one interaction between the interviewer and the interviewee" (Tashakkori and Teddlie, 1998:102). Interviews can be utilised as another method to elicit verbal information from the subjects under investigation. It can be used as an elementary research tool that occupies additional role while combined with other instruments for the rationale of cross-checking the results. Interviews are among the most familiar strategies for collecting qualitative data and it is seen as "the gold standard of qualitative research" (Silverman, 2000: 51). According to McNamara (1999), interviews are effective to know the story behind participant's experiences so that in-depth information can be provided around the topic. The interview can serve different functions, such as that of a primary instrument and that of a validating instrument and confirming data collected by other research tools

In the same line of thought, Patton (2002: 341) adds: "we interview people to find out from them those things we cannot directly observe, we have to ask people questions about those things". It is useful in illuminating information that cannot be obtained by any other way. It can be used as the primary research instruments or rather occupying an additional role, as cross-checking tools, i.e., for the sake of triangulating the data gathered. Through conversation, the interviewer will collect data from individuals and at the same time the interviewees will be able to discuss their main views, perceptions and interpretations in regards to a given situation. In this respect, McDonough and McDonough (1997:182) point out that an interview is just another face-to-face method of asking questions.

Interviews are a common needs analysis and evaluation tool (McDonough, 1984; Hutchinson and Waters, 1987; Robinson, 1991; West, 1994; Jordan, 1997; McDonough and McDonough, 1997; Dudley-Evans and St John, 1998; Graves, 2000; Brown, 2001; Flowerdew and Peacock, 2001; Richards, 2001; Bosher and Smalkoski, 2002; Lynch, 2003; Kiely and Rea-Dickins, 2005; Scrivener, 2005; Hadley, 2006; Hyland, 2006; Basturkmen, 2010). Thus, there is a general agreement among research methodologists that this research tool is acknowledged for several reasons:

- There is a need to attain highly personalised data;
- There are opportunities required for probing;
- A good return rate is important;
- Where the respondents have difficulties with written language. Gray (2004: 214)

According to Long (2005: 37), "the use of interviews is widely reported in NAs in ESP" (Mackay, 1978; Brindley, 1984; Bosher and Smalkoski, 2002; Miyake and Tremarco, 2005; Cowling, 2007; Oanh, 2007; Kaewpet, 2009; Lambert, 2010). It is necessary for the investigator to be prepared before the actual interview in order to add validity to the research. Once the interview has been conducted, the researcher needs to make sure that the respondents have:

- Basic information about the purpose of the interview.
- Some ideas of the probable length of the interview.
- A clear idea of precisely where and when the interview will take place. Gillham (2000: 38)

Interviewing is not an easy task. The interview format involves complex choices. Different types of interview are available with each type varying in terms of characteristics and levels of formality ranging from unstructured through semi-structured to structured interviews and according to the sort of information the investigator is trying to obtain. In this respect, Kumar (2011) classifies interviews according to the degree of their flexibility into unstructured interviews, on the one extreme and structured interview, on the other extreme, and in between these two extremes are interviews at different levels of flexibility. That is, a semi-structured interview lies between unstructured interview and structured interview as it is illustrated in the following figure:

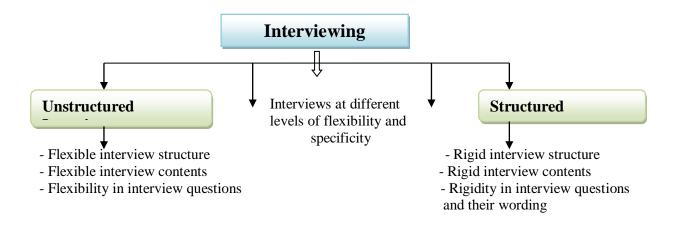


Figure 3. 5. Types of Interview (Adapted from Kumar, 2011: 144)

Due to their advantages in generating data from the research participants and in the light of the paradigms and research approaches mentioned above, the type of interview being selected in the present research is that of a semi-structured interview. Such kind of interviews allows the researcher more flexibility in presenting questions because he/she can add new questions or cancel some previous questions in accordance with the current status of the interview. For the interviewee, it enables him/her to talk freely about the area under study. Thus, individual face-to-face semi-structured interviews were considered more appropriate for the present study than either the unstructured or structured; it was chosen to be used because of its advantages over the other two types to ensure that the respondents understand the questions, to get the respondents' actual perceptions and to ensure completing data collection through the guidance of the interviewer.

All in all, interviews were selected for eliciting more qualitative data from the informants to investigate the research questions and hypotheses. Two interviews were designed; one was administered to the hotel receptionists (see Appendix 'C') and the second one was directed to hotel managers (see Appendix 'E').

3.8.3.1. Hotel Receptionists' Semi-Structured Interview

A semi-structured interview questions were developed for this study; it was set for the hotel receptionists whose ability of dealing with foreigners through the use of English would be assessed. Thus, in order to identify the receptionists' needs and to explore what difficulties they face when using this foreign language, a needs identification interview was conducted as Basturkmen (1998: 2) says that needs analysis is the identification of difficulties and standard situation through either an observation of a particular group in a target situation or through conducting an interview and delivering a questionnaire.

Since we cannot observe everything in some parts of this research study, the decision to make use of interviews was taken, especially when compared with other data collection methods. The interview helps the researcher investigate participants' thoughts and perspectives on the constraints on the English language use and the most needed skills. It allows the researcher to ask the participants involved about their needs, perceptions, feelings and attitudes. Thus, in the current research, interviews were used for three purposes: (1) to clarify and validate data collected by other research instruments used (a questionnaire) (2) to explore problems in detail and some related aspects and topics which could not be explored by means of the questionnaire survey (3) to provide in-depth information about employees' needs and the linguistic problems they faced while communicating in English at the workplace, i.e., they are used as a complementary instrument instead of observation.

Since interviews are usually time-consuming than questionnaires, this instrument targeted a few members in the hotel industry. To conduct a semi-structured interview, Johnson and Turner (2003) point out that "the interviewer must always remain non-judgmental to the response offered by the interviewees in order to reduce bias during the interview." The investigator should offer detailed information if required by the interviewees, and he/she must make sure that the interaction between them is conducted in a respectful and non-threatening manner. Furthermore, the questions must be clear by avoiding terms and concepts from a particular discipline especially in ESP.

For the sake of identifying the receptionists' present and target needs in English to carry on their job and, simultaneously, check if their learning background cope these needs, an interview was held with hotel receptionists from three hotels under concern in this study.

Actually, the major goals underlying the interview held with the hotel receptionists are the following:

- Verifying and confirming data collected by other research methods;
- An evaluation of the quality of ESP instruction provided in the Licence and Master at the level of some Algerian universities.

A Needs Identification and Analysis as far as the use of English for hotel receptionists is concerned.

In preparing the interview, the researcher was aware to follow the following steps which are suggested by Weir and Roberts' (1994):

- > The determination of objectives, i.e., the type of data one wants to collect;
- > The determination of the type of questions that lead to fulfill the objectives;
- > The division of the set of questions according to the interviewees.

To ensure the reliability of the interview and eliminate any ambiguity of the questions, significant practical details and a number of preliminary considerations should be taken into account such as timing, location and piloting as well. After the structure of the interview, the researcher should ensure that its items are relevant to the sample population. Therefore, the questions of the present interview were piloted with a small sample of subjects before being used to avoid time-consuming problems arising during the interview process. After the distribution of the questionnaires in January 2018, the investigator started to explain the aim of the study in general and the purpose of the interview in particular. The two participants were asked to add any comments related to:

- \checkmark The structure of the interview;
- \checkmark The length of the interview;
- ✓ Understanding of the questions;
- \checkmark Ordering of the questions.

Indeed, participants' feedback gave the researcher the opportunity to include and exclude some questions and vague words which are confusing to the interviewee.

Furthermore, interviewing colleagues, teachers, employees, students, or friends would never be the same. Thus, the interviewer-interviewee relationship dimension is discussed as another issue that should be carefully treated when conducting interviews (McDonough and McDonough, 1997). Then, the interview data must be recorded. In this sense, there are different methods in which the interview data can be recorded such as *Write-up after the interview* method, *Audio-recording* method through the use of a tape/cassette-recorder and the *Note- taking* method. In this regard, the researcher has used audio-recording method and note taking tool.

Based on what has been discussed above, the investigator designed the hotel receptionists' interview to include twenty two questions being divided into two main parts. The questions of the interview held with hotel receptionists tend to unveil in-depth data; they turned around the following preoccupations:

- > The importance of English language use and the skills needed to perform their job.
- > The difficulties faced when handling the English language to fulfill their job.
- > The main reasons behind these difficulties.
- Receptionists' suggestions to overcome these difficulties and perform adequately their job.
- > The importance of training especially in-service training.

Based on the nature of semi-structured interviews, some sub-questions were sometimes added and some explanations were provided to the interviewees when needed during the interview. Actually, the researcher asked for permission from the responsible to conduct the interview with the hotel receptionists in the reception room. Three employees were chosen randomly in each setting by the researcher. Thus, nine employees were interviewed. To create a relaxed atmosphere, the interviewer first began with an explanation of the aim of this research tool and that the gathered data would be used to improve practice of hotel receptionists. As it was mentioned in the previous paragraph, a digital audio recorder was used during the face-to-face interview in addition to a notetaking method to report the interviewees' answers and to motivate the interviewees to add further information even after the end of the interview. Each employee was interviewed individually and apart from his/her colleagues to feel at ease and to be more informative in providing the answers.

In fact, the interview is divided into two parts: the first part is closely linked to the identification of the most used skills; whereas, the second one is about recommendations. Finally, hotel receptionists were invited to provide suggestions and recommendations in the last part. In this light, a variety of items were used in the interview including:

- \checkmark Closed-ended items;
- ✓ Open-ended items;
- ✓ Multiple-choice items;
- ✓ Mixed Questions

As far as the first type of questions is concerned, this form of question is a multiplechoice question where interviewees were provided with a ready-made response options to choose from. Such type gives the respondent the sense of being limited when choosing the answer from the provided answers without commenting or adding a remark. As an example of this type:

- Is translation important in your work? \Box Yes \Box No

In the second range of questions, interviewees were invited to express freely their point of view in their own words. Unlike closed-ended items and multiple-choice items which are based on and followed by response options offered for the respondent to choose from, open ended questions do not offer any predetermined reply but rather they are followed by some blank space in which the respondents express their ideas freely. As an example of this type:

- What do you think about cultural understandings when communicating with foreign travellers/ customers?

.....

As for the third type of questions, i.e., multiple-choice items with more than two choices which are generally closed-ended items were used in the interview. A range of possible answers is pre-determined by the researcher.

E.g: What kind of learning activities would you prefer in order to improve your English listening and speaking skills? (You can choose more than one.)

| □ Pair work | \Box Group work |
|--------------|---------------------|
| □ Role-plays | □ Dialogue practice |

In the last item which is mixed questions, interviewees were asked to choose one of the proposed possibilities, then justifying his/her answer.

E.g: In English training course, the trainer should be:

Algerian teachers
 Native English speakers
 Both Algerian teachers and Native English speakers
 Why?.....

3.8.3.2. Hotel Managers' Semi-Structured Interview

For the purpose of gathering reliable data, the tools being employed in the current research were supported by the submission of another semi-structured interview (see appendix 'E'). It allowed the researcher to gain further clarifications from the respondents as the interviews proceeded since this method of data collection enables a certain flexibility and freedom from the part of both partners involved in it. Its major objective is to explore the hotel managers' point of view about their hotel receptionists. This tool was used to cross-check the hotel receptionists' responses in the previous questionnaire and interview and to obtain a more detailed and richer data.

Moreover, the interview was prepared to have a clear picture about the reconsiderations to be brought to the hotel industry and check if these steps will cope with employees' target needs. Moreover, it seeks further information about their perceptions of their employees' level in English and sort out further practices to remedy the Algerian ESP situation by asking questions about the significance of in-service training. Accordingly, a semi-structured interview was held with hotel managers of three hotels namely: Royal, Meridien and Sheraton at the level of Oran. The primary objectives of the interview were to elicit in depth data about:

- Employees' recruitment;
- Employees' background and qualifications;
- The main difficulties and needs that hotel receptionists face in terms of English language communicative skills;
- > Employees' proficiency in English and motivation.
- The use of NA as a basis of improving employees' English language communicative skills.
- Managers' suggestions to improve employees' performance for a better service quality of the hotel receptionists.
- Managers' perceptions about training in general and in-service training in particular.

Three hotel managers were interviewed. Surprisingly, one manager worked in both Royal and Sheraton hotels as a manager. The researcher asked him the questions two times, i.e., as he is working in Sheraton and as a manager in Royal hotel. To create a relaxed environment and to express themselves freely, this research tool was conducted 140

using English because the two managers speak English and French fluently. They got their diploma from France and England. Again, audio-recording and the note- taking methods were employed during the second face-to-face interview to record the answers to be analysed later. The interview consists of ten questions. As far as the types of questions are concerned, all the seven questions are open-ended items to collect more qualitative data. Each interview lasts about 20 minutes with the hotel managers to give them the opportunity to reflect on their own experience and knowledge in the field of EHI.

To close this section, the investigator provides the following diagram to summarise the present research design:

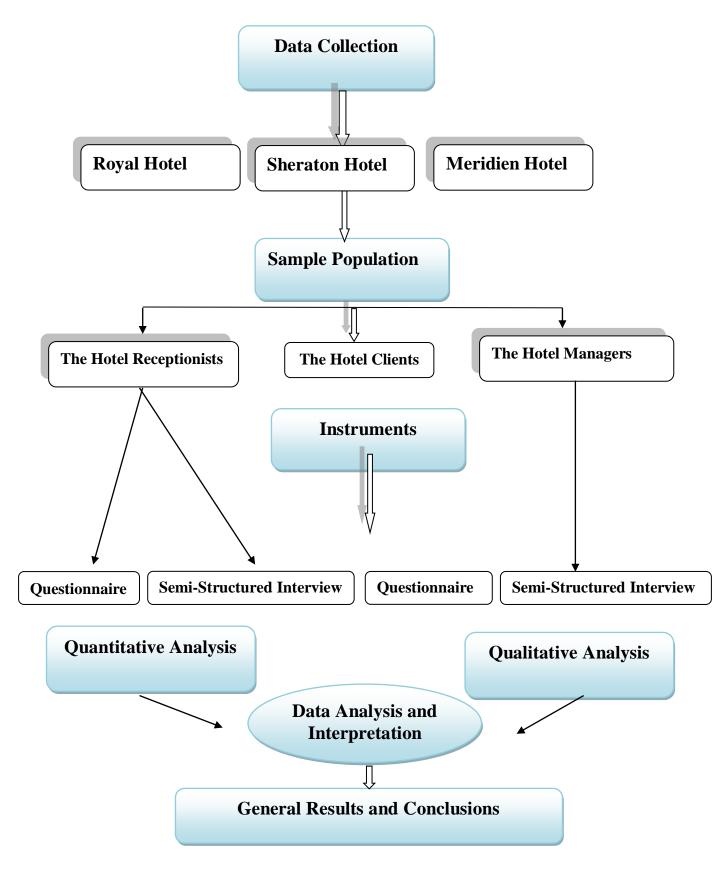


Diagram 3.2. Research Design

3.9. Ethical Considerations

In fact, the validity and reliability of this study was ensured by a number of factors. First and foremost, the researcher visited the hotels several times throughout the year to be able to observe and collect accurate in-depth data. The researcher could enter the hotels through an authorization given by the head department of English in Sidi-Belabbes University (see Appendix 'F'). Then, the researcher asked the directors of hotels to sign in the authorization, as an example (see Appendix 'G').

Another important factor in increasing the validity and reliability of this study was triangulation, i.e., using multiple data collection, different analysis methods and different sources in order to obtain rich information. As it was mentioned previously, a range of methods (questionnaires and interviews) were used to gather in-depth information about the employees' needs and problems. For instance, employees' perceptions of their English language needs were elicited and studied quantitatively through questionnaires and qualitatively through semi-structured interviews with workers and hotel mangers. This allowed the questionnaire results to be checked against those resulting from the interviews. Also, the present research applied triangulation in location, that is to say, the investigator collects the same types of data using the same instruments with the same sources at three sites.

Finally, piloting the questionnaires and the interview is another factor to increase and guarantee the reliability of the findings. The pilot study, in fact, revealed important results that enabled the researcher to check the ability of the selected methods to gather the required data and at the same time to avoid any kind of misinterpretation of the questions. Additionally, it aimed to check questions for clarity and ambiguity. As an example, the pilot study revealed that there is a need for translating the questionnaire into Arabic or French. This explains the impact of Arabic as a mother tongue and French as a second language on Employees' performance. In the light of the useful feedback, some questions are added, others are deleted and others are modified.

3.10. Conclusion

This chapter has tried to offer an overview of the research methodology and justified the research design for conducting this study. The first part provided a snapshot of the ESP situation in the Arab world along with its current situation in Algeria where a careful

insight was placed upon its drawbacks. To achieve an in-depth understanding of the hotel receptionists' language needs, the researcher has opted for a mixed method approach. A brief description for the settings where this research was conducted, i.e., three -5 starshotels in Oran city was mentioned.

Then, the researcher moved to highlight the main aspects related to the research participants including the sampling technique. Instruments and procedures employed to collect the data and find out satisfactory answers to the research questions, and thus confirm or disprove the hypotheses set at the onset of this research were also highlighted in this chapter with their main definitions and their importance in research methodology. The following chapter will essentially deal with the analysis and the interpretation of the findings of each instrument according to the research questions and hypotheses.

Chapter Four

Data Analysis and Interpretations

Chapter Four

Data Analysis and Interpretations

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4.1. Introduction

This chapter presents and analyses the collected data from the sample population of the study. Each finding is based on the data obtained from the returned questionnaires and interviews. The overall English language needs of the hotel receptionists, divided into quantitative and qualitative needs, are presented. Further, the research questions and hypotheses formulated in the general introduction serve as the framework for the presentation of the findings. First, the findings of the questionnaires are described in details with tables, pie-charts and bar-graphs presenting the rating of the participants in the form of frequency, percentage, Mean, standard deviation and meaning of the rating. Thereafter, the qualitative results are reported in a descriptive manner under the major themes that have emerged from the interview.

In sum, the current chapter aims at discussing the English language communicative needs and problems of the hotel receptionists. In an attempt to draw clear conclusions, four research instruments were selected to investigate three research questions that lie at the heart of the investigation, they were divided as follows:

| Research Questions | Research Instruments |
|--|--|
| What are the present needs and problems of the hotel receptionists when using English to perform their job? | Hotel Receptionists' Questionnaire Hotel Receptionists' Interview |
| Are the hotel receptionists well prepared and qualified in terms of their English language ability to meet their current communication needs? | Hotel Managers' Interview Customers' Questionnaire |
| To what extent does providing the hotel receptionists with specialised in-service training help them communicate appropriately in their target situation? | Hotel Receptionists' Interview Hotel Managers' Interview |

Table 4.1. Investigation Process

4.2. Data Analysis Methods

In methodology, data analysis is a process of transforming the collected data into results. Data analysis for needs analysis can be undertaken in various different ways (West, 1994; Dudley-Evans, and St John, 1998). Once the research data have been collected, the researcher needs to be acquainted with the data analysis procedures to critically interpret the gathered data. As cited in the very beginning of the previous chapter, the researcher opted for a mixed- method approach to control the different sets of data, i.e. a combination of both qualitative and quantitative data approaches. The incorporation of these two approaches has a complementary function in the context of a single study because it is widely agreed that "using more than one type of analysis provides more reliable research results since the latter are not compressed into a single dimension of measurement." (Hamzaoui, 2006:130). In fact, the two types of data would be analysed separately as a result of the distinction between them. According to Dornyei (2007:164), both qualitative and quantitative dimensions "...are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects."

4.2.1. Quantitative Data Analysis

In education research, quantitative research methods have been the most commonly used methods. Dörnyei (2001) defines the quantitative research as the one which used quantifiable data to present viewpoints and models that are defined precisely at the beginning of the research in order to test the research hypotheses.

In fact, quantitative analyses were used to analyse the hotel receptionists' questionnaire and customers' questionnaire when dealing with closed questions, i.e. collecting numerical data which are analysed using mathematically-based methods and the results then are coded and quantified by averages. These quantitative methods were not employed to analyse the interview questions. Such analyses would help the researcher to depict and estimate their language needs and requirements. They were measured through the use of percentages, mean, standard deviation and meaning. Further, the quantitative data had provided the researcher with the numerical data about the needs and the problems encountered by the front desk staff. A five-point Likert scale was used to rate and score the levels of necessity, difficulty, needs and problems of English for the hotel receptionists in

many parts of the research. This scale has been used to specify the level of agreement or disagreement based on the criteria of Best Likert (1977: 174). Further, quantitative data analysis was based on numerical analysis which can be achieved using a kind of software. In this sense, one major programme has been widely used in the field of social sciences so that the researcher applied it in the current study. This programme is called SPSS (Statistical Package for Social Sciences). In other words, the statistical SPSS software, version 24, was used. According to Pallant (2005), the SPSS programme is one of the more reliable programmes used to obtain accurate answers and to make the diagrams look attractive and informative for the reader.

Moreover, there are two types of statistics namely descriptive and inferential. The former is used to describe and present the collected data through numbers and figures. In this sense, Burns (2010) posits two different ways in which data through descriptive statistics can be done:

- Measures of central tendency, in which one measure is given to the range of quantitative results in three different ways:
 - \checkmark The mean that is the average score.
 - ✓ The mode that is the score obtained by the greatest number of people.
 - ✓ The median that is the score obtained by the middle participant in a categorized group of people.
- Measures of dispersion or variability, in which a measure is given to show how numbers disperse across a set of data. dispersion can be shown through:
 - \checkmark The variance that is a measure of how far scores are from the mean.
 - ✓ The standard deviation (SD) that is a measure shows the dispersal or range of scores. SD represents the average of the distance of each score from the mean.

In contrast to descriptive statistics, inferential statistics, intend to generalize from a sample to the entire population (Given, 2008). This type includes hypothesis testing. Essentially, the two types of statistics were considered. To give the work a more scientific direction, the findings were presented in tables, pie-charts and bar-graphs where the numerical data were transformed to percentages and Mean in order to compare numbers and therefore analysing the data. The standard deviation was also measured.

4.2.2. Qualitative Data Analysis

The purpose of this analysis is to explore and describe facts. The qualitative analysis is believed to help the investigator construct clear understanding and thorough ideas about the language needs. Obviously, qualitative methods exclude the collection of numerical data and tend to be explanatory in nature. This kind of analysis had contributed a great deal to this study since it permitted the researcher to retrieve information about employees' opinions, experiences and the problems that they may face. In addition, it gave the investigator an insight into how things were being occurred in their natural environment.

Above and beyond, it should be mentioned that qualitative data analysis can, according to Cohen et al., (2007: 461) "....involve organising, accounting for and explaining the data; in short, making asense of data in terms of the participants' noting patterns, themes, categories and regularities."

In this study, a qualitative analysis was undertaken to analyse the results gathered from the hotel receptionists' interview and the hotel managers' interview consisting of those items that allowed participants to express themselves freely. The responses were analysed in terms of themes related to the study objectives. In this way, the researcher could learn about hotel receptionists' opinions towards the integration of training and in giving suggestions about effective hospitality English courses. From such suggestions, it is possible to modify and create activities to meet their specific needs.

All in all, quantitative data analysis was employed to analyse the two questionnaires used by the researcher in this study whereas qualitative analysis was mainly used to analyse the two interviews, i.e., hotel receptionists' interview and hotel manages' interview.

4.3. Data Analysis and Interpretation

As it was mentioned, the present study is conducted to investigate the hotel receptionists' needs. In order to reach the objectives and make a sense of the research results, a mixed-method approach was selected for this study both for data collection and data analysis. It is worth mentioning that the analysis of the obtained data emerged from both approaches either the quantitative or the qualitative one should be presented separately and mixing should occur only at the final interpretation stage. In this respect,

Dörnyei (2003) states that collecting the compulsory data is 'half the battle'; hence, the analysis of these data is the other half that should be tackled carefully by researchers.

4.3.1. Hotel Receptionists' Questionnaire Results

The hotel receptionists' questionnaire was designed in order to elicit the necessary information to the present situation analysis. The central aims of this questionnaire were:

- \checkmark To figure out the significance of English in the hotel industry.
- ✓ To check the respondents' current level of English proficiency.
- \checkmark To know the main needs and difficulties in using this language at the workplace.

The questionnaire used in collecting data in this study is divided into four parts. It contains different questions. Some of the items were sub-divided into different attributes. In this regard, it can be said that the presentation of the results is grounded on four themes generated from the data and with reference to the research questions. The themes are as follows:

- ✓ Informants' profile;
- ✓ The Importance of English language at the workplace;
- ✓ Identification of the hotel receptionists' needs and problems;
- ✓ Language self-assessment.

In analysing the data, both the descriptive and inferential statistics methods were employed. Its main objectives were to organise data, explore agreement and disagreement among the participants regarding the various questions and issues raised in the questionnaire and therefore presenting a large amount of information in an understandable way through the use of tables, graphs, charts, etc. A five-point Likert scale was also used.

SPSS as the most commonly used system was employed to generate the frequencies, percentages, mean and standard deviation, i.e., it is used to analyse numerical data in an efficient and accurate way. Further, frequencies, percentages, mean and standard deviation were calculated for almost each question and for the entire sample population. The questionnaire was administered to thirty three hotel receptionists who accepted to take part in this research but the questionnaires were filled out by only 28 respondents. This may return back to the nature of their work.

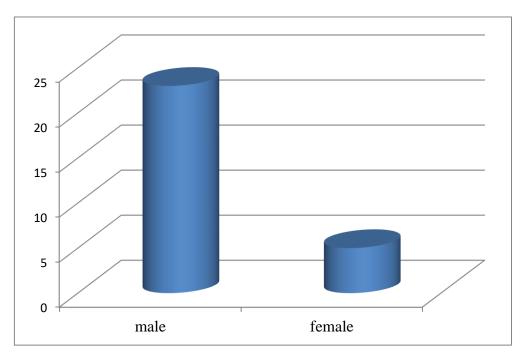
As a matter of fact, most of the items of the questionnaire are supported by multiple choices where informants are asked to choose or to rank because such type has many merits. It gives the participants the chance to respond easily. The main aim behind using this research instrument is to test the hypothesis which states that the hotel receptionists seem to come across different kinds of needs while using English to perform their job. Thus, based on the nature of the questionnaire and the nature of the participants' responses, the analysis of this research instrument will be a quantitative one.

Rubric one: Informants' Profile

The first section aimed to draw a careful profile of the respondents. The researcher intended to elicit general and personal information about the hotel receptionists. It contains five questions. The hotel receptionists were asked, in this respect, to indicate their gender, age, educational background, specialty and duration of work.

Question 1: Hotel Receptionists' Gender

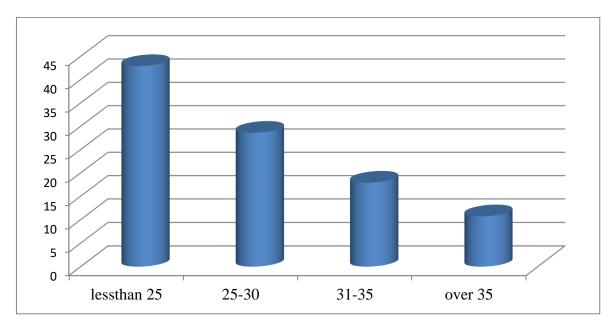
In this item, the quantitative analysis of employees' gender in all settings revealed that the number of male employees working in the hotel reception stands relatively high compared to female proportion. Out of 28 participants, 23 (82, 10%) are males and 5 (17, 90%) are females. These results are summarised in the following bar-graph:



Bar-Graph 4.1. Hotel Receptionists' Gender Distribution

Question 2: Hotel Receptionists' Age

Moving on to the age of the respondents, the second question in the questionnaire asked employees about their age as this pertains to understand employees' ability to learn, their style of learning as well as their ability to adapt a new situation. The data presenting the age range is distributed into four categories. (42, 90%) which is the high percentage represents the first category which is 'less than 25' followed by 8 participants (28,6%) for '25-30' category. Then, (17, 90%) for '31-35' category. (10, 70%) for the last category which is 'over 35 years old'. The age range is varied since the hotels do not impose a certain age for employees to work but there was a high presence of people at a younger age working in the FO staff, i.e., the large category includes the young one.

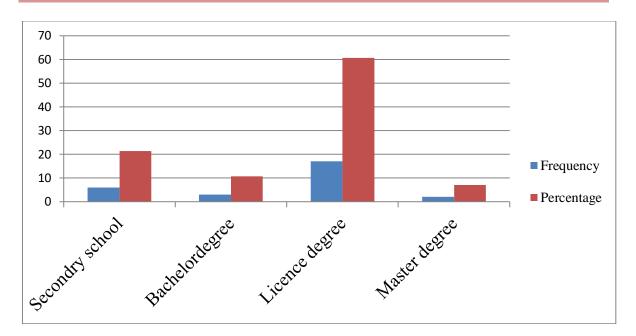


Bar-Graph 4.2. Hotel Receptionists' Age Distribution

As displayed in the above bar-graph, the employees under concern in the three hotels are aged between twenty (20) and forty (40) years old. The fact that some workers are older is important in the present study because there are heated debates among scholars about language learning for adults which will be discussed in the next chapter.

Question 3: Educational background

As far as the educational background is concerned, the hotel receptionists were regrouped into four educational categories as shown in the following bar-graph:



Bar-Graph 4.3. Hotel Receptionists' Educational Background

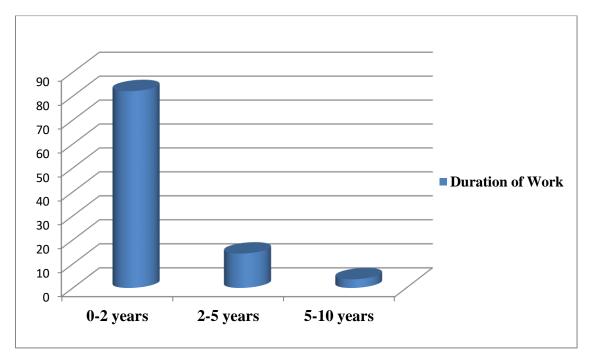
In regard to their educational background, most of the participants 17 (60, 70%) have obtained a licence degree (baccalaureate + three years at the university). 6 (21, 40%) have an upper secondary school certificate. 3 participants (10, 70%) have obtained the baccalaureate without studying at university. Only two participants (7, 10%) took a Master degree (baccalaureate + five years). Interestingly, among those who have an upper secondary school certificate, two participants hold a diploma in hotel management obtained from a vocational school because the hotel receptionists should hold at least a secondary school certificate when applying for the position. Additionally, one participant has a licence degree in addition to a vocational school certificate. No one reported that he/she has a doctorate degree. They all indicated that the language they often use in their communication is the French language; English is used only when the clients do not understand any other language just English.

Question 4: Hotel Receptionists' Specialization

Being asked about their specialty at university, the majority of participants who have a Licence or Master degree are from literary streams and their licence degree vary: translation, French, law, history...etc. Only two respondents have a scientific educational background. In fact, many specialties were mentioned in the questionnaire such as: translation, economic, French language, English (British civilization), English language, linguistic criticism, engineering, social science and political science.

Question 5: Duration of work

With regard to their length of service, it is worth noting that the majority of the respondents are relatively new as shown below. The bar-graph reveals that 23 (82, 10%) of the participants have been working for 0-2 years while 4 (14, 30%) of them have worked for more than two years and less than five years. The findings also show that only one participant (3, 60%) has been working for more than five years. No one states that he/she has spent more than 10 years of experience in the hotel or less than one year. According to McDonald and Sager (1975), the identification of needs depends on the level and experience of the employees. If the employees are already trained in their occupation, their motivation is strong; they know what they need, and what is it for. It can be concluded that the hotel receptionists are somehow familiar with their job operations so that they can identify their needs and problems in English.



Bar-Graph 4.4. Duration of Work

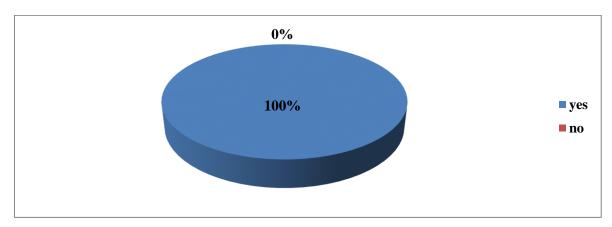
Rubric Two: Importance of the English Language at the Workplace

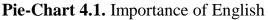
The second part highlights the employees' perceptions to the value of English and the importance of language skills. A set of questions was used to extract data from the hotel receptionists' perspective about the significance of English at the workplace.

Chapter Four

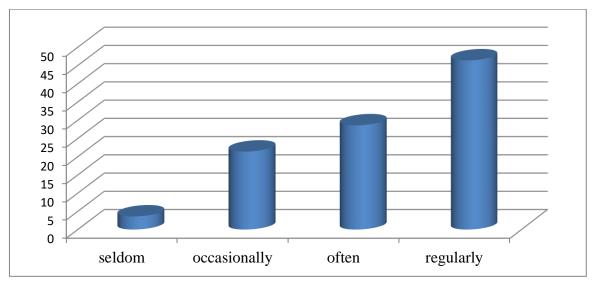
Question 6: Is English important in your present occupation?

All the participants (100%) believe that English is absolutely important in their present occupation. Participants' responses concerning the significance of the English language reflect their interest; they asserted their great need to master this language as it is the world language.





Since all the participants declare that English is extremely important, the investigator, at this level, endeavoured to find out how often do hotel receptionists use English in their job. The majority of the employees 13 (46, 4%) share the same view, i.e., they regularly use the English language. 8 (28, 6%) of the participants often use English; whereas, 6 (21, 4%) use English occasionally. Only one of the respondents picked the last choice which is she seldom uses English.



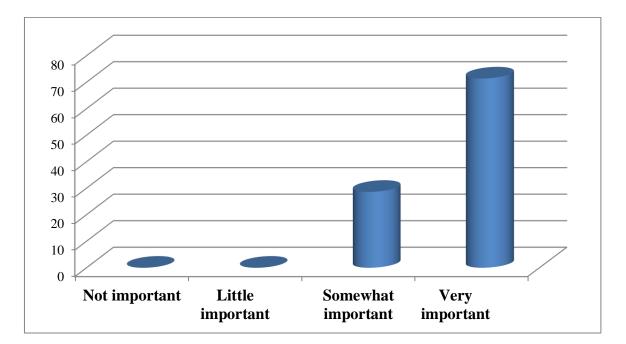
Bar-graph 4.5. Frequency of the Use of English at the Workplace

Question 7: With whom do you usually use English in your job?

As far as this item is concerned, results indicated that all the informants (100%) use English with foreign clients. Some participants selected two choices; for instance, 4 participants stated that they sometimes use English with their colleagues for the sake of improving their level and pronunciation as well. Further, it should be noted that 5 respondents ticked both answers and add another possibility. In fact, they maintained that English is also used with their manager.

<u>Question</u> 8: How important is it to have a high level of English proficiency to perform your job effectively?

In this item, they were asked about the significance of having a high level of English proficiency to perform their job effectively. In response to this question, it was found that the hotel receptionists perceive English as an important language in the hotel. (71, 4%) of the answers stand for the need of having a high level of English proficiency as a very important requirement in the hotel. Only 8 (28, 6%) informants mentioned that having a high level of English proficiency is somehow important. No one reported that having a high level of English proficiency is little important or not important.



Bar-Graph 4.6. Importance of Acquiring a High Level of English Proficiency

Question 9: Rank the skills according to their importance in your job.

This item of the questionnaire was designed to cross check the previous question. It deals with the classification of the language skills according to their degree of significance to conduct the job in a good way. Hence, in this item, the respondents were asked to rank the four language skills in terms of their importance and use.

With respect to the most required skills, the overall results reported that over half of those surveyed ordered them in the following way:

- > Speaking
- ➤ Listening
- ➢ Reading
- ➢ Writing

| Skills | 1 st R | ank | 2 nd F | Rank | 3 rd Rank | | 4 th Rank | |
|-----------|-------------------|-------|-------------------|-------|----------------------|-------|----------------------|-------|
| | Freq | % | Freq | % | Freq | % | Freq | % |
| Listening | 11 | 39,28 | 15 | 53,57 | 2 | 7,15 | 0 | 0% |
| Speaking | 17 | 60,71 | 11 | 39,29 | 0 | 0% | 0 | 0% |
| Reading | 0 | 0% | 2 | 7,16 | 13 | 46,42 | 13 | 46,42 |
| Writing | 0 | 0% | 0 | 0% | 13 | 46,42 | 15 | 53,58 |

Table 4.2. The Importance of English Language Skills at the Workplace

<u>Rubric Three</u>: Identification of the Hotel Receptionists' Needs and Problems.

In this rubric, the focus was placed upon the needs and problems of the English language at the workplace. Further, the items in this part aimed at unveiling data about the employees' English communicative needs, problems and language difficulties faced in performing their job at the workplace. Thus, the hotel receptionists were invited to reflect upon the most required skills and activities related to each skill. The questions are divided into four main domains of language skills namely: listening, speaking, reading and writing. Each of these skills has included sub-items asking about various functions. Grammar and vocabulary are also included with their sub-items.

Question 10: To what extent do you need and encounter problems with the following listening skills in your job?

This question was devised to ask participants about their needs and problems in terms of listening skill regarding the use of English in a variety of specific areas. Thus, the following table is provided to summarise all the values calculated via the participants' answers:

| Level of | Mean | S.D. | Ran | Listening Skill | Mean | S.D. | Rank | Level of | |
|-----------|------|------|-----|--------------------------------|------|------|------|-----------|--|
| Needs | | | k | | | | | Problems | |
| Very high | 4.79 | 0,79 | 1 | 1- Listening to face to | 4,43 | 0,57 | 1 | Very high | |
| | | | | face conversations | | | | | |
| Very high | 4.25 | 0,88 | 3 | 2- Listening to | 4,32 | 0,72 | 2 | Very high | |
| | | | | telephone conversations | | | | | |
| High | 4.14 | 0.75 | 4 | 3- Listening to 4,07 | | 0,90 | 3 | High | |
| | | | | reservation details | | | | | |
| High | 4.07 | 0.94 | 5 | 4- Listening to and | 4,00 | 0,66 | 4 | High | |
| | | | | understanding what | | | | | |
| | | | | clients want | | | | | |
| High | 3.61 | 0.78 | 7 | 5- Listening to get | 3,43 | 1,13 | 7 | High | |
| | | | | personal details of | | | | | |
| | | | | clients | | | | | |
| Very High | 4.43 | 0,41 | 2 | 6- Listening to | 3,79 | 0,99 | 5 | High | |
| | | | | customers' complaints | | | | | |
| High | 3,64 | 0,78 | 6 | 7- Listening to idiomatic | 3,71 | 1,24 | 6 | High | |
| | | | | English | | | | | |
| High | 4,13 | 0,5. | 3 | Total | 3,96 | 0,64 |] | High | |

 Table 4.3. Level of Needs and Problems of Using English in Listening Skill

Indeed, the above table shows that the most five needed skills are: listening to face to face conversations (4.79), listening to customers' complaints (4. 43), listening to telephone conversations (4. 25), listening to reservation details (4, 14) and listening to and understanding what clients want (4.07). On the other hand, the lowest ranked skills for the listening skill are listening to idiomatic English (3.64) and listening to get personal details of clients (3.61).

Chapter Four

It can be seen from the overall mean on the left that the hotel receptionists require this skill at (4.13). However, the overall mean on the right shows that the staff has problems in a mean of (3. 96). The first ranked skill is listening to face to face conversations which was ranked and needed at a very high level (4, 79). On the other, the employees face problems in this skill at (4.43). The second ranked skill is listening to customers' complaints. This skill is needed by the hotel receptionists at (4.43) and at the same time they face a problem at a high level (3.79). Thirdly, listening to telephone conversations is needed at (4.25) and was regarded as a problem at a very high level (4.32). Then, listening to reservation details is required at (4.14) and it was regarded as a problem at a high level (4.07) by the staff. Moving to the lowest ranked scores, listening to get personal details of clients is needed at (3.61) and the staff faces a problem in this skill at (3.43).

Actually, an additional problem that some employees face at the workplace was mentioned which is listening to varieties of accents.

Question 11: To what extent do you need and encounter problems with the following speaking skills in your job?

In fact, this question asked the participants about their needs and problems in terms of speaking skill regarding the use of English in a variety of specific areas. Thus, the next table is devoted for the various functions that the hotel receptionists need when they speak English with foreign clients.

It is noticeable from the respondents' answers that the total mean of speaking skill (4.05) has suggested that the hotel receptionists need to speak to a great extent using English in their daily job. However, it is considered as a problem for them because the overall mean for this skill was ranked at a high level too (3, 73). In particular, they strongly need to conduct face to face conversations with clients (4.43) and they face a problem to achieve this skill at a very high level (4.36). Secondly, both taking reservations and negotiating for mutual understanding are required at a very high level (4.39). However, taking reservations (3.68) is less difficult than negotiating for mutual understanding which causes a problem for the hotel receptionists at a high level (4.11). Thirdly, giving clients directions and explaining pricing are ranked at the same very high level (4.32) in terms of needs. In terms of problems, giving clients directions is ranked at a high level (4.00) and

explaining pricing was ranked at a moderate level (3.29). Then, employees need to conduct telephone conversations with clients at a high level (4.00) but their level is not sufficient because their problem in this skill was ranked at a high level (4.11). Further, providing information about travel plans is needed at a high level (3.71) but their problem this time was ranked at a moderate level (3.29). The last two activities that are needed at the workplace were ranked differently; giving details about transportation was ranked at a high level (3.54) and the same in terms of problems (3.86). For suggesting travel information, employees need this activity at a moderate level (3.36) and they encounter problems at a moderate level too (2.89).

| Level of | Μ | S.D. | Rank | Speaking Skill | Μ | S.D. | Rank | Level of |
|-----------|------|------|------|--|------|------|------|-----------|
| Needs | | | | | | | | Problems |
| Very high | 4,43 | 0,79 | 1 | 1- Conducting face to face conversations with clients | 4,36 | 0,73 | 1 | Very high |
| High | 4,00 | 0,86 | 4 | 2- Conducting telephone conversations with clients | 4,11 | 0,95 | 2 | High |
| High | 3,71 | 0,76 | 5 | 3- Providing information about travel plans | 3,29 | 1,11 | 7 | Moderate |
| Very high | 4,39 | 0,73 | 2 | 4- Taking reservations | 3,68 | 0,94 | 6 | High |
| Very high | 4,39 | 0,83 | 2 | 5- Negotiating for mutual understanding | 4,11 | 0,68 | 2 | High |
| Very high | 4,32 | 0,54 | 3 | 6- Giving clients directions | 4,00 | 1,08 | 3 | High |
| Very high | 4,32 | 0,61 | 3 | 7- Explaining pricing | 3,29 | 1,01 | 7 | Moderate |
| Moderate | 3,36 | 0,73 | 7 | 8- Suggesting travel information | 2,89 | 1,13 | 4 | Moderate |
| High | 3,54 | 0,92 | 6 | 9- Giving details about transportation | 3,86 | 1,23 | 5 | High |
| High | 4,05 | 0,45 | | Total | 3,73 | 0,98 | | High |

Table 4.4. Level of Needs and Problems of Using English in Speaking Skill

Question 12: To what extent do you need and encounter problems with the following reading skills in your job?

In fact, this question is designed to figure out the hotel receptionists' needs and problems in terms of reading skill regarding the use of English in a variety of specific areas. Similar to the previous table about the speaking skill, the following table is provided to be used as a basis for presenting the main needs and problems in reading skill.

| Level of | Mean | S.D. | Rank | Reading Skill | Mean | S.D. | Rank | Level of |
|--------------|------|------|------|---|------|------|------|----------|
| Needs | | | | | | | | Problems |
| High | 3,75 | 0,88 | 2 | 1- Written documents3,500,831related to the tourismindustry1 | | High | | |
| Moderate | 2,82 | 0,94 | 5 | 2- News related to tourism3,431,162 | | High | | |
| High | 3,64 | 0,87 | 4 | 3- Getting detailed information of tourist documents | 3,18 | 0,72 | 4 | Moderate |
| High | 3,71 | 1,08 | 3 | 4- Information from the Internet, E-mails | 2,96 | 1,17 | 5 | Moderate |
| Very high | 4,32 | 0,61 | 1 | 5- Business letters | 3,36 | 0,55 | 3 | Moderate |
| High | 3,65 | 0,42 | | TOTAL | 3,28 | 0,88 | Mo | derate |

Table 4.5. Level of Needs and Problems of Using English in Reading Skill

According to the results provided by the respondents, it can be seen from the overall mean on the left that the hotel receptionists require a high level at reading skill (3.65). Interestingly, they face problems in this skill at a moderate level (3.28). Firstly, they need to read business letters at a very high level (4.32) and they face a problem at a moderate level (3.36) to perform this task. Secondly, employees need to read written documents related to tourism industry at a high level (3.75) but this task is difficult as it was ranked at a high level in terms of problems (3.50). Moving to reading information from the Internet and E-mails, employees need to do this task at a high level (3.71) and they do not consider it as a very difficult task because it was ranked at a moderate level (2,96). The same for

reading to get detailed information of tourist documents which is needed at a high level (3.64) and the problems related to it was ranked at a moderate level (3.18). The last reading activity that is needed at the workplace is reading news related to tourism (2.82); as a problem, it was ranked at a high level (3.43).

Question 13: To what extent do you need and encounter problems with the following writing skills in your job?

Informants, in this respect, were asked to identify the nature of their writing needs and problems. Data were gathered at five language levels. The table below summarizes the hotel receptionists' main needs and problems.

| Level of | Mean | S.D. | Rank | Writing Skill | Mean | S.D. | Rank | Level of |
|----------|------|------|------|------------------------------------|------|-------|------|----------|
| Needs | | | | | | | | Problems |
| High | 3,50 | 0,90 | 3 | 1- Business letters in | 3,68 | 0,81 | 4 | High |
| | | | | appropriate formats | | | | |
| High | 3,85 | 1,00 | 1 | 2- Faxes in a proper format | 4,11 | 0,83 | 2 | High |
| Moderate | 3,23 | 0,86 | 5 | 3- Texts for giving | 3,79 | 0,68 | 3 | High |
| | | | | information | | | | |
| Moderate | 3,35 | 0,84 | 4 | 4- Travel timetables | 3,29 | ,937 | 5 | Moderate |
| High | 3,79 | 0,87 | 2 | 5- E-mails | 4,04 | 1,105 | 1 | High |
| High | 3,53 | 0,64 | | TOTAL | 3,78 | 0,87 | | High |

Table 4.6. Level of Needs and Problems of Using English in Writing Skill

The overall mean ranks of the hotel receptionists suggested that the writing skill is needed at the workplace (3,53) and it represents a problem for them at a high level (3,78). Regarding the needs, the first ranked skill is writing faxes in a proper format which was ranked and needed at a high level (3.85). Similarly, the employees face problems in this function at a high level (4.11).

The second ranked skill is writing E-mails; this skill is needed by the hotel receptionists at (3.79) and at the same time they face a problem at a high level (4.04). Thirdly, writing business letters in appropriate formats is needed at (3.50) and it was regarded as a problem at a high level (3.68). Then, writing travel timetables is required at a moderate level (3.35) and it was not regarded as a problem because it was also ranked at a

moderate level (3.29). Finally, writing texts for giving information is the last needed skill at a moderate level (3.23); however, employees face problems at a high level in performing this task (3.79).

<u>Question</u> 14: To what extent do you need and encounter problems with the following grammar skills in your job?

The investigator, at this level, endeavoured to find out the hotel receptionists' needs and problems in terms of grammar. The following table clearly summarizes the respondents' answers.

| Level of | Mea | S.D. | Ran | Grammar Skill | Mean | S.D. | Ra | Level of |
|----------|------|------|-----|--------------------------------|------|------|----|----------|
| Needs | n | | k | | | | nk | Problems |
| High | 3,86 | ,651 | 1 | 1- Knowing and correctly | 4,11 | 0,73 | 1 | High |
| | | | | changing the tense according | | | | |
| | | | | to the situation, e.g. present | | | | |
| | | | | tense, past and future tenses | | | | |
| High | 3,64 | ,731 | 3 | 2- Knowing and using | 3,39 | 0,91 | 3 | Moderate |
| | | | | appropriate pronouns and | | | | |
| | | | | nouns | | | | |
| High | 3,71 | ,897 | 2 | 3- Knowing and using | 3,00 | 1,08 | 4 | Moderate |
| | | | | appropriate model verbs: can, | | | | |
| | | | | could, may, mightetc | | | | |
| Moderate | 2,71 | ,937 | 5 | 4- Knowing and using | 2,64 | 0,98 | 5 | Moderate |
| | | | | appropriate prepositions: in, | | | | |
| | | | | on, atetc | | | | |
| High | 3,57 | ,959 | 4 | 5- Knowing and using | 3,93 | ,604 | 2 | High |
| | | | | appropriate adjectives and | | | | |
| | | | | adverbs. | | | | |
| High | 3,50 | 0,58 | | Total | 3,41 | 0,71 | | Moderate |

Table 4.7. Level of Needs and Problems of Using English in Grammar

According to the results provided by the informants, it is obvious that the overall mean of needs was ranked at a high level; however, in terms of problems, it was ranked at a moderate level (3, 41). Actually, employees need to know and correctly change the tense according to the situation at a high level (3.86) and they face a problem also at a high level

(4.11) to perform this task. Secondly, employees need to know and use appropriate model verbs at a high level (3.71) but they face less problems to do this task because it was ranked at a moderate level (3.00).

Moving to knowing and using appropriate pronouns and nouns, employees need to do this task at a high level (3.64) and they do not consider it as a very difficult task because it was ranked at a moderate level (3.39). As far as the knowledge and use of appropriate adjectives and adverbs are concerned, the hotel receptionists require this activity at a high level (3.57) and they find it too difficult because it was ranked at a high level (3.93). Finally, for using appropriate prepositions, employees need it at a moderate level (2.71) and they face problems at the same level (2.64).

Question 15: To what extent do you need and encounter problems with the following vocabulary skills in your job?

This question was designed to ask the hotel receptionists about the nature of their vocabulary needs and difficulties. The results revealed a number of issues regarding the use of vocabulary within the workplace so that data were gathered at different levels. The table below illustrates the respondents' answers.

| Level of | Μ | S.D. | Rank | Vocabulary Skill | Μ | S.D. | Rank | Level of |
|----------|------|------|------|-------------------------------|------|------|------|-----------|
| Needs | | | | | | | | Problems |
| High | 3,93 | 0,81 | 2 | 1- Knowing vocabulary | 4,07 | 0,76 | 2 | High |
| | | | | related to the hotel industry | | | | |
| | | | | and tourism. | | | | |
| High | 3,64 | 0,62 | 4 | 2- knowing vocabulary | 3,75 | 0,75 | 3 | High |
| | | | | related to transportation | | | | |
| High | 3,79 | 0,73 | 3 | 3- knowing and using | 2,68 | 1,51 | 4 | Moderate |
| | | | | appropriate verbs. | | | | |
| High | 3,64 | 0,82 | 4 | 4- knowing vocabulary | 3,54 | 0,74 | 5 | High |
| | | | | related to accommodation | | | | |
| Very | 4,29 | 0,60 | 1 | 5- knowing vocabulary | 4,43 | 0,74 | 1 | Very high |
| high | | | | related to giving direction | | | | |
| High | 3,85 | 0,48 | | Total | 3,69 | 0,52 | High | l |

Table 4.8. Level of Needs and Problems of Using English in Vocabulary

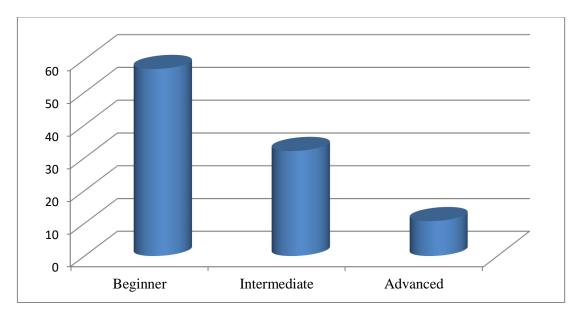
Obviously, the overall mean on the left suggests that the hotel receptionists require an average skill at (3.85). On the other hand, the overall mean on the right shows that the staff has problems in a mean of (3. 69). The first ranked skill is knowing vocabulary related to giving direction which was ranked and needed at a very high level (4, 29). Similarly, the employees face problems in this skill at a very high level (4.43). The second ranked skill is to know vocabulary related to the hotel industry and tourism; this skill is needed by the hotel receptionists at (3.93) and at the same time they face a problem at a high level too (4.07). Thirdly, knowing and using appropriate verbs is needed at (3.79) and it was regarded as a problem at a moderate level (2.68). Then, knowing vocabulary related to accommodation and knowing vocabulary related to transportation are both needed at the same high level (3.64).

Rubric Four: Language Self-Assessment

The last section of the questionnaire intended to elicit information about the employees' level and requirements. This part required hotel receptionists to indicate their English language proficiency level. Accordingly, they were invited to reflect upon their English level before joining the workplace and if the English language courses during college study were relevant to their current job needs or not. At the end, this part opened the doors for them to talk about their experience.

Question 16: select your current level of English proficiency

In this item, employees were asked to evaluate their level. The findings indicated that the majority of them (57, 1%) are beginners, (32, 10%) have an intermediate level of language proficiency, only (10, 7%) have an advanced level. The following bar-graph exemplifies this idea:



Bar-Graph 4.7. Hotel Receptionists' Language Levels

Question 17: How do you rate your level in listening skill, speaking skill, reading skill, writing skill, grammar and vocabulary?

The aim of this question is to find out the level of employees in each skill. This question is put to consolidate the previous question to identify the importance of each skill and their levels. For listening skill, only a minority of participants (7, 15%) indicated that they have an excellent level of listening skills and 17, 86 % indicated that they have a good level. 32, 14% have a moderate level and another 32, 14% have a low level. On the other hand, 10, 71% of the respondents have a very low level. As far as the speaking skill is concerned, two respondents believed to have an excellent level; 10, 71% of them have a good level; 25% have a moderate level; whereas, 42, 86% of them have a low level and 14, 29% have a very low level in this skill.

| Skills | Excellent | | | Good | | Moderate | | Low | V | Very low |
|------------|-----------|--------|---|--------|----|----------|----|--------|---|----------|
| | F | % | F | % | F | % | F | % | F | % |
| Listening | 2 | 7,15% | 5 | 17,86% | 9 | 32,14% | 9 | 32,14% | 3 | 10,71% |
| Speaking | 2 | 7,15% | 3 | 10,71% | 7 | 25% | 12 | 42,86% | 4 | 14,29% |
| Reading | 10 | 35,71% | 8 | 28,57% | 5 | 17,86% | 3 | 10,71% | 2 | 7,15% |
| Writing | 1 | 3,57% | 5 | 17,86% | 10 | 35,71% | 5 | 17,86% | 7 | 25% |
| Grammar | 8 | 28,57% | 9 | 32,14% | 7 | 25% | 4 | 14,29% | 0 | 0% |
| Vocabulary | 4 | 14,29% | 7 | 25% | 7 | 25% | 7 | 25% | 3 | 10,71% |

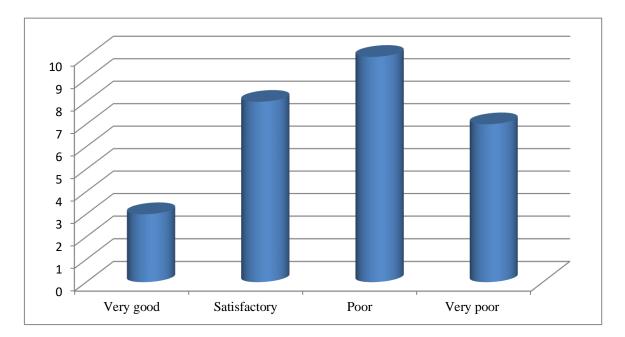
Table 4.9. Hotel Receptionists' Level of English Language Skills

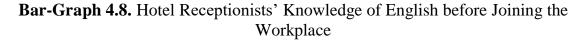
Interestingly, for reading skill, 35, 71% of the participants have an excellent level; 28, 57% have a good level; 17, 86% have a moderate level. Only 10, 71% have a low level and 7, 15% have a very low level in reading skill. Concerning writing skill, only one respondent out of 28 believe to have an excellent level; five informants have a good level; ten of them have a moderate level; five of them have a low level; and seven informants have a very low level in writing.

For grammar, eight participants mentioned that they have an excellent level; nine of them have a good level; seven informants have a moderate level; only four of them have a low level while no one has a very low level in grammar. Concerning the last skill which is vocabulary, 14, 29% of the employees indicated that they have an excellent level; 25% have a good level. Similarly, 25% have a moderate level and another 25% have a low level. Only, 10, 71% have a very low level in vocabulary.

<u>Question</u> 18: How would you rate your knowledge of English before you began working?

In response to this question, the majority of them stated that their level was too weak because they had not been exposed to the requirements of the current job. Actually, the content of the courses do not meet their needs in their current job. Only three hotel receptionists indicated that their knowledge before joining the workplace was very good. They believed that they had an advanced level of English.

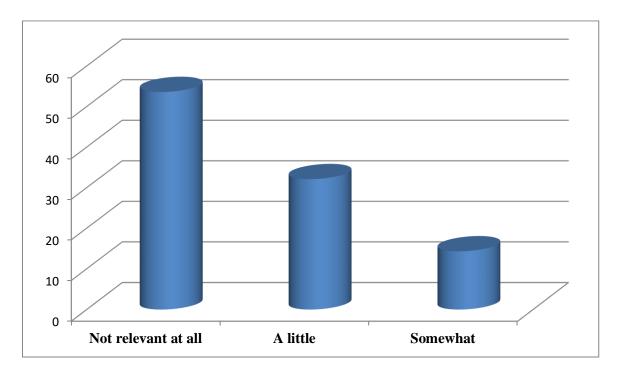


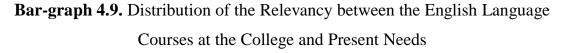


More precisely, eight participants stated that their knowledge was satisfactory. On the other hand, ten employees pointed out that they were poor in terms of their English knowledge. Seven informants mentioned to have a very poor level of English before they began working.

Question 19: How were the English language courses during your college study relevant to your current job's needs?

Item 19 of the questionnaire asked the respondents how relevant the English language courses that they took in college were relevant to their present needs. Such question is helpful for identifying why their language may be insufficient to conduct their job effectively. This question implemented a Likert scale with the following values: 'a lot', 'somewhat', 'a little', and 'not relevant at all'. These data are illustrated in the following bar-graph:



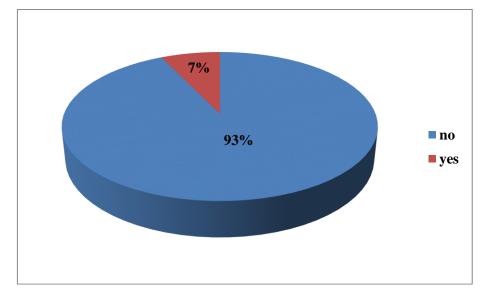


In their response to this question, no one reported that the courses that they took in college were relevant a lot to their actual needs. 4 respondents representing (14.3 %) of the sample population reported that the courses that they took in college were relevant "somewhat" to their present needs. 9 respondents (32.1%) reported that the courses were

"a little" relevant. More than half of the population, i.e., 15 representing (53.6%) responded that the courses were 'not relevant at all'.

Question 20: Are you attending any language class outside the hotel at the moment?

The questionnaire posed a question to see whether the employees are attending any extra language courses outside the hotel to ameliorate their level. As predicted, the majority of respondents (93%) indicated that they are not attending any courses. Only (7%) are attending English courses to improve their competencies.



Pie-chart4.2. Attendance of English Courses

Being asked about the main purposes behind attending English language courses, those who indicated that they are attending courses, both respondents stated that English is an important language and they need it for work purposes.

Comments on the Hotel Receptionists' Questionnaire: Major Results

The aim of the first section of the questionnaire was to determine the personal profile of the participants. Thus, the collected data provided the investigator with necessary information about the population under study, i.e., the hotel receptionists. The results suggested a number of important issues. Most of the hotel receptionists were males. All of them are non-native English speakers, practicing the language at the workplace. All speak Arabic followed by French. Most have learnt English for seven or eight years before joining the job. However, these employees are not the same in terms of their language

experience. The majority of them consider English to be a hard language to learn and practise, whilst a very small number of employees see it as an easy language to learn. It was expressed that English is a necessary language not only for conducting the job but also for leisure and prestige purposes.

In terms of language sub-skills, they were asked to estimate their level of English in all the four skills areas. The key purpose of such assessment was to ascertain in which areas the respondents experienced great needs and problems. The findings revealed that all the skills are needed. Many sub-skills are complex and challenging for most of the participants, beginning with listening sub-skills. The participants greatly need to listen to face to face conversations and then listening to customers' complaints. In fact, to listen to face to face conversations and to telephone conversations are regarded as the most difficult sub-skills. As far as the speaking sub-skills are concerned, conducting face to face conversations with clients, negotiating for mutual understanding and taking reservations are the most needed and problematic sub-skills for the employees. In reading sub-skills, the hotel receptionists are greatly required to read business letters and written documents related to the tourism industry. The latter represents a challenge for them because news includes difficult terminology. For writing sub-skills, the most needed and problematic skills are writing faxes in a proper format and E-mails. Concerning grammar, informants need to know and correctly change the tense according to the situation, and using appropriate model verbs. On the other hand, they find that the use of appropriate tenses, adjectives and adverbs is difficult. Last but not least, vocabulary is important in any industry; for instance, the hotel receptionists need to know vocabulary related to giving direction and the vocabulary that is related to the hotel industry and tourism. Overall, the hotel receptionists began working with a range of levels and with different needs.

With regard to employees' self-rating of their language ability, most of them rate themselves as poor (beginners); followed by those who rate themselves to have an intermediate level; however, a very few number claimed to have a high level of English (advanced). Hence, the majority of them came unprepared to start their job. As the questionnaire findings demonstrated, many hotel receptionists feel that their reading comprehension is much better than the other skills; this may be due to the fact that the teaching of the English language in Algeria focuses on reading comprehension and language rules from an early level up to secondary levels. Importantly, listening and speaking skills are found to be the most needed and problematic skills. The hotel receptionists also rated themselves mostly poor in the accuracy of their writing, though writing is not needed extensively at the workplace. Their needs are largely related to the fact that English was taught as a foreign language so that there was lack of special attention to English language skills in the early stages of learning English at the middle and secondary schools.

Based on the results gathered from the first questionnaire, one may say that the hotel receptionists working in Royal, Sheraton and Meridien hotels greatly need English language skills and they are facing a number of problems at the workplace. It seems that most tasks require English, where listening, speaking and vocabulary are defined as the most important skills needed at the workplace followed by reading and writing. Also, employees reported an interest in understanding the target language grammar, such as language and sentence structures, punctuation and pronunciation. As far as the problems are concerned, it was found that listening, speaking and writing are the most difficult skills followed by vocabulary, grammar and reading skills. All in all, all the English language communicative skills are needed for work purposes to varying degrees in different situations.

4.3.2. Hotel Receptionists' Semi-Structured Interview Results

Following the first questionnaire, an interview was submitted to nine informants. As explained in section 3.8.3.1., the present interview was designed to be a semi- structured one because the investigator wanted to feel free to intervene with more questions and explanations whenever a participant claims the ambiguity of any question. The interview was conducted with nine informants (three informants from each hotel). They were asked about their perceptions in several fields. The researcher tried to analyse and interpret qualitatively the obtained data. The interviews' notes had been rewritten immediately after each interview. The following, then, is a detailed analysis and interpretation for all the questions included in the semi-structured interview. In this respect, a list of themes emerged.

4.3.2.1. The Respondents' Perception about Arabic, French and English Languages

This question was mainly oriented towards investigating the relative importance of languages for hotel receptionists' present and target careers. Indeed, all the receptionists 171

reported that both languages, Arabic and French, are used in their current job for a wide range of activities, though French appears to be used much more often than Arabic. However, the use of Arabic, in general, appears to take place mostly when talking to colleagues at the workplace. This could be due to the fact that all workers are Algerians, who may find it easier to communicate in Arabic. Nearly all employees acquire knowledge of Arabic, followed by French. They confirmed that they feel confident to use the French language and feel to some extent and in some situations frustrated to use the English language. The nature of the educational system in Algeria is the main reason behind this fact. Starting with the first cycle which is the primary school, French is taught. Then, this language is integrated in all the stages of education, i.e., middle, secondary, and higher education as well. In fact, the French language is widely used either in a spoken or a written form in the Algerian administrations. On the other hand, English is introduced until the middle school with only two sessions in a week.

With globalization and the spread of English, Algeria was obliged to change its vision towards languages. However, ministers started to talk about the significance of this global language through the use of French as it is presented through a quote in the previous chapter.

Most of them stated that they cannot interact with English speakers; however, they try to understand them using French and some common English terms and phrases as "Good morning, Hello Sir, can I help you? Further, some of the hotel receptionists explained that they use English only when being obliged in situations where their clients master only the English language. Finally, they acknowledged that English skills would be a plus in applying their job effectively.

4.3.2.2. The Respondents' Answers about the Entrance Exam in English for their Current Job

Interviewees were asked if they took the entrance exam in English for their current job. As the answers revealed, the majority of employees did not take the entrance exam in English for their job. Only one hotel among the three hotels being chosen test the employees before recruiting them. The other two hotels ask those who want to be recruited to submit their diploma. Besides, all hotels share the same conditions once they recruit hotel receptionists:

- > The mastery of languages (French and English).
- Mastery of computer tools, office software (excel and word) and hotel software.
- Having a nice and neat appearance.

Although there are recruitment criteria used when hiring employees, these are not strictly applied due to the difficulties in finding suitable candidates. The hotel receptionists who stated that they took the entrance exam in English for this job, they briefly talked about their experience because they were not allowed to discuss such issues with anyone.

4.3.2.3. The Respondents' Perception about the Role of English in the Hotel

All the hotel receptionists are extremely aware of the status of English as a global language and that acquiring a high level of English proficiency is no longer an option. They pointed out that *"since most clients come from different countries, it is very necessary for us to communicate with them in English."* They indicated that the receptionists and telephone operators in particular need to communicate in English with guests in the hotel for performing communicative tasks including answering phone calls, taking reservations, responding to complaints, etc. Hence, they stressed the imperativeness of English language proficiency especially when it comes to foreign clients.

In addition to the above-mentioned functions, one respondent who has been working in the hotel for more than 10 years stressed the significance of English nowadays:

> In the past, English was not obligatory for recruitment in the hotel as a result of terrorism which reduced or stopped foreigners from coming to Algeria but from the mid-1990s, things started to change and attention was shifted towards the crucial role of English.

4.3.2.4. The Respondents' Perceptions of the Four Main English Language Skills Required in their Present and Target Careers

In response to this question, most of those interviewed expressed that all the four English language communicative skills are important for them although there was a considerable variation, i.e., all employees perceived the four skills as important to their current job. However, they assessed speaking and listening as more important than reading and writing. Six employees state that: "*in theory, all the four skills are very necessary*... *but in practice, as it is in the case here, listening and speaking are important, followed by*

reading and lastly writing because we have to listen to the instructions of the clients and then talk to them."

In contrast, only one respondent gave an opposite response and tended to place more importance on reading and writing: "*Reading and writing skills are of great importance because I have to read English emails, requests and then respond.*" On the other hand, one respondent demonstrated that the four skills are equal in terms of their significance for a comprehensive communication so that they were ranked equally as very important. In this vein, the respondent revealed that:

A hotel receptionist should be well-informed in all the four English language communicative skills; he /she needs to listen to clients' instruction and requests, respond appropriately, read emails and letters, and write reports as well." He added: "in the hotel industry, all English skills are equally very important because the lack of English proficiency in any skill and the inability to listen carefully, understand instructions, respond politely and appropriately, read requests, give orders and so on will cause great problems at the workplace.

In fact, another informant sees the required skills through another lens; she expressed her strong opinion that all the four skills are very important for her current job: "*I would* say that there is no doubt at all that English skills: reading, writing, listening and speaking are all very important because they complete each other, we cannot ignore the importance of English skills because we need each skill to perform a certain task." She went on to say: "I had to read mails, write reports and in order to get clarification from the clients I had to speak and listen to them in face-to-face interaction."

4.3.2.5. The Respondents' Perception about their Knowledge in English Language

When asked about their knowledge in English language, the respondents were divided into two groups so that the answers were articulated around two main ideas. The first group stated that they are good in English and their English proficiency level is sufficient to perform their job in an effective way. On the other hand, the rest of respondents expressed their sorrow about their English proficiency level which they consider as an obstacle that prevents them from conducting their job appropriately.

4.3.2.6. The Respondents' Perception of their English Communicative Skills Needs and Abilities

In order to further test the second hypothesis, it is significant to ask more questions to figure out the receptionists' needs and abilities of their English communicative skills. Thus, this part is devoted for the hotel receptionists' communicative skills needs and abilities. In fact, interesting information is revealed, in what follows, a detailed analysis and reasonable interpretations of all the answers are carried out.

4.3.2.6.1. The Respondents' Perception of their English Reading Ability

The majority of hotel receptionists expressed their satisfaction with their English reading ability and they did not show any interest for further improvement for the reading skills. This may return back to the fact that they do not need reading frequently. Only two among the respondents complained about the situations in which they have to read long letters and emails so that their reading abilities need to be improved by emphasizing on the overall comprehension, predicting the content and vocabulary and linking what is stated in the emails with the knowledge they already know.

4.3.2.6.2. The Respondents' Perception of their English Writing Ability

When the participants were asked about their experience of writing in English, two of those interviewed indicated that they do not use writing at all. Other three respondents reported that writing in English is the most difficult part of English in terms of sentence structure and good written expression. They added that they need the writing skill to correctly write reports related to their job but they are not sure how good their English ability is. They think that writing is a crucial necessity for being a hotel receptionist. In this regard, one interviewee put forward, first, that writing, as a skill is needed:

> We need writing to write emails, reports, letters, a brief description on familiar or job-related topics, reply to a complaint letter, compose faxes, confirm a booking and prepare notes, memos or messages to colleagues. He continued, if an employee cannot write well, he/she may cause a lot of problems in answering the mails.

On the other hand, another respondent admitted that:

Most of the time, I thought that I am the only worker who cannot write correctly until I marked my colleague's writing. I was totally astonished. In the hotel, most of us know many words verbally, but they do not know how to write them correctly.

Two respondents mentioned that writing is '*OK or no problem with it*' but they had commented that spelling is troublesome and they struggle more with achieving good content than good style. Only one respondent admitted that writing is the easiest part of English. It is apparent that the majority of the receptionists felt that it does not really matter how good their writing is as long as the message is correctly conveyed.

4.3.2.6.3. The Respondents' Perception of their English Listening Ability

The respondents had been completely reluctant to speak in any detail about their own English listening abilities. They admitted that they are spending almost half of their communication time listening and usually receiving as much as 90% of their instructions from foreigners through listening. More than the half of the employees who participated in this study indicated that listening to English is the hardest task for them, particularly when listening to client's different English varieties, "communicating with customers using different English varieties is a challenging issue in such a globalised context." They get confused if they are not listening well. Last but not least, unclear pronunciation and the rapid speech of foreigners with different accents are the main casual factors to misunderstanding. In this regard, one respondent reported that:

> As you know English is a global language, some people come from many countries. They use English but not at the same way as English and American people do. So, it is a difficult task to hear other accents because different clients speak English in different ways (different Englishes). It is somehow easy for us to cope with the accents of Anglophone English speakers but for the others, it is absolutely difficult.

4.3.2.6.4. The Respondents' Perception of their English Speaking Ability

The hotel receptionists were asked about their needs and level of speaking in English. There had been a common point among them in describing either listening or speaking English as the most difficult parts of language. Besides, they rated themselves to be weak in listening, speaking and communication skills in general. In this light, one respondent stated that:

Undoubtedly, all English language skills are important in the hotel. However, listening and speaking are linked to each other, because an employee needs first to understand what a foreign client is saying and then answer.

Surprisingly, one of the interviewees gave an opposite response: "*I think all the skills are important but listening is the most important, followed by reading and speaking.*" Furthermore, seven respondents indicated that they need English for communication with the guests on their arrival, reservations, and other interpersonal communication. They need a lot of vocabulary used in the hotel. A hotel receptionist talked about talking on the phone as a problem:

Talking on the phone with a guest makes me nervous. Most foreign clients speak very fast. Consequently, I can't follow what they are exactly saying. I even have more problems since I have to listen, write and think of my answer at the same time. Sometimes, I make big mistakes and this makes me embarrassed.

Most of the workers indicated that "*If they have excellent command of English, they will be promoted to the higher position*". Regarding this skill, only one employee said that she is fluent; the rest said that they have problems while speaking and sometimes they cannot express themselves in English just because they do not have enough and specific vocabulary related to the hospitality language. Consequently, their limited vocabulary is another serious problem to grasp what the foreign clients are saying to them in addition to inaccuracy and pronunciation.

To conclude, a large number of the participants are not really satisfied with their English proficiency level. The majority of them expressed their negative attitudes towards their current proficiency. They stated that they are still far from what they really wish to achieve. Further, the majority of participants confirmed that both listening and speaking skills are important and need improvement in addition to a good command of specific and general vocabulary. They usually speak with difficulty while using English and their speech is always incomplete, full of grammar mistakes and their pronunciation is frequently incorrect. The remaining skills as reading and writing are considered less important as they are less frequently used. All in all, the hotel receptionists expressed their wish to develop their English language competencies.

4.3.2.7. The Respondents' Perception about Dealing with the English Listening and Speaking Problems

This item was basically about specifying the strategies that employees follow to deal with the English listening and speaking problems. Interestingly, a total agreement was expressed; all those interviewed shared the view that they employ some strategies as a tool to enhance comprehension and to facilitate the effectiveness of communication with guests. When asking them about the way they deal with the problems they face, the following set of strategies was provided:

- Asking for repetition;
- Backchannels;
- Reformulation (paraphrasing);
- ➢ Minimal queries;
- Asking the help of colleagues;
- Listening to everyday conversation.

4.3.2.8. The Respondents' Perceptions of their Learning and Communication Needs

The majority of the respondents replied positively about their needs and they were ready to talk about their educational weaknesses. They stated that English did not receive an adequate importance during their learning and the subjects were too general. Consequently, they cannot use appropriate and correct English. They can express their thoughts neither correctly nor adequately. Not surprisingly, almost all employees appeared to believe that "A hotel receptionist should be well-informed in all these skills, and the lack of English proficiency in any skill can mean trouble at the workplace." It had also been explained that some employees cannot understand well what customers need as a result of weak listening. One respondent expressed his opinion: "It is difficult to give a clear-cut answer because the level of importance of each skill often varies from one employee to another; but in general I can say that the four skills are all very important." Consequently, some respondents asserted that additional education courses with an emphasis on spoken English will definitely enhance their English proficiency.

4.3.2.9. The Respondents' Perception about their Colleagues' Level Regarding their Mastery of English

The hotel receptionists are typically the first ones that foreign travelers have interactions with. In fact, good English communication not only helps facilitate the interaction, it also creates a good image of the Algerian workforce. One participant explained that:

> When the FO staff makes a clear explanation, the client will understand easily and satisfactorily which saves time for both, and this also makes a good impression on the foreigners regarding the Algerian hotel receptionists. In contrast, poor English communication could equally influence the image of the Algerian hotel receptionists and this would be unacceptable.

To say it differently, the answers provided by the hotel receptionists demonstrated their belief that they have the same level of English language except two employees who are seen as the best one in speaking English.

4.3.2.10. The Respondents' Perceptions about Translation

There is a general consensus among all the informants that the hotel is one of the key industries where translation is absolutely vital. Having the ability to communicate with foreign clients is a matter of huge importance which can provide the hotel with efficient results. The respondents indicated that translation should be used in documents such as menus, in-room directories, maps, rental information and safety instruction; all should be available in many different languages. On the other hand, two well-educated receptionists expressed their view regarding the danger of translation. They stated that translation can be extremely dangerous because translating words into another language is not simply about the literal definitions; there are cultural differences which can vastly alter the real meaning behind words, they went on, "it is also important to be able to understand cultural differences and translate accordingly" because some lexical items especially idiomatic connotations make sense in only one language and cannot be translated into another language. It was suggested that terminology and subject content can be integrated into the course with the other skills. Employing receptionists who understand such cultural differences can be crucial in attracting clients from overseas. Last but not least, all of them indicated that "having a staff that is multilingual is an advantage."

4.3.2.11. The Respondents' Perceptions about Culture

As a matter of fact, there was a heated debate among educationalists about integrating cultural content in ESP English courses. In this interview, the participants were asked if culture is important in their job or not. Seven respondents stated that culture is absolutely important in the hotel when dealing with foreigners so that they need to enrich their knowledge of the target culture. They stated that:

Cultural understanding in the hotel industry is crucial because hotels are places where there are people of multiple national, ethnic, and linguistic backgrounds; consequently, cultural understanding of different clients' nationalities is also considered one way to respect clients' identity.

Moreover, the respondents suggested some ways to achieve the goal and tackle cultural aspects:

- ✓ Learning the target culture;
- ✓ Practicing cultural projects;
- ✓ Increasing practical techniques and activities;
- ✓ Using useful materials to increase employees' cultural knowledge.

Moreover, among the respondents, one pointed out that culture has a central position in the hotel to reach communicative competence. He added both cultures are taken into account, i.e., Algerian culture and the foreign one, "*with my own experience, each employee has to equip herself/himself with international principles of communication which do not influence clients' unique cultures and still keep the Algerian identity.*" In this vein, the researcher asked him what he means and if he can demonstrate his answer through an example. He said, as an example, during the whole year, anyone can buy beer in the hotel whether he is a foreigner or an Algerian but in 'Ramadan month' they stopped buying beers to Algerian people. Further, another example is stated by another hotel receptionist, "number 4 is known to be an unlucky number for Chinese people because the sounds of this word are similar to one word which means 'death', so we avoid this number when dealing with Chinese people."

4.3.2.12. The Respondents' Perceptions of Grammar

From the overall results obtained, it was noted that grammar is significant for a wide range of activities. However, two employees stated that grammar is useless and they do not need it at all. The rest of employees admitted that grammar should not be taken for granted as they cannot write meaningful sentences or utter correct sentences without grammar. They added: *"we should understand the logical relationship between sentences and therefore improving the acquisition of the four skills"*.

4.3.2.13. The Respondents' Perception about the Competency Required

With regard to the required competency, the employees were asked about the kind of English language competency that is needed at the workplace. In fact, a noticeable split of answers was remarked because their points of view were various, but in order to report them, the investigator tried to look for the common point among them. Most of the employees' answers (5) turned around the idea that both specific and general competencies are required to perform the job effectively. In almost all situations, they focus on the main points; moving from the general to the specific. Three respondents pointed out that only a specific competency is required because the English that is used in hotels is specific in its nature even though they use general English but a large number of words is specific. Only one respondent declared that a general competency is enough. She justified her point of view by stating that their dealing with clients is limited.

4.3.2.14. Education Subjects Preferred

Interestingly, asked if they are provided with an opportunity to learn, which subjects of their education they will like to improve. The majority of receptionists viewed that the English language skills are important for doing well in their job. All the hotel receptionists indicated that they would like to ameliorate their English, particularly English speaking skills. It has been explained to the researcher that "we must learn to speak because most communication is through speaking".

In other words, many respondents believed that educated people think faster and more plainly and they admitted that they need to improve their spoken English. Further, they specified that they would like to be able to speak English using the correct tenses. One respondent explained in her own words that "*in any language, you cannot know how*

to write if you can't speak". Another one said "whenever I talked to foreigners, I got messed up in my head. So I spoke slowly" Only two workers stated that reading is the most important skill for them. Thus, they need more improvement through the use of dictionaries. In this sense, some interviewees agreed on the fact that "sometimes, it was hard to find the meaning of slang words, idioms, or difficult vocabularies, it would be helpful to have a specific dictionary."

4.3.2.15. The Respondents' Perception about the best way to learn English for their Job

The intent of this question is to identify the lens through which the interviewees see the useful way to learn English related to their job. All of them shared the same idea which is learning the language through practice. Videos, role play, conversations can be used to learn English that is needed in the hotel. Further, they highlighted a number of ways. Interviewees' answers were summarized in the following points:

- Making presentations;
- Imitating native speakers;
- Meeting with experienced hotel receptionists;
- Including more subject -specific topics related to tourism and hotels;
- Using pair and group work;
- Giving much more importance to the most needed skills in the hotel,
 i.e., listening and speaking;
- ➢ Using translation.

4.3.2.16. The Respondents' Perceptions about English Training Programmes

The respondents were asked first if the hotel provides them with English training courses. One of the most significant issues raised within the interviews was the lack of training available in the hotels; there was no specific training provided to employees in English communication. In fact, Sheraton hotel used to organize in-service training but it was stopped. For Meridien, each Thursday afternoon, the hotel manager has a meeting with the hotel receptionists where they are exposed to training not only in terms of languages but also about the system of the hotel. For Royal hotel, they recently started to provide their employees with English courses. The courses include English conversations

that deal with real situations in hotels between employees and guests. The majority of the hotel receptionists admitted that such courses are not well organized and not sufficient.

Talking about the issue of English training programmes, interviewees agreed on the fact that such programmes are important and it would be better if hotels offered new programs to ameliorate their education and knowledge. It is not surprising that most of the respondents expressed a great deal for self-improvement. All the males said that they will participate in any class even at night school (UFC). Some indicated that they "*really want to take English courses related to English for hotel receptionists. It would be great if the course started after the working time*". Other respondents stated that training during the work time would be the best solution to improve their skills.

On the other hand, females explained that they cannot attend night school as a result of their status. In this sense, preference for in-service training and correspondence courses had also been raised. Only one employee pointed out that she does not need training and that only housekeepers need training. Some respondents mentioned that before attending classes, employees should be first evaluated if they can attend additional courses. Many aspects must be taken into consideration such as age and performance at work. Thus, the initial evaluation must be done firmly.

All the participants are aware of the role of English in the hotel industry and they expressed a strong desire to be involved in an English training that would help them overcome or at least reduce some English language difficulties. They confessed that the previous training sessions are far from what they really need. In fact, it is composed of general English courses that are irrelevant to what they wish to accomplish. They also revealed that there is a great mismatch between what they need and the materials adopted in the preceding sessions. Further, it was stated that "*training can be expensive, but the benefits can outweigh the costs involved and lead to a hotel's survival and development*." The hotel can get the best results from a training program by targeting specific areas that need improvement. Interestingly, the investigator noticed that younger receptionists are highly motivated and wish to improve their English proficiency through training while older employees indicated that it is too late to do so; they expressed their doubt vis-à-vis the usefulness of training.

During the visits to the hotels, the researcher noticed the participants' low ability to communicate in English. Their limited knowledge in both specific and general English is a

serious obstacle to express their ideas fluently resulting in cutting the discussion. Besides, they had shown a full understanding of any discussion occurred during their work but they cannot express themselves successfully as they lack descriptive terms. In this respect, one employee pointed out that regional and international conferences can provide an important hub where hotel receptionists from different backgrounds and hotels in Algeria can share their experiences, knowledge and expertise with others in their profession. They can provide them with an opportunity to exercise their language skills naturally in a social and professional context in all languages: Arabic, English and French. In this way, their own skills and knowledge can be developed collaboratively.

4.3.2.17. The Respondents' Perception about the Suitable Time for the English Training Course

Different answers emerged in this question. For males, they said it does not matter. For females, they stated that the training must be done during the work at any time. Furthermore, some employees preferred these classes to be run once a week- in the morning rather than the afternoon. However, a very few number of employees felt that two-hours of teaching per-week was not enough, and were strongly in favour of increasing this to more than two hours per-week for learning EHI and offering continuity in these courses.

4.3.2.18. Their Perception about the Duration of the Training Course

As far as the period of training is concerned, they agreed that it should be at least lasted more than six months. Less than six month is not enough for them.

4.3.2.19. The Respondents' Opinion about the Trainer in the English Training Course

The interview also highlighted a significant debate revolving around native language and non-native language trainers. As it is indicated in the preceding answers, the bulk of informants acknowledged the implementation of in-service training in the hotel for effective communication. Being asked about the trainer, two participants selected Algerian trainers. Only one participant selected a native English trainer. Six employees chose both Algerian teachers and native English speakers. They said that since their level is too weak, i.e., the level is not sufficiently advanced and this will have a considerable impact upon trainees' comprehension so that trainees are likely to become frustrated and lose motivation to learn. Hence, they prefer Algerian ones to understand them easily and ask for clarification whenever possible. Once their level is improved, they can bring native trainers to be exposed to the target language as much as possible, which encourages them to think in the target language rather than formulating sentences in their native language. This idea was supported by Jenkins (2010) who assumed that using only English to present activities and explain problems tended to impede any comprehension among learners, particularly those of lower attainment. At the end, they called for considering some important aspects while choosing the trainers to ensure that trainees have understood instructions and explanations. These aspects will be discussed in the next chapter.

4.3.2.20. The Respondents' Perception about the Appropriate Materials for Effective Teaching of an EHI Course

Regarding the appropriate materials to enhance an EHI Course, the interview came up with a positive answer shared by the interviewees. In fact, the latter reviewed some important issues pertinent to the use of some materials in language learning. In fact, results revealed different types of materials. Interviewees mentioned the following ones:

- > Authentic materials,
- > On-line materials,
- \succ non-authentic materials,
- English for Specific Purposes textbooks,
- ➢ Newspapers,
- General English textbooks,
- Audio-visual materials.

4.3.2.21. The Respondents' Perception about the Appropriate Learning Methods and Activities for Improving their English Skills

Teaching methods are crucial elements that are associated with the success or failure of the ESP courses. In this respect, the majority of respondents demonstrated that there is a need to put emphasis on all the four skills together rather than separating them with respect to employees' different background and level. Therefore, the eclectic method seems to be the best method to ensure the quality of the training courses.

Moreover, findings indicated the importance of activities in ESP training as they are supposed to:

- enhance their learning strategies,
- ➤ acquire content-based knowledge,
- ➤ communicate effectively.

They suggested the following kinds of activities to be integrated in the training courses:

- ➢ Pair work
- ➢ Group work
- Language games
- ➢ Role-plays
- Dialogue practice
- Group discussion

4.3.2.22. The Respondents' Opinion about a Developed and Effective Training Course

As far as this question is concerned, some employees found it better if the hotel mangers first conduct a needs analysis about their present English language proficiency to establish whether they are familiar with their job or not. Tests such as: IELTS or TOEFL were proposed because they would help in saving time, money and also, more important, managing employees' expectations. They insisted on the idea that the managers should take this step before they start their job to afford clear information about their level. Moreover, the hotel receptionists suggested the following set of elements:

- Conducting needs analysis;
- Seek to meet the needs of employees;
- Creating good relationships;
- Giving much more importance to speaking and listening skills;
- Using translation to understand difficult words;
- Creating a relaxing atmosphere;
- ➢ Using interesting activities;
- ➢ Employing ICT;

- Using authentic materials;
- Treating the employees as adults;
- Encouraging pair and group work.

Comments on the Hotel Receptionists' Semi-Structured Interview: Major Results

The primary data sources for this study were nine interviews. The main rationale behind the inclusion of this semi-structured interview as another tool in this work was to gain deeper understanding and careful analysis about the needs and problems of the hotel receptionists about the situation from employees' angle. It is hoped that the findings will contribute to answering the first research question and provide some information for the third research question. In this vein and based on the results outlined before, some conclusions can be drawn. In fact, some of the hotel receptionists were not even able to answer the researcher's questions in English during the interview. This proves their needs and difficulties in the English language skills. Indeed, the majority of the hotel receptionists felt that they joined their current job with a limited and slight knowledge of English in terms of language skills, grammar, translation, culture and vocabulary. Consequently, they are facing a number of problems which include all the language communicative skills especially listening and speaking skills. A large number of respondents expressed their sorrow about their English proficiency level which they consider as an obstacle that prevents them from conducting their job appropriately.

In terms of the language used in the hotel, both Arabic and French are preferred by most of the participants, whilst a few seem to be more interested only in English. Such findings should draw the attention of language trainers and related bodies in equipping employees with the right language skills. Thus, in terms of the language used in the training courses, integrating both English and Arabic are preferred by most of the hotel receptionists. In fact, the data also revealed a range of attitudes and beliefs in relation to methods of enhancing their English language level, which seem to be divergent from one to another. Interestingly, there was a general consensus among all the informants that inservice training will enhance their English language abilities so that they can communicate well with foreign clients. Additionally, they were strongly in favour of increasing these courses to more than six months because less than six months is not enough for developing the needed skills and learning hotel English. They further suggested offering continuity in these courses. As far as the females are concerned, the training must be done during the work day at any time; for males it does not matter the time.

Moreover, the interviews revealed a number of results that shed light on the factors they can contribute to make the in-service training effective. For instance, the ESP courses should be more related to employees' level and needs. The results have also uncovered that there are a number of components for each skill which should be incorporated into the ESP syllabus, in which the participants would find them interesting and relevant. ESP trainers, for example, can focus on the training of language communication skills needed at the workplace, while integrating terminology, culture and sentence structures related to their field into the course. The trainer can select interesting subject-related material and topics from a variety of hotel books and authentic online materials, as well as in subjects related to tourism and hospitality language in order to ensure the relevance to what trainees need. This is due to the fact that dealing with foreign clients requires a good mastery of various skills.

In looking at the participants' responses, it is clear that a large number of the participants tended to be visual, as they expressed a desire to see diagrams, and to participate in practical activities. Authentic materials were also desired and welcomed by a considerable number of participants, which reflects the fact that their level is not sufficient to conduct their job. The hotel receptionists seemed to be more interested in being exposed to specific materials related to their job rather than general ones. This could be due to the fact that authentic materials would represent what employees are actually encountering in the real world, and encourages them to make the relevant connection between the use of language and the purpose of communication.

The use of technology, the ability to build good relationships with the trainees, the encouragement of pair and group work were highlighted as some of the key characteristics of a good training program. Some of these issues will be explored further in the hotel managers' interviews, by focusing attention on more details. Taking the aforementioned suggestions into account will surely have a positive influence on hotel receptionists' motivation to learn the language effectively.

4.3.3. Customers' Questionnaire Results

The second questionnaire was designed for hotel clients. It was distributed to forty (40) clients during the academic year (2017-2018). In fact, it took more than one year to be completed by forty clients. This section of data analysis is divided into three main parts: the first part deals with background information about the clients who stayed in the three hotels. The second part is designed to measure clients' satisfaction through their expectations as the two have great impact on whether service is a success or failure. The last part was about return to the hotel.

Section One: Clients' Profile

In this part, detailed information acquired from foreign customers are presented and discussed as follows:

| Demographic Characteristics | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Nationality | | |
| Italian | 6 | 15% |
| Japanese | 4 | 10% |
| British | 4 | 10% |
| Greek | 10 | 25% |
| Nigerian | 4 | 10% |
| US | 4 | 10% |
| Chinese | 8 | 20% |
| Total | 40 | 100% |
| Purpose of Travel | | |
| Tourist | 8 | 20% |
| Business | 28 | 70% |
| Visiting | 4 | 10% |
| friend/relatives | | |
| Total | 40 | 100% |
| Hotel selection | | |
| Yourself | 6 | 15% |
| Travel Agent | 8 | 20% |
| Internet | 26 | 65% |
| Total | 40% | 100% |

Table 4.10: Personal Data of the Clients

4.3.3.1. Clients' Nationalities

Among all of the population, there are several nationalities such as British, Italian, Nigerian and others. The biggest group is Greek composed of 10 persons. The second one is Chinese that are 20%. 15% are Italians being third. The rest are divided into 10% being Japanese, 10% are British; 10% are Nigerian and 10% are Americans.

4.3.3.2. Purpose of Travel

(70%) of the clients that came to Algeria mostly had the purpose of business. The other purposes such as tourism (20%), visiting friend/relatives (10%) is to a great extent small.

4.3.3.3. Hotel Selection

The customers that selected Royal, Meridian and Sheraton hotels through internet were 65%, through travel agent 20%, and by themselves 15%.

Furthermore, the hotel clients are divided into two categories: native speakers and non-native speakers of English as shown in the table.

| Nationality | Number of respondents | Percentage |
|-----------------------------|-----------------------|------------|
| English Native Speakers | 8 | 20% |
| Non-native English Speakers | 32 | 80% |
| Total | 40 | 100% |

Table 4.11. Native and Non-native English Speakers

Section Two: Clients' Satisfaction

Customer satisfaction and service quality have received much attention from practitioners and researchers. In measuring service quality and client satisfaction, it is important to understand the different issues involved in the service quality through identifying customers' expectations and perceptions (Benali Reguieg, 2012). Thus, the second questionnaire is formulated to evaluate the factors that influence the overall satisfaction of foreign clients in the hotel industry.

4.3.3.4. Customers' Expectation and Perception

This part presents clients' expectation and perception towards the communication service quality of the front office staff in three hotels in Oran. The service quality in this research consists of four main dimensions: communicative skills (listening and speaking), intercultural communication, hospitality language and speech act. The participants were asked about their expectation and perception towards the service quality of the hotel receptionists.

A. English Communicative Skills

From the previous results, it is obvious that the hotel receptionists greatly need to master listening and speaking skills as they are the most needed skills in the hotel industry. Thus, the part of communicative skills in this questionnaire will tackle listening and speaking skills in particular.

| The front desk can: | Clier | nts' Exj | pectation | Cli | ents' Sat | tisfaction |
|--------------------------------------|-------|----------|-----------|------|-----------|------------|
| | Μ | S.D | L | М | S.D | L |
| communicate with you in English. | 4.15 | ,580 | High | 2.65 | ,622 | Moderate |
| welcome and greet the tourists | 4.10 | ,441 | High | 3.80 | ,464 | High |
| politely. | | | | | | |
| speak fluently and confidently. | 4.20 | ,687 | High | 2.28 | ,452 | Low |
| listen carefully to the client and | 3.65 | ,483 | High | 2.78 | ,423 | Moderate |
| provide explanation. | | | | | | |
| The staff has the required skill to | 4.10 | ,778 | High | 4,15 | ,362 | High |
| perform service (for example, the | | | | | | |
| receptionist can explain clearly the | | | | | | |
| directions). | | | | | | |
| Understand their needs. | 3.25 | ,543 | Moderate | 2.68 | ,474 | Moderate |
| | | | | | | |
| Total score | 3.90 | ,459 | High | 3.05 | ,306 | Moderate |

Table 4.12. Clients' Expectations and Satisfaction towards Communicative Skills

As shown in the above table, the total average Mean of clients' expectations towards English communicative skills of the hotel receptionists is at a high level (3. 90). On the

other hand, their satisfaction towards English communicative skills is ranked at a moderate level (3.05).

As far as the English communicative skills are concerned, the clients expected that the front desk staff can speak fluently and confidently representing the high mean score (4. 20). Additionally, they have expected that the front desk office could communicate with them well in English (4. 15), welcome and greet them politely (4. 10) and that they have the required skill to perform service (for example, the receptionist can explain clearly about directions) (4. 10). They also expected a high level of service when they rated the receptionists' ability to listen carefully to the client and provide explanation (3. 65). However, a moderate level of service is expected concerning the understanding of clients' needs (3. 25).

It is noticeable that the front desk staff could not speak fluently and confidently. Their satisfaction is ranked at a low level (2. 28). Further, communicating with clients in English (2. 65) and listening carefully to the client and providing explanation were ranked at a moderate level (2. 78).

However, their perception met their expectation in terms of the following points which were all ranked at a high level:

- The hotel receptionists can welcome and greet the tourists politely.
- The hotel receptionists have the required skill to perform the service (for example, the receptionist can explain clearly the directions).

Also, their perception met their expectation in terms of the following point which was ranked at a moderate level: The hotel receptionists could understand customers' needs.

B. Hospitality Language

Table 4.13 shows that the total average mean of clients' expectations towards hospitality language of the hotel receptionists is 3.36 (moderate level). In fact, their overall expectation did not meet their satisfaction because their satisfaction (3, 51) exceeded their expectation. The standard deviation was 0, 56 which indicates that the participants' answers were almost similar. It was found out that the front desk staff could speak with clients by using appropriate formal expressions at a moderate level (3, 35). They also could use an appropriate tone of voice to indicate their understanding which

was ranked at a moderate level (3. 33). It was found out that the front desk staff could express their sincerity through polite and friendly manner at a high level (3. 85) which is the maximum score.

| Hospitality: The | Clie | nts' Expe | ctations | Clients' Satisfaction | | | |
|----------------------------|------|-----------|-----------|-----------------------|------|----------|--|
| receptionists can: | Μ | S.D | L | Μ | S.D | L | |
| speak with you by using an | 4.25 | ,630 | very high | 3.35 | ,483 | Moderate | |
| appropriately formal | | | | | | | |
| expressions | | | | | | | |
| use an appropriate tone of | 2.55 | ,552 | Low | 3.33 | ,572 | Moderate | |
| voice to indicate their | | | | | | | |
| understanding. | | | | | | | |
| express their sincerity | 3.30 | ,648 | moderate | 3.85 | ,483 | High | |
| through their polite and | | | | | | | |
| friendly manner. | | | | | | | |
| Total Score | 3.36 | ,420 | Moderate | 3.51 | ,564 | High | |

Table 4.13. Clients' Expectations and Satisfaction towards Hospitality Language

C. Intercultural Communication

As it is displayed in table 4.14, the total average mean of clients' perception towards intercultural communication of the front desk staff was at a high level (3. 72). The standard deviation was 0, 51.

| Intercultural Communication: The front | Clients' Expectations | | | Clients' Satisfaction | | | |
|---|-----------------------|------|----------|-----------------------|------|-----------|--|
| desk can: | М | S.D | L | Μ | S.D | L | |
| ask appropriate questions. | 2.80 | ,687 | Moderate | 2.63 | ,540 | Moderate | |
| make appropriate eye contact. | 3.75 | ,776 | High | 4.35 | ,483 | Very high | |
| use appropriate gestures. | 3.55 | ,677 | High | 4.18 | ,446 | High | |
| Total | 3.36 | ,412 | Moderate | 3.72 | ,515 | High | |

 Table 4.14. Customers' Expectations and Perceptions towards Intercultural

 Communication

It is important to point out that the total average means of clients' expectations towards intercultural communication of the hotel receptionists was ranked at a moderate level (3. 36). However, their satisfaction towards this dimension was ranked at a high level (3. 72), i.e., their satisfaction has exceeded their expectation.

As far as the intercultural communication is concerned, it was found out that the customers expected a high level (3. 75) of receptionists' making appropriate eye contact but their satisfaction has exceeded their expectation with a very high level (4.35). Also, they expected a high level in terms of the use of appropriate gestures (3. 55). This level met their expectation which was ranked at a high level too (4. 18). As for asking appropriate questions, they expected a moderate level (2. 80). Again, their satisfaction which was ranked at a moderate level (2. 63) met their expectation.

D. Speech-Acts

As shown on the below table, the overall mean score of perception was (3. 64), i.e., clients perceived a high level of service quality regarding the speech-acts performed by the hotel receptionists. Indeed, such level met their expectation which was rated at a high level as well (3. 51).

| Speech-acts: The front desk staff can | Clier | nts' Exp | ectations | Clients' Satisfaction | | | |
|--|-------|----------|-----------|-----------------------|------|------|--|
| utsk stall call | М | S.D | L | Μ | S.D | L | |
| greet clients appropriately. | 4.50 | ,506 | very high | 4.20 | ,564 | High | |
| ask appropriate questions. | 2.40 | ,744 | Low | 2.35 | ,580 | Low | |
| respond to my requests appropriately . | 2.60 | ,591 | Low | 4.18 | ,446 | High | |
| Respond complaints with diplomacy | 4.55 | ,504 | Very high | 3.83 | ,385 | High | |
| Total | 3.51 | ,380 | High | 3.64 | ,451 | High | |

Table 4.15. Customers' Expectations and Perceptions towards the used Speech-acts

It is important to point out that clients perceived a low level towards receptionists' asking appropriate questions (2. 35) and this met their level of expectation which was also ranked at a low level too (2.40). Further, they perceived a high level (3. 83) towards receptionists' responding to complaints with diplomacy though they expected a very high level (4.55). As for greeting appropriately, guests perceived a high level (4. 20) but they expected a very high level (4. 50). All in all, customers' perception was at a high level in the following speech-acts:

- greet me appropriately;
- respond to my requests appropriately;
- respond complaints with diplomacy.

E. Summary of Overall Clients' Expectation and Perception towards Service Quality

The following table summarises the overall mean of the expectation and satisfaction of clients towards the service quality provided by the hotel receptionists.

| Summary | Clients' Expectations | | Clients' Satisfaction | |
|------------------------------|-----------------------|----------|-----------------------|----------|
| | М | L | М | L |
| English Communicative Skills | 3.90 | High | 3.05 | Moderate |
| Hospitality Language | 3.36 | Moderate | 3.51 | High |
| Intercultural Communication | 3.36 | Moderate | 3.72 | High |
| Speech-acts | 3.51 | High | 3.64 | High |
| Overall mean score | 3.53 | High | 3.48 | High |

 Table 4.16. Summary of Clients' Expectations and Satisfaction towards Service

 Quality

In fact, the table shows that the overall mean score of expectation towards the four dimensions was at a high level (3. 53); their satisfaction was also at a high level (3.48). The results of clients' expectation demonstrated that English communicative skills was rated at high level (3.90), followed by speech-acts (3. 51), hospitality language and intercultural communication with the same level (3. 36).

Interestingly, the two dimensions that are highly perceived are intercultural communication (3.72) and speech-acts (3. 64) and such result exceeded their expectation at a moderate level for intercultural communication (3.36) and a high level in speech-acts (3. 51). It should be mentioned at this level that their expectation about English Communicative Skills was ranked at a high level (3. 90); however, their satisfaction was ranked at a moderate level (3. 05).

4.3.3.5. Gap between Customers' Expectations and Perceptions

As a matter of fact, customer satisfaction has been a subject to heated debates. Consequently, in the course of its development, a number of different competing theories based on various standards have been postulated for explaining customer satisfaction. The gap between clients' expectations and perceptions measures their satisfaction and discloses if they are satisfied in accordance with the four dimensions. Accordingly, disconfirmation theory¹ will be applied in this section.

A. English Communicative Skills

In terms of the communicative skills performed by the hotel receptionists, table 4.17 demonstrates that customers were dissatisfied with the communicative skills performed by the hotel receptionists.

The dissatisfaction appeared in the negative gap between their expectations and their perceptions. Their dissatisfaction was due to the following reasons:

- Speak fluently and confidently.
- Listen carefully to the client and provide explanation.
- ➤ Understand their needs.
- Communicate with you in English.
- ➤ Welcome and greet the tourists politely.

¹ This theory involves comparison of prior expectations with observed performance, i.e., the higher the expectation in the relation to actual performance, the greater the degree of disconfirmation and the lower the satisfaction. Further, clients' satisfaction is determined by the discrepancy between perceived performance and cognitive standards such as expectation and desires (Khalifa and Liu, 2002).

| Communication Skills: The front desk staff can: | C.E1 ² | C.P2 ³ | Gap |
|---|-------------------|-------------------|-------|
| 1- Communicate with you in English. | 4.15 | 2,65 | -1,5 |
| 2- Welcome and greet the tourists politely. | 4.10 | 3,80 | -0,3 |
| 3- Speak fluently and confidently. | 4.20 | 2,28 | -1,92 |
| 4- Listen carefully to the client and provide explanation. | 3.65 | 2,78 | -0,87 |
| 5- Have the required skill to perform service. | 4.10 | 4,15 | 0,05 |
| 6- Understand their needs. | 3.25 | 2,68 | -0,57 |
| Total Score | 3.90 | 3.05 | -0,85 |

Table 4.17. Clients' Satisfaction with Communicative Skills

B. Hospitality Language

The following table shows that the perceived performance was more than the expected performance with a discrepancy of (0.15) in terms of hospitality language.

| Hospitality: The receptionists can: | C.E1 | C.P2 | Gap |
|--|-------------|-------------|------|
| 1- speak with you by using an appropriately formal expressions | 4.25 | 3.35 | -0,9 |
| 2- Use an appropriate tone of voice to indicate their understanding | 2.55 | 3.33 | 0,78 |
| 3- Express their sincerity through their polite and friendly manner | 3.30 | 3.85 | 0,55 |
| Total Score | 3.36 | 3.51 | 0,15 |

Table 4.18. Clients' Satisfaction with Hospitality Skills

² C.E= Customer Expectation

³ C.P= Customer Perception

Thus, the hotel guests were satisfied with the hospitality language of the receptionists. However, it was obvious from the results that they were dissatisfied with the receptionists' speaking with them by using appropriate formal expressions (-0, 9).

C. Intercultural Communication

Table 4.19 shows that the perceived performance exceeded the expected performance resulting in customers' satisfaction with the intercultural communication of the front office staff (gap = 0.36). In fact, there was only one gap that exists in asking appropriate questions (-0, 17).

| Intercultural Communication: The front desk can: | C.E1 | C.P2 | Gap |
|--|------|-------------|-------|
| 1. Ask appropriate questions | 2.80 | 2.63 | -0,17 |
| 2. make appropriate eye contact. | 3.75 | 4.35 | 0,6 |
| 3. use appropriate gestures. | 3.55 | 4.18 | 0,63 |
| Total | 3.36 | 3.72 | 0,36 |

 Table 4.19. Clients' Satisfaction with Intercultural Communication

D. Speech Acts

Again, the last table shows that the perceived performance was more than the expected performance with a discrepancy of 0.13. Thus, the hotel guests were satisfied with the speech acts of the hotel receptionists.

| Speech-acts: The front desk staff can | C.E1 | C.P2 | Gap |
|--|------|-------------|-------|
| 1- greet me appropriately. | 4.50 | 4.20 | -0,3 |
| 2- ask appropriate questions. | 2.40 | 2.35 | -0,05 |
| 3- respond to my requests appropriately. | 2.60 | 4.18 | 1,58 |
| 4- Respond complaints with diplomacy | 4.55 | 3.83 | -0,72 |
| Total Score | 3.51 | 3.64 | 0,13 |

Table 4.20. Clients' Satisfaction with Speech-acts

Section Three: Return to the Hotel

The last question was designed to ask whether or not the customers will return to the hotel next time and which aspects would motivate their choices to return back to the same hotel again. The participants agreed that professional attitudes and pleasing personalities are two of the most important qualities that the receptionists should possess to communicate effectively with their clients. They stated that the hotel receptionists should maintain a friendly disposition and always be willing to stop what they are doing to assist a guest in need. Further, their fast responses to problems are an indication to guests that customer care is at the heart of their job. It can be concluded that the hotel receptionists are the most important factor that determines clients' return to the hotel since they have to be ambassadors for the hotel.

Comments on Customers' Questionnaire: Major Results

In conclusion, the results showed that clients were satisfied with the service quality of the front office staff. Conversely, there was a negative gap between customers' expectations and perceptions at the level of speaking and listening performance. That is to say, the hotel guests were not satisfied with the communicative skills of the hotel receptionists. As a matter of fact, this dissatisfaction did not impair communication. All participants agreed that hospitality is the most important quality at the hotel reception desk and that it was the most important reason which might motivate their return to the hotel. These results are discussed, conclusions are drawn and recommendations are suggested in the next chapter.

4.3.4. Hotel Managers' Semi- Structured Interview Results

Hotel managers were interviewed as the final stage of the data collection. This semistructured interview was employed to validate the results of the questionnaires, i.e., it was used as a mean to test hotel receptionists' feedback about their needs and about the effectiveness of training programme as well. That is to say, it was mainly designed with the three following rationales in mind:

- \checkmark To cross-check the results of other tools;
- \checkmark To add data that would be missing;
- \checkmark To establish the validity of the results.

In fact, it was decided that this interview would be undertaken in order to compare hotel managers' perspectives with the hotel receptionist's perspectives on the qualities of a good hotel receptionist and an effective in-service training. In addition, it also offered the opportunity to explore some of the other issues that were not raised in the previous results.

The interview was divided into two main rubrics. The first part was dedicated to hotel managers' perception about the hotel receptionists. The second part, however, was devoted to hotel managers' opinions about the training programme and hotel receptionists' professional development. In what follows, the analysis of the interview is reported qualitatively.

<u>Question One:</u> Which of the English communicative skills do you think is important for the front office staff?

This question was mainly directed to investigate the relative importance of the four main English language skills (listening, speaking, reading and writing) to the hotel receptionists. Hence, the aim of question one is to figure out hotel managers' insights about the significance of some communicative skills that a hotel receptionist should acquire to perform the job appropriately. In fact, a number of aspects and functions were identified before answering the question. On the whole, the hotel managers were unanimous in regarding all the four skills as important to their prospective employees' work:

> Hotel receptionists have to listen and communicate effectively with their clients especially in face-to-face interaction. They also have to read e-mails, reports and requests, and understand what is required from them. The more fluent a hotel receptionist is in oral and written English, the more successful he or she is in his/her own profession, and therefore all the skills are very important. A poor command of English can cause big problems.

However, hotel managers went on to report that listening and speaking are the most needed skills because "*they have to talk and listen to the instructions and requests of the clients*." They explained that employees deal most often with guests' queries and requests for information about taxi, booking, restaurants, places, prices, directions, checking or confirming flight, changing or extending the room booking. Thus, participants, fundamentally, shared the same view, i.e., listening and speaking skills are the most important skills at the workplace to perform the tasks that are already mentioned. However, reading and writing skills are needed but they do not consider as a big problem for the FO staff due to the use of online advance booking and a computerised system of guest profiles which has simplified checking in and checking out procedures and reduced the person-to-person interaction between staff and guests in relation to these two skills. Knowing specific vocabulary related to the hospitality language is also ranked as an important skill that the receptionists should acquire.

<u>Question Two</u>: Which level of the English language listening, speaking, reading and writing enables a hotel receptionist to perform his/her job effectively?

This question provided opinions about the needed level of each skill for the front desk staff to do the job effectively. It is obvious that the managers stated that an excellent level of listening and speaking skills is needed in the hotel reception profession. Further, they went on "*it is their duty to speak concisely, clearly and completely to customers as listening and speaking skills represent a means to achieve success.*" they added: "*It would be ridiculous if an employee cannot make any fluent sentences.*" As for writing, having a good level is enough to respond to their emails while just a satisfactory level of reading is needed. Actually, none of them opted for the non-importance of listening and speaking skills at the workplace.

<u>Question Three</u>: According to you, what are the difficulties that hotel receptionists face during communication with clients?

Hospitality service is much concerned with communication and the quality of that service depends on the capacity of staff to perform a range of communicative functions. In fact, the hotel managers under investigation agreed on the following difficulties:

- ✓ Low level of English proficiency so that they encounter a set of problems at different levels: sentence structure, vocabulary, grammar, pronunciation, and so forth;
- ✓ Lack of appropriate terminology for their field.

Question Four: What skills the hotel receptionists need to have and need improvement?

The participants declared that both listening and speaking skills need improvement. Furthermore, hospitality language is extremely important at the front office desk and the use of specific vocabulary is of great significance to be more effective during

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communication. In this sense, one respondent declared that: "using special English made the hotel receptionists more professional and helps create a good impression with foreigners." The interviewees commonly agreed on the following points:

- ✓ Flexibility to deal with different clients in different situations;
- \checkmark Having a training in the area of their main needs;
- ✓ Being familiar with the use of the ICT as a tool to facilitate different processes at the workplace;
- \checkmark Having a considerable command of the target language;
- ✓ Acquiring a specialized knowledge of the field they are working within which may help them to communicate effectively.

<u>Ouestion Five:</u> How would you describe the hotel receptionists' English proficiency level in your hotel?

In this question, the hotel managers expressed their disappointment concerning the English proficiency level of hotel receptionists. In fact, a small number of employees can speak this international language fluently. The rest of employees suffer when things come to the English language. Consequently, they stressed the need for competent employees and for in-service training for those who need improvement especially in listening and speaking skills. Again, the role of listening and speaking skill comes to the surface.

<u>Question Six</u>: How would you describe an effective hotel receptionist and which qualities encourage you to recruit a hotel receptionist?

One of the key findings from the study indicated that employees within the hotel need to have different skills. The hotel managers in their turn, from their perspective, expressed their agreement regarding the qualities of a good hotel receptionist in many terms. Their answers revealed that an effective hotel receptionist is the one who:

- ✓ Is able to analyze his/her clients' needs;
- ✓ Listen to them carefully and understand them;
- ✓ Can use appropriate tone of voice;
- \checkmark Is seeking to stay up-dated and tries to be very active;
- ✓ Defines the problem concerning clients' complaint;

 Being reflexive is the most important element a receptionist should take into consideration.

One manager added that a good receptionist is the one who should remain up-to-date with current trends and paradigms within tourism and hospitality practice and seek out resources that can help him/her to develop English communication and knowledge. Furthermore, they may enroll in training courses and attend conferences for improving their level in listening and speaking in addition to learning new skills. In other words, good hotel receptionists are those who seek out strategies for self-improvement in every way possible.

Question Seven: Is training important for the hotel receptionists?

The hotel managers were asked about the significance and availability of training for the hotel receptionists working in the hotels. Similarly, the previous thought about training appeared to have support from the hotel managers, who also expressed a preference for both pre-service and in-service training. It is worthwhile to say that the focus on training programs is of paramount importance in any hotel. Both of hotel managers agreed on one point that training is crucial for employees. There are some hotel training courses that would be useful to be introduced into the hotel industry. Thus, specific courses tailored to ESP would be useful for employees. As a matter of fact, the hotel managers were aware of the utility of providing on-going training opportunities for their staff. Interestingly, one manager used to teach employees some courses but the time was not enough for him due to his position in the hotel.

Question Eight: How to conduct such training?

To design training courses for the front office staff, we need first to assess their needs. The assessment involves:

- Observing employees performing their duties;
- Interviewing them;
- Studying routine reports and or performance reviews;
- ➢ Identifying performance problems.

One manager went on to say that the second step is to define the teaching objectives of the training program. In this regard, employees' experience and educational level, the time and resources available for training must be all taken into account. Further, activities and methods can include:

- ➢ Lecture discussion,
- ➢ Group-exercise,
- ➢ Simulation games,
- ➢ Role playing,
- > Brainstorming.

Within this question, the investigator also sought to discover the types of methods and teaching strategies favoured within this field. As far as the methods are concerned, there was a general preference for communicative learner-centred methods because they enable the trainees to use the language consistently and to become comfortable with speaking in English in different practical contexts. However, one manager acknowledged that this method was sometimes more difficult to apply with trainees who did not already have a certain level of proficiency in the target language. Hence, other methods might be employed for those trainees who were in the early stages of learning English. The manager advocated for a more relative approach, whereby different methods might be selected in order to adapt to the trainees' needs and abilities.

> I believe that no teaching method is enough in itself. It all depends on the employee's level and ability and then on the type of the course to be delivered and the context of teaching. For example, with beginners, it will be difficult to use the indirect inductive approach to language teaching (task-based learning activities for example) as trainees find it difficult to discover the rules. However, with more advanced trainees, they might find it boring to follow the teachers delivering a grammatical rule explicitly (directly) through the Grammar Translation Method.

He added the trainer needs to be flexible in selecting the most appropriate teaching method based on the context, trainees' levels and needs. Another manager stated that: "all methods can be effective for the trainees except the grammar translation method and the audio-lingual method because they are considered as the least effective methods due to the fact that they result in learning aspects of the language out of context." Overall, training courses can involve both critical thinking and rote learning.

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One of the areas highlighted by the participants was the need for training in the area of ICTs and the use of different technologies within the training course. Actually, trainers need to be well-resourced. Resources may range from simple tools such as a pen and a paper, through to smart technology such as interactive whiteboards, computers that can be employed to support lessons. The hotel managers highlighted technology and equipment that would ideally be effective to all trainees within the training courses, including computers, textbooks, data projectors and other audio-visual tools. Thus, different technologies can be incorporated in the training courses.

At the end, the trainer should evaluate the employees' performance during the course as well as at its conclusion. In this light, one manager stated that the trainer must evaluate and assess his/her trainees. It was cited that the employees' evaluation and their feedback throughout the semester is the principal way in which trainers' competencies were also evaluated; it can be done through surveys. In other words, it appeared that the trainers also can use employees' performance as a metric for understanding the quality of the training courses.

Question Nine: how can hotel receptionists be motivated to improve their level?

The hotel managers were asked about the strategies that can be used to motivate and incentivise the hotel receptionists. The participants considered that maintaining employees' contract with a high salary was sufficient to ensure that they remained motivated to continually improve their performance. In fact, a good salary is likely to have beneficial effects for their motivation and morale within the hotel, in addition to improving performance and producing more engaged employees.

Question Ten: Do you have any other suggestions for a better service quality of the hotel receptionists and what will you suggest for new employees who will work in your hotel? Would you like to comment or add anything? You are very welcome.

Surprisingly, when the hotel managers are invited to add information or comments related to this issue, it was stated that the hotel should offer opportunities for the professional development of employees on one hand. On the other hand, the hotel receptionists should use a wide range of strategies to prevent and resolve the problem of understanding and therefore enhancing comprehension and facilitating the effectiveness of

communication. Moreover, they declared that training alone is not sufficient to change employees' overall performance because they prefer to learn in different ways. For this reason, training courses should be complemented by continuing education, active involvement, supportive supervision and adequate motivational incentives. Such factors encourage employees to maintain changes. Self-reflection is also needed because reflecting on one's own professional practices can bring about greater levels of self-awareness, and therefore improving the understanding of an employee own abilities. Self-reflection, in this study, requires the hotel receptionists to critically assess their own practice, identify weaknesses and strengths and figure out areas for improvement. This can be done through self-observation, which the employee records his/her activities, or personal responses to events and then critically evaluate himself/herself to develop their own strategies and goals for improvement.

Comments on the Hotel Managers' Semi- Structured Interview: Major Results

The hotel managers perceived that English is a vital vehicle of communication and that proficiency in English is greatly required for the hotel receptionists at the workplace to deal with the challenges they may face when dealing with foreigners; it is no longer an option. However, employees are not proficient enough in English. According to them, the main reason behind their insufficient command of English was lack of its practice in their daily life. In this respect, employees should be exposed to in-service training on English because the employees who participated in this study came from a variety of educational backgrounds and had different levels of qualification in relation to EHI. Thus, the results highlighted a significant debate revolving around the implementation of an in-service training within the hotel.

Since employees have different educational levels and styles, training courses should offer a variety of opportunities for trainees, i.e., the implementation of different techniques, activities and methods instead of using only one single approach is important for better learning. Both managers put emphasis on using the eclectic approach because it is the key to ESP teaching and learning. Moreover, it was suggested that needs analysis and identification plays a significant role in any ESP context, trainers should master the systematic way of how needs should be analysed and what elicitation techniques are more useful.

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Great emphasis was put on the integration of technology in the training courses. Furthermore, the results demonstrated that using a wide range of technological aids can have particularly beneficial effects upon employees' engagement. Also, they can offer them the ability to listen and interact in authentic situations within the target language, and reinforce core lessons and information

Overall, based on the evidence above and comparing the results from both the questionnaires and interviews, it has been found that it is a key recommendation that the hotel receptionists should undertake some kind of in-service training, which may impact heavily upon the quality, and can constrain employees' ability to communicate in an effective way with foreign clients.

4.4. Discussion of the Main Findings

At this juncture of the chapter, it can be said that the analysis and interpretation of the data gathered trough the different research instruments enabled the researcher to check the validity of the hypotheses set at the beginning of the present study.

The initial question in this case study sought to figure out the present needs and problems of the hotel receptionists. As it was previously mentioned, the hotel receptionists' questionnaire was used as the most important tool to highlight their needs and problems. This questionnaire enabled the investigator to get valid information about the situation of the target population. Through the use of this instrument, she could detect employees' needs and problems. The researcher could also get an idea about the main reasons behind the employees' failure in English communication. In other words, the present situation analysis revealed a number of areas in which the employees differ from each other in terms of language abilities and learning skills.

The four sections of hotel receptionists' questionnaire showed that the majority of informants under investigation are motivated by the research topic, which demonstrated that they are aware of the significance of the English language. The main aims of this questionnaire are to identify and analyse the target needs; and to discuss some parameters related to their work such as the educational background, duration of work; language skills, their difficulties; and their English level as well.

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The most interesting results from the hotel receptionists' questionnaire revealed that employees, in general, are different in terms of language learning experience. They are regrouped into five educational categories with different specialties. This can explain the mismatch between school learning and skills required by the workplace. The nature of these problems relates not just to the research requirements of the Algerian system but also to the many rules surrounding the system of higher education in Algeria. Further, such gap in the Algerian educational system is the reason behind their current level of English proficiency and their different needs, i.e., the majority of them studied a certain specialty which has no relation with their current work. Additionally, it is interesting for the researcher to find out employees who graduated from vocational schools; however, they do not have a baccalaureate diploma, i.e. they studied English only in middle school and one or two years later on in the secondary school. Only one hotel receptionist has a licence degree and has graduated from a vocational school. There are other employees who studied French, English and translation under several specialties but no one has been exposed to Language for Specific Purposes. The results revealed that the hotel receptionists need all English language skills along with grammar and vocabulary. However, listening and speaking skills are the most needed and problematic skills.

To further investigate and understand the hotel receptionists' needs, problems and propose a solution, a semi-structured interview was conducted to unveil other needs and problems that employees may encounter. From the previous extracts, the common theme shared by the hotel receptionists is that English is absolutely needed to perform their job effectively. Indeed, listening and speaking are the most required skills in the hotel followed by reading, writing, vocabulary and grammar. This clearly accounts for hotel receptionists' dissatisfaction with their level in English language communicative skills. They agreed upon one idea which was that the language courses and the instructional materials offered to them before joining the job did not match their actual needs. In this sense, employees need to take this issue into account and develop practical English. The results of the interview confirmed the results of the first questionnaire that the hotel receptionists greatly need English language skills. Additionally, the findings demonstrated that employees also need translation and culture in their job along with the language skills being mentioned in the results of the questionnaire. Moreover, the needs of the hotel receptionists are related to the fact that they are not well prepared to meet the current needs in their job. The majority of participants in the study remarked upon this, and expressed a wish for language training courses, and the provision of conferences, lectures and seminars related to their field. Hence, they welcomed the idea of being involved in in-service training. Accordingly, the first hypothesis, which stipulates that the hotel receptionists seem to come across different kinds of needs and problems while using English, is infirmed.

From the overall results of the interview, it is obvious that English did not receive an adequate importance during the journey of the participants. This could be a strong reason behind their English weaknesses. It has been mentioned that English was not as important in their studies as other modules and it was general so that a little importance has been given to specific English. Furthermore, all participants confirmed that they feel confident to use the French language and feel disappointed to use English. Consequently, they use English only when being obliged to deal with clients who do not master any other language just English. Such results confirmed the second hypothesis of the study which states that hotel receptionists are not well prepared and qualified in terms of their English language ability to meet their current communication needs.

As far as the clients' questionnaire is concerned, it yielded very interesting results, in the sense that they helped in confirming the previous results. In fact, the second questionnaire which was addressed to the hotel clients revealed that clients are satisfied with the service quality being provided in the hotel. However, there was a negative gap in terms of communicative skills. Such result definitely confirmed the second hypothesis.

The last question sought, however, to confirm the fact that in- service training is essential in providing the hotel receptionists with the right skills for their present and future jobs to reach international standards. As a matter of fact, the hotel managers affirmed that Algeria, during this period, is moving towards a global system business imposed by the multinational companies which uses English as a tool for communication. Consequently, the future certificated students have to continue learning English after the secondary school, focusing on specific terminology related to different fields. Furthermore, this part asked the hotel managers for further suggestions to help the hotel receptionists to overcome difficulties when using the English language. They stated that employees do require more guidance in terms of all the English language communicative skills as they continue their occupational journey. Then, it is worth remembering that the hotel receptionists should take into consideration their clients' differences and their needs, i.e., to better understand their clients, they need to draw a profile about clients which will help them better cope with the requirements of the target situations. Besides, analysing employees' needs may help the trainers to provide them with courses with content which is familiar to their needs, design tasks that can be encountered in their job, provide opportunities for the hotel receptionists to communicate during the course with their colleagues under the trainer supervision and so forth. They declared that it is of paramount importance to create opportunities for the hotel receptionists to perform different tasks where trainers note strength, as well as, weaknesses of their trainees. Accordingly, this may help them later to evaluate and assess their trainees' proficiency level first, then the training methods besides the content they are providing for the employees.

All the aforementioned identified issues relying on both the hotel receptionists and the hotel managers informing the present research say a lot about the need for in-service training and other ways or other materials that have the potential to bypass the barriers employees face in their current job. Accordingly, the results of the interviews have confirmed the third hypothesis that was built at the beginning of the research which states that in- service training is essential in providing the front office staff with the right skills for their present and future jobs to reach international standards. It was declared that such opportunity for professional development will have highly positive effects on employees' motivation, self-appraisal and performance.

4.5. Conclusion

In this practical current chapter, the researcher has attempted to analyse, present and discuss the findings of the main data gathered through different tools. It endeavoured to answer the already established research questions and test the hypotheses. Keeping the above mentioned criteria resulted from the research done, the results have revealed that all the respondents are extremely aware of the vital importance of English language in their daily job. Moreover, listening and speaking skills are found to be the most frequently used and the most needed and problematic English skills in the hotel. Based on the main findings of this chapter, it could be possible to draw conclusions, as well as propose some hopefully beneficial recommendations. Thus, the last chapter will attempt to propose a number of recommendations and suggestions to cope with the needs of the hotel receptionists.

Chapter Five

Suggested Implications and Practical Recommendation

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5.1. Introduction

The previous chapter has concentrated on analysing and interpreting the data collected about the hotel receptionists' needs and problems. The results obtained have revealed the existence of a high motivation to acquire English; however, considerable language deficiencies are also noticed. Taking into consideration the fact that the results of this study are the starting point for more advanced investigations in the field of ESP in the Algerian context, the researcher will try in the last chapter to present some useful suggestions and recommendations for further studies which may help the hotel receptionists either to overcome or at least reduce the set of obstacles that prevent them from effective communication.

5.2. Important Considerations for ESP Instruction for Hotel Receptionists

In this study, it was found that the majority of hotel receptionists have various needs especially in terms of listening and speaking skills starting from their lack of listening to telephone conversations effectively to their non-ability to form complete meaningful sentences, i.e., they lack linguistic and strategic competence. Although English is of paramount importance for the hotel receptionists to fulfill their tasks, it is still not treated as an important success factor. Further, teaching listening and speaking skills is one of the most difficult tasks for any ESP teacher because successful listening and speaking skills are acquired over time and with lot of practice. For these reasons, the researcher suggests in the present section to review separately the place of listening and speaking skills as the most important skills needed in the hotel. The instruction, in general, involves in orientation to specifically listening and speaking English skills development to carry out specific workplace tasks and purposes. This could be done by reconsidering strategies, tasks, and activities to be employed as an integrated procedure prior to any ESP instruction especially in the hotel industry for the sake of improving these skills to handle customers' expectations.

5.2.1. Recommendations for Developing Listening Skill in ESP

For Miller (2003), more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading, and only nine percent on writing. Obviously, listening skill is one of the most important constituents necessary for successful learning of English for Specific Purposes and in the hotel industry

in particular. According to Vandergrift (2004), listening has gained much attention both in research and in language pedagogy as it has changed its role from a passive activity which deserved less class time to an active process through which language acquisition takes place. In line with that opinion, Rost (2002) mentions that listening is now widely accepted as an essential skill that enables language acquisition to take place both in mother tongue and in a second or a foreign language. He notes that listening is essential to language development. Yet, it has been very challenging for L2 and ESP learners to learn. Listening continues to pose a challenge to many students and workers. To help them to become skillful listeners, factors and areas contributing to learners' listening difficulties include:

- Coping with inadequate general English language proficiency which causes difficulties in understanding and remembering information during lectures;
- Participating in more interactive forms of oral interaction during lessons and responding to questions in class;
- Recognising the functions of nonverbal cues (facial expressions and gestures in authentic lectures which are lacking in written text or scripted lectures. (Huang and Finn, 2009)
- Recognising syntactic, phonological or nonverbal clues that signal the end of turns: (Dudley-Evans and St John, 1998).
- Coping with anxiety when required to participate actively in class. (Arnold, 2000)

Moreover, Hartley and Bruckman (2002) demonstrate that effective listening involves two specific steps:

- To develop the ability to recognize and deal with barriers that prevent listening with full attention.
- To develop and use behaviors which help you to listen. Such behaviors can also serve to let the other person know that you are giving them your full attention.

It is important to recognise the barriers and work to deal with them effectively through developing awareness to have more control over them. Some specific and more helpful listening keys can be adopted as Hartley and Bruckman (2002) suggest:

Stop talking and listen openly to the other person.

- > Delay evaluation of what you have heard until you fully understand it.
- > Try not to be defensive and try to relax.
- Be receptive to the other person and demonstrate that you are prepared to listen and accept what they are saying.
- Maintain attention and respond through your own facial expressions or body gestures such as a nod or a smile without interrupting the other person.

It is difficult for the hotel receptionists to identify the different voices and cope with frequent overlaps because natural speech is hard to grade. Consequently, they need to clarify the comprehension processes of listening. In order to achieve this aim, they have to take into account the skills that are used by the effective listener. Several micro-skills are needed in order to develop the listening skill. In this respect, Richards (1983) lists the following micro-skills that include the ability to:

- Identify the purpose and scope of monologue;
- Identify the topic of lecture and follow topic development;
- Recognise the role of discourse markers;
- Recognise key lexical items related to subject/topic;
- Deduce meanings of words from context;
- Recognise function of intonation to signal information structure (for example, pitch and volume).

In the previous chapter, it was found that listening is by all means a challenging task in English for the hotel receptionists especially for those with low proficiency levels in English because listening involves not only understanding speech but also responding appropriately and verbally to the guests coming from different countries especially in faceto-face conversations. Further, spoken language is totally different from the written language as it is not all the time well organised. It may contain incomplete sentences, single words and produced at a different speed and in various accents. Thus, the listener cannot ask for repetition more than one time instead he/she should learn more about intonation, facial expression, gestures and facial expression of the speaker as well as on the context of interaction to get a better comprehension of the spoken language.

Another considerable issue to be commented on is that there are two kinds of processes involved in understanding spoken discourse: bottom-up and top-down processes. The former refers to using linguistic knowledge as the basis for understanding the meaning

of a message beginning with sounds to words to grammatical relationships to lexical meaning. On the other hand, top-down is to go from whole to part, and focused on understanding the whole meaning instead of recognition of sounds, words and sentences. In this light, the majority of ESP practitioners tend to prefer top-down activities to bottom-up ones because understanding the topic will greatly help the listener figure out new and difficult vocabulary in addition to grammar structures it may contain. However, the hotel receptionists should know that both strategies are useful depending on the reasons for listening.

Listening skill is one of the least understood processes as the priority has been given to teaching reading, writing and speaking. Various steps must be taken into account by ESP trainers when designing an ESP listening lesson. For instance, pre-listening stage is concerned with preparing the learners for what they are going to hear through the prediction of the content of the listening text. This stage can include the following recommended pre-listening activities that may serve as a warm-up for listening: brainstorming, doing quizzes, discussions of questions and making predictions.

| Stages | Activities | Explanation |
|---------------|-------------------------|--|
| | Preparation activities | |
| | 1. discussion about the | a) to elicit something associated with the topic |
| | topic | b) to share and exchange ideas about the topica) word-star: ask students to predict the words and |
| | 2. Brainstorming | expressions likely to appear in the passage. Teacher writes them on the blackboard.b) expressing hypotheses about the content of the passage, based on previous knowledge, by writing |
| Pre-Listening | 3. Games | notes down a) for warming up relaxation b) for training in basic listening skills, e.g. miming words and expressions heard; minimal-pair distinction |
| | 4. Guiding questions | a) teacher asks/writes questions that help students exploit passages. |

Table 5.1. Pre-Listening Activities for a Listening Lesson (Adapted from Sura,2013)

Pedagogically, trainees should be exposed to a natural variety of speeches and accents. Hence, it is strongly recommended to expose them to the aural input to do some

tasks to facilitate comprehension such as comprehension questions and pronunciation practice. The second stage which is '*While-Listening Stage*' can consist of a variety of activities such as: filling the gaps with the right words (listening for specific information; matching/ ordering pictures; answering general questions; finding specific data (e.g., names, dates, countries, numbers); True-False statements, open questions and multiple choice questions.

| Stages | Activities | Explanation |
|------------------|---|---|
| | 1. Comparing | to compare passage with prediction in pre- listening |
| | 2. Obeying instructions | students are given instructions and show comprehension by physical movement, finishing a task, etc |
| | 3. Filling in gaps | e.g., students hear the utterances of only one of the participants and are asked to reconstruct those of the others |
| While-Listening | 4. Repetition | students are asked to repeat short phrases or complete utterances recorded |
| While Elistening | 5. Ticking off items | students listen to a list of words and tick off or categorize them as they hear them |
| | 6. Information transfer7. Paraphrase | maps, plans, grids, forms, lists, pictures, etc |
| | 8. Sequencing | students are asked to focus on certain sentences and paraphrase them |
| | 9. Information search | e.g., students are asked to give the right order for a series of pictures |
| | 10. Filling in blanks | students listen to a passage and take notes on the segments that answer a particular question |
| | 11. Matching | students are given the transcript of a passage with some words missing and must fill in the blanks while listening |
| | | e.g., students are asked to match items that have the same meaning as those they hear |

Table 5.2. While-Listening Activities for a Listening Lesson

Within this stage, trainees can work individually, in pairs or in groups according to the kind of the activity. After, they can be asked to check their answers through listening to the recording material for the second time. In this respect, they will check their knowledge and be able to answer more detailed questions and therefore get more confidence.

Moreover, the activities in this stage must fit the trainees' specific needs and proficiency level, instructional goal and listening purposes. In while-listening stage, five major distinctions should be recognised including:

- Attentive Listening: It means thinking and acting in ways that connect you with the speaker through providing short responses either verbally or non-verbally (through actions). In this stage, activities including: face to face interaction, listening to short chunks, interviews, personal stories and teacher-talk may be applied.
- Extensive Listening: Another way of providing large amounts of comprehensible input is through extensive listening. It includes all kinds of listening activities that allow learners to receive a lot of comprehensible input, improve their vocabulary, fluency, reading comprehension and general language proficiency, enhance learners' ability to cope with the speech rate and their bottom-up listening skills. As far as the activities in this stage are concerned, tasks must be chosen according to the proficiency level of listeners.
- Intensive Listening: listening intensively is important to teach learners grammar or vocabulary with the aim of decoding the input for the purpose of analysis. The lesson normally consists of three stages: pre-listening, listening and post-listening. Paraphrasing, filling gaps with missing words, replacing words, finding stress, remembering specific words and sequences are examples of activities that can be included in intensive listening.
- Selective Listening: One kind that is still used in foreign classrooms is what has been termed '*Selective Listening*', which as its name suggests, involves listening to selected parts of a text with a planned purpose in mind with the intention to gather specific information to perform a task. Listening to incomplete monologues, sound sequences, documentary, conversation cues and topic listening are some good selective listening practice.

• **Interactive Listening:** It is a very advanced stage of listening practice as it implies social interaction either in small groups or in pairs. Further, it involves both comprehension and production because it directly promotes speaking skill. The role of the listener is to understand through asking questions, providing feedback and supporting the speaker (Rost in Hamouda, 2013).

These five kinds of listening can be divided into two broad groups as it is mentioned in the first chapter:

- One-way listening: It is related to the reception of information. It comprises the first four types of listening (attentive, extensive, intensive and selective) in which the listener is alone faced with receiving audio information.
- Two-way listening: It is typically related to conversation in which the listener acts as a speaker and a listener in conversations, i.e., interactive listening.

| Stages | Activities | Explanation |
|-----------|--|---|
| After- | 1. Answering to show | e.g., multiple-choice or true/false questions |
| Listening | comprehension of messages | |
| | 2 . Problem solving | Students hear all the information relevant to a particular problem and then set themselves to solve it |
| | 3. Summarising | Students are given several possible summary- sentence and asked to say which of them fits a recorded text |
| | 4. Jigsaw listening | Different groups of students listen to different but connected passages, each of which supplies some part of what they need to know. Then they come together to exchange information in order to complete a story or perform a task |
| | 5. Writing as a follow-up to listening activities | e.g., letters, telegrams, postcards, messages, etc., related to passages |
| | 6. Speaking as follow-up to listening activities | e.g., debate, interview, discussion, role-play, dramatization, etc., associated with the passages heard |

| Table 5.3. After-Listening Activities f | for a Listening Lesson |
|---|------------------------|
|---|------------------------|

The final stage lies in listening and reading at the same time to the recoding material to check understanding and discussing language difficulties. Additionally, this stage is useful for checking comprehension and valuating the listening skill.

As for the post-listening activities, it can be devoted mainly for the development of productive skills (speaking and writing) through role plays, debates, writing a summary, report or a review. In fact, the activities are related to pre-listening activities.

As a matter of fact, different listening strategies can be employed to help employees in the hotel overcome their difficulties and enhance the quality of hotel English. For instance, extensive listening allows them to receive a lot of comprehensible listening input. Also, there are various English podcasts available on the internet that can offer exposure to listening activities, vocabulary and expressions used in real life situations for beginners, intermediate, upper intermediate and advanced levels. Examples of web sites include,

- https://learnenglishteens.britishcouncil.org/skills/listening
- https://learnenglish.britishcouncil.org/fr/listening https://agendaweb.org/listening-exercises

Importantly to mention here, the suitability of the listening materials, the techniques used in classroom teaching and the use of authentic materials must be taken into consideration. It is preferable that the trainer should design task-oriented activities to engage the learners' interest and help them learn listening skills subconsciously through the use of authentic materials according to the learners' level. Different kinds of input can be provided to trainees including: everyday conversation, CDs, lectures, announcements, storytelling, films, TV plays, English songs, internet and so on.

The internet, as an example, offers a variety of ways for language hotel receptionists to engage in communicative activities at any time and from anywhere, so long as a computer with Internet access is available. For advanced learners, listening activities include rewriting an audio segment in a more simplified language. Further, trainers can find visual aids or draw pictures and diagrams derived from real life situations associated with the hotel industry to help learners guess or imagine actively before listening. To do so, an interactive and communicative approach for teaching ESP listening comprehension as well as speaking skill should be maintained due to its crucial role in communication and language acquisition.

5.2.2. Recommendations for Developing Speaking Skills in ESP

In fact, the success of any hotel depends heavily on how to enhance employees' listening and speaking skills. Speaking is a productive skill which is definitely the most complex and difficult skill to master especially in the hotel because employees need to know host-guest transactional and informational exchanges in order to be able to perform their tasks effectively. Furthermore, they require to give instructions to customers, listen to instructions from managers and customers as well, talk about programs, plans and interesting places. Sometimes, they also need to describe menu and dishes to guests, describe places and famous buildings, to answer enquiries on hotel facilities and local establishments. Thus, it is highly recommended in the hotel industry to meet customers' expectations. To supply ESP non-native speakers of English with a working knowledge in the areas of speaking skills, it is necessary to find out what difficulties hotel receptionists have in developing English speaking skills. On this basis, different speaking activities, materials and strategies can be included in the syllabus.

Hotel receptionists should be exposed more on the language of both specific skills¹ and generic skills² and be encouraged to present thoughts and facts especially which include negotiation skills, participating in discussion, stating points of view and dealing with complaints orally. Telephone skills including the appropriate ways of answering telephone, taking messages, transferring calls, and knowing how to use the appropriate language as to sustain good relationship with the guests should also be included in the listening and speaking skills. Indeed, employees should plan and prepare in advance their talks, practice and rehearse, learn to cope with nerves, control their body language, pitch and speed of the speech because it is known that speaking is a high-risk activity which can make some employees worry about losing face.

¹ They are specialized field skills. They are particular to specific fields such as accounting and business development.

 $^{^2}$ Generic skills include skills such as communicating, problem-solving, , curiosity, patience, flexibility, purpose, persistence, resilience, courage and creating — that apply across all specific fields. They enable us to organize, adapt, and strategically apply our specific skills in new situations and circumstances.

As far as the classroom activities are concerned, trainers should include some successful activities to promote speaking such as spontaneous speaking. Additionally, giving short talks and delivering presentations are ready-made speeches prepared in advance and presented in the classroom. They can also provide trainees with opportunities to participate in pair and group work discussion on daily common or job-/industry-related topics. Hunter (2012) suggests '*Free Talk*' as a strategy to encourage communicative language use and therefore developing accuracy and fluency. This activity is based on choosing a topic of their own choice without the interference of the teacher. The role of the trainer is to observe the interactions and then stating the weaknesses and strengths of each employee to persuade them to improve the speaking skill.

There are a number of reasons which have been put forward by Baker and Westrup (2003: 5) in order to practice classroom speaking activities:

- they can reinforce the learning of new vocabulary, grammar or functional language;
- Speaking activities give students the opportunity to use the new language they are learning;
- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics.

In fact, role play is a way of getting trainees to speak in a positive atmosphere. It is an effective, flexible and motivating method which is highly used as an educational method in the hospitality education. Such activity has become increasingly common in management courses and it can be used to depict and imagine various real-life situations in different hotel contexts between hotel staff and customers in order to foster spontaneous oral exchanges, i.e., the activity aims at drawing the hotel receptionists' attention to situations they may experience in their job by playing the role of someone and using the language appropriate to this context such as reservation and telephone conversations between an employee and a guest.

Moreover, conversation is one of the most important forms of communicative activities which stimulates the trainees to speaking more frequently. It is based on performing dialogues between class members (an employee and a guest) with a minimum of interruption and supervision by the trainer. It provides learners the opportunity to practice their language cooperatively and inspire learners with lower proficiency levels to

enhance their language through an exchange of views for the sake of the communication process. On the other hand, discussion is a form of conversation that leads to the exchange of ideas and opinions so that learners can use the foreign language and talk about their experiences. In this way, their critical thinking will be developed by defending their opinions politely and justifying their answers.

Recently, Ergashevna (2017) elucidates that games are useful tools employed regularly in language teaching to increase learners' motivation, promote learners' interaction, improve their acquisition and therefore increasing their achievement. He adds that games like "The rest of the story", "The three COs" and others can be applied in ESP classes to promote students' speaking skills.

As it was deliberately discussed in the previous section, it is widely believed that a good command of the English language and a good mastery of listening and speaking skills enable the hotel receptionists in the workplace to perform their job effectively. Examples of web sites that both trainers and trainees can use including,

- https://premierskillsenglish.britishcouncil.org/skills/listen/podcasts/speaking-skillshotel
- https://www.english4hotels.com/
- https://www.bau.edu.jo/UserPortal/UserProfile/PostsAttach/90103_2062_1.pdf
- https://nyelvkonyvbolt.hu/uploads/files/TEACHERS_BOOKS/tourism5.pdf
- file:///C:/Users/user/Downloads/10.11648.j.ss.20180701.14.pdf

To reach fluency, pronunciation and using the appropriate intonations is crucial in the hotel. Employees need to know stress, which includes the difference between long and short vowels, difference between consonant and diphthong, stress and unstressed syllables and words. Further, job specific vocabulary must also be included. For example, the hotel receptionists should be exposed to ways of cutting raw food which include julienne, slice, chop, mince, and ways of cooking like blanch, sauté, grill, broil, bake, steam etc. Different activities can be employed to develop the speaking skill. An example of speaking activity is provided as illustrative below.

Within this activity, the learners can work either individually or with their peers (in pairs/groups) to activate their prior knowledge related to the topic of the hotel facilities through the use of pictures in addition to an open-ended discussion questions.

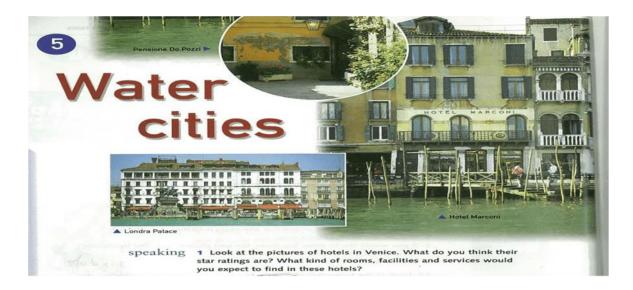


Figure 5.1. Speaking Activity (adapted from Dubicka and O'Keeffe, 2003: 30)

Once the discussion and brainstorming activity was done, follow-up activities (e.g. listening or reading) and language practice (e.g. vocabulary or grammar practised through listening, speaking, reading or writing) are provided. Actually, speaking practice can also be integrated into the reading, listening and vocabulary or grammar practice. Learners work in pairs to do the speaking activity building up the content frame for their conversation and acting out the conversation with their fellows. Another example of speaking activities is provided below:

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| | A You work in th | e exchange office of the questions of th | f a large hotel. Using e tourists who come | |
| datin in the | have. Go round | d the class, visiting of best rate. Act out | | |

Figure 5.2. Speaking Practice (Adapted from Harding, and Henderson, 1994: 73)

Below is a table in which a summary of activities that trainers can use with their trainees to practise the speaking skill.

| Skills | Activities (pair work, group-work or individual) |
|---|---|
| Sustain a conversation / exchange information | Role play / act out a conversation Asking-answering questions Responding to G's questions Providing information Dealing with G's problems |
| Participate in pair-work or group-work discussion | Discussion on common work-related topics (e.g. differences between business travellers and holidaymakers) |
| Make suggestions or give advice | Respond to G's questions and requests for advice (e.g. about shopping, safety, cultural customs) |
| Describe objects on common or work- related topics | Give descriptions of objects (e.g. hotels, places, traditional dish, gift |
| Give a presentation on common and work-related topics | Give a personal presentation on common and job-related topics (personal/job experiences, events, plans |

Table 5.4. Activities for Speaking Practice (Adapted from Van, 2015: 111)

For Blue and Harun (2003), hospitality in the hotel is a type of commercial business hospitality; that is why the hotel receptionists need to use a special language related to their professional context when dealing with foreign guests in addition to developing their skills and knowledge. Chances for practising the two most frequently used skills in the face-to-face interactions- listening and speaking skills – should be increased. Being able to perform their tasks will increase their job satisfaction which will therefore results in positive outcomes for the hotel. Speaking appropriately with guests is among their tasks as it is stated by Nunan (1991) "success is measured in terms of the ability to carry out a conversation in the target language."

5.3. Implications for Hotel English Teaching

As mentioned earlier, the NA process revealed that the hotel receptionists need to develop different skills. It was also noticed that they have to increase their learning time. In this sense, the researcher recommends a set of solutions to overcome these difficulties. Therefore, the role of the trainer should be readapted to the current situation, i.e., an ESP practitioner specialised in teaching English for hotels.

5.3.1. Considering ESP Teachers (Trainers)

Drawing evidence from a great number of ESP-related studies on professional disciplines such legal English, academic English, hotel English, medical English, the role of ESP teacher has been widely explored in the context of applied linguistics. ESP teachers are the starting point towards effective training whether pre-service or in-service to meet learners' various needs with different styles. Due to the fact that teachers are one of the significant resources in educational settings, one of the undisputed proposed solutions is to prepare skillful teachers to deal with different learners and various learning situations.

Unlike the traditional roles of the general language teachers, the role of teachers in any ESP context is considered as a challenging new task because they may find themselves dealing with content in an occupation or subject of study that they themselves have little or no prior knowledge of (Basturkmen, 2010). In this respect, ESP should be seen as a normal and acceptable challenge on one hand. On the other hand, ESP teachers need to be trained by ESP experts or to attend in-service training before and after being hired to understand as fully as possible the nature of the language teaching and learning processes in the field of ESP. Further, in the absence of competent ESP teachers who would possess both language skills and English for hotel expertise, collaborative approach is of a great value as it is stated by Dudley-Evans and St John (1998:16) "the fullest collaboration is where subject expert and a language teacher team- teach classes." Last but not least, local and international conferences can offer the opportunity for teachers from different universities to share and exchange ideas. In addition to in-service training, self-training is another useful tool for teacher development.

5.3.2. ESP Teachers' Qualifications and Roles

Who is the ESP teacher? Undoubtedly, a true ESP teacher is viewed as a keyparameter who must fill different roles in the teaching/learning process. ESP teachers' qualifications have often been regarded as one of the most important factors affecting the effectiveness of ESP as they are responsible for either the success or failure of the course. It is widely agreed among scholars that the work of ESP teachers involves much more than teaching. Since they are not specialists in the students' professional fields, they should

have a good amount of knowledge of their students' discipline, more experience, additional training, extra effort compared with being a teacher of GE. Pertaining to this, Chien and Kao (2008:120) point out that "an effective ESP teacher must possess a relevant background in the subject field, especially on some subjects totally different from English such as science and technology, so as to offer learners a successful and beneficial course" Otherwise, he/she will not be able to function effectively as a teacher.

It is worth mentioning that Dudley Evans and St. John (1998) prefer the term '*ESP Practitioner*' as this term seems to be more detailed and complete. According to them, ESP teachers are expected to perform five key roles:

- ➤ teacher
- course designer and materials provider
- ➢ collaborator
- ➢ researcher
- Evaluator

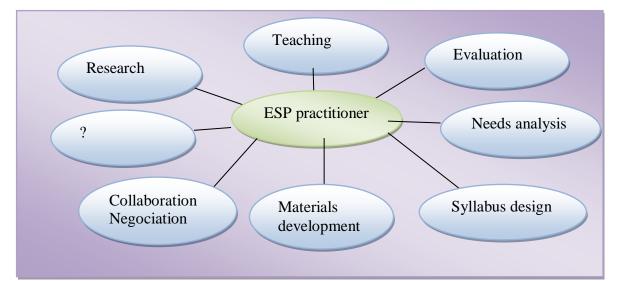


Figure 5.3. Role of ESP Teacher (Adapted from Dudley Evans and St. John, 1998)

As for the first teaching responsibility, the ESP trainer needs to be the transmitter of knowledge and at the same time the facilitator of the learning process by developing positive attitudes towards the employees' field of work. Further, ESP teachers should possess considerable flexibility to listen effectively to learners and to take some risks in their teaching. The language teacher should also act as an adviser in both language and discourse issues especially to students in non-English speaking countries who need to

publish articles in international journals. Moreover, he/she must focus on helping hotel receptionists to:

- \succ learn effectively;
- \blacktriangleright develop the required skills in the hotel;
- > enhance their language strategies and abilities for successful communication.

Speaking about the role of being a course designer and materials provider, the ESP teacher must first conduct the process of a needs analysis in order to identify the needs of a particular group, in this study, hotel receptionists. This process can provide him/her with more ideas if the course is General or specific and which approach is suitable to design the courses. The responsibility of the ESP teacher is to plan his/her course well according to his learners' needs.

As a result of the lack of really suitable published materials, Dudley Evans and John (1998) see that the ESP trainer as a course designer and materials provider should:

- select published materials related to the field of study or work;
- adapt the already existing materials based on learners' needs when published materials are unsuitable;
- writing his/her own teaching materials when his/her own materials lack the proper authenticity;
- assess the effectiveness of the teaching material used whether it is published or self produced.

Another noticeable role that ESP teachers play is a collaborator. According to Dudley-Evans and St. John (1998: 43), collaboration is a kind of cooperation and there are three kinds of cooperation: *cooperation, collaboration* and *team teaching*. Cooperation is the first simple phase in which the ESP teacher takes the initiative of asking and sharing ideas about the learners' subject course and tasks defining their target situation in order to design an appropriate program of study. Within the first stage, the ESP teacher may find out the subject syllabus or the tasks that learners have to carry out in a work or business situation.

Collaboration, on the other hand, implies a direct work on the part of both ESP practitioner and subject specialists for effective ESP programmes in preparing students for particular tasks or courses, that is to say, ESP teachers consult subject teachers about

different aspects and therefore working together to design appropriate syllabuses, selecting appropriate materials and effective teaching and learning activities. The third progressive stage, is that of team teaching, which implies that both ESP practitioner and subject teachers are together in the same ESP classroom where each teacher provides his/her own expertise in the field. In EOP and for hotel receptionists, team teaching may involve the language teacher and a business trainer working together to teach both the skills and the language related to business communication (Bojović, 2006). Collaborative and team teaching activities in ESP programmes are the most suitable way of instruction and the emergence of new knowledge according to the results of many studies conducted by many researchers (e.g., Flowerdew & Peacock, 2001; Hyland, 2002; Ghafournia & Sabet, 2014). The findings revealed that teaching English in many ESP settings is not an easy task. When working separately, neither English teachers nor subject teachers can perform the teaching task efficiently.

Moreover, the responsibility of the ESP teacher is not only restricted to teaching, but should extend to other fundamental roles including research. The term '*teacher*' researcher' has redefined the roles of teachers. This can be achieved by being in touch with research and being interested in various studies conducted on various aspects including, needs analysis, course design, materials development, genre and discourse analysis. Through research, ESP teachers would keep along with developments in the target language, design a course, ensure best practices, reduce instructional obstacles, and thus their linguistics and professional competences will be developed rapidly.

It is not surprising that there is also a widespread agreement in the literature that the ESP teacher is also an evaluator which is not a new role because evaluation is present in general classes and now it is also present in the case of ESP. To better cope with the requirements of the learners' needs and that of the target situation, various types of evaluation can be involved in ESP courses notably evaluating the students' achievement and progress, evaluating the ESP courses and the teaching materials and even assessing themselves through an on-going needs analysis. However, the most popular one is testing learners for the sake of evaluating the trainees' progress and teaching effectiveness.

There are a different range of tests which are possible ways the language teacher may be concerned with in his/her classroom for the sake of testing his/her learners:

- Placement test
- Diagnostic test
- Proficiency test
- Achievement test

In the ESP context, an extra kind of testing should take place, which is the evaluation of the ESP course and teaching materials as well. In fact, the evaluation is a must; ESP courses cannot satisfy all ESP learners because they are unique and often well-adjusted in comparison with general English courses which are well designed and improved by a group of methodologists. The evaluation process should take place during the course, at the end of the course and when the course has finished in order to figure out if the learners are able to make use of what they learnt and to find out what they were not prepared for.

In his part, Bell (2002) has implemented a model of '*three Cs*' concerning the features of ESP teachers and their performance. The model is presented in the following table:

| Features of ESP teachers | Performance |
|--------------------------|--|
| Curiosity | ESP teachers should be interested in the learners' field of |
| | study, trying to get as much knowledge as possible from |
| | their learners |
| Cooperation | ESP teachers should constantly consult with subject matter |
| | scientists |
| Confidence | ESP teachers' confidence will grow as they understand their |
| | role, learn more about the learners' field of study and work |
| | with specialists |

 Table 5.5. Three Cs Model of ESP Teacher Performance (Adapted from Bell, 2002)

Last but not least, when it comes to the responsibility of the ESP teacher, he/she should learn the ways in which the teaching skills can be adapted for the teaching of ESP based on his/her previous experience in teaching GE. Moreover, he is responsible for organising courses through setting the learning goals and then transforming them into an instructional program. As far as dealing with learners is concerned, ESP teachers need to be considerably flexible, good listeners to their learners, showing their interest in the

disciplines or professional activities the students/employees are involved in addition to being great risk- takers in the teaching process.

5.3.3. A Suggested Teacher Training Programme

The literature in the field of ESP conspicuously documents the significance of ESP teacher training. The researcher found it wise to suggest a brief teacher training programme since the area of tourism and hotels are neglected in Algeria on one hand. On the other hand, the focus of the current research is put on the hotel receptionists in particular and not on ESP trainers. In fact, like hotel receptionists, ESP trainers need to be trained by ESP experts or to attend in-service training workshops as it is mentioned previously in order to improve their own practice and teach the hotel receptionists in an effective way.

As far as the programme course is concerned, it is suggested to address ESP trainers who want to acquire and extend their knowledge and develop their language skills for teaching EHI. The programme is adapted from different teachers training programmes. Many units can be included. However, in this study, there will be only nine units. Each unit is then divided into a number of modules. Some of them are related to hospitality language and English for Hotel as a branch of ESP to provide EH trainers with basic knowledge about the hotel industry. Other modules intend to focus on ESP including needs analysis, approaches to ESP course and syllabus design, ESP materials, ESP evaluation and the role of ICT in ESP. Besides, each unit is provided with its modules, i.e., outlines of the course content in addition to a set of related references

For instance, the first unit reveals six main proposed modules including chiefly: making transition from GE to ESP, definition of tourism and its main divisions, introducing English for Hotel as a branch of EOP, the history of Hotel English, language and terms in the hotel context, charateristics of hotel and tourism learners. All in all, ESP trainers are invited to strengthen their knowledge and skills in the areas related to the teaching of English as a foreign language in a more interdisciplinary perspective. Topics such as: needs analysis make them familiar with the different approaches and methods of NA that they can adopt in the teaching process. The role then is to help trainees improve their level of English through evaluation and assessment.

| Unit One: Intro | oduction to English for Tourism and Hotel |
|-------------------------|---|
| Course Content | Making transition from GE to ESP Definition of tourism and its main divisions Introducing English for Hotel as a branch of EOP The history of Hotel English Language and terms in the hotel context Charateristics of hotel and tourism learners. |
| Suggested References | Basturkmen, H. (2006). Ideas and options in English for Specific Purposes. Mahwah, New Jersey: Lawrence Erlbaum Associates. Belcher, D., Johns, A. & Paltridge, B. (eds.) (2011). New directions in English for specific purposes research. Ann Arbor, MI: University of Michigan Press. Johns, A. (1991). 'English for specific purposes: Its history and contribution. In M. Celce-Murcia (ed.). Teaching English as a second or foreign language (pp.67-77). Jones, L (1998). English for people working in Travel and Tourism. Cambridge University Press. McDonough, J. (1984). E.S.P. in perspective. London: Collins ELT. Miriam, J. Strutt, P. (1997). English for International Tourism. Cambridge University Press. Stott, T. & Revell, R. (2004). Highly Recommended English for the Hotel and Catering Industry. Longman. |
| Unit Two | : Hospitality Background |
| Course Content | Definition of Hospitality Development of Hospitality Industry Interconnection between Hospitality, Language, and Tourism Recent Trends in Tourism and Hospitality Industry |
| Suggested References | Blue, G.M. & Harun, M. (2003). Hospitality Language as a Professional Skill. English for Specific Purposes. 22, 73-91. Ottenbacher, Michael, Robert Harrington, and H.G. Parsa. (2009). "Defining the Hospitality Discipline: A Discussion of Pedagogical and |

| | | Research Implications." Journal of Hospitality & Tourism Research, |
|------------|--------------|--|
| | | 33 (3), 263-83. |
| | | Binham, P., Lampola, R., and Murray, J. (1982). Hotel English: |
| | | Communicating with the International Travelers. New York: Pergamon |
| | | Press Ltd. |
| | ≻ | King, C.A. (1995). What is hospitality? International Journal of |
| | | Hospitality. |
| | ≻ | Revel, R. and Stott, C. (1982). Five Star English. Oxford: Oxford |
| | | University Press. |
| Unit Thre | ee: Th | e ESP Teacher Development |
| | ~ | Roles of ESP teacher: as a teacher, a course designer and materials |
| | | provider, a collaborator, a researcher, an Evaluator |
| | ≻ | Definition of the following concepts: Teacher Training, Teacher |
| | | Development and Teacher Education |
| | \succ | Issues in Teacher Training and Development |
| | ~ | Almagro, A. and Vallejro, M.C. (2002). 'A case study of collaboration |
| | | among the ESP, the content teacher, and the students'. Revista |
| Suggested | | Alicantina de Estudios Ingleses. 15, 7-21. |
| References | \succ | Bracaj, M. (2014). Teaching English for Specific Purposes and |
| | | Teacher Training. European Scientific Journal, 10(2), 40-49. |
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| | | Handbook of research on teacher education. New York: Macmillan |
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| | | |
| | | Teaching Forum, 38(1) 38. |
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| | | pandora's box of teacher beliefs. Annual Meeting of the Association of |
| | | Teacher Educators. St. Louis: MO. |
| | \checkmark | Chen, T. Y. (2000). Self-training for ESP through action research. |
| | | English for Specific Purposes, 19: 389–402. |
| | ≻ | Connelly, F. M., Clandinin, D. J. (1988). Teachers as curriculum |
| | | planners: Narratives of experiences. New York: Teacher College Press. |
| | \succ | Graves, K. (1996). Teachers as course developers. England: |

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|---|---|--|--|--|--|--|--|--|--|
| | Tudor, I. (1993). Teacher roles in the learner-centred classroom. | | | | | | | | |
| | English Language Teaching Journal, 47(1), 22-31. | | | | | | | | |
| | English Language Teaching Journal, 47(1), 22-51. | | | | | | | | |
| Unit Four: Needs Analysis in the Realm of ESP | | | | | | | | | |
| | Difference between Needs, lacks and wants | | | | | | | | |
| Course | Learning preferences and styles. | | | | | | | | |
| Content | Models and approaches to needs analysis and Identification | | | | | | | | |
| | Instrumentations in needs analysis. | | | | | | | | |
| | Examples of Needs Analysis | | | | | | | | |
| Suggested | ➢ Brindley, G. (1989) The role of needs analysis in adult ESL | | | | | | | | |
| | programme design. In Johnson, R. K. (ed.). The Second Language | | | | | | | | |
| References | Curriculum. Cambridge: Cambridge University Press, 63-78. | | | | | | | | |
| | ▶ Berwick, R. (1989) "Needs assessment in language programming: | | | | | | | | |
| | from theory to practice" In Johnson, R. K. The second language | | | | | | | | |
| | curriculum. Cambridge University Press. | | | | | | | | |
| | ➢ Richterich, R. Richterich, R. (1983). Case studies in identifying | | | | | | | | |
| | language needs. Pergamon Press. | | | | | | | | |
| | ➢ Hall, R. (2013) Needs Analysis for Language Course Design: a | | | | | | | | |
| | Holistic Approach to ESP. UK: Cambridge University Press. | | | | | | | | |
| | Long, M. H. (2005). Second Language Needs Analysis. Cambridge | | | | | | | | |
| | University Press. | | | | | | | | |
| Unit Five: ESP | Course design and Development | | | | | | | | |
| | Definitions of Course, Syllabus, ESP and ESP Course | | | | | | | | |
| Course | Syllabus Design. | | | | | | | | |
| Content | ➢ Features of ESP courses. | | | | | | | | |
| | > Types of syllabus | | | | | | | | |
| | > Approaches to ESP course and syllabus design. | | | | | | | | |
| | Elements in ESP Course Design | | | | | | | | |
| | Examples of a designed Syllabus | | | | | | | | |
|] | | | | | | | | | |

| Suggested References | Bloor, M. (1984). "Identifying the components of a language syllabus: a problem for designers of courses in ESP or communication studies". In ELT Documents 117. Common ground: shared interests in ESP and communication studies. Pergamon Press: The British Council. Basturkmen, H. (2010). Developing courses in English for specific purposes.Basingstoke: Palgrave Macmillan. Nation P. (2000). Designing and Improving a Language Course. "English Teaching Forum", 38(4). Nunan, D. (2001) Aspects of Task-Based Syllabus Design. The English Centre, University of Hong Kong. Wild, C. (1991). Syllabus design and coursebooks in the TESOL classroom. EA Journal, 9 (1). Feez, S. (1998). Text-Based Syllabus Design. Sydney: NationalCentre |
|-------------------------|---|
| | for English Language Teaching and Research, Macquarie University. |
| Unit Six: | ESP Teaching Materials |
| Course Content | Authenticity in ESP context Different kinds and Sources of authentic materials. Evaluating and adopting an authentic material to ESP contexts Creating your own materials. |
| | Design activities based on an authentic material |
| Suggested References | Amor, S. (2002). Authenticity and Authentication in Language Learning: distinctions, orientations, implications. Frankfurt am Main:Lang. |
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| | and D. Murphy (eds). Language Learning Tasks. Englewood Cliffs N.J.: Prentice Hall International. |
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| Unit Seven: ICT Integrated Language Teaching | | | | | | | |
|--|---|--|--|--|--|--|--|
| Course Content | Definition of ICT ICT in the field of ESP teaching and learning Advantages of ICT integrated learning. | | | | | | |
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| Unit Eigh | in Technology-based ESP Learning. Studies about languages. NO. 17 at: Assessment and Evaluation in ESP | | | | | | |
| Course Content | Difference between evaluation and assessment. Different Types of tests Evaluating the aims of a program or course and then its results Assessment of employees' achievements in ESP context and situations | | | | | | |
| Suggested References | Chamberlain, D. & Baumgardner, R., (1988). ESP in the Classroom: Practice and Evaluation. Oxford: Modern English Publications in association with the British Council. Chelimsky, E. & Shadish, W., (1997). Evaluation for the 21st Century: A Handbook. California: SAGE, 477-500. Douglas, D. (2000). Assessing Languages for Specific Purposes. Cambridge: Cambridge University Press. | | | | | | |

 Table 5.6. A Suggested Teacher Training Program for Hotel English

ESP trainers should be well-trained to develop their English language communicative skills in this sub-field of EOP. Indeed, they need to undertake training courses in those aspects related to ESP and hospitality language to meet their trainees' needs and interests (the hotel receptionists). Besides, they need to develop their English vocabulary that is related to the hotel industry. Finally, ESP trainers should have background knowledge of what hotel English is, what ESP means, what their trainees need in order to design appropriate ESP courses that help them, later on, they should go deeper in more specific areas and further practice the knowledge they have acquired at this level.

5.4. In-Service Training for Hotel Receptionists

Today, with the complexity of job, the importance of staff training in any industry has been increased. There has been a growing demand for pre-service and in-service training programmes in academic and professional contexts. In fact, in-service training or staff development programme intends to help employees achieve adequate ability and work more efficiently. The need for training in tourism particularly for hotel receptionists is crucial to improve the quality of services and tourism in Algeria.

Based on the results of the current research and due to the fact that employees are already engaged at work, it can be said that in-service training programme is the driving force behind much changes so that it is the best solution to the problems mentioned before. Employees, who hold a Licence or Master in different specialties, can apply for hotel receptionist position. This position demands employees who can use English appropriately and who are involved in a more specialised area of learning English which is theoretically known as ESP. In this respect, Abdulaziz et al. (2012) end up stressing that both more trained teachers and teacher training institutions are extremely needed and required because the teacher training programmes can supply sufficient amount of trained English teaching.

To supply the hotel receptionists with a working knowledge in the areas of tourism and hotel to respond positively to the demands of the guests, a number of components must be taken into account for both personal development and career advancement. In this respect, the primacy of linguistic competence and intercultural competence are widely recognised in the ESP sphere and in the world of globalisation. Obviously, a crucial

important aspect in conducting in-service training is training need analysis which must be conducted in order to know if employees need the training and what kind of training they need. Thus, needs analysis is the core-stone that should precede the planning of a training program to determine exactly what the staff training needs are and thereby determining the objective and the content of the training programme with the aim of improving the quality of employees. To implement effective in-service training, employers and trainers should follow a comprehensive and a well organised plan. The plan should include objectives, strategies, activities, materials, assessment plan and program evaluation procedures that are well defined and related to each other.

First and foremost, in-service training is of great significance for the hotel receptionists to acquire new pedagogical knowledge, to be familiar with the hotel concepts and situations, better methods, content-specific terminology, and for improving the needed skills toward more effective and competent rendering of service. Then, it provides support and resources to enable employees to master new content and pedagogy and therefore integrating these into their practice. Further, in-service training increases the staff motivation in their professional work and teaches them how to communicate with guests with a variety of accents through incorporating innovative methods in situations where employees are likely to encounter.

Through in-service training courses, hotel trainers will translate theory into practice in a language programme to meet the new challenges to guide the employees towards higher standards of communication and self development through an integrated and systematic way. In this light, the hotel receptionists will hopefully acquire a set of skills and competences including the following ones:

- **a-** Transversal skills: They can be used in a wide variety of situations and work settings.
- **b-** Disciplinary skills: They put emphasis on understanding the structure of language including syntax and vocabulary in addition to the acquisition of a deep knowledge of educational and cultural theories.
- c. Professional skills: They are used to analyse different situations, including business in addition to the development of specific knowledge related to the job. (Mebetil, 2015)

To sum up, in-service training is a continuous process which is based on the identification of present needs of the staff for furthering their job satisfaction and performance. The need for such training in the hotel industry should be emphasised in producing the 21st century employees who will be well prepared in the interconnected workforce. Moreover, it must get more attention for employees to be equipped with new knowledge and skills to face new challenges in terms of English communication with foreigners. It is useful to enhance the professionalism of employees who can contribute to the hotel to achieve better customer satisfaction which is among the major goals of the hotel.

5.4.1. Some Guidelines towards Effective In-Service Training

Here are some guidelines put forward while developing in-service training programme for the hotel receptionists and which may meet the demands of the international norms. It should be mentioned that there are common steps and principles upon which employers and trainers should take into account before constructing the training programme.

5.4.1.1. Recruitment and Selection

In the 21st century, companies and organisations must look forward improving qualities of products and service delivery for ensuring organisational effectiveness and gaining customer satisfaction. The tourism sector plays a crucial role in the economic advancement of Algeria through recruiting a considerable number of employees in each year. To this end, employers should retain highly qualified employees by selecting the right ones for the right positions. Based on the results of the current research, employers in the hotel industry have to devise a proper strategy to carefully recruit skilled and competent employees. It should be mentioned that recruitment and selection are the two phases of the employment process. The former is the process of searching the candidates to fill vacant positions while the latter involves various steps by which the most suitable candidates are screened and then chosen for those vacant positions to meet the job requirement.

According to Ross (1997), employers need to seek staff to manage the service encounter. Thus, the employment of appropriate front desk staff is critically important for the hospitality industry; however, employers within the hospitality industry sometimes

employ staff with limited skills and without assessing their abilities. Managers should therefore implement an assessment of English communicative skills for the selection of staff at all levels especially at listening and speaking skills.

It is recommended that a comprehensive assessment be developed to test the English language communicative skills in the hotel industry. This should be designed specifically for adults and should incorporate a multi-method approach to improve the communicative skills of staff including for example, literacy tests and face-to-face interviews. However, this approach may not be realistic. Katz (1993) contends, organisations are not able to recruit productive employees because there are not sufficient good employees in the market - they have to make them, i.e., providing them with effective training to perform the required job; they can hire experienced employees or train employees to be skilled. Thus, employers need to realise that their workforce has not received an adequate education and that the hotel industry needs to compensate for this. In their part, Otoo, Assuming and Agyei (2018: 212) recommend that institutions make use of adverts to attract best talents either print or electronic or both.

To sum up, the human resources development managers of hotels should level up their standards in recruiting staff, especially in terms of the English mastery of the prospective reception staff. The hotel staff must have a considerable level of English proficiency to perform their job effectively. They should also engage in regular English trainings because those trainings will improve the English mastery of the staff.

5.4.1.2. Adult Learning

Adult education should be a major part of the educational provision of all countries in the promotion of economic and social development. The hotel industry is concerned with the quality, breadth and depth of employees' skills. The level of English language skills evident from this study indicates that language education of adults needs serious attention. In this regard, trainers should understand the way the learners assimilate knowledge and learn effectively because adult learners differ from child learners. '*Adult learning*' is a concept which was brought into prominence due to the fact that adults learn in different ways from children, "the more we read, the more we realise that there are many different ways of explaining how adults learn." (Merriam et al.2007); the key difference is said to be that adults are differently motivated to learn in comparison to children. In this respect, a plethora of literature has accumulated over the last decade that

led to the emergence of various adult learning pedagogies, models, theories, and frameworks for effective adult learning. The majority of these theories hold a broadly constructivist view considering that the learning process is the construction of new knowledge based on the foundations of what the learner already knows.

5.4.1.3. Treating the Employees as Individuals

It has been finalised that the hotel receptionists have different levels of English communicative skills, varying needs and learning styles. It is essential to recognise these differences as studies such of those of Hayes and Valentine (1989) have shown. Therefore, the challenge in any education program is to treat learners as individuals and address their individual needs and problems. Current education programs are unsuitable, particularly for a special group of people who need special English.

Training should be designed and implemented to meet the individual's needs which can be expensive. The alternative, however, is a poorly skilled workforce from which high standards of performance are expected. Recent teaching methods have begun to suit individual learning needs. For example, a facilitative approach allows learners to work at their own pace with learning materials appropriate to their level of learning. In other words, trainees should be put at the heart of training. Thus, traditional perception about training should be changed where the trainers re-define their roles as guiding learning rather than teaching. Moreover, when designing a training activity, trainees' perspectives must be taken into account in order to best match the trainers' expectations and to encourage trainees to take the leading role. They will be more motivated when actively seek and obtain the knowledge (Walker and Miller, 2012: 336). In fact, regular recognition on the accomplishment will make the employees feel good about themselves and motivate them to put forth their efforts.

It is suggested that in the planning stages of any educational courses, a pre-course assessment that places learners at their present level of competency is conducted (Price, 1997). Interviews should be also done in order to establish personal expectations as well as specific needs and desires in terms of long term career-pathing. Then, the findings of these interviews should be combined with the learner's pre-course assessment results to formulate a complete profile and develop a useful plan.

5.4.1.4. Andragogy as an Emerging Learning Method to Motivate Adult Learners

The biggest difference between the school education and the training at business organisations lies in the characteristics of the target learners. According to Walker and Miller (2012: 336), as people mature, they become pickier in terms of receiving information and have their own ways of processing it. Thus, employees should be treated as adult learners. This principle appears to be simple and obvious, but this is actually the reason behind the staff's attitude and their incentives towards learning.

In reaction to the current economic changes across the globe, the need for a different approach to adult learning became apparent. In this respect, Knowles (1970) has developed a popular adult learning theory which is known as "Andragogy3" as a result of the differences in motivation and learning styles between adult and younger learners. This psycho-motivational cocktail learning theory is the art and science of adult learning which consists of six assumptions which are developed to distinguish the mature learner and to provide insight and address each factor that influence the adult learning. The implications of each of these assumptions and how it can be used to facilitate adult learning will be explored briefly.

In fact, there are six aspects in which adult learners differ from child learners. The foremost premise is that adult learners need to know why they are learning before they participate in a learning event (Why do I need to learn this? Second, adults' self-concept which refers to an adult becoming more self-directed so that it sets the stage for educators to provide more choices for learners such as allowing them to design their own tests (I am responsible for my own decisions); third, their previous experience which they bring with them into new learning experiences as a teaching resource (I have experience and you should respect); According to Knowles et al. (2014: 175), previous experience has a crucial role for instructional design and teaching methodology to be implemented. Adult previous experience can:

create a wider range of individual differences;

³ Andragogy is an adult learning theory contains principles which are correlated with one another: selfconcept, experience, readiness to learn, problem-centered, motivation and reasoning.

- provide rich resources for learning;
- create biases that can inhibit new learning;
- > provide grounding for adults' self-identity.

In the same line of thought, the notion of '*reflection-in-action*' as a practice was proposed years ago by Schön (1987). It provides the learner with an opportunity to combine his/her previous experience with new learning to update or develop new schema. Fourth, the andragogical assumption of the purpose and the orientation to learning should be life-centered. That is to say, the learning process should not be divided into subjects but rather it should be divided into real-world situations to enable the adult learners to acquire new skills, new techniques, attitudes and abilities based on everyday-world applications (I am learning to be able to deal with any situation that I may encounter at work).

| Aspect | Pedagogical Model | Andragogical Model | | | |
|---|--|---|--|--|--|
| 1. Need to know | Learners need to know what the teacher tells them. | Learner need to know why something is important prior to learning it. | | | |
| 2. The learner's self concept | Learner has a dependent personality. | Learners are responsible for their own decisions. | | | |
| 3. The role of the learner's experience | The learner's experience is of little worth. | The learner's experience has great importance. | | | |
| 4. Readiness to learn | Learners become ready to learn what the teacher | Learners become ready to learn when they see content as | | | |
| | requires. Learners expect subject | relevant to their lives. Learners expect life centered | | | |
| 5. Orientation to learning | centered content. | content. | | | |
| 6. Motivation | Learners are motivated by external forces. | Learners are motivated by primarily by internal forces. | | | |

 Table 5.7. Pedagogical and Andragogical Assumption about Learners (Adapted

from Knowles et al., 1998)

Fifth, readiness to learn under the pedagogical framework means that learners are driven by the teacher and the course syllabus to do what is necessary to pass a test; on the other hand, under the andragogy framework, readiness to learn is to a great extent determined by the learner with the aim of adapting learning to real-world situations (I need to learn because the world is changing); finally, motivation is the last andragogical assumption in the andragogy theory.

Adult learners are generally more motivated to learn if they know that leaning is a way to perceive internal reward such as self-esteem. Additionally, external rewards such as being successful at work are another source to be motivated (I am learning because I want to learn).

To recapitulate, pedagogy is specifically the art and science of teaching children. Since instructors cannot teach adults as children, adult-education theorists started rapidly exploring a distinctive theory of learning designed for adults to differentiate adult learning from pedagogy. Consequently, the term '*andragogy*' was introduced to become one of the more commonly used methods for adult education. Andragogy differs from child learners in six respects: The need to know; the learners' self-concept; the role of the learners' experiences; readiness to learn; orientation to learning and motivation.

5.5. The Role of ICT in Teaching English for Hotels

With the evolution of technology, very heated debates took place amongst educationalists and a plethora of studies have been undertaken to assess the use of ICT in EFL instruction. Years ago, ICT was restricted to the use of computers and telecommunications to store, retrieve and transmit information. But today this umbrella has been extended to encompass many aspects of computing and technology even though there are still some clear differences and controversies between theory and practice. ICT has been experiencing an extraordinary growth and impulse in its role as a key to success in EFL in general and in ESP in particular. Mishan (2005) highlights the role of ICT in language learning as it opens up "unlimited access to authentic texts from the target culture, thereby impelling the issue of authenticity of texts and interaction to the fore in language pedagogy." Indeed, Butler-Pascoe (2009) goes so far to suggest that using technology in the ESP curriculum can provide learners with a plethora of learning opportunities and advantages.

A traditional approach was used in ESP education based on reading comprehension, vocabulary, grammar exercises throughout the curriculum. Based on the results presented in the previous chapter, the researcher calls for a more understanding and consideration of the role that ICT plays in ESP classes especially in improving hotel receptionists' English language communicative skills. Among the merits of using technology in ESP classes for hotel receptionists is to provide them with interactive and communicative activities related to their profession to gain adequate specific input related to their specific needs. Therefore, it fosters their language production and makes language teaching and learning more relevant, interesting and motivating.

Additionally, ICT has been recognised as a learning facilitator that helps learners in providing access to international academic discourse communities, using authentic learning materials, providing employees with strategies that they need to perform their job effectively, promoting critical thinking and cognitive abilities, promoting collaborative and group learning and so on. Trainers can use ICT for giving feedback and therefore assessing trainees' language knowledge and knowledge of the specific content such as using electronic portfolio.

With these in mind, trainers and trainees should make full use of useful up-to-date tools for helping with traditional types of language learning like using the internet as a source of authentic materials which are ideal for use in hotel English classes. ESP instructors should be aware to select the most appropriate technologies according to the needs, levels, learning styles, preferences and interests of learners to encourage them to communicate with oral, literate, and visual modes of discourse. The discourse can include synchronous forms where the participants interact at the same time such as chat, or asynchronous forms, such as email, Twitter, and blogging, or newer forms of technologies, such as Facebook where synchronous and asynchronous modes can be used for interaction.

It is not an easy task to select the technologies for ESP classes because the majority of studies have been directed towards the use of ICT in general EFL instruction such as electronic dictionaries, electronic glosses, e-mail, Web authoring, search engines, course management software, multimedia authoring software, wikis...etc. Additionally, the studies are qualitative, that is why scholars cannot make judgment about the efficacy of these tools for ESP instruction. Later, Poole (2011) conducts a study and concluded that electronic glosses have a positive effect on ESP students' vocabulary learning. Taking

Poole's study into consideration, trainers can use electronic glosses as a tool to teach hotel receptionists. Regarding the effectiveness of language learning materials through Grammar

checker, automatic speech recognition and computer-assisted pronunciation training (CAPT) devices in ESP instruction, only one study is conducted about its effect on ESP instruction. Hincks (2009) finds that CAPT is useful for weaker ESP students and not for advanced learners.

A well-documented study which explored the effectiveness of corpus on ESP instruction is mentioned in the article of Dashtestani and Stojković (2015:439), the results revealed that corpus technology helps learners to have fewer writing mistakes and problems and enhanced their lexico-grammar perceptions and language awareness. Also, blogs found to be useful for learners to encourage them to have more authentic communication so that to experience autonomous learning in addition to providing students with various chances for reflection on learning and self-discovery learning. Concerning learning strategies, intelligent tutoring system (ITS) is found to be functional and efficient because it helps learners to be aware of a large number of learning strategies. As far as tablet PC and PDA, iPods and cell phone/smart phone are concerned, the findings showed that the use of mobile learning materials have a positive effect in increasing students' motivation and listening comprehension scores.

Then, social networking sites such as Twitter greatly encourages ESP learners to use specialized vocabulary in authentic contexts. Moreover, according to some studies, online discussions helped students to enhance their academic writing skills. Last but not least, synchronous CMC which refers to computer-mediated communication which is a term that is often used to refer to communication in a chat room or via videoconferencing, where the participants have to be present at their computers at the same time. Research on chat and their effect on ESP instruction seems to be in its infancy due to the lack of studies. The study of Shamsudin and Nesi (2006) revealed that synchronous CMC can improve students' oral proficiency in ESP courses.

Unlike EFL instruction in which a plethora of studies have been undertaken on the effectiveness of many technological tools, very limited attention has been directed towards these technologies in the ESP instruction literature. Obviously, without a significant body of research on a wide range of technologies, the integration of ICT in ESP

practices would not be a wise strategy. There is therefore a great need to direct future research towards the investigation of the use and effectiveness of technologies in ESP instruction for the sake of exploring the possible advantages and drawbacks of various types of technology in different contexts. Further, the points outlined previously may partly encourage hotel receptionists and ESP trainers to use the technological devices that proved to be effective for ESP instruction such as tablet PC, PDA, iPods, smart phone, CMC, corpus, CAPT and so on for the sake of enhancing employees' competencies. At the end, it is highly recommended that both trainers and trainees should make attempts to use a wide range of technologies to figure out the tools that help hotel receptionists develop their skills and lead to the success of ESP courses.

5.6. Promote Translation

From the early stages and beginning with grammar translation method, translation offers much to the English language learner and teacher alike. Later, it was out of language pedagogy for many years but it has rather stubbornly refused to die in the teaching of languages other than English as it is stated by (Cook, 2007). Either academically or occupationally, the use of L1 is of great importance when the students or employees are unable to retrieve their lexical corpus to perform a task. Cook (2001) argues that the L1 can be used positively to transmit meaning such as: explaining grammar and organising the class. Such use can be organised "in activities based on translation for the development of fluency in L2, for presenting the meaning of a new lexical item or expression in order to facilitate the learning process" (Dedrinos, 2006: 15).

In this respect, the mother tongue may be useful in the procedural stages of a class; for example, setting up pair and group work, giving comprehension instructions, sorting out an activity which is clearly not working and checking in reading and oral activities (Kourou, 2008). However, translation should not be used in a way of using word for word equivalents or sentence for sentence interpretation because previous knowledge should be taken into consideration as Mackay and Mountford (1978) state: "Where translation can be employed as a pedagogic procedure, it provides an opportunity to relate their own knowledge to the acquisition of English as a foreign language."

It is worth noting at this level that translation can be negative when there are significant differences between languages so that the ESP trainer should raise employees' consciousness of the non-parallel nature of languages. Further, trainers of English for

special purposes should be best equipped and provided with appropriate translation-based methodology for teaching, guiding and assisting their learners to acquire terminology

through the use of translation and at the same time being aware of their different usage (Merine, 2019).

ESP students often need and customarily rely on their mother tongue in their English classes for engaging in specialised communication and for checking the exact meanings of the professional terms in their native language by consulting bilingual dictionaries or asking for explanations of the teacher; for instance, while reading ESP texts, students can use a bilingual dictionary to translate unknown words related to their specialty. Translation can be introduced as a strategy for a more specialised communication. It can be positive, facilitative, interactive and learner-centered as it promotes learners' autonomy, and uses authentic materials when there are no significant differences between two languages.

It is obvious that efficient improvement of basic language skills is bond to the skill of terminology translation which is considered as an important aspect in the ESP context in addition to listening, reading, speaking and writing skills. Further, the development of basic communicative skills needed in some particular professional situations depends to a great extent on the ability to translate specific terms. However, translating concepts belonging to different specific fields is not an easy task to perform. However, For the Algerian hotel receptionists who speak the French language as a second language, it is not a difficult task to learn vocabulary related to their field because a great number of hotel terms are derived from the French language.

As a matter of fact, ESP learners in Algeria are coming from different learning environment and have different English language proficiencies in both Arabic and French languages. To acquire English language as a foreign language, the learners need regular code-switching training and they must be exposed to authentic materials in BE courses. This calls the need to translate from the source to the target language and vice versa. Taking the significant role of translation in the acquisition of specialised discourse into account, the most beneficial activity for developing students' translation skill in ESP is retranslation. Translating activities may reveal individual strengths and weaknesses in the use of the languages. Different short and not too linguistically complex texts should be selected. Students translate passages from the target language into the mother tongue and

sometimes from the mother tongue into the target language and finally analysing and comparing with the original texts. Following this method, students will be able to discuss

faults in translation such as the choice of words, style, and language transfer and therefore being able to produce terminological accuracy and stylistic fluency. In the following part, it is of value to suggest some steps about translation activities.

First, after acquiring the necessary topical and terminological knowledge emphasised in the studied texts, translation can be designed and proposed in the end. It can also be incorporated through the different language activities suggested previously as exercises to be achieved in the structural language use and language production activities. In the first stages of the training process and with the help of images, the learners will be asked to translate, individually, some terms related to their specialty using both Arabic and French languages. Gradually, translation activity will be more complex, since they will have to deal with sentences, paragraphs and texts found in authentic situations. Moreover, knowing that trainees have different language aptitudes, the trainer need to motivate them by suggesting pairs or group work. In this way, the trainees will assist themselves by comparing their actual knowledge of English with their proper specialised information of the subject. In line with these activities, Mahmoud (2006) states that: "translation may be useful, because it can be interactive; learner centered, and promotes learners' autonomy in using materials"

In other words, translation tasks can process as follows: ask trainees to translate from English to Arabic or French. Then, they exchange their productions. After that, their classmates output will be retranslated back to English and finally the translations are compared to the original text. This procedure may possibly raise learners' lexical, structural, stylistic and language transfer awareness and they will be conscious of the lexico-grammatical difference between the English, the Arabic and the French languages when producing discourse in the target situation. Consequently, they will realise the difficulties of translation and the differences among languages.

For more and better linguistic development, teachers can give the students professional passages related to their field as a homework assignment to read them at home; the passage should not be too long or too linguistically complex. This activity provides trainees with the opportunity to understand, review, summarize, and react to a reading material and then translating the passage. In the next day, the teacher can ask students to work in pairs or in small or large groups. After, pairs exchange their translated passages and translate the passages back into L1. In the end, translations will be examined and compared with the original texts. The analysis will give students a chance and raise their awareness of grammar, vocabulary, grammar, style, and language transfer among languages.

5.7. Classroom Activities and Methodologies

This study came to the conclusion that the hotel receptionists need more practice to develop their English language communicative skills and competencies. Part of the problem may be that employees constrained by lack of background knowledge in the hotel reception. In this vein, trainers are advised to employ dynamic techniques and tasks. In any ESP situation, different specific tasks would be performed by the learners to attain the established goals. However, designing effective tasks is considered as a challenging task for ESP trainers because it requires a systematic way of developing the employees' skills.

The design of communicative tasks that is suggested by Nunan (1991) to facilitate the learning process in ESP settings involve:

- selecting target tasks according to the learners' needs;
- providing them with a model of language which is used in their target setting and its needed skills;
- > providing them with the opportunity to use what has been learnt.

The course design process is normally divided into stages based on different teaching units relevant to the learners' needs. Then, each unit is divided into various activities that the learner has to perform along the course to attain the proposed goals. In other words, after the establishment of the units with its corresponding general and specific objectives, the instructors should determine the different tasks that would be performed by the students to attain the established goals. The ESP trainer is expected to create his/her own materials and tasks based on the employees' needs. Then, it is his/her job to raise the learners' awareness of the advantages of such activities in taking part in the process of communication and classroom interaction.

Through needs analysis, it has been proved in this research that the most needed skills are listening and speaking skills; that is why the researcher devoted a section in the

beginning of this chapter for these skills. Besides, reading, writing and grammar skills are also important and needed in the hotel.

In fact, the major teaching strategies of the reading, writing, grammar and hotel terminology components include, for example, discussion, pair-work, group-work and listening to authentic materials. If these tasks are employed effectively, employees' linguistic and communicative competence will be developed automatically. Such tasks are highly recommended after having the meta-language required for taking turns in pair-work or group-work' (McCarter and Jakes, 2009: 160). Otherwise, they will lead to conflict among learners. From this is point of view, it is advisable to employ some tasks until the second and third terms. Obviously, effective ESP courses are designed in accordance to the most relevant tasks identified through the needs analysis applied to the group of hotel receptionists. The methodology adopted for teaching was mainly based of the Task-Based Language Teaching Approach.

In fact, Richards and Rogers (2001: 223) declare that ESP tasks are proposed as useful instruments for applying the following Communicative Language Teaching principles:

- > Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

As far as ESP teaching methodology is concerned, it has been already stated that teaching methodology in an ESP context is similar to that of General Language Teaching and that there is no specific methodology for ESP. When trainers try to identify the best teaching methodology and resources for ESP acquisition, they will face a series of difficulties such as the low proficient level of trainees. Then, it should be mentioned that adopting a single methodology is not always sufficient to meet the various needs and expectations of the ESP participants. An eclectic methodology or as Hutchinson and Waters (1987) call '*an integrated methodology*' is recommended to make the learning process successful and to create a positive atmosphere that may enable the trainees to engage in meaningful activities, i.e., numerous methodologies and approaches can be employed in an ESP classroom. It is therefore the trainer's role to predict and then select which one to use after having already identified employees' needs.

5.8. Promote Grammar

Another issue faced in this present research is that employees felt frustrated to write emails with limited grammar knowledge. In fact, grammar has always been a topic of discussion whether it is needed or not in ESP classes. It is stressed by some scholars that language courses should not focus exclusively on grammar because learners in this case are learning about English, not English and learners should be encouraged to use English even if they make mistakes. However, according to Ellis (2005, cited in Chen, 2016):

Proficiency in ESP requires that learners acquire both a rich repertoire of formulaic expressions which caters to fluency in ESP communication, and a rule-based competence consisting of knowledge of specific grammatical rules, which caters to complexity and accuracy in ESP communication.

Therefore, the structure of language (grammar) should also be incorporated within the lessons not only for recognizing the functions but also to produce the appropriate grammatical form to express the function (Kennedy & Bolitho, 1984). As far as politeness is concerned, the teaching of modality should be stressed. Modality would also include the probability, imperative and conditionals. Therefore, polite requests should be taught extensively to learners. Tenses and subject-verb agreement would also be included.

The results of this research demonstrated that the hotel receptionists need grammar to perform some tasks like responding to emails. Obviously, in ESP learning, grammar knowledge plays important roles in cultivating grammar competence. It is related to the rest of skills namely: reading, writing, listening, speaking and even vocabulary acquisition because it provides trainees the way to understand the meaning of the sentences, or how to properly use the vocabulary they learn in their ESP classes. Vicenta (2002) has come up with several strategies of approaching the issue of grammar in ESP language teaching and learning. ESP grammar learning strategies can be classified into cognitive strategies for learning grammar (MSLG), affective strategies for learning grammar (ASLG), and social strategies for learning grammar (SSLG).

CSLG refers to the strategies learners use to identify, understand, retain and extract grammar knowledge.

- MSLG are those strategies that help learners to confirm and regulate the learning aims, select learning approaches and techniques, and evaluate the learning results.
- ASLG refers to the strategies that are used by learners to foster, adjust and control emotions in the process of learning grammar.
- SSLG are the strategies learners use to apply the gained grammar knowledge to intercommunication.

| Items | | Description | | | | |
|-------|---------------|---|--|--|--|--|
| SSLG | Communication | Applying learnt rules to language expressions for the exchange | | | | |
| | | of thoughts, messages, or information | | | | |
| | Clarification | Asking teachers or other learners for the explanation of | | | | |
| | | language knowledge | | | | |
| | Cooperation | Exchanging feedback or information in a language activities | | | | |
| | Fluency | Tending to express oneself readily and effortlessly with little attention to grammatical regulation | | | | |
| | Accuracy | Monitoring expressions for grammatical regulation | | | | |
| | ficulary | riomorning expressions for granination regulation | | | | |

Table5.8. SSLG Specific Items (Vicenta, 2002)

Moreover, it is worth pointing out that in teaching ESP grammar, cognitive approaches are suggested to be implemented. One is the deductive approach or explicitly teaching grammar; ESP trainers start with the presentation of grammar rules followed by examples and various forms of practice in which the rule is applied and give them specific information about ESP. Conversely, the other one is the inductive approach or implicitly teaching grammar; teachers start with giving examples and then followed by the presentation of the rules or structures, i.e., they leave ESP learners to discover grammatical rules from their experience of using ESP. In both approaches, the explanations of the grammar rules should be kept as simple and as clear as possible.

In order to develop employees' grammar competence, creative ideas have to be employed in teaching ESP. Onofrei et al. (2013) suggest the implementation of *'suggestopedia approach'* as an attractive way to introduce the grammar part that should be taught in the class. Through the use of this approach, trainees can acquire a foreign language three to five times quicker than through any other approach.

In addition to suggestopedia approach, some pedagogical techniques can be used to drive active learning in the class such as the use of worksheets that include written tasks with grammar practice requirements, the use of video materials that include visual and audio content can help in offering a more acceptable way of learning grammar. In this respect, Skenderi and Ejupi (2018) point out that videos are a very important tool for teaching ESP because the contents of videos are creative and offer diversity. They can increase learners' interests and curiosity.

In fact, Hotel English is one of the most needed and spread programme of ESP. When it comes to books and materials, this part of ESP has a lot to offer. Top world publishers like Oxford University Press, Cambridge Press and Pearson offer considerable number of books on language grammar. Such examples are:

- English Grammar in Use with Answers: A Self-Study Reference and Practice Book for Intermediate written by Raymond Murphy.
- Cambridge Grammar of English: A Comprehensive Guide. Spoken and Written English Grammar and Usage written by Ronald Carter.
- English for Everyone: English Grammar Guide: A comprehensive visual reference written by coll.
- English Grammar Reference Book: Grammar and Error Correction Guide and Phrasal Verb Book written by Jacqueline Melvin.
- Essential Grammar in Use with Answers: A Self-Study Reference and Practice Book for Elementary written by Raymond Murphy.
- Advanced Grammar in Use with Answers: A Self-Study Reference and Practice Book for Advanced written by Martin Hewings.

To sum up, communication is the key of a language when it comes to ESP. However, trainers and trainees should bear in mind that grammar and communication are complimentary since they influence each other and that accuracy and fluency are allies not enemies. Acquiring enough grammatical knowledge will enable effective communication and interaction to take place which is the essence of ESP. Thus, the role of the ESP trainer is to guide his/her trainees to have positive attitudes towards learning grammar, and instruct them to learn ESP grammar not only autonomously, but also cooperatively with the aim that learning grammar facilitates their acquisition of the other skills and accordingly helps to improve ESP proficiency on the whole.

5.9. Recommendations and Techniques to Promote Culture

Culture is among the debatable concepts in the field of ESP. For a long time, little literature makes a reference to the issue of culture in ESP because teaching ESP has typically been seen as culture-free and divorced from cultural input. Nowadays, English language is used as a lingua franca in many countries, i.e., to communicate with non-native speakers of English rather than interacting with native English speakers especially at the workplace.

In accordance with the theoretical premises discussed in chapter one and based on the results of the previous chapter, there should be a call towards a more understanding and consideration of the role that culture plays in the realm of ESP in general and in the hotel in particular. The implementation and integration of intercultural activities is therefore important in raising multicultural awareness of the hotel receptionists to help them better understanding diversity, developing positive attitudes in the workplace and helping them remedy negative attitudes towards the target culture and other alien cultures. According to Bennett (1986), integrating a cultural approach in an ESP environment can help the students to reach three major goals: cognitive, affective and behavioural.

- Cognitive objective aims to add to the learner's stock of knowledge and skills;
- affective means changing the trainee's attitude by developing openness, tolerance acceptance and awareness;
- behavioural implies that the trainee learns and grasps better the 'dos and don'ts' of the new environment.

Actually, multicultural work situations have led to the implementation of intercultural communication awareness since the 1970's because culture forms a part of what the learners need even though it has remained relatively marginal and overlooked. The cultural dimension should be closely related to the learners and workers' main study or occupation and have a link to the course objectives in terms of functions and notions. ESP lessons should therefore include learning a variety of skills through attending worldwide conferences and international meetings ,reading scientific papers, making deals and contact with foreigners and so on in order to minimise the risks of misunderstandings and facilitate the building of relations and respect among workers.

As a matter of fact, the term '*cultural texture*' is used to describe the many aspects of culture needed to teach students. To achieve this texture, the ESP trainer needs to use different methods and techniques. To teach culture in ESP classes, ESP trainers can employ '*Contrastive-Comparative Approach*' especially the contrast one to demonstrate the differences between the types of construction in Algeria and other countries. This can help the hotel receptionists to realise that customers coming from different countries have their own culture and social world and then trying to relate it cognitively to their culture, i.e., to establish a relation between the source culture and target culture through being in touch with members of the target culture. Most importantly, the trainer has to help trainees understand and appreciate the target culture to make them feel relaxed and comfortable to interact with native speakers.

In addition to these considerations, cultural topics and common cultural aspects between Algeria and other countries can be discussed in ESP classes. Further, when the ESP trainer puts emphasis on other components such as speaking and listening in the lesson, *'throw-away cultural information'* is a good idea to raise awareness about cultural issues as it is presented in the following table:

| Listening skill | Activities such as video-taped cultural dialogues, audio- or videotaped cultural | | | | | | | |
|-----------------|--|--|--|--|--|--|--|--|
| Listening skin | | | | | | | | |
| | misunderstandings and taped-recorded interviews with native speakers, songs, | | | | | | | |
| | jokes, interview.etc. Could promote listening skills with a special emphasis on | | | | | | | |
| | the intercultural competence | | | | | | | |
| Speaking skill | Activity formats such as face-to-face tandem learning, making up questions to a | | | | | | | |
| | native speaker or role-playing, among others, may develop speaking skills with | | | | | | | |
| | a particular emphasis on the intercultural component. | | | | | | | |
| Reading skill | A variety of activities may be used in the language class to develop reading | | | | | | | |
| | skills with a focus on the intercultural component, such as: critical reading, | | | | | | | |
| | cultural bump; activities that focus on written genres or cultural extensive | | | | | | | |
| | reading. | | | | | | | |
| Writing skill | Activities including tandem e-mail learning, designing stories and essays | | | | | | | |
| 5 | including similarities and differences among cultures.etc. may develop writing | | | | | | | |
| | | | | | | | | |
| | skills with a particular emphasis on the intercultural component. | | | | | | | |

 Table 5.9. Integration of Culture through the Four Language Skills (Adapted from

Hamza-Cherif, 2011).

Among the techniques that can be used for integrating culture into the ESP syllabus is to devote a whole session to raise cross-cultural awareness. Quizzes about cultural issues are important at the beginning of the session. Then, resources should be given to trainees that include cultural topics in which discussion can be raised later on. Action log which is a notebook used for written reflection on the activities done during course enables the ESP trainer to have a clear idea about trainees' knowledge and attitude of the target culture. Further, the process of noticing leads the trainees to carefully observe and pick particular aspects of culture through watching TV or Videos, then, comparing with their own culture, e.g., food and tradition. Last but least, the teacher can ask trainees to make research about cultural differences among countries. This activity can supplement trainees with cultural content of the world cultures and raise their interest. To evaluate cultural knowledge and awareness of the employees, questionnaires and portfolios can be employed to assess hotel receptionists' attitudes towards the cultural information included in the syllabus.

Despite the fact that culture is usually absent in ESP courses, such content has a central position in teaching and learning ESP. Language teaching and learning cannot be separated from culture as it is stated by Wang (2008) "foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers." Today, culture becomes one of the primary conditions to reach successful intercultural communication and communicative competence in ESP. The inclusion of culture in ESP classes not only increases employees' concerns on the target language but also raises their motivation towards learning. To teach culture, the ESP trainer can use different methods and techniques because the reliance on textbooks to define the course content is problematic, as it is the poor alignment between content and culture. Therefore, he/she must take into consideration the employees' needs and the complex nature of culture. All in all, it is highly recommended that culture should be included in the ESP syllabus and courses designed for the hotel receptionists.

5.10. Integrating Reading and Writing Skills for Hotel Receptionists

Results on Needs Analysis and Identification of the present investigation revealed that some hotel receptionists state that they need writing skill for apologizing and responding to a complaint of a customer. Further, even though employees might not read extensive business documents, they need reading for some purposes such as reading and understanding manuals, instruction materials, itinerary, brochures and memos. In fact, reading and writing skills are among the highly acknowledged skills in the field of ESP.

However, they are not always covered extensively in the classroom because it is always believed that learners could work on these language skills on their own way as homework. At this point, it is very important to mention that ESP trainers should find ways how to teach them in order to achieve quicker and better goals.

Concerning the writing skill, what makes this skill so difficult is the fact that, in addition to acquiring the appropriate grammar and vocabulary, the ideas of the writer must be clear and well organized. Further, it is a skill that includes many different processes which are planning, editing, and drafting (Harmer, 2004). ESP practitioners' perception is influenced by the new theories and approaches in the field of ELT. Consequently, new concepts emerged to guide the course design, materials writing and teaching methodology in ESP. Moreover, the importance of writing in ESP leads to a new view in teaching and learning this skill that is different from the traditional views. As a matter of fact, ESP writing focuses on helping learners towards competence in particular target genres. To do this, Hyland (2003: 3) points out that "writing development is considered to be the result of structurally or rhetorically imitating and manipulating models provided by the teacher." There are several approaches to teaching writing; each approach has its own principles.

- The Process Approach to Writing
- The Product Approach to Teaching Writing
- The Genre Approach to Teaching Writing
- > The Controlled to Free Writing Approach to Teaching Writing
- Free Writing Approach to Teaching Writing
- Paragraph-Pattern Approach to Teaching Writing
- The Grammar-Syntax Organization Approach to Teaching Writing
- The Communicative Approach to Teaching Writing
- The Task Based Approach to Teaching Writing

The ESP trainers can apply their knowledge of the current approaches, theories, methods and techniques to make the writing instructions more successful. Therefore, it is the ESP trainer's role to know each approach and selects what suit his/her trainees to improve their writing skill based on the needs of the target workplaces. This may be achieved through designing authentic courses and materials for the sake of preparing proficient workers ready to face the linguistic requirements of their current or future jobs.

For instance, teaching product-based writing is an approach that puts emphasis on the outcome or the end-product rather than the writing processes. In this respect, Dudley-Evans and St. John (1998: 116) point out that this term is used to refer to the concentration on the features of the actual text; the end-product that writers have to produce. Thus, this approach is useful for novice writers. It needs control, direct guidance and direct input from the teacher to reach the purpose of the end-product. It can be employed through the following activities: a model to follow, an incorrect text to correct, a text to expand, an incomplete piece of writing to complete or changing certain words from the original text to produce a new text.

In '*The Genre Approach*' to teaching writing in ESP contexts which is an extension of '*The Product Approach*', the teacher places great emphasis on teaching specific genres related and needed in the learners' future workplace or the worker's current job. Specific genres are employed to develop specific writing skills expected to be needed in the ESP contexts. The approach centers around the idea that "we do not just write, we write something to achieve some purpose" (Hyland, 2002: 18). The writing skill in this approach is a social activity which is characterised with its specific features in terms of form and style. It aims at developing learners' discipline and target writing skills. The linguistic features of the text and the situation in which it was and will be produced is the main principle of this approach, i.e., the success of this approach depends heavily on taking the target situations and the context of a text into account into learners' writing papers. The learners are given a text of a specific genre to be read and analysed. Then, learners do activities to detect the used structures that are repeated once again. Finally, learners are asked to produce a text that stimulates the model text previously provided.

To determine the 'what-to teach' and 'how-to teach', ESP practitioners have to conduct needs analysis as the first step to figure out the specific needs of employees and then designing effective ESP courses. In this study and after conducting needs analyses, it was found that the Algerian hotel receptionists need English for different purposes such as:

- \checkmark Listening to face to face conversations,
- \checkmark Listening to telephone conversations,
- ✓ Conducting face to face conversations with clients,
- ✓ Conducting telephone conversations with clients,
- \checkmark To read written documents related to the tourism industry,

- \checkmark To write faxes in a proper format and respond to emails,
- \checkmark To know and use appropriate pronouns and nouns,
- To know vocabulary related to the hotel industry and tourism and so on.

ESP practitioners should take the employees' needs into consideration to design ESP courses and putting them into practice to develop their English communicative skills and competencies. By the end of the course and after exposing the employees to different situations that can happen in the hotel, employees are expected to be able to listen well and respond correctly when face to face conversations with clients are conducted. Additionally, the hotel receptionists should be able to read written documents related to their work and write correct emails. For reading skill, the text should be accessible and flexible in order to build up learners' confidence in their reading ability. The trainer should teach his/her trainees how to extract from the text three levels of meaning: lexical meaning, structural and grammatical meaning as well. This can be done through the use of efficient reading strategies such as scanning and skimming. In this regard, Harmer (2005) states that in handling any reading assignment learners should:

- ✓ Grasp it main ideas, or overall meaning;
- ✓ Decode its particular vocabulary;
- \checkmark Analyse how the author built or developed that meaning;
- \checkmark Evaluate the item as a source of information and new questions.

Moreover, there is a wide range of functional language that trainees have to master such as asking for repetition as a request for checking and confirming information when they cannot understand what the clients want. In this respect, it would be beneficial if they know the correct expressions that help them interact with customers in a good way. The following table is an example.

| Function | Manifestation | | | | |
|---|--|--|--|--|--|
| Asking for/ eliciting information | Can I have the names of the people travelling, please? Could/can you give me your surname / address/room number please? How will you be settling your account sir? | | | | |
| Checking the information | Just let me confirm the details /Is that correct? Can you just check through the details, please? So that's 433517136094. I'll just read that back to you. That's 3095 5541 8409. | | | | |
| Checking spelling and numbers | Is that P for Poland or D foe Denmark? Sorry. Did you say fifty? Five – O? | | | | |
| Requests for repetition | Sorry, could you repeat that please? Could you spell your surname, please? Sorry. I didn't catch that. Could you repeat your Visa card number? | | | | |
| Requesting something or offering advice | Would you mind showing me your passports, please? Would you like me to send you some information?/ a map / information May/can I take an imprint of your visa card? | | | | |
| Giving suggestions/advice | It's a good idea to take a pill if you get seasick You should try not to attract attention | | | | |
| Responding to an enquiry / dealing with guests' enquiries | What kind of information do you need exactly? What would you like to know? When exactly are you coming? | | | | |
| Checking a guest in/out | I'll get your bill. What room are you in? Would you just like to check it through? | | | | |
| Giving directions and instructions | On your left you can see the sculpture. Put your pass into the machine Be careful not to | | | | |

Table 5.10. Examples of the Language Functions (Adapted from Van, 2015: 114)

To sum up, the results of the current investigation revealed that the hotel receptionists need different language skills (reading, writing, speaking and listening). Additionally, grammar, vocabulary, culture and translation are also required at the workplace. Focusing on their immediate needs, a considerable attention should be paid to the content of the lessons and the syllabus.

5.11. Some Recommended Books

There are many textbooks for tourism and hospitality but a few for the specific needs of the hotel receptionists. Here are a list of the main general and specific textbooks and

other materials that have been used in the course in addition to others that can be used by trainers and trainees as well.

- Collins Hotel and Hospitality English (includes audio CD and DVD) Written by Mike Seymour.
- You're Welcome: Student's Book: English for Hotel Reception Written by Harkess and Wherly.
- English for Tourism and Hospitality Course Book + CDs Written by Hans Mol.
- Be our Guest: Perfecting the Art of Customer Service Written by the Disney Institute and Theodore Kinni.
- Check-In Check-Out: Managing Hotel Operations Written by Gary K Vallen and Jerome J Vallen.
- ✤ <u>100 Tips for Hoteliers</u> Written by Peter Venison.
- * **Down and Out in Paris and London** Written by George Orwell.
- Revenue Superstar ! The Simple Rules of Hotel Revenue Management Written by Johan Hammer.
- The Cornell School of Hotel Administration on Hospitality: Cutting Edge <u>Thinking and Practice</u> Written by Michael C. Sturman, Jack B. Corgel, Rohit Verma.
- Setting the Table: The Transforming Power of Hospitality in Business Written by Danny Meyer.

5.12. A Proposal for Hotel English Course

The needs analysis conducted in this research takes into account different aspects in order to design a course that fits the hotel receptionists' needs. The aspects include:

- Hotel receptionists' personal information;
- Professional information about the hotel receptionists;
- hotel receptionists' needs and lacks;
- Their language learning needs;
- > Knowledge of how language and skills are used in the target situation.

Various issues are crucial parts of an ESP course so that they should be taken into account when designing a course oriented to a particular group of learners, in the current

study, the hotel receptionists. As a matter of fact, the hotel receptionists need English for different purposes:

- Conducting face to face conversations with clients;
- Conducting telephone conversations with clients;
- ➢ Taking reservations;
- Listening to face to face conversations;
- Listening to customers' complaints;
- Reading written documents related to the tourism industry;
- Reading business letters;
- Write emails and business letters in appropriate formats;
- ➤ Knowing and using appropriate model verbs: can, could..etc;
- > Acquiring a repertoire of hotel terminology.

Designing a suitable course that would meet their needs is seen as one of the challenging tasks the ESP practitioner may face. The trainer needs to employ specific methodology, strategies, techniques, activities and tools to achieve the goals and objectives of the course. Table below outlines in detail three units from different sample English courses which are presented in detail. By the end of the EHI course, the hotel receptionists are supposed to acquire different skills which they need in their job. These skills are mentioned in the previous chapter.

| Unit ' | Торіс | Unit Title | Indicators | Language | Input Text | Language Focus | | Procedures |
|--------|--|---|--|--|---|----------------|--------------|---|
| | | | | Functions | | Grammar | Vocabularies | |
| Unit 1 | Topic Reservation and Check- in | Unit Title Good morning! Welcome to our Hotel. | Indicators -Recognising the expressions of asking for help - Recognising the expressions of offering help - Constructing a dialogue using the expressions of asking for and offering help - Identifying the parts of a reservation form - Differentiating the use of modals in sentences - Using modals to ask for and offer help | Language Functions Expressing that you need a help e.g. - Would you do me a favor? - Would you mind giving me a hand? - Can you help me? Expressing that you are willing to give help e.g. - Would you like some help? - May I help you? - What can I do for you ? | Input Text Listening and speaking: - A phone dialogue between a guest and a receptionist - A dialogue between a guest and a receptionist face to face Reading and Writing: - A reservation Form | | | Procedures Lead-in -Listening to a dialogue and answering short questions -Matching pictures with names Listening and Speaking -Listening to a list of words and repeat after the teacher - Listening to a dialogue and filling the blanks - Listening to a dialogue and deciding whether a statement is true or false Reading and Writing - Analysing expressions - Analysing Grammar patterns - Classifying expressions - Deciding whether a statement is true or false - Analysing expressions - Deciding whether a statement is true or false - Analysing expressions - Deciding whether a statement is true or false - Analysing a reservation form - Arranging sentences into a good dialogue - Filling a Reservation |

| Unit | Торіс | opic Unit Title | Function | Language | Input Text | Language Focus | | Procedures |
|--------|-----------------|---|---|--|--|---|---|---|
| | | | | Functions | | Grammar | Vocabularies | |
| init 2 | Getting Lost | Do you have any idea where the bus station is? | Recognising The expressions of asking for directions Recognising The expressions of giving Directions Using a dialogue containing the expressions of asking for and giving directions Differentiating the use of prepositions of place <i>in</i>, <i>on</i>, and <i>at</i> in asking for and giving directions Using prepositions of place in, on and at to ask for and give directions Identifying maps Using maps to give directions | Asking for directions e.g. - Would you mind showing me whereis? - Can you tell me whereis? - Do you have any idea how to get to? Giving directions e.g - Go straight this street and turn left on the first Tjunction, it is the first building on your left. - The Burger King is located in the same street | Listening and speaking: - Dialogues containing expressions of asking for and giving directions Reading and Writting: - Maps | Prepositions of place: in, on, and at - It is located in the Avenue street - Turn right at the cross roads - It is the second building on your left | Terms related to asking for and giving directions e.g. Across Beside Between Crossroads Left Near Opposite Right | Lead-in Listening to a dialogue and answering short questions Matching pictures with names Listening and Speaking Listening and Speaking Listening to a list of words and repeat after the teacher Listening to a dialogue and deciding whether a statement is true or false Listening to a dialogue and filling the blanks Performing a dialogue in pairs, in front of the class Reading and Writing Analysing grammar patterns Arranging jumbled sentences Deciding whether a statement is true or false Completing sentences based on a map Using a map to compose a dialogue and perform it in front of the class |

| Unit | Торіс | Unit | Indicators | Language | Input Text | Language Fo | cus | Procedures |
|--------|-----------------|---|--|--|--|---|---|--|
| | | Title | | Functions | | Grammar | Vocabularies | |
| Unit 3 | Where to go? | I suggest you to visit Santa Cruse, sir! | Recognising the expressions of asking for suggestions Recognising the expressions of giving suggestions Using a dialogue containing the expressions of asking for and giving suggestions Understanding the pattern of present tense Using present tense to describe something Identifying a Brochure Using a brochure to give suggestions | Asking for suggestions e.g. - Do you have any ideas for me? - Do you have any suggestions for me? - Can you tell me where I should go? Giving directions e.g. - You should go to Santa Cruse - It would be better if you go to Alayoun Beach - I suggest you to visit Arbi Belmhidi Street | Listening and speaking: - Dialogues containing expressions of asking for and giving suggestions Reading and Writting: - Brochure - Dialogues containing expressions of asking for and giving suggestions | Simple present tense: S - V1/ To be - It is a temple - It takes 30 minutes to go there - The building has a magnificet structure | Terms related to tourism and sightseeing e.g Attraction Amusement park City tour Downtown Excursion High- season Heritage Off-peak Outdoor Visitor | Lead-in Matching pictures With names Completing a text using vocabularies provided Listening and Speaking Listening to a list of words and composing sentences Listening to a dialogue and answering short questions Listening to a dialogue and deciding whether a statement is true or false Performing a dialogue in pairs, in front of the class Reading and Writing Analysing expressions and grammar patterns Arranging Jumbled sentences Reading a brochure and answering short questions Deciding whether a statement is true or false based on the information on the brochure Composing a dialogue based on a certain information and perform it in front of the class. |

5.13. Sample Courses

Unit I: SAMPLE LESSON



• Listening Comprehension

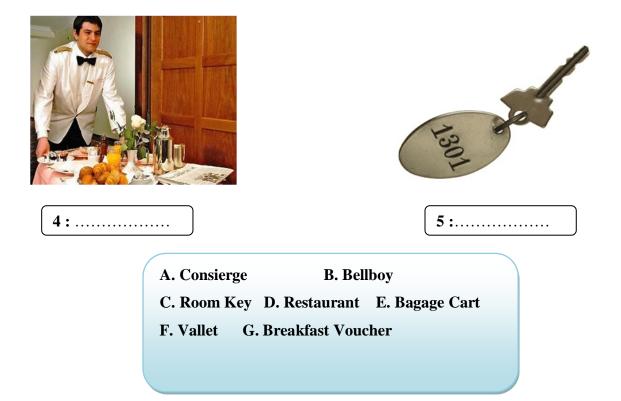
Listen to the dialogue and answer the following questions

- **1.** What is the dialogue about?
- 2. What are the speakers in the dialogue?
- **3.** What is the name of the hotel in the dialogue?
- 4. When is the check-in date of the guest in the recording?
- 5. How much does the room in the dialogue cost per night?

• Vocabulary Practice

Do you know what the pictures below are about? Match the pictures below with the correct names provided!





Pronunciation Task

Listen to the pronunciation and repeat after the teacher then find the meanings of the words below.

| Words | Phonetic Transcriptions | Meanings |
|--------------|-------------------------|----------|
| Check-in | /'tʃek.ɪn/ | |
| Check-out | /'tʃek.aʊt/ | |
| Book | /bʊk/ | |
| Bellboy | /'bel.boi/ | |
| Front desk | /frʌnt desk/ | |
| Reservation | / rez.ə'vei.∫ ə n/ | |
| Rate | /reɪt/ | |
| Room service | /ruːmˌˈsɜː.vɪs/ | |
| Lobby | /ˈlɒb.i/ | |
| Inn | /ɪn/ | |
| Valet | /'væl.eɪ/ | |

Listen to the dialogue and fill the blanks

Guest : Hi. I have a (1)for tonight.

Receptionist : And your name?

Guest : It's Nelson. Charles Nelson. Receptionist: Okay. Mr. Nelson. That's a room for five, and . .

Guest: Excuse me? You mean a room for five dollars? I didn't know the special was so good.

Receptionist: No, no, no. According to our records, a room for five guests was (2)..... under your

name.

Guest: No. No. Hold on. There must be some (3).....

Receptionist: Okay. Let's check this again. Okay, Mr. Charles C. Nelson for tonight .

Guest: Ah. There's the problem. My name is Charles Nelson, not Charles C. Nelson.

[Uhh] You must have two (4)..... under the name.

Receptionist: Okay. Let me check this again. Oh. Okay. Here we are.

Guest: Yeah.

Receptionist: Charles Nelson. A room for one for the 19th . . .

Guest: Wait, wait! It was for tonight. Not tomorrow night.

Receptionist: Hum. Hum. I don't think we have any rooms for tonight. There's a

(5)..... going on

in town, and uh, let's see. Yeah, no rooms.

Guest: Ah come on! You must have something. Anything.

Receptionist: Well. We do have some rooms under (6)......with just a roll-away bed. [U-hh] None

of the normal (7)..... like a TV or working shower or toilet.

Guest: Ah man. Come on. There must be something else.

Receptionist: Well. Let, let me check my computer here. Ah!

Guest: What?

Receptionist: There has been a (8).....for this evening. A honeymoon suite is now available.

Guest: Great. I'll take it.

Receptionist: But I'll have to charge you two hundred fifty dollars for the night.

Guest: Ah. Man. I should get a discount for the (9).....

Receptionist: Well. The best I can give you is a ten percent discount plus a ticket for a free

continental breakfast.

Guest: Hey. Isn't the breakfast free anyway?

Receptionist : Well, only on weekends.

Guest: I want to talk to the manager.

Receptionist: Wait, wait, wait Mr. Nelson. I think I can give you an additional 15 percent(10)..... and I'll throw in a free room for the next time you visit us.

Guest: That I'll be a long time.

Listen again to the dialogue and decide whether the following statements below are true or false

| Statements | T/F |
|--|-----|
| 1. In the data, the guest has reserved a room for the 18 th . | |
| 2. The rooms are all full except a honeymoon suite room. | |
| 3. The guest gets a 10 percent discount for the honeymoon suite. | |
| 4. The breakfast is always free. | |
| 5. The guest will be given a free room the next time he comes again to the hotel. | |

In pairs, perform the dialogue below in front of the class!

Work in pairs and study the following explanation.

From the dialogue above, you can see some expressions in bold. Those expressions are asking for and offering help. In the table below, you can see some other expressions of asking for and offering help.

| Asking for Help | Offering Help |
|----------------------------------|---------------------------|
| Would you do me a favor? | Would you like some help? |
| Could you give me a hand? | May I help you? |
| Would you mind giving me a hand? | What can I do for you? |
| I need some assistance, please! | Can I help you? |
| Can you help me? | Do you need some help? |

In the previous activities and also in the expressions above, you find a lot of words **would**, **could**, **will**, **can**, and **may**. They are called **modal verbs**. The common pattern of a sentence using a modal verb is

$$S-Modal-V1$$

If you want to make a question using modal verbs, you just need to use the modal verbs as the auxiliary. **Example:**

- I can help you bring the bag (statement)
- Can you help me bring the bag? (question)
- I would like to have someone clean my room (statement)
- Would you like to have someone clean your room? (question)

<u>TASK 8</u>

Classify the expressions of asking for and offering help above based on the level of politeness starting from the most polite!

TASK 9

Decide whether the sentences below are true or false. Provide the correct forms if the sentence is false. No. The first sentence has been done for you as an example!

| Sentences | T/F | Corrections |
|--|-----|----------------------------------|
| 1. Would you mind do me a favor? | F | Would you mind doing me a favor? |
| 2. Can you help bringing my luggage? | | |
| 3. Would you please hold my key for a second? | | |
| 4. Can you please opening the door? | | |
| 5. Could I help with the bag? | | |

C. HOMEWORK

TASK 13

Find a dialogue of hotel check-in process and analyze the expressions of asking for and offering help and write a dialogue of your own using the same expressions!

<u>TASK 14</u>

In pairs, compose a dialogue of hotel check-in process and record the conversation! **D. REFLECTION**

Did you learn much from this unit? Put a tick (_) mark on the box according to how much you have learned!

| Aspects | Little | Much | Very much |
|---|--------|------|-----------|
| Vocabulary | | | |
| Grammar building | | | |
| Analysing texts (Reservation Form) | | | |
| Using the expressions of asking for and offering help in both spoken and written forms | | | |

E. SUMMARY

In this Unit, you have learnt:

| Asking for Help | Offering Help |
|----------------------------------|---------------------------|
| Would you do me a favor? | Would you like some help? |
| Would you mind giving me a hand? | May I help you? |
| Could you give me a hand? | What can I do for you? |
| I need some assistance, please! | Can I help you? |
| Can you help me? | Do you need some help? |

The pattern of modal verbs to compose expressions of asking for and offering help

"Do you have any idea where the bus station is?"



In this unit, the learners will learn how to give directions in English. They are expected to learn the expressions of asking for and giving directions, as well as the related vocabularies. They will also learn how to read a map and practice how to give directions using the maps. The tasks in this unit will help them explore their knowledge, starting from the introductory tasks up to the very independent construction of the texts, both spoken and written.

A. LEAD-IN

TASK 1

Listen to the dialogue and answer the questions below!

- 1. What does the guest ask from the receptionist?
- 2. Is there any ATM machine in the hotel?
- **3.** How long it takes to get to the ATM corner from the hotel?

TASK 2

Match the pictures below with the names provided!







| Signpost | Crossroads | Sidewalk |
|------------|------------|----------------|
| T-junction | Roundabout | Traffic lights |

B. LESSON PROPER

TASK 3

Write down the vocabularies pronounced by the teacher and find the meanings

| Words | Phonetic Transcriptions | Meanings |
|-------|-------------------------|----------|
| | /əˈkrɒs/ | |
| | /bɪˈsaɪd/ | |
| | /bɪˈtwiːn/ | |
| | /ˈkrɒs.rəʊdz/ | |
| | /left/ | |
| | /nɪə r / | |
| | /'ɒp.ə.zɪt/ | |
| | /raɪt/ | |
| | /ˈsaɪn.pəʊst/ | |
| | /ˈtiːˌdʒʌnk.∫ ə n/ | |
| | /t3:n/ | |

TASK 4

Listen to the dialogue and decide whether the statements below are true or false. If it false, give the corrections!

| Sentences | T/F | Corrections |
|--|-----|-------------|
| 1. The tourist is looking for a bus station | | |
| 2. The tourist wants to go to Malioboro street by walking | | |
| 3. It takes approximately 5 minutes to go to the nearest | | |
| bus station | | |
| 4. On the second crossroads, the tourist needs to turn left | | |
| 5. The bus station is located beside a petshop | | |

Listen again to the dialogue and fill the blanks!

 Tourist : Excuse me. Is there any (1)______ transportation I can use to get to

 Malioboro street?

 Pedestrian : Yes, there is a bus station (2)______ here.

 Tourist : Could you tell me how to get there?

 Pedestrian : Go straight on this (3)______. Take a right turn on the second

 crossroads. Follow the street until you find a T-junction. Turn left on the T-junction.

 The bus station is (4)______ a petshop.

 Tourist : How long it (5)______ to get there?

 Pedestrian : approximately 10 minutes.

 Tourist : Thank you very much!

 Pedestrian : You're welcome!

TASK 6

In pairs, perform the dialogue below in front of the class!

Pedestrian: Excuse me, sir. Do you get lost?

Tourist: I think yes. This map doesn't help much.

Pedestrian: Where are you going actually, sir?

Tourist: I'm going to the Tugu station. Would you mind showing me how to get there?

Pedestrian: You are actually on the right track sir. Just go straight this street until you

find a Tjunction. Turn left on the T-junction. Go pass a convenience store. Turn left on

the second cross roads. The Tugu station is right on your right side.

Tourist: How long it takes to get there? I need to catch a train actually.

Pedestrian: Don't worry. It takes less than 15 minutes from here.

Tourist: Thank you very much!

Pedestrian: You're welcome!

For Your Information

In Japanese baths, called onsen, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. – From the Lonely Planet Japan travel guide

<u>TASK 7</u>

Study the explanation below and try to pronounce the expressions in the table aloud!

In the previous tasks, you must have heard so many expressions such as *go straight*, *go along, follow, turn right*, etc. Those expressions are used to give directions. In this task you will study some expressions of asking for and giving directions. Study the examples of the expressions of asking for and giving directions in the table below and then pronounce them aloud.

| Asking for Directions | Giving Directions |
|-------------------------------------|----------------------------------|
| Would you mind showing me? | Go straight this street/this way |
| Could you tell me how to get to? | Go along this street/this way |
| Do you know whereis? | Go pass the market/petshop etc |
| Can you tell me whereis? | Take a left/right turn |
| Do you have any idea how to get to? | Turn left/right |

Besides the expressions above, another important point in asking for and giving direction is the prepositions of place. It involves in, on, and at. Below are the explanation of each preposition and some examples of the use.

"in" is for an enclosed space or a place which has volume or area"on" is for a place which is seen as a surface or a line"at" is for a place when the exact position is not very important

Examples:

| In | On | At |
|------------------|--------------|------------------------|
| In Sesame street | On your left | At the end of the road |
| In a room | On the floor | At the crossroads |
| In your pocket | On your mind | At the corner |

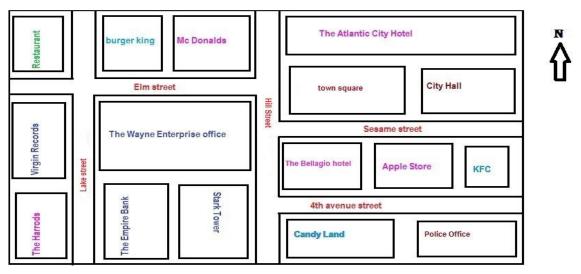
<u>TASK 8</u>

Arrange the jumbled sentences below into correct ones. Use correct punctuation!

- **1.** How to-could-post office-the-you-me-the-get to-tell
- 2. Where-know-you-do-market-is-the
- 3. Is-where-station-tell-bus-you-can-me-the
- 4. Me-drugstore-mind-you-would-where-showing-the-is
- 5. How to-idea-do-have-get to-airport-any-you-the

<u>TASK 9</u>

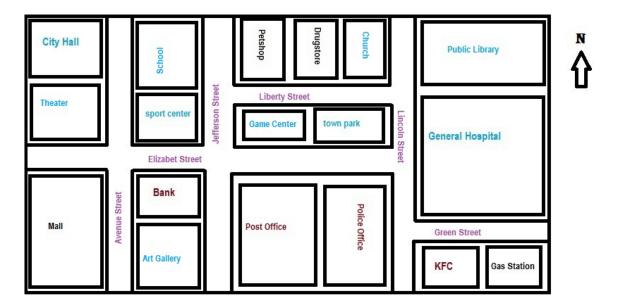
Study the map below and decide whether the statements below are true or false and give correction if it is false!



| Sentences | T/F | Corrections |
|---|-----|-------------|
| 1. The Apple Store is located between The Bellagio Hotel and KFC | | |
| 2. Burger King is located in The Sesame street | | |
| 3. Town Park and City Hall are located in the same street | | |
| 4. Virgin Record is located next to Restaurant | | |
| 5. Police office is located across Apple Store and KFC | | |
| 6. The Empire Bank is located across The Harrods | | |
| 7. McDonalds is located next to The Wayne Enterprise | | |

TASK 10

Using the map, complete the sentences below!



- **1.** KFC is ______ in the Green Street.
- **2.** The public library is located ______ the general hospital.
- **3.** The drugstore is ______ the church and the pet shop.
- 4. The bank and the art gallery is located ______ the mall.
- **5.** Go along the Lincoln Street and take a left turn at the second T-junction. The ______ is the first building on your right.

6. Go pass the second T-junction the Lincoln Street. You will find the _____ on your left.

7. Go straight on the Avenue Street. Turn right at the first crossroads. ______ is on your left.

8. Go straight on the Jefferson Street. Turn left at the first crossroads. Turn right at the next crossroads. The ______ is opposite school.

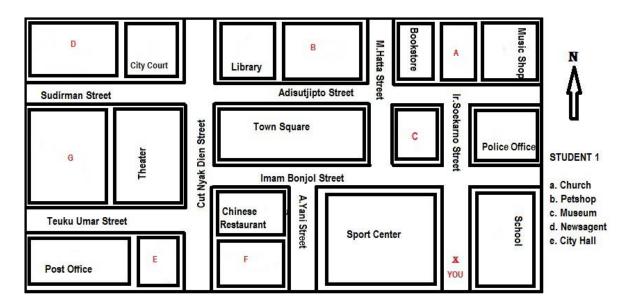
Did you know?

The Palmer House was the first hotel in Chicago to install electric lights and telephones in its guest rooms (in 1880 for the Republican National Convention) – From FODOR'STRAVEL

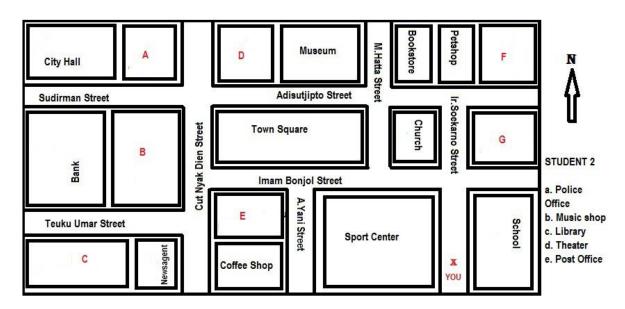
TASK 11

In pairs, use the expressions of asking for and giving directions to find the places below and perform it in front of the class!

a. Student 1



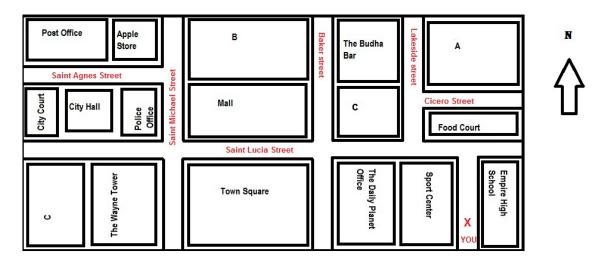
b. Student 2



C. HOMEWORK

TASK 12

Based on the map below, compose a dialogue containing expressions of asking for and giving directions using the information provided!



1. The Theater is located next to The Buddha Bar and across The Daily Planet office.

2. The Hilton hotel is located opposite Apple Store and next to Mall

3. The Aquadome is located across The Buddha Bar and opposite Food Court.

TASK 13

In pairs, draw your own map and compose a dialogue containing expressions of asking for and giving directions and record your performance!

D. REFLECTION

Did you learn much from this unit? Put a tick mark (_) on the box according to how much you have learned!

| Aspects | Little | Much | Very much |
|--|--------|------|-----------|
| Vocabulary | | | |
| Grammar building | | | |
| Analysing texts (Reservation Form) | | | |
| Using the expressions of asking for and giving directions in both spoken and written forms | | | |

E. SUMMARY

In this unit, you have learned:

| Asking for Directions | Giving Directions |
|-------------------------------------|----------------------------------|
| Would you mind showing me? | Go straight this street/this way |
| Could you tell me how to get to? | Go along this street/this way |
| Do you know whereis? | Go pass the market/petshop etc |
| Can you tell me whereis? | Take a left/right turn |
| Do you have any idea how to get to? | Turn left/right |

Using prepositions of place to compose expressions of asking for and giving directions

"in" is for an enclosed space or a place which has volume or area

"on" is for a place which is seen as a surface or a line

"at" is for a place when the exact position is not very important

Unit 3

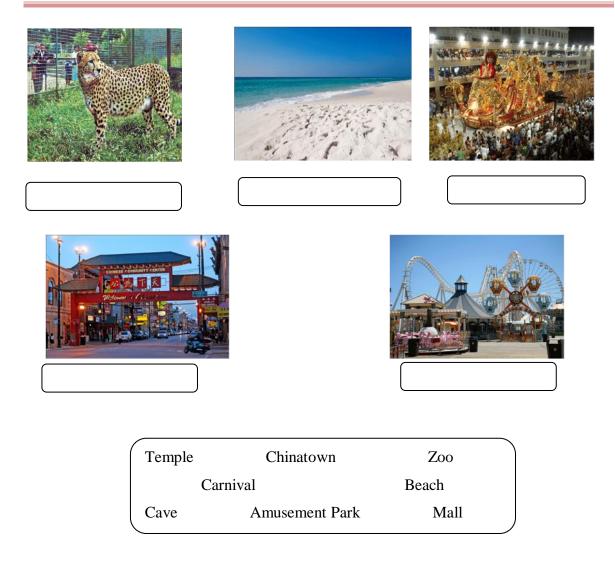
"I suggest you to visit Santacruse, sir!"

In this unit, the learners will learn about asking for and giving suggestions. This unit provides some examples of dialogues containing expressions of asking for and giving suggestions. The learners will also learn to read a tourism brochure and to give suggestions based on certain information contained in the brochure.

A. LEAD-IN

TASK 1

Match pictures with names below!



TASK 2

Complete the paragraph below using the vocabularies provided.

Arguably, Borobudur is the most famous Buddhist (1)_____ in Indonesia. Located in Magelang, Borobudur offers a wonderful structure, as well as a beautiful view of its surroundings. UNESCO enlists Bodobudur as one of the world's heritage sites that needs to be preserved.

Borobudur was built by King Samaratungga, one of the kings of Old Mataram Kingdom, the descendant of Sailendra dynasty. Based on Kayumwungan inscription, an Indonesian named Hudaya Kandahjaya revealed that Borobudur was a place for praying that was completed to be built on 26 May 824, almost one hundred years from the time the construction was begun. The name of Borobudur, as some people say, means a mountain having (2)_____ (budhara), while other says that Borobudur means monastery on the high place.

Borobudur is constructed as a ten-terraces (3)_____. The height before being renovated was 42 meters and 34.5 meters after the renovation because the lowest level was

used as supporting base. The first six terraces are in square form, two upper terraces are in circular form, and on top of them is the terrace where Buddha (4)______ is located facing westward. Each terrace symbolizes the stage of human life. In line with of Buddha Mahayana, anyone who intends to reach the level of Buddha's must go through each of those life stages.

Each terrace has beautiful (5)_____ panels showing how skillful the sculptors were. In order to understand the sequence of the stories on the relief panels, you have to walk clockwise from the entrance of the temple. The relief panels tell the legendary story of Ramayana. Besides, there are relief panels describing the condition of the society by that time; for example, relief of farmers' activity reflecting the advance of agriculture system and relief of sailing boat representing the advance of navigation in Bergotta (Semarang).

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Statue Temple Place Monument Relief View Terraces Building
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A. LESSON PROPER

TASK3

Write down the vocabularies pronounced by the teacher and compose sentences using those vocabularies.

| Words | Phonetic Transcriptions | Meanings |
|----------------|-------------------------|----------|
| Attraction | /əˈtræk.∫ə n/ | |
| Amusement Park | /əˈmjuːz.məntˌpaːk/ | |
| City Tour | /ˈsɪt.iˌtʊə r / | |
| Downtown | / davn'tavn/ | |
| Excursion | /ɪkˈskɜ:.∫ə n/ | |
| High-season | /haɪ /ˈsiː.z ə n/ | |
| Heritage | /'her.1.t1d3/ | |
| Off-peak | /ˌɒfˈpiːk/ | |
| Outdoor | /'aʊt_dɔ: r / | |
| Visitor | /ˈvɪz.ɪ.tə r / | |

TASK 4

Listen to the dialogue and answer the questions below.

- 1. What kind of place is the guest interested in?
- 2. What is the first place the receptionist suggests to the guest?
- 3. Does the guest agree with the receptionist first suggestion? Why?
- 4. What makes Bodobudur worth to visit?
- 5. How long does it take from the hotel to Borobudur?

TASK 5

Listen again to the dialogue and decide whether the statements in the table are true or false

| Statements | T/F |
|--|-----|
| 1. The guest is looking for an outdoor attraction. | |
| 2. The guest has never visited Pambanan temple before. | |
| 3. Borobudur temple is a Hindi temple | |
| 4. Borobudur has an amazing structure and beautiful surroundings | |
| 5. The receptionist suggests the guest to use a train to get to Borobudur temple. | |
| 6. KompakTour is not famous in the city | |

TASK 6

In pairs, perform the dialogue below in front of the class.

Guest1 : Good morning Lucius! How are you doing?

Guest2 : Good morning Bruce! I'm fine. How about you?

Guest1 : I'm fine, thanks.

Guest2 : How's your business trip, Bruce?

Guest1 : It is over now, Lucius. I still have 2 days in this city before going back home.

Guest2 : That's nice. Do you have any idea what you will do in those two days?

Guest1 : Not yet. Do you have any suggestions where I should visit before going back home?

Guest2: Of course. I recommend you to visit the downtown. You can buy some unique stuffs there.

Guest1 : Sounds great. But first I want to go to a beach. I heard that this city had some awesome beaches. Do you have any idea what beach I should visit? I need a quite beach where there's only a few visitors.

Guest2: A quite beach? Let me think first...I think you better visit Dreamland beach. It takes about 1 hour by a car from here.

Guest1 : Thanks, I think I need to get prepared. Do you want to come along, Lucius? **Guest2 :** Sure. That would be great.

TASK 7

Study the expressions below and list them based on the level of politeness.

If you pay attention to the previous tasks, you will find some expressions used for several times. You can find some expressions such as *do you have any suggestion, can you suggest me* etc. Those expressions are commonly used to *ask for suggestions*. While expression like *you should, it'd be better to, etc* are used to *give suggestions*. Here are some expressions of asking for and giving direction commonly used by English speakers. Pay attention to them and then list them based on the level of politeness.

| Asking for Suggestions | Giving Suggestions |
|-------------------------------------|--------------------------------|
| Do you have any ideas for me? | You should + V1 |
| Do you have any suggestions for me? | It would be better if you + V1 |
| What do you think of? | You ought to +V1 |
| Would you mind giving me your | I suggest you to +V1 |
| suggestion? | I recommend you to +V1 |
| Can you tell me where I should go? | |
| Can you suggest me? | |
| | |

In giving suggestions, especially about places it is important to know what those places look like. You have to be able to describe it, so the people who ask for suggestions will understand. In describing something, the pattern commonly used is **simple present tense** with the formula as follows:

Examples:

Borobudur has a wonderful structure.

Prambanan is a beautiful temple.

It takes about 30 minutes to go there.

For Your Information!

In Japanese baths, called onsen, always wash first before entering the water. The water is considered fouled if someone does not do this, kind of like the American equivalent of peeing in a pool. Also, use a wash cloth to cover your private bits and pieces. – From the Lonely Planet Japan travel guide.

TASK 8

Arranged jumbled sentences below into correct ones and practice saying them in front of the class.

Any - you - to do - tonight - what - have - do - idea
 A - place - lunch - to have - you - suggest - can - me - nice
 Mind - me - suggestion - a - beautiful - in - giving - this - you - your - would - about beach - city
 Street - should - Malioboro - go to - you
 Better - if - it - at - café - you - dinner - dixie - have - be - would
 To go - temple - visit - suggest - you - I - Prambanan

<u>TASK 9</u>

Compose a possible dialogue containing expressions of asking for and giving suggestions based on the information below:

Mr. Harvey Dent is a lawyer from America. He is on a holiday to Jogjakarta for 4 days with his family. He stays in a family room in the Royal Ambarrukmo hotel. On the second day in Jogja, he asks the receptionist of the hotel where to go. He wants to visit a temple. The receptionist suggests Borobudur temple but after knowing that it is too far Mr. Dent wants a closer one. In the other hand, his children and his wife want to visit an outdoor attraction like cave tubing. Finally, Mr. Dent gives up and go cave tubing with them.

TASK 10

Read the text below and answer the following questions.

- **1.** What is the text above about?
- 2. What is the purpose of the text above?
- 3. What can the visitors see in the Sri Venkateswara Sanctuary?
- 4. How is the weather in the Rishi Valley?
- 5. How can the visitors go Tirupati?

Sri Venkateswara Sanctuary Spread over 500 acres, this wildlife sanctuary and national park has many species of flora and fauna, and serves as an ideal leisure spot.

Chandragiri

Chandragiri, situated on the banks of the Swarnamukhi river in Chittoor district, was the last capital of the Vijayanagar kings. The Vijayanagar Empire contributed vastly to the enrichment of Telugu culture, art and literature. The Chandragiri Fort, along with its grand palaces Raja Mahal and the Rani Mahal, have been given a facelift. Situated atop a huge rock that stands 56 meters tall, the fort is 12 km from the temple town of Tirupati.

AP Tourism has got up a sound & light show at Chandragiri, capturing the bygone glory of the Vijayanagar Empire.



Kanipakkam



that its main idol is believed to be growing in size so much so that a kavacham (breastplate) made for the idol half a century ago has since become too small for it now.

Kanipakkam is about 70 km from Tirupati and 12 km from Chittoor.

Srikalahasti This temple of Lord Siva in the form of a 'Vayulinga' lies 36 km from Tirupati. Legend has it that Sri, a spider, spun a web over the Linga; Kala,



a snake, placed a gem atop it, while Hasti, an elephant, brought water in its trunk to wash the Linga. All the three were ardent worshippers of Siva. The flame (Deepam) in

the temple flickers constantly as air (Vayu) is said to be constantly emanating from the Sivalinga. Nature's glory

Chittoor District is endowed with rich flora and fauna as well as a number of waterfalls, including two perennial ones. The Talakona waterfalls is located in the picturesque Nagari valley, while the Kailasanathakona waterfalls is on the threshold of the Seven Hills. The water at Kailasanathakona is said to contain minerals that have curative properties. Local transport is available to these places. APTDC runs Haritha hotels at both the places.

Horsley Hills Horsley Hills comprise one of the best hill resorts of Andhra The hill Pradesh. station -- named after a British Collector of Cuddapah who had discovered the beauty



of the area and made it his summer resort -- is 1,265 meters above sea level. It is situated 140 km from Tirupati and is almost the same distance from Bangalore.

Next to it is the famous Rishi Valley, which is home to a well known public school. The weather is cool and pleasant through the year. APTDC runs Haritha hill resort, which has an attached bar & restaurant, along with conference facility.

Reach:

Air: Indian Airlines operates Hyderabad-Tirupati-Hyderabad flights on Thursdays and Saturdays. Rail: Tirupati is connected to all major cities of India.

Road: Tirupati is well connected to Bengaluru, Chennai, Chittoor, Hyderabad and Vijayawada. For local transport, tourists can take temple buses

and RTC buses. Taxis and rickshaws are also available.

Stay:

Many star hotels, lodges, guest houses and choultries are available both at Tirupati and Tirumala

TASK11

Based on the text above, decide whether the statements below are true or false. If it is false, give corrections.

| Statements | T/F | Reasons |
|--|-----|---------|
| 1. Chandragiri was the last capital of the Vijayanagar empire. | | |
| 2. Srikalahasti is a temple dedicated to lord Vishnu. | | |
| 3. Horsley Hill was named after a Britsh collector. | | |
| 4. It is possible to fly from Hyderabad to Tirupati on Monday. | | |
| 5. For the local transportation, visitors can use buses, taxis, and rickshaw. | | |

TASK12

Pay attention to the information, then compose a conversation in pairs and perform it in front of the class!

Mr. Jim Gordon, a French businessman comes to Jogjakarta for business purposes. He stays in the Hyatt hotel for 5 nights. On the last day in Jogja, he wants to visit a tourism attraction in Jogja. He asks the reception staff of the hotel where to visit with some conditions as follow:

1. His hotel is located at the center of Jogjakarta

2. He wants to visit either a cultural attraction or a beach

3. If it is a beach, he wants one which takes less than three hour

4. If it is a cultural attraction, he does not want to go to a temple

5. He wants to go by either chartered car or bus, and if possible with a tour organizer

C. HOMEWORK

TASK13

Find information of a tourism place or event from the internet and compose a dialogue involving at least 4 expressions of asking for and giving suggestions using the information!

D. REFLECTION

Did you learn much from this unit? Put a tick mark (_) on the box according to how much you have learned!

| Aspects | Little | Much | Very much |
|---|--------|------|-----------|
| Vocabulary | | | |
| Grammar building | | | |
| Analysing texts (Reservation Form) | | | |
| Using the expressions of asking for and giving suggestions in both spoken and written forms | | | |

E. SUMMARY

In this unit, you have learned:

| Asking for Suggestions | Giving Suggestions |
|---|--------------------------------|
| Do you have any ideas for me? | You should + V1 |
| Do you have any suggestions for me? | It would be better if you + V1 |
| What do you think of? | You ought to +V1 |
| Would you mind giving me your suggestion? | I suggest you to +V1 |
| Can you tell me where I should go? | I recommend you to +V1 |
| Can you suggest me? | |
| | |

In giving suggestion, one of the important aspect to consider is to give clear description to the people asking you for suggestion. The common term to describe things, places, etc is:



As a matter of fact, the above activities are just samples taken from books based on the three units that are previously presented. Further, not all the lessons that are mentioned in the three units are tackled.

5.14. Conclusion

In conducting this case study research, the researcher purposefully directed it to reach the objectives being determined at the onset of the research. The results of the previous chapter have shed light on the need for ameliorating hotel receptionists' English language communicative skills as it has shed light on the significance of in-service training. In fact, this chapter intended to pave the way for hotel receptionists to improve their competencies and skills through the suggestion of alternative solutions and recommendations concerning the integration of in-service training in the hotel for a better service quality. All of which should be based on conducting needs analysis, using authentic materials, creating interesting activities related to their field, attention to service quality instruction and so on.

General Conclusion

General Conclusion

Within the era of globalisation, English has acquired a unique status among the other languages of the world in that it has been acknowledged as a global language. Learning this language becomes a necessity that is highly required to be used in different fields due to the unstoppable rise of technology and commerce. Further, there was a shift in language teaching from grammar method to a new use of language in specific situations which led to the emergence of a new trend. In fact, as a trend of ELT, English for Specific Purposes came into existence by the 1960s to put emphasis on the needs of a particular group in terms of their communicative abilities to function effectively in a particular domain. From its beginning, needs analysis appeared as a construct and a corner stone of ESP. Its implementation for teaching/learning purposes becomes one of the major issues of contemporary education.

Today, the needs of either learners or employees require to be researched continuously and systematically in the whole context as the field of education brought crucial reforms in the last decades. However, most of the ESP studies and dissertations that have been and still conducted in Algeria focus particularly on the needs in the academic field and neglect the needs of the occupational sector. To fulfill the present research, the focus has been put on one ESP situation which is identifying the English language communicative needs at the occupational level exactly the needs of the hotel receptionists who greatly need this language when dealing and communicating with the native and nonnative English speakers. Then, the main objective of the current study is to develop the hotel receptionists' performance in the field of hotel and hospitality through the suggestion of different solutions to overcome the difficulties that they may encounter at the workplace. Hotel receptionists who work in 'five-stars' hotels namely Royal, Meridien and Sheraton in Oran city were selected for the current study.

Before collecting data, careful consideration would be given to research methods commonly used in ESP so that the data was collected from different sources through the use of a variety of instruments: questionnaires and semi- structured interviews. Indeed, the investigator employed a case study research design, and a combination of both qualitative and quantitative methods for data collection and analysis because triangulation is the best solution to obtain confirmation of findings through the application of several research instruments. It is used as a way of cross-examining results using two or more sources to add validity to the current research and to achieve the objectives which are underlined at the beginning of the research. The investigation of the current study revolves around three research questions that have been asked at the onset sequenced as follows:

- 1. What are the present needs and problems of the hotel receptionists when using English to perform their job?
- 2. Are the hotel receptionists well prepared and qualified in terms of their English language ability to meet their current communication needs?
- **3.** To what extent does providing the hotel receptionists with specialised in-service training help them communicate appropriately in their target situation?

To provide answers to those research questions, three hypotheses have been put forward:

- **a.** The hotel receptionists seem to come across different kinds of needs and problems while using English.
- **b.** The hotel receptionists are not well prepared and qualified in terms of their English language ability to meet their current communication needs.
- **c.** In- service training is essential in providing the hotel receptionists with the right skills for their present and future jobs to reach international standards.

As a whole, to describe all the aspects tackled through the research process, the investigator organized this research work to include two main parts; theoretical and practical with a total number of five distinctive chapters. After the presentation of the major aims as well as the research questions and hypotheses on which this research is built, the investigator moved to provide a general overview of ESP as a sub-field of ELT. All the related concepts are covered and defined in the first chapter including EOP, language skills and language issues in ESP. The second chapter is also theoretical that sought to tackle the term 'Needs Analysis' in the realm of ESP, its main definitions, from the traditional ones to the recent ones in addition to approaches to needs analysis and issues related to this process. Besides, the major problem areas and challenges in ESP are also presented and discussed.

The third chapter is devoted for the description of the research journey where the researcher presented a situation analysis that includes the general context of the research

through an overall description of the ESP teaching/learning situation in the Arab world through an overall description of the ESP teaching/learning situation in the Arab world and then in Algeria. Furthermore, the chapter explicates the methodological ground that underpins the research in which the researcher provides a detailed description of the target population, research methods, sampling and instrumentation used in the research. The fourth chapter came up with analysis and interpretations of the gathered data through the selected research instruments: two questionnaires and two interviews, both quantitatively and qualitatively. Finally, the last chapter seeks to hopefully provide both trainers and trainees (hotel receptionists) with suggestions, practical implications and activities aligned with the principles of the 21st century that may help them improve their English language proficiency in order to perform their job effectively or at least reduce the set of obstacles that prevent them from effective communication.

For the sake of meeting the previously mentioned aims of the study, a case study was selected to have an in-depth vision about the situation. For the analysis and interpretation of the collected data, a combination of both qualitative and quantitative approaches was used to have a clear picture of the needs and problems of the hotel receptionists and then discussing the research questions and hypotheses. Indeed, based on the interpretation and discussion drawn from the gathered data, it was revealed that the three hypotheses initially formulated were confirmed and corroborated. In other words, the hotel receptionists seem to come across different kinds of needs and problems while using the English language, i.e., the hotel receptionists in the current study need English language communicative skills at the workplace and at the same time they face serious problems because they are not well prepared and qualified in terms of their English language ability to meet their current communication needs. At last but not least, for the sake of giving solid grounds for the third hypothesis, joining the results of the data gathered from the questionnaires and the interviews is the last endeavour of the practical chapter. Through the triangulation of the results obtained from the different research instruments used to fulfill the present study, the third hypothesis arguing that in-service training programme grounded on needs analysis is essential in providing the hotel receptionists with the right skills for their present and future jobs to reach international standards was confirmed. It was evidenced a broad consensus that training is a significant factor that may affect employees' performance quality within the hotel.

As it is mentioned previously, this work is primarily about an investigation of the English language communicative needs of the hotel receptionists and their attitudes towards English and training programmes in the region of Oran. It is of great importance then to identify the main objectives and set the boundaries of any research that may affect the results of the investigation. Moreover, this study offers some insights that may help the hotel receptionists overcome their difficulties and it also might create space for other researchers to reflect upon. The study has been challenged by a number of limitations resulting from contextual factors which need to be addressed in further research such as methodological precincts, procedural restraints and demographical restrictions. These boundaries might have partially affected the investigation and consequently been reflected in its findings and results.

Actually, there were some unavoidable delimitations and limitations to be considered in the current research. The first delimitation relates to the choice of the problem itself. Instead of investigating the weaknesses of vocational schools of tourism in Algeria, the researcher found it better to go the other way round, i.e., an investigation of the English language communicative needs of hotel receptionists in three five-stars hotels since the current study is an extension of a Magister Thesis. Another delimitation goes around the target population. The study is concerned with the hotel receptionists working in 'five-stars' hotels in Oran out of six hotels. Researchers can conduct studies in the remaining three hotels. In other words, the researcher did not investigate all the 'five-stars' hotels in Oran, or otherwise it hinged only on three hotels. Further, other hotels in Oran including 'three-stars' and 'four-stars' hotels could also be investigated to see whether hotel receptionists have the same needs and face the same difficulties. Also, further research can be undertaken in other cities in Algeria because the situation in hotels in Oran might be entirely different from it in other hotels countrywide and in other cities.

Moreover, the study covered areas and some notions which are linked with the research; they have been opted for as a theoretical background in this study such as language skills and culture in ESP teaching. The principal issue in this thesis is to teach to communicate effectively with foreigners. In language teaching, no one could deny the significance of the four skills. However, this research has focused mainly on two skills: listening and speaking skills in addition to the acquisition of special vocabulary and grammar. As far as the training process is concerned, two delimitations are captured. On

the one hand, within the scope of this study, the focus is on the delivery of training courses for those receptionists who are already engaged in working. On the other hand, pre-training sessions are supposed to be out of the scope of the present study.

As far as the target population is concerned, the sample size was relatively small, and limited to hotel receptionists working in Royal, Meridien and Sheraton hotels; they have been chosen as a sample for this study to represent the five-star hotels in Oran. In fact, the other three hotels can be included in future research focusing on qualitative data. Moreover, it is not an easy task to conduct a research in an occupational sector such as hotels and banks. In this respect, it can be said that access to employees and documents as well is absolutely difficult.

As far as data collection is concerned, the test was administered but it was completed by only a small number of employees. This obliged the researcher to choose another tool. Then, it was really hard to conduct the interview; the researcher went ten times to conduct an interview with nine employees. For the questionnaires, it took three months to be completed in the Meridien hotel. Last but not least, the hotel receptionists refused to answer any question without the permission of the hotel manager. As far as the directors are concerned, the researcher had to seek permission at different levels to conduct the research. However, directors were at times reluctant to do so thinking such investigation would uncover confidential data.

In the case of the absence of advanced level in English language in Algeria especially in hotels, it is important to highlight that this is the result of the absence of English for tourism or English for hotels at universities unlike many foreign countries who include these specialties in their universities. Actually, this study is one of the first studies of its kind that intends to help redress some of the problems experienced by the hotel receptionists in an Algerian context. The study is a starting point for exploring the English language communicative needs of hotel receptionists and it is hoped that it will encourage more research into ESP in Algerian workplace settings.

Despite the aforementioned limitations, the present work ends up with practical suggestions and recommendations related to the topic chosen. Nowadays, with the complexity of job, importance of staff training in any industry either pre-service or inservice has been increased. Training is regarded as a crucial element in any company. The literature in the field of ESP conspicuously documents the significance of it. To pave the

way for effective service and instruction, it is highly recommended that the Algerian Ministry of Tourism should introduce the necessary changes through providing more implications and financial help and review the situation of its employees especially in hotels where foreign clients expect a good service quality.

Taking the results of the present study into account, a proper consideration of the process of needs analysis and identification must be re-addressed in the Algerian context either occupationally or academically as a very primary stage of a course and material design for better education and services. Considering the effectiveness of implementing inservice training for employees, course designers and authors responsible may be urged to learn more about ESP and training as well. Besides, teacher training, course and syllabus design, authentic materials as well as the assessment process has to become an integral part of any ESP teaching/ learning process.

As it is mentioned previously, it should be stressed, at this level, that the findings obtained from this exploratory study are generalizable even though the number of participants is small because the maximum number of employees in any hotel is 12. Further, there are only 6 'five-stars' hotels in Oran city in which three are selected randomly. Thus, the study was conducted on a small scale and the area of examination was limited to the front office staff. Further studies on the other divisions of the hotel would extend the generalisability of findings to a broader hotel setting.

In fact, the obtained results are open to verification in terms of using different qualitative tools so that supplementary data and further recommendations from different perspectives can be done through new research being combined to the ones supplied in this research. More specifically, future researches can turn attention to other solutions to hopefully offer a better insight and some exemplary practice in English for Occupational Purposes and therefore meeting the new challenges and seeking towards higher standards of ESP instruction and self development at the Algerian level.

Definition of Key-Concepts

a. Communication: It has emerged as a very powerful personal skill that individuals must acquire to be able to perform their duties and become efficient managers and effective leaders. The word communication is derived from the Latin "*communicare*" which means to share or to make common. So, communication is the transmission of information that it goes from one to another across a channel. Dwyer (1997) suggests that communication is any behavior, verbal and nonverbal, that is perceived by another. Knowledge, feelings or thoughts are encoded and sent from at least one person and received and decoded by another. Moreover, Dwyer (1997: 6-7) counts the basic elements of communication process which contribute for making communication interactive:

- Sender
- Message (spoken or written form or nonverbal-gestures)
- Receiver
- Decoding (influenced by cultural difference and listening abilities)
- Feedback (the form of a verbal or nonverbal response, a phone call)

According to Disanza and Legge (2003), communication is an exchange of messages between individuals in order to create or influence shared meaning through the use of signs and symbols.

b. Communicative Skills: Smeltzer and Leonard (1994) see the conception of communication skills as the ability to encode, decode, and receive feedback. Further, optimum communication occurs when both the sender and the receiver are skilled communicators. There are four language skills: listening, speaking, reading and writing. Speaking and listening relate to language expressed through aural medium. Reading and writing are concerned with the visual medium. Speaking and writing are productive or active skills. On the other hand, reading and listening are receptive or passive skills

(Widdowson: 57).

Furthermore, Scott (1986: 3) classifies communication skills into four categories:

- 1. Listening is to concentrate on hearing what is being said.
- 2. Speaking is the skill of sending an oral message.

- 3. Reading is the ability of the reader to read material.
- **4.** Writing is the way a writer influences a reader to understand and to accept a message.

C. Culture defined: Culture is among the most difficult and critical terms to be defined. According to Hofstede (1980:21-23) culture is "the collective programming of the mind which distinguishes the members of one group from another." More precisely, culture is a set of shared and enduring meaning, values, and beliefs that characterize national, ethnic, or other groups and orient their behaviour (Mulholland 1991). Moreover, for Mead (2002), "Culture means the whole complex of traditional behavior which has been developed by the human race and is successively learned by each generation." in other words, culture is changing all the time because each generation adds something of its own before passing it on.

D. Customer satisfaction

Customer satisfaction is a complex construct to be easily defined with several definitions. According to Dimitriades (2006:783) customer satisfaction has been a major goal for business organizations for many years and that loyal customers contribute to the company's profitability by spending more on the company's products and services. Moreover, Gee et al. (2008:362) state that customer satisfaction is generally based on meeting or exceeding one's expectations, while Hill (2006:2) defines customer satisfaction as a measure of how your organization's total products perform in relation to a set of customer requirements.

E. Employee

A person who works for compensation, whether direct or indirect, for another in return for stipulated services. An employee may work on an hourly, daily, or annual wage basis.

F. Function

It is the purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviour; e.g., offers, requests, apologies, complaints and compliments. The functional uses of language cannot be determined simply by studying the grammatical structure of sentences.

G. Gap Analysis: a comparison between the products, skills, etc. that are available and what is needed, used to decide what products, skills, etc. to develop.

H. Guest: a person who is visiting a place, for example a company, or country, usually after being invited to go there.

I. Hospitality

It is a friendly and generous behaviour towards guests. Reuland, Choudry and Fagel (1985) viewed hospitality in restaurants and hotels as a process involving provider or employee, receiver or guest, and transfer of three elements: product (meal or bed), behavior of employees and environment of restaurant or hotel.

J. Intercultural Communication: Intercultural communication is among the many buzzwords of our times. The term intercultural communication derives from two fundamental definitions. Communication will be considered as the active relationship established between people through language. Intercultural means that this communicative relationship is between people of different cultures. From a linguistic perspective therefore, intercultural communication may be defined as situated communication between individuals or groups of different linguistic and cultural origins., Dwyer (1997) briefly defines intercultural communication as "communication between people living in the same country, but from different cultural backgrounds." In the same vein, Pearson et al. (2006: 168) and Jandt (2007: 36) affirm that intercultural communication encompasses face to face interactions between individuals who are unalike culturally. According to Wardrope (2007: 32), "intercultural communication is a symbolic, transactional, interpretive and contextual process whereby people from different cultures negotiate, at varying levels of awareness, shared meanings." What distinguishes intercultural communication from other types of communication is interacting with people from different cultures; that is, people perceived as different.

K. Intercultural Communication Competence (ICC): ICC has been a major part of intercultural communication research. General definition of the word competence is *"the state or quality of being adequately or well qualified, specific range of skills, knowledge or ability."* In the work environment, the competence of a person is judged by his or her

ability to perform effectively the required task (Klemp, 1979). Nowadays, intercultural communicative competence plays an important role as a new dimension. Seelye (1994) notes that "the concept of intercultural communicative competence is relatively new, interdisciplinary in nature and so widely used". This term may be referred to as: multicultural competence, international competence or global competence.

L. Likert Scale

A way of generating a quantitative value (numerical) to a qualitative questionnaire (e.g. poor, fair, good, very good, excellent). Sometimes it is used on the end of course evaluation. For an ascending five point scale incremental values are assigned to each category and a mean figure for all the responses is calculated.

M. Speech-Act

It is an UTTERANCE as a functional unit in communication. Speech acts have been taken by many to be the central units of communication, with phonological, morphological, syntactic and semantic properties of an utterance serving as ways of identifying whether the speaker is making a promise, a prediction, a statement or a threat.

N. Training: Actually, training has been defined in various ways. Generally speaking, it is a process that focuses on individual's current jobs so that it tends to develop specific skills and abilities to perform their job effectively and then enhance quality and increase profits. Training can be associated with 'learning by doing'. According to Truelove (1992: 273), "*Training endeavours to impart knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way.*" It can be said that most of today's employees in different industries need to be more actively involved in training programs to develop certain skills and knowledge that are absolutely required to perform adequately and appropriately a given job or task.

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Appendix 'A'

Hotel Receptionists' Questionnaire

This questionnaire is a part of a doctorate dissertation. It aims at identifying the English language communicative needs of the hotel receptionists. Your contribution will absolutely help in producing and enhancing language ESP programmes designed to teach English for Hospitality Purposes. You have been selected as the best source of information to contribute to this study by responding to the attached questionnaire.

<u>Rubric One:</u> General information and background

Please put $(\sqrt{})$ in the appropriate box.

| 1. Gender: | □ Male | □ Female |
|------------|---------------------|----------------|
| 2. Age: | \Box less than 25 | □ 31-35 |
| | □ 25-30 | \Box over 35 |

3. Educational background

| □ Secondary school | □ Licence degree |
|--------------------|------------------|
|--------------------|------------------|

 \Box Bachelor degree \Box N

□ Master degree

Other (please specify):

4. Specialty (for those who have Licence or Master degree):

.....

5. Duration of work: (How many years have you been working in the hotel?)

□0-2 □2-5 □5-10 □10+

<u>Rubric Two:</u> The Importance of English Language at the Workplace

6- Is English important in your present occupation?

 \Box Yes \Box No

If you have answered yes, how often do you use English in your job?

Regularly
Often
Occasionally
Seldom

7. With whom do you usually use English in your job? (You can choose more than one answer):

| □Foreign clients |
|----------------------------|
| |
| □ Others (please specify): |

8. How important is it to have a high level of English proficiency to perform your job effectively? Please circle one answer.

□Very important □Somehow important □Little important □Not important

9. In your job, which of the following English language skills do you need most?

(Please rank 1-4 in an order of priority in which 1 = most, and 4 = use least)

ReadingWritingListeningSpeaking

<u>Rubric Three</u>: Identification of the Hotel Receptionists' Needs.

<u>Instruction</u>: Please indicate your opinion towards the following topic areas by putting X into the appropriate box.

5 - Very high
4 - High
3 - Moderate
2 - Low
1 - Very low

10. To what extent do you need and encounter problems with the following listening, speaking, reading, writing, grammar and vocabulary skills in your job?

| Listening Skill Activities | Level of Needs | | | | | Level of Problems | | | | |
|---|----------------|---|---|---|---|-------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 1.1. Listening to face to face conversations | | | | | | | | | | |
| 1.2. Listening to telephone conversations | | | | | | | | | | |
| 1.3. Listening to reservation details | | | | | | | | | | |
| 1.4. Understanding what clients want | | | | | | | | | | |
| 1.5. Getting personal details of clients | | | | | | | | | | |
| 1.6. Listening to customers' complaints | | | | | | | | | | |
| 1.7. Listening to idiomatic English | | | | | | | | | | |
| Other: | | | | | | | | | | |
| | | | | | | | | | | |

| Speaking Skill Activities | Level of Needs | | | | | Level of Problems | | | | |
|---|----------------|---|---|---|---|-------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 2.1. Conducting face to face conversations | | | | | | | | | | |
| with clients | | | | | | | | | | |
| 2.2. Conducting telephone conversations | | | | | | | | | | |
| with clients | | | | | | | | | | |
| 2.3. Providing information about travel | | | | | | | | | | |
| plans | | | | | | | | | | |
| 2.4. Taking reservations | | | | | | | | | | |
| 2.5.Negotiating for mutual understanding | | | | | | | | | | |
| 2.6. Giving clients directions | | | | | | | | | | |
| 2.7. Explaining pricing | | | | | | | | | | |
| 2.8. Suggesting travel information | | | | | | | | | | |
| 2.9. Giving details about transportation | | | | | | | | | | |
| Other: | | | | | | | | | | |
| | | | | | | | | | | |

| Reading Skill Activities | Level of Needs | | | | Level of Problems | | | | | |
|---|----------------|---|---|---|-------------------|---|---|---|---|---|
| 3.1. Written documents related to the | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| tourism industry | | | | | | | | | | |
| 3.2. News related to tourism | | | | | | | | | | |
| 3.3. Getting detailed information of tourist | | | | | | | | | | |
| documents | | | | | | | | | | |
| 3.4 .Information from the Internet, E-mails | | | | | | | | | | |
| 3.5. Business letters | | | | | | | | | | |
| Other: | | | | | | | | | | |
| | | | | | | | | | | |

| Writing Skill Activities | Level of Needs | | | Level of Problems | | | | | | |
|---|----------------|---|---|-------------------|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 4.1. Business letters in appropriate formats | | | | | | | | | | |
| 4.2. Faxes in a proper format | | | | | | | | | | |
| 4.3. Texts for giving information | | | | | | | | | | |
| 4.4. Travel timetables | | | | | | | | | | |
| 4.5. E-mails | | | | | | | | | | |
| Other: | | | | | | | | | | |

| Grammar Skill Activities | Level of Needs | | | | | Level of Problems | | | | | |
|---|----------------|---|---|---|---|-------------------|---|---|---|---|--|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | |
| 5.1. Knowing and correctly changing the | | | | | | | | | | | |
| tense according to the situation, e.g. | | | | | | | | | | | |
| present tense, past and future tenses. | | | | | | | | | | | |
| 5.2. Knowing and using appropriate | | | | | | | | | | | |
| pronouns and nouns | | | | | | | | | | | |
| 5.3. Knowing and using appropriate model | | | | | | | | | | | |
| verbs: can, could, may, mightetc | | | | | | | | | | | |
| 5.4. Knowing and using appropriate | | | | | | | | | | | |
| prepositions: in, on, atetc | | | | | | | | | | | |
| 5.5. Knowing and using appropriate | | | | | | | | | | | |
| adjectives and adverbs. | | | | | | | | | | | |
| Other: | | | | | | | | | | | |

| Vocabulary Skill Activities | Level of Needs | | | | | Level of Problems | | | | | |
|--|----------------|---|---|---|---|-------------------|---|---|---|---|--|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 | |
| 6.1. Knowing vocabulary related to the | | | | | | | | | | | |
| hotel industry and tourism. | | | | | | | | | | | |
| 6.2. knowing vocabulary related to | | | | | | | | | | | |
| transportation | | | | | | | | | | | |
| 6.3. knowing and using appropriate verbs. | | | | | | | | | | | |
| 6.4. knowing vocabulary related to | | | | | | | | | | | |
| accommodation | | | | | | | | | | | |
| 6.5. knowing vocabulary related to giving | | | | | | | | | | | |
| direction | | | | | | | | | | | |
| Other: | | | | | | | | | | | |

<u>Rubric Four</u>: Language Self-assessment

16. Please choose your current level of English proficiency (choose only one):

- □ Beginner
- □ Intermediate
- \Box Advanced

17. How do you rate your level listening skill, speaking skill, reading skill, writing skill, grammar and vocabulary?

| Skills | Excellent | Good | Moderate | Low | Very low |
|------------|-----------|------|----------|-----|----------|
| Listening | | | | | |
| Speaking | | | | | |
| Reading | | | | | |
| Writing | | | | | |
| Grammar | | | | | |
| Vocabulary | | | | | |

18. How would you rate your knowledge of English before you began working? Please circle one answer.

 \Box Very good \Box Satisfactory \Box Poor \Box Very poor

19. How were the English language courses during your college study relevant to your current job's needs? Please circle one answer.

| \Box A lot | □ Somewhat | □A little | \Box Not relevant at |
|--------------|------------|-----------|------------------------|
| all | | | |

20. Are you attending any language class outside the hotel at the moment?

0

| □ Yes | □ No |
|-----------------------------|----------------------|
| If 'Yes' for what purposes, | |
| □ An important language | \Box Work purposes |
| □ Leisure purposes | □ Other purposes |

Thank you for your cooperation.

Appendix 'B'

Hotel Receptionists'

Questionnaire

إستبيان لتحديد احتياجات الفندق للغة الانجليزية

أخي المحترم\أختي المحترمة.....

إن الهدف من هذا الاستبيان هو تحديد احتياجات الفندق للغة الانجليزية و مشاركتكم في تعبئة هذا الاستبيان سوف يساعد في تكوين فكرة واضحة عن احتياجات الفندق للغة الانجليزية مما ينعكس في تصميم برامج دراسية للغة الانجليزية موجهة لعمال الفندقة.

لقد تم اختياركم كأفضل مصدر لتزويد الباحث بالمعلومات اللازمة لهذه الدراسة كجزء من رسالة دكتوراه لدراسة احتياجات عمال الفندق للغة الانجليزية علما بأن المشاركة في هذا الاستبيان أمر اختياري.

إن هذا الاستبيان مقسم إلى أربعة أجزاء و كل جزء يحتوي على تعليمات للإجابة و تعبئته لا تحتاج إلى أكثر من عشرين دقيقة.

نأمل التكرم بتعبئة هذا الاستبيان علما أن تعبئته تعني بأن الباحث له الحق في استخدام جميع ما تقدمونه من معلومات لأغراض البحث و النشر العلمي فقط و إذا كان لديك أي استفسار فيمكنك الاتصال بالباحث عبر البريد الالكتروني.

كما أود التنويه بأنه ليس من الضروري كتابة الاسم في هذا الاستبيان .

و لكم جزيل الشكر .

الجزء الأول: معلومات عامة

يرجى وضع (v) في المربع المناسب.

 1. الجنس

 1. الجنس

 1. الجنس

 1. الجنس

 2. العمر:

 1. العمر:

 1. العمر:

 1

□أكثر من 35

3. الخلفية التعليمية

الثانوية العامة

| | استر) | لديهم ليسانس أو درجة الم | 4. التخصص (لمن |
|-----------------------------|--------------------------|---|--|
| | (5 | سنة وأنت تعمل في الفندق? | 5. مدة العمل : (كم |
| 10+ | 10-5 | 5-2 | 2-0 🗆 |
| | ن العمل | للغة الإنجليزية في مكا | الجزء الثاني : أهمية ا |
| : في الفراغ التالي : | الرجاء كتابة نسبة مئويا | المعمل | . ما نسبة استخدامك للغة ا |
| | | | |
| | | مة في وظيفتك الحالية؟ | 6. هل اللغة الإنجليزية مه |
| | ע 🗆 |] نعم | |
| | ها اللغة الانجليزية ؟ | عدد المرات التي تستخدم في | إذا كنت قد أجبت بنعم،كم ع |
|] نادرا |] أحيانا |] غالبا | _ بانتظام |
| د واحدة) | لك اختيار أكثر من إجاباً | جليزية في وظيفتك ؟ (يمك | 7.مع من تستعمل اللغة الان |
| | | | العملاء الأجانب |
| | | | □الزملاء |
| | | (|]غير ذلك (يرجى التحديد |
| صورة فعالة؟ ضع دائرة على | الانجليزية لتأدية عملك ب | للما بدرجة عالية في اللغة ا | 8ما مدى أهمية أن تكون ه إحدى الإجابات التالية : |
|] غیر مهم | مهم قليلا | 🗌 مهم بعض الشيء |] مهم جدا |
| لترتيب من 1 إلى 4 حسب ترتيب | تحتاجها أكثر؟ (يرجى ا | | 9. في عملك ، أي من مهار الأولويات حيث 1 أكثر |
| | | هارة الاستماع | م |
| | | لهارة التحدث | <u>م</u> |
| | | لهارة القراءة | ۵ 🗌 |

] مهارة الكتابة

<u>الجزء الثالث:</u> تحديد احتياجات ومشاكل موظفي الاستقبال بالفندق في إستعمال اللغة الإنجليزية

10. إلى أي مدى تحتاج وتواجه مشاكل مع مهارات الاستماع والتحدث والقراءة والكتابة والقواعد والمفردات التالية في عملك؟

قيم أهمية المهارات اللغوية للغة الإنجليزية عندما تؤدي النشاطات التالية: الرجاء وضع دائرة على الرقم الذي تختاره علما أن رقم 5 يمثل التقييم الأعلى في الأهمية ومن ثم تدريجيا إلى رقم 1الذي يمثل التقييم الأدنى في الأهمية.

| | شاكل | ى الم | مستو | | | ياجات | ى الإحت | مستو | | مهارةالاستماع |
|---|------|-------|------|---|---|-------|---------|------|---|--|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | 1.1.الاستماع إلى المحادثات وجها لوجه |
| | | | | | | | | | | 2.1 الاستماع إلى المكالمات الهاتفية |
| | | | | | | | | | | 3.1 الاستماع إلى تفاصيل حجز الزبائن |
| | | | | | | | | | | 4.1.فهم ما يريده الزبائن |
| | | | | | | | | | | 5.1 الحصول على التفاصيل الشخصية للزبائن |
| | | | | | | | | | | 6.1 الاستماع إلى شكاوى الزبائن |
| | | | | | | | | | | 7.1 الاستماع إلى اللغة الإنجليزية الاصطلاحية |
| | | | | | | | | | | آخر: |

| | شاكل | ی الم | مستو | | | نياجات | ى الإحا | مستو | | مهارة المحادثة |
|---|------|-------|------|---|---|--------|---------|------|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | 1.2 إجراء المحادثات وجها لوجه مع الزبائن |
| | | | | | | | | | | 2.2. إجراء المكالمات الهاتفية مع الزبائن |
| | | | | | | | | | | 3.2 توفير المعلومات حول خطط السفر |
| | | | | | | | | | | 4.2 أخذ الحجوزات |
| | | | | | | | | | | 4.2 التفاوض من أجل التفاهم المتبادل |
| | | | | | | | | | | 6.2 إعطاء التوجيهات للزبائن |
| | | | | | | | | | | 7.2 توضيح الأسعار |
| | | | | | | | | | | 8.2 اقتراح معلومات حول السفر |
| | | | | | | | | | | 9.2 إعطاء تفاصيل حول وسائل النقل |
| | | | | | | | | | | آخر: |
| | | | | | | | | | | |

| | شاكل | ی الم | مىتو | | | نياجات | ى الإحا | مىتو | | مهارة القراءة |
|---|------|-------|------|---|---|--------|---------|------|---|---|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | 1.3. وثائق مكتوبة متعلقة بالسياحة |
| | | | | | | | | | | 2.3. الأخبار المتعلقة بالسياحة |
| | | | | | | | | | | 3.3. الحصول على معلومات مفصلة حول |
| | | | | | | | | | | وثائق السياحة |
| | | | | | | | | | | .4.3 المعلومات من الإنترنت والبريد |
| | | | | | | | | | | الإلكتروني |
| | | | | | | | | | | 5.3. رسائل عمل |
| | | | | | | | | | | آخر: |
| | | | | | | | | | | |

| | شاكل | رى الم | مستو | | | نياجات | ى الإحا | مستو | | مهارة الكتابة |
|---|------|--------|------|---|---|--------|---------|------|---|---------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | 1.4. رسائل عمل في صيغ ملائمة |
| | | | | | | | | | | 2.4. رسائل الفاكس في شكل مناسب |
| | | | | | | | | | | 3.4. نصوص لإعطاء المعلومات |
| | | | | | | | | | | 4.4. جداول السفر |
| | | | | | | | | | | 5.4. رسائل البريد الإلكتروني |
| | | | | | | | | | | آخر: |
| | | | | | | | | | | |

| | مستوى المشاكل | | | | | تياجات | ى الإحا | مستو | | مهارة القواعد النحوية |
|---|---------------|---|---|---|---|--------|---------|------|---|--|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | 1.5. معرفة وتصحيح الأزمنة وفقًا للحالة ، على |
| | | | | | | | | | | سبيل المثال الماضي والمستقبل |
| | | | | | | | | | | 2.5. معرفة واستخدام الضمائر المناسبة |
| | | | | | | | | | | 3.5. معرفة واستخدام الأفعال الشرطية المناسبة |
| | | | | | | | | | | 4.5. معرفة واستخدام حروف الجر المناسبة |
| | | | | | | | | | | 5.5. معرفة واستخدام الصفات والأحوال |
| | | | | | | | | | | المناسبة. |
| | | | | | | | | | | آخر: |
| | | | | | | | | | | |

| | مستوى المشاكل | | | | | تياجات | ى الإحا | مستو | | مهارة المفردات |
|---|---------------|---|---|---|---|--------|---------|------|---|--|
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | | | | 1.6. معرفة المفردات المتعلقة بالفنادق |
| | | | | | | | | | | والسياحة. |
| | | | | | | | | | | 2.6. معرفة المفردات المتعلقة بالنقل |
| | | | | | | | | | | 3.6. معرفة واستخدام الأفعال المناسبة |
| | | | | | | | | | | 4.6. معرفة المفردات المتعلقة بالسكن |
| | | | | | | | | | | 5.6. معرفة المفردات المتعلقة بإعطاء |
| | | | | | | | | | | التوجيهات |
| | | | | | | | | | | آخر: |
| | | | | | | | | | | |

الجزء الرابع : التقييم الذاتي للغة الإنجليزية

16 إختر مستواك الحالي من إتقان اللغة الإنجليزية (اختيار واحد فقط):

_مبتدئ

_متوسط ____متقدم (عالي)

17 ما هو مستواك في مهارة الاستماع والاستيعاب باللغة الإنجليزية لتأدية عملك بصورة فعالة؟ ضع دائرة على إحدى الإجابات التالية.

______ممتاز

| دائرة على إحدى الإجابات | مملك بصورة فعالة؟ضع | الإنجليزية لتأدية ع | مهارة المحادثة باللغة | . ما هو مستواك في ه التالية. |
|-------------------------|-------------------------------------|---|--------------------------------|---|
| _ضعيف جدا | 🗌 ضعيف | 🗌 مرضي | ختر | _ ممتاز |
| دائرة على إحدى الإجابات | | لإنجليزية لتأدية ع | مهارة ا لقراءة باللغة ا | 3.ما هو مستواك في التالية. |
| صعيف جدا | 🗌 ضعيف | 🗆 مرضي | جيد 🗌 | _ ممتاز |
| | بصورة فعالة؟؟ضع دائر | | | التالية. |
| _ضعيف جدا | 🗌 ضعيف | 🗆 مرضي | _ جيد | _ ممتاز |
| دائرة على إحدى الإجابات | عملك بصورة فعالة؟ضع | الإنجليزية لتأدية ع | رة قواعد النحو باللغة | |
| | | ••• | . | التالية. |
| مدائدة على المدي | □ ضعيف عملك بصورة فعالة؟ض | ے مرصي ة الا: جارز رقم اتار رقم | ار خرار می مال مارت رالاخا | م متار ماهد مستمال ^ی فرمها |
| لع دالره على إحدى | عملت بصورة فعاد ص | - اړ نجنير په نديه | رة المصطحات باللغا | الإجابات الإجابات |
| صعيف جدا | 🗌 ضعيف | 🗌 مرضي | _جيد | |
| | ممل؟ ضع دائرة على إ | | | |
| صعيف جدا | 🗌 ضعيف | c. | 🗌 مرضي | _جيد جدا |
| ماك؟ | لمرحلة الجامعية أثناء ع | التي درستها في اا | مواد اللغة الإنجليزية | 19. كيف ساعدتك |
| 🗌 لم تساعدني على | □ساعدتني قليلا | ں الش <i>بيء</i> | _ساعدتني بعض | □ساعدتني كثيرا الإطلاق |
| | لى؟ | دق في الوقت الحا | ب درس لغة خارج الفن | 20 . هل تحضر أو |
| | צ | | | - |
| | Ĺ | غرض أنت تدرس | ت الإجابة "نعم" لأي | o إذا كان |
| | العمل |]أغراض ا | a. | الغة مې |
| | خرى | □أغراض أ | س الترفيه |] أغر اض |

شكرا لمشاركتك في هذا الإستبيان

Appendix 'C'

Hotel Receptionists' Semi-

Structured Interview

<u>PART ONE</u>: Needs Analysis and Identification

1) According to your working experience, which language do you feel confident to use? (You can choose more than one.)

 \Box Arabic \Box French \Box English

2) Did you have to take the entrance exam in English for this job? If yes, tell us about your experience.

3) How do you perceive the role of English in the hotel?

4) To what extent are the four main English language skills required in the hotel receptionists' present and target careers?

5) Is your English knowledge sufficient for your work? (Please specify)

6) How do you perceive your English communicative skills needs and abilities (reading, writing, listening and speaking)?

7) How do you handle with the English listening and speaking problems when communicating with foreign clients? (Please specify)

8) How do you perceive your learning and communication needs?

9) How would you evaluate your colleagues' level regarding their mastery of English?

□No

10) Is translation important in your work?

□Yes

Why?

11) What do you think about cultural understandings when communicating with foreign travelers /customers?

12) Is Grammar important in your job?

□Yes

□No

Why?

13) Is a specific competency required, or is a general competency sufficient, or both of them?

Specific competency is required.
General competency is sufficient.
Both of them are required

Why?

<u>PART TWO:</u> Suggestions and Recommendations

14) If you are chosen to ameliorate your English level, which subjects do you prefer to be improved?

15) What do you think is the best way to learn English for your job?

16) Do you think that English training program is important for you as a receptionist?

□ Yes □No

Why?

17) What should be the most suitable time of day for the English training course?

| □ In the morning | □At noon | □ After work |
|------------------|----------|--------------|
| | Other | (please |
| specify) | | |

18) What is the duration of the training course?

| \Box 1 month | \Box 3 months | \Box 6 months | \Box Over a period of one |
|----------------------------|--------------------------|----------------------|-----------------------------|
| year | | | |
| □Other (please | e specify) | | |
| 19) In English tra | ining course, the traine | er should be | |
| | □ Algerian teachers | | |
| | □ Native English spe | eakers | |
| | □ Both Algerian tead | chers and Native Eng | lish speakers |
| Why? | | | |

20) In your opinion, what kind of teaching materials should be used or you prefer to be used to provide more effective teaching of EHI course?

21) What kind of learning methods and activities would you prefer in order to improve your English skills? (You can choose more than one and add others)

| \Box Pair work | \Box Group work |
|------------------|---------------------|
| □ Role-plays | □ Dialogue practice |

22) In your opinion what makes training more developed and effective to help the receptionists match their needs?

Would you like to comment or add anything? You are very welcome

Thanks for your collaboration

Appendix 'D'

Customers' Questionnaire

Dear Sir/Madam,

We are conducting a research about the English language communicative needs of hotel receptionists. Thus, this questionnaire deals with your satisfaction toward the English language communicative skills (listening and speaking skills), hospitality language, intercultural communication and speech acts of the front desk staff in the hotel. I am writing this letter to request your assistance and participation in the data collection process for this research project. Your participation will involve the completion of the questionnaire and your opinions will provide benefits for the development of English for Specific Purposes programs.

Instruction: Please fill your personal data in part one. Next, evaluate the English skills of the front desk staff.

Section One: Personal Data

| 1. | Nationality | | |
|----|---------------------|----------------|---------|
| 2. | The purpose of trip | | |
| | Business | □ Travel | □ Other |
| 3. | The hotel selection | | |
| | Yourself | □ Travel agent | |

Section Two: Customers' Satisfaction

1. Please select the level of your satisfaction with the English skills of the front desk staff of the hotel:

5 means the customers are satisfied at the highest level.

4 means the customers are satisfied at a high level.

3 means the customers are satisfied at a moderate level.

2 means the customers are satisfied at a low level.

| 1 means the customers are satisfied at the lowest level. | |
|---|--|
|---|--|

| | YOUR EXPECTATION | | | YOUR PERCEPTION | | | | | | |
|---|------------------|----------|---------------|-----------------|--------------|-------------|----------|---------------|-----------|--------------|
| | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest |
| A. English Communicative Skills: The Front desk staff can: | | | | | | | | | | |
| 1. communicate with you in English | | | | | | | | | | |
| 2. welcome and greet the tourists politely | | | | | | | | | | |
| 3 . speak fluently and confidently | | | | | | | | | | |
| 4. listen carefully 5. The staff has the required skill to perform service 6. Understand clients' needs | | | | | | | | | | |
| o. Understand chemis needs | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest |
| B. Hospitality Language: The front desk can: | | | | | | | | | | |
| 1. speak with you by using an appropriately formal expressions | | | | | | | | | | |
| 2. Use an appropriate tone of voice | | | | | | | | | | |
| 3. Express their sincerity | | | | | | | | | | |
| | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest |
| C. Intercultural Communication: The front desk can: | | | | | | | | | | |
| 1. Ask appropriate questions | | | | | | | | | | |
| 2. make appropriate eye contact | | | | | | | | | | |
| 3. use appropriate gestures | | | | | | | | | | |
| | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest | 1 Lowest | 2 Low | 3 Moderate | 4 High | 5 Highest |
| D. Speech-Acts | | | | | | | | | | |
| 1. greet clients appropriately | | | | | | | | | | |
| 2. ask appropriate questions | | | | | | | | | | |
| 3. respond to my requests appropriately | | | | | | | | | | |
| 4. Respond complaints with diplomacy | | | | | | | | | | |

Section Three: Return to the Hotel

Which qualities encourage you to return to the hotel?

..... Is there anything you want to add?

Thanks for your collaboration

Appendix 'E'

Hotel Managers' Semi-Structured Interview

<u>Ouestion One:</u> Which of the English communicative skills you think is important for the front office staff?

.....

<u>Ouestion Two</u>: Which level of the English language listening, speaking, reading and writing enables a hotel receptionist to do his/her job effectively?

.....

<u>**Question Three**</u>: According to you, what are the difficulties hotel receptionists face during communication with clients?

.....

<u>Ouestion Four</u>: What skills the hotel receptionists need to have and need improvement?

.....

<u>Question Five</u>: How would you describe hotel receptionists' English proficiency level in your hotel?

.....

<u>Question Six</u>: How would you describe an effective receptionist and which qualities encourage you to recruit a hotel receptionist?

 Question Seven: Is training important for the hotel receptionists?

 Question Eight: How to conduct such training?

 Question Nine: how can the hotel receptionists be motivated to improve their level?

.

<u>Question Ten:</u> Do you have any other suggestions for a better service quality of the hotel receptionists and what will you suggest for new employees who will work in your hotel?

······

Would you like to comment or add anything? You are very welcome.

Thank you very much for your time and cooperation

ĉe

Appendix 'F'

Authorization



UNIVERSITE DJILLALI LIABES DE SIDI BEL-ABBES

Faculté des Lettres, des Langues et des Arts Département de Langue Anglaise



A Monsieur Le Directeur

Veuillez cher Madame, monsieur

Autoriser l'étudiante **MERINE Asma** à accéder à votre établissement pour des recherches scientifiques, afin de finaliser son mémoire de Doctorat

Veuillez accepter mes salutations les plus distinguées

Sidi Bel-abbés :.....

Le Chef de Département



3

Appendix 'G'

Royal Hotel Permission

| جامعة جيالي لياس سيد د بلغاس | UNIVERSITE DJILLALI LIABES DE SIDI BEL-ABBES | |
|---|---|--|
| Université DILLAL LIABES Sidi Bel-Abbas | Faculté des Lettres,des Langues et des Arts Département de Langue Anglaise | |
| 1 | Autorisation | |
| 3 | 2017/2018 | |

A Monsieur Le Directeur

Veuillez cher Madame, monsieur

Autoriser l'étudiante **MERINE Asma** à accéder à votre établissement pour des recherches scientifiques, afin de finaliser son mémoire de Doctorat

Veuillez accepter mes salutations les plus distinguées



Sidi Bel-abbés :......2.0. NOV. 2017..

Le Chef de Département



Appendix 'H'

English Courses

| | In | troduction to the syllabus, Unit 1 <i>Hello!</i> |
|-----------|-------------|--|
| | Function: | (1) "break the ice": Introducing yourself. |
| | Language: | (1) Asking for and giving personal information. |
| Week 1 | Vocabulary: | (1) Greetings and introductions.(2) Countries and nationalities.(3) Pronunciation: word stress. |
| | Activities: | (1) Role-play. (2) Lectures. (3) Grammar understanding and practice. (4) Discussion. (5) Grouping. |
| | | Unit 2 : A new job |
| | Function: | (1) Describing a restaurant.(2) Describing a kitchen. |
| Week 2 | Language: | (1) The present simple (There is/There are).(2) Prepositions of place. |
| | Vocabulary: | (1) The restaurant. (2) The workplace. (3) Jobs. (4) Pronunciation: sentence stress |
| | Activities: | (1) Role-play. (2) Lectures. (3) Grammar understanding and practice. (4) Discussion and exercise in class. |
| | | Unit 3 The Casablanca |
| | Function: | (1) Dealing with enquires.(2) Giving directions. |
| Week | Language: | (1) Present continuous.(2) Giving directions. |
| 3 | Vocabulary: | (1) Verbs of movement.(2) Pronunciation: questions |
| | Activities: | (1) Role-play. (2) Lectures. (3) Games (Association, Memory Test) (4) Grammar understanding and practice. (5) Discussion in class. |
| | | Unit 4 : Oran city |
| | Function: | (1) Giving directions. |
| l | 1 | I |

| | Language: | (1) Prepositions of movement. |
|------------------------|---------------------------------------|---|
| Week 4 | | (1) Secting amongoments |
| 4 | Vaaabulawu | (1) Seating arrangements.(2) Table setting (http://www.ffcook.com/pages/table.htm) |
| | Vocabulary: | (2) Table setting (http://www.neook.com/pages/table.htm) |
| | Activities: | (1) Role-play. |
| | | (2) Lectures. |
| | | (3) Games (Association, Memory Test) |
| | TI 45 D | (4) Discussion in class. |
| | Unit5: Reserv | |
| | Function: | (1) Taking reservations.(2) Giving information about a restaurant. |
| | Language: | (1) Making bookings. |
| | Language. | (1) Making bookings. (2) Prepositions of time. |
| XX 7 1 - | Vocabulary: | (1) Clock times. |
| Week 5 | v ocubului y i | (2) Days, months and seasons. |
| 5 | Activities: | (1) Role-play. |
| | | (2) Lectures. |
| | | (3) Discussion and practice in class. |
| | | Unit 6: Welcome! |
| | Function: | |
| | | (1) Receiving guests. |
| | | (2) Making arrangements. |
| Week 6 | Language: | (1) Modal verbs Going to + verb. |
| U | Vocabulary: | (1) Parts of the dining-room. |
| | | (2) Tableware for breakfast, lunch, and dinner. |
| | | (3) Tableware display. |
| | | (http://www.ffcook.com/pages/tware-p.htm) |
| | | (4) How to place your guests. |
| | | (http://www.ffcook.com/pages/tplace-p.htm) |
| | Activities: | (1) Role-play (How to place your guests). |
| | | (2) Lectures. |
| | | (3) Grammar understanding and practice. |
| | | (4) Games (Bingo, Matching the right tableware). |
| | | Unit 7:A drink? |
| | Function: | (1) Describing drinks. |
| | - 4110110111 | (2) Ordering drinks. |
| | Language: | (1) Countable and uncountable nouns. |
| Week | Language. | (1) Countable and uncountable nouns. (2) Making requests. |
| 7 | Vaabulawy | (1) Describing drinks. (http://www.webtender.com) |
| | Vocabulary: | |
| | | (2) Behind the bar. |
| | | (3) Tableware for drinks. |
| | | (4) Bar tools and supplies (http://webtender.barstore.com/) |
| | Activities: | (1) Role-play. |
| | (2) Games (Memory test, Association). | |
| | | (3) Lectures. |

| | | (4) Grammar understanding and practice. | | |
|-----------|-----------------------|---|--|--|
| | | (5) Discussion in class. | | |
| | Unit 3 The Casablanca | | | |
| | Function: | (1) Giving directions. | | |
| | Language: | (1) Prepositions of movement. | | |
| Week 8 | Vocabulary: | (1) Seating arrangements.(2) Table setting (http://www.ffcook.com/pages/table.htm) | | |
| | Activities: | (1) Role-play. (2) Lectures. (3) Games (Association, Memory Test) (4) Discussion in class. | | |

Appendix 'I'

Hotel Vocabulary (A Glossary)

Hotel Vocabulary

| Word | Meaning | Example sentence |
|---|---|---|
| Adjoining rooms noun | Two hotel rooms with a door in the centre. | If you want we can book your parents in an adjoining room . |
| Amenities noun | Local facilities such as stores and restaurants. | We are located downtown, so we are close to all of the amenities . |
| Attractions noun | Things for tourists to see and do. | The zoo is our city's most popular attraction for kids. |
| Baggage noun | Bags and suitcases packed with personal belongings. | If you need help with your baggage, we have a cart you can use. |
| Bed and Breakfast noun | A home that offers a place to stay and a place to eat. | I can book you into a beautiful bed and breakfast on the lake. |
| Bellboy noun | A staff member who helps guests with their luggage. | The bellboy will take your bags to your room for you. |
| Book verb | Arrange to stay in a hotel. | I can book your family in for the weekend of the seventh. |
| Booked adj | Full, no vacancies | I am afraid the hotel is booked tonight. |
| Brochures noun | Small booklets that provide information on the local sites and attractions. | Feel free to take some brochures to your room to look at. |
| Check-in verb | Go to the front desk to receive keys. | You can check-in anytime after four o'clock. |
| Check-out noun | Return the keys and pay for the bill. | Please return your parking pass when you check-out . |
| Complimentary breakfast noun | Free of charge | All of our rooms have complimentary soap, shampoo, and coffee. |
| Concierge noun | A person who can organise special requests for hotel guests. | She continued, with great energy, telling a story about how five people, booked in by the concierge of the |

| | | Grand Hotel du Cap Ferrat, never arrived.' |
|-------------------------------|--|---|
| Continental <i>adj</i> | To be from mainland Europe. | A continental holiday |
| Cot, rollaway bed noun | A single bed on wheels that folds up | If you need an extra bed, we have cots available. |
| Credit Card noun | A method of payment. | A Mastercard is an example of a credit card. |
| Damage charge noun | Money a guest owes for repairs to hotel property (when caused by violent or careless acts) | We will have to add a damage charge for the hole you put in the wall. |
| Deposit noun | Amount paid ahead of time to secure a reservation | You will not receive your deposit back if you cancel. |
| Double bed noun | A bed large enough for two people | They are a family of four, so give them a room with two double beds . |
| Elevator noun | A way of going up or down in an enclosed box driven by electricity (American English). | We took the elevator to the 10th floor. |
| Facilities noun | The areas and items that are provided for use. | The hotel has a wide range of facilities for young and old alike. |
| Fitness centre noun | An area with a gym and swimming pool. | |
| Floor noun | A level of the building | The swimming pool is on the main floor . |
| Front desk, reception noun | The place where guests go to check in and out and to get information/ The place where the receptionist works (same as reception desk). | Towels are available at the front desk . |
| Guest noun | A person that is staying at the hotel | Our washrooms are for guests only. |
| hostel noun | A very inexpensive place for backbackers and travelers on a budget | In the hostel you probably won't get your own room. |
| hotel manager noun | Person in charge at the hotel | I will let you make your complaint to the hotel manager . |
| housekeeping, maid noun | Staff members that clean the rooms and linen. | Put a sign on the door if you want housekeeping to come in and change the sheets on the bed. |

| . | A 1 | | |
|---|---|--|--|
| Ice machine noun | A machine that automatically makes ice that guests can use to keep drinks cold. | There is an ice machine by the elevator on all of the even numbered floors. | |
| Indoor pool noun | Place for guests to swim inside the hotel. | The heated indoor pool is open until 10 pm. | |
| Inn noun | Another word for "hotel" | There's an inn on the other side of town that has a vacancy. | |
| Jacuzzi, hot tub, whirl pool noun | Asmall hot pool for relaxation | Our honeymoon room has a personal hot tub . | |
| Queen size bed/ King- size bed noun | Bed with plenty of space for two people (bigger than a double)/ extra large bed | They have a queen size bed so the small child can eaily fit in the middle. / A room with a king size bed costs an extra ten dollars a night. | |
| Kitchenette noun | A small fridge and cooking area | Your room has a kitchenette so you can prepare your own breakfasts and lunches. | |
| Late charge noun | A fee for staying past the check-out time | You will be charged a ten dollar late charge for checking out after 11 am. | |
| Leisure noun | Free time to enjoy yourself. | I don't have much time for leisure. | |
| Linen noun | Sheets, blankets, pillow cases | We will come in and change the linens while you are out of your room | |
| Lobby noun | Large open area at the front of the hotel | You can stand in the lobby and wait for your bus. | |
| Luggage cart noun | A device on wheels that guests can push their luggage on | Please return the luggage cart to the lobby when you are finshed with it. | |
| Maid noun | The person who cleans the rooms in a hotel. | The maid came into the room with a <u>platter</u> of <u>sliced</u> <u>beef</u> . | |
| Maximum capacity noun | The most amount of people allowed | The maximum capacity in the hot tub is ten people. | |
| Mini-bar noun | A small fridge in a room with food and drink that has to be paid for. | You can find <u>drinks</u> and <u>snacks</u> in the mini-bar. | |
| Motels noun | Accommodations that are slightly cheaper than hotels | Our motel is very clean and is close to the beach. | |
| Noisy adj | Loud | The guests next to you have complained that you are being too noisy . | |
| No vacancies adj | To have no rooms available | We're sorry, there are no vacancies in | |
| | | | |

| | (same as fully booked) | the hotel at present. | |
|---|---|---|--|
| Parking noun | An area where you can leave your car. | Is there parking on this side of the street? | |
| display in the car window | | Display this parking pass in your window to show that you are a hotel guest. | |
| Pay-per-view movie noun | Extra charge for movies and special television features | If you order a pay-perview movie, the charge will appear on your bill. | |
| Pillow case noun | The covering that goes over a pillow | Room 201 doesn't need their sheets changed, but they requested one new pillow case . | |
| Rate noun | Cost of renting a room for a certain time period | Our rates change depending on the season. | |
| Receptionist noun | The person who greats guests and takes bookings. | The receptionist was polite, cordial, and helpful in our communications with the firm which left us with a positive feeling about the business relationship. | |
| Register nounA written list of items or namesTo arrive at a hotel | | Within two <u>weeks</u> of <u>arrival</u> all <u>foreigners</u> had to register with the <u>local police</u> . | |
| Reservation noun | A request to save a specific room for a future date | They say they made a reservation but it doesn't show on the computer. | |
| Room service noun | Delivery of food or other services requested by guests | If you would like a bottle of wine, just call room service . | |
| Sauna noun | A hot room for relaxation, filled with steam | We don't recommend bringing young children into the sauna . | |
| Single bed noun | A bed for one person | The economy priced room includes one single bed . | |
| Sofa bed, pull-out couch noun | A bed built into a sofa or couch | The room contains a sofa bed so the room actually sleeps five. | |
| Staff noun | People employed by a hotel. | There is a good <u>relationship</u> between staff and clients at the <u>hotel</u> . | |
| Timetable noun | A list of agreed times for buses and trains to arrive/depart. | I've timetabled the meeting for Monday afternoon. | |
| Tip noun verbThe extra money that a guest gives to hotel workers. To give extra money to someone | | After drinking coffee the client gives a tip to the waiter. | |

| | that helps you. | |
|--|--|---|
| Towels noun | Used to cover and dry the body after swimming or bathing | You can get your swimming pool towels at the front desk. |
| Twin room noun | A room with two beds for two people to sleep on. | A further two <u>twin</u> rooms on the <u>first floor also share</u> a <u>bathroom</u> . |
| Vacancy noun vacant adj | Available rooms | We only have one vacancy left, and it is for a single room. |
| Valet noun | Staff that parks the guests' vehicles | If you leave your car keys with us, the valet will park your car underground. |
| Vending machine nounA machine that distributes snacks and beverages when you insert coins | | The vending machine on the fifth floor has chocolate bars and chips. |
| View noun | A window that offers a nice image for guests | The room is more expensive because it has a spectacular view of the beach. |
| Waiter noun | The person who serves food in a restaurant. | The waiters cleared the empty tables and laid them for dinner. |
| Wake up call noun | A morning phone call from the front desk, acts as an alarm clock | What time would you like your wake up call ? |
| Weight room, gym, workout room noun | A room that guests can use for exercise and fitness | Our weight room has a stair climber and a stationary bicycle |

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Food and Beverage Vocabulary

Accompaniment Side dishes to a main dish

Acid

Contained in foods such as citrus, vinegar, and wine that have a sour taste; when used in cooking, it affects the pigment of certain vegetables and fruits; acids have a pH less than seven

Alkaline

Found in baking soda or any other substance with a pH level greater than seven; when used in cooking, it affects the pigment of certain vegetables

Anthocyanin (an-thoe-SIGH-ah-nin) Red or purple pigment in vegetables and fruits

Anthoxanthin (an-thoe-ZAN-thin) Colorless or white pigment in vegetables and fruits

Back-of-the-house

Areas of the foodservice operation, like the kitchen, Butcher knife storage area, or pantry, where employees don't see customers on a regular basis; includes all positions in areas outside of public space; the team of individuals who perform all the food production tasks for an operation

Bacteria

Single-celled organisms that are invisible and often cause disease

Bake Cook food in a closed oven without liquid

Bake pan Shallow rectangular pan used to bake foods

Barbecue

Cook food on a grill while basting with a marinade or sauce

Baste

Moisten food during cooking with pan drippings, sauce, or other liquid; also refers to method in which food, such as an egg, is fried and then steamed in a covered pan

Blanch Cooking an item briefly in boiling water or hot fat before finishing or storing it

Body Main ingredient of a salad

Boil

Cook food submerged in a liquid that has reached the boiling point

Boning knife

Six-inch knife used to separate raw meat from the bone

Braise

Cooking method in which food is browned, then covered and simmered with a small amount of liquid until food is tender

Braising pan

High-sided, flat-bottomed cooking pan used to braise, stew, and brown meats

Broil Cook food by placing it below a very hot heat source

Used to fabricate raw meat

Can opener Tool used to open cans; can be small and handheld or large and attached to a work table

Caramelize

Brown fruit or vegetables with a small amount of sugar in the presence of heat

Carotenoid (car-AH-ten-oid) Orange, yellow, red-orange, or red pigment in vegetables and fruits

Chef's knife All-purpose knife used to chop, slice, and mince all types of foods

Chlorophyll (CLOR-oh-fill) Green pigment in vegetables and fruits

Clarify Purify a hot liquid by removing solids and impurities; process used to make clarified butter

Cleaver Heavy, rectangular knife, used to chop a variety of foods

Colander (CAH-len-der) Strainer that stands on metal feet used to drain liquid from cooked pasta and vegetables

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Comp (complimentary) Something offered without charge

Condiment Cooked or prepared flavorings

Consommé (CON-suh-may) Rich, flavorful broth or stock that has been clarified

Contamination Presence of harmful substances or microorganisms in food or water

Convection oven Oven with a fan that circulates hot air

Conventional (standard) oven Standard type of oven with the heat source located on the floor of the oven

Corrosive Eats away or dissolves materials

Cream Fatty component of milk; can be classified as heavy (whipping) or light

Cross-contamination Transfer of harmful microorganisms from one surface to another

Customer service Employee and manager attitudes, skills, and policies that allow an operation to meet its customers' needs and wants

Deep fry Cook breaded or batter-coated food by immersing it completely in hot fat or oil

Deep-fat fryer Used to cook food in hot oil or fat

Dollop (DOLL-up) Small scoop or spoonful

Double broiler

One pot fitted into another to gently cook delicate foods, such as cream and chocolate, over simmering or boiling water

Dry-heat cooking

Cooking method in which food is cooked either by as host/host direct application of heat or by indirect heat without bus persons the use of moisture

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Entrepreneur (ON-trah-prah-NOOR) Person who owns and runs his or her own business

Entry-level job Job that requires very little or no previous experience

Fat

Nutrient that supplies essential fatty acids, which are necessary for healthy skin, healthy cells, and other bodily functions.

Fiber

Found only in plant foods; part of plants that cannot be digested by humans; not absorbed in the intestines and therefore eliminated

First aid Treatment given to an injured person until more complete treatment can be provided by emergency service or other health care providers

First in, first out (FIFO) Method of stock rotation and storage that uses older items before new ones

Flow of food Route food takes on its way to being served

Flowchart Diagram that shows a menu item from the point when the ingredients are received to the moment the item is served to the customer

Food cost Cost found by adding all requisitions from the storeroom to daily purchases

Food cost percentage Food cost divided by sales

Food warmer Used to hold hot food for service

Foodborne illness Illness that is carried or transmitted to people by food

Front-of-the-house

All areas or departments whose employees meet and talk directly to guests; includes positions such as host/hostess, cashier, bar staff, wait staff, and bus persons

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Gratuity (gra-TOO-i-tee) Money charged or left as a tip for service

Hazard Biological, chemical, or physical contaminant that might make food unsafe

Hazard Analysis Critical Control Point (HACCP) Food safety system that highlights potentially hazardous food and how it should be handled

HACCP Principles Seven sequential steps that outline how to create a HACCP plan

Health hazard

Condition that causes long- or short-term injuries or milk and eggs illnesses; can include chemicals that are toxic (poisonous), carcinogenic (cause cancer), irritating, Performance evaluation form or corrosive (cause a material to be eaten away or dissolved)

Hors d'oeuvres (or DERVS) Small, bite-sized finger food with a spicy or savory flavor; used often as an appetizer

Liability

Legal responsibility that one party has to another, enforceable by law in court

Marinate

Method used to soak food in a mixture of herbs, spices, and liquid to tenderize and add flavor to the food

Microwave oven

Oven used mainly to reheat and thaw foods by heating the food's molecules with microwaves

Mold

Fungus that grows quickly and can cause serious infections and allergies; can also produce illnesscausing toxins

Nonperishable

Food with a relatively long shelf life (compared to perishable items)

Occupational Safety and Health Administration (OSHA)

Federal agency that creates and enforces safetyrelated standards and regulations in the workplace

On-the-job training

Appropriate for teaching skills that are easily shown and practiced; allows employees to demonstrate skills and reinforce what they have been taught

Overhead costs All fixed costs associated with operating an establishment

Paring knife Small knife used to trim and pare vegetables and fruit

Pasteurization (pass-cher-i-ZAY-shun) Heat treatment that destroys harmful bacteria in

Form used to evaluate an employee's performance

Perishable Food with a relatively short shelf life

Physical hazard

Materials that are flammable, explosive, highly reactive to air or water, or stored under pressure that could cause damage to property and immediate injury

Potentially hazardous food

Food that typically has a history of being involved in foodborne illness outbreaks, usually moist, highprotein food

Prejudice

Biased judgment or opinion not based on fact

Profit

Dollar amount left when revenues are greater than costs

Purée

Method used to process food into a smooth pulp

Recommended Dietary Allowance (RDA) Daily nutrient standards developed by the National Academy of Sciences that cover the average needs of various population groups

Reduce

Decrease the volume of liquid by simmering or boiling

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Résumé (RE-zoo-may) Written summary of past experience, skills, and achievements related to the job being sought

Roast Cook food using indirect heat in a closed environment; requires a longer cooking time than baking

Roasting pan Shallow pan used to roast and bake foods such as meats and poultry

Sales Income resulting from an establishment exchanging products and services for money

Sanitary Free of harmful levels of disease-causing microorganisms and other harmful contaminants

Sanitize
Process of reducing the number of microorganisms
Walk-in refrigerator/freezer
on a clean surface to safe levels
Large refrigerator or freezer the

Serrated slicer Knife with a long, thin, serrated blade used to slice breads and cakes

Slicer (knife) Used to slice cooked meats

Slicer (machine) Machine used to slice foods using a circular blade Smoke detector Device designed to detect fire in its early stages; requires an air flow to detect a fire

Steam table Used to hold hot food for service

Temperature danger zone Temperature range between 41°F and 135°F (5°C and 57°C) within which most microorganisms grow and reproduce

Tongs Scissor-like utensil used to pick up and handle all kinds of food items

Toxic Poisonous

Toxin Poison

Walk-in refrigerator/freezer Large refrigerator or freezer that is large enough to walk into

Workers' compensation State-administered program designed to help employees who are injured in accidents that occurred at work, or who become sick because of job-related reasons

Yeast Fungi that require sugar and moisture for survival; can spoil food

Excerpted from Becoming A Restaurant and Foodservice Professional: Year One. (2005) National Restaurant Association Education Foundation. pp. 504-531.
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Glossary of Hospitality/Tourism Terms

ABA - American Bus Association; comprised of bus companies, operators and owners.

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Attendance Building - Marketing and promotional programs designed to increase attendance at conventions, trade shows, meetings, and events.

Attractions - General all-inclusive term travel industry marketers use to refer to products that have visitor appeal, like museums, historic sites, performing arts institutions, preservation districts, theme parks, entertainment and national sites.

AVHRM - Association of Vacation Home Rental Managers.

Bed Tax (Transient Occupancy Tax or TOT) -City or county tax added to the price of a hotel room.

Blocked - Hotel rooms held without deposit.

Booked - Hotel rooms, airline tickets or other travel services held for a specific client.

Booking - Term used to refer to a completed sale by a destination, convention center, facility, hotel or supplier (i.e. convention, meeting, trade show or group business booking).

Business Travel - Travel for commercial, governmental or educational purposes with leisure as a secondary motivation.

Buyer - A member of the travel trade who reserves room blocks from accommodations or coordinates the development of a travel product.

Carrier - Any provider of mass transportation, usually used in reference to an airline.

Chambers of Commerce - Typically, a Chamber of Commerce will specialize in local economic development that can include tourism promotion.

Charter Group - Group travel in which a previously organized group travels together, usually on a custom itinerary.

C of C - Chamber of Commerce.

Commissions - A percent of the total product cost paid to travel agents and other travel product distributors for selling the product to the consumer. Convention and Visitors Bureau - These organizations are local tourism marketing organizations specializing in developing conventions, meetings, conferences and visitations to a city, county or region.

Conventions and Trade Shows - Major segment of travel industry business. Trade shows differ from conventions in that they have exhibit space that provides product exhibition and sales opportunities for suppliers, as well as information gathering and buying opportunities for customers.

Conversion Study - Research study to analyze whether advertising respondents actually were converted to travelers as a result of advertising and follow-up material.

Co-op Advertising - Advertising funded by two or more destinations and /or suppliers.

Cooperative Marketing - Marketing programs involving two or more participating companies, institutions or organizations.

Cooperative Partner - An independent firm or organization which works with a tourism office by providing cash or in-kind contributions to expand the marketing impact of the tourism offices program.

Cover - Each diner at a restaurant.

CTRLA - Car and Truck Rental and Leasing Association.

CVB - Convention and Visitors Bureau.

Destination - A hotel, resort, attraction, city, region, or state.

Destination Marketing - Marketing a city, state, country, area or region to consumers and trade.

Destination Marketing Organization - Local tourism marketing organizations, such as convention and visitors bureaus or chambers of commerce.

Discounted Fare - Negotiated air fare for convention, trade show, meeting, group and corporate travel.

Discover America - Theme used by the Travel Industry Association and its marketing partners to market travel within the United States.

Fam Tours - Organized trips for travel agents, tour operators, tour wholesalers or other members of the travel trade for the purpose of educating and "familiarizing" them with tourism destinations. By seeing the destinations where they are sending travelers, the travel trade is better prepared to answer customer questions and promote travel to the location. Also called "fams" or "familiarization tours."

Feeder Airport/City - An outlying city which feeds travelers to hubs or gateway cities.

FIT (Free Independent Travel) - Individual travel in which a tour operator has previously arranged blocks of rooms at various destinations in advance for use by individual travelers. These travelers travel independently, not in a group, usually by rental car or public transportation.

Frequency - The number of times an advertisement appears during a given campaign.

Fulfillment - Servicing consumers and trade who request information as a result of advertising or promotional programs. Service often includes an 800 number, sales staff and distribution of materials.

Gateway or Gateway City - A major airport, seaport, rail or bus center through which tourists and travelers enter from outside the region.

GIT (Groups Independent Travel) - Group travel in which individuals purchase a group package in which they will travel with others along a pre-set itinerary.

Group Rate - Negotiated hotel rate for convention, trade show, meeting, tour or incentive group.

Head in Beds - Industry slang referring to the primary marketing objective of accommodations and most destinations - increasing the number of overnight stays.

Hospitality Industry - Another term for the travel industry.

Hub - An airport or city which serves as a central connecting point for aircraft, trains or buses from outlying feeder airports or cities.

Hub and Spoke - Air carriers' use of selected cities as "hubs" or connected points for service on their systems to regional destinations.

Icon - A facility or landmark which is visually synonymous with a destination.

Incentive Travel - Travel offered as a reward for top performance and the business that develops, markets and operates these programs.

Inclusive Tour - A tour program that includes a variety of features for a single rate (airfare, accommodations, sightseeing, performances, etc.)

International Marketing - Marketing a destination, product or service to consumers and the trade outside the of the United States.

Leisure Travel - Travel for recreational, educational, sightseeing, relaxing and other experiential purposes.

Market Share - The percentage of business within a market category.

Market Volume - The total number of travelers within a market category.

Mission (Sales) - A promotional and sales trip coordinated by a state travel office, convention and visitors bureau or key industry member to increase product awareness, sales and to enhance image. Target audiences may include tour operators, wholesalers, incentive travel planners, travel agents, meeting planners, convention and trade show managers and media. Missions often cover several international or domestic destinations and include private and public sector participants. Mission components can include receptions, entertainment representatives of the destination, presentations and pre-scheduled sales and media calls.

Motorcoach - Deluxe equipment used by most tour operators in group tour programs. Amenities include reclining seats, bathrooms, air conditioning, good lighting and refreshment availability.

Net Rate - The rate provided to wholesalers and tour operators that can be marked up to sell to the customer.

No Show - A customer with a reservation at a restaurant, hotel, etc. who fails to show up and does not cancel.

NTA - National Tour Association, comprised of domestic tour operators.

Occupancies - A percentage indicating the number of bed nights sold (compared to number available) in a hotel, resort, motel or destination.

Package - A fixed price salable travel product that makes it easy for a traveler to buy and enjoy a destination or several destinations. Packages offer a mix of elements like transportation, accommodations, restaurants, entertainment, cultural activities, sightseeing and car rental.

Peaks and Valleys - The high and low end of the travel season. Travel industry marketers plan programs to build consistent year-round business and event out the "peaks and valleys."

Person Trip Visit - Every time a person travels more than 100 miles (round-trip) in a day or stays overnight away from their primary domicile, whether for business or leisure purposes, they make one "person trip visit."

Pow Wow - The largest international travel marketplace held in the United States, sponsored by the Travel Industry Association of America.

Press/Publicity Release - A news article or feature story written by the subject of the story for delivery and potential placement in the media.

Press Trips - Organized trips for travel writers and broadcasters for the purpose of assisting them in developing stories about tourism destinations. Often, journalists travel independently, though with the assistance of a state's office of tourism of a DMO.

Property - A hotel, motel, inn, lodge or other accommodation facility.

Rack Rate - The rate accommodations quote to the public. Group rates, convention, trade show, meeting and incentive travel rates are negotiated by the hotel and program organizers.

Reach - The percentage of people within a specific target audience reached by an advertising campaign.

Receptive Operator - Specialists in handling arrangements for incoming visitors at a destination including airport transfers, local sightseeing, restaurants, accommodations, etc. Receptive operators can be travel agents or tour operators. Repeat Business - Business that continues to return, thereby generating increased profits.

Reservation Systems (Automation Vendors) -Computerized systems leased to travel agencies offering airline, hotel, car rental and selected tour availability and bookings. Systems are affiliated with major carriers, including American (Sabre), United (Apollo), Eastern (System One), TWA (PARS), and Delta (DATAS II) and feature flight schedules of the sponsoring and other carriers, plus additional travel products.

Retail Agent - A travel agent.

Retailer - Another term for travel agents who sell travel products directly to consumers.

Room - Double: No guarantee of two beds; Double Double: Two double beds (or two queens or kings); Twin: Two twin beds (or two doubles or queens).

Room Blocks - Several rooms held for a group.

Sales Mission - Where suppliers from one DMO travel together to another state or country for the purpose of collectively promoting travel to their area. Sales missions may include educational seminars for travel agents and tour operators.

Sales Seminar - An educational session in which travel agents, tour operators, tour wholesalers or other members of the travel trade congregate to receive briefings about tourism destinations.

Shells - Marketing and sales promotional pieces that depict a destination, accommodation or attraction on the cover and provide space for copy to be added at a later date. Usually shells fit a #10 envelope.

Site Inspection - An assessment tour of a destination or facility by a meeting planner, convention or trade show manager, site selection committee, tour operator, wholesaler or incentive travel manager to see if it meets their needs and requirements prior to selecting a specific site for an event. After site selection, a site inspection may be utilized to make arrangements.

Spouse Program - Special activities planned for those who accompany an attendee to a convention, trade show or meeting. Note that programs today are not simply for women, but rather for men and women, spouses and friends. Programs must be creatively designed to interest intelligent and curious audiences.

Supplier - Those businesses that provide industry products like accommodations, transportation, car rentals, restaurants and attractions.

Target Audience/Market - A specific demographic, sociographic target at which marketing communications are directed.

Target Rating Points - TRPs are a statistical measurement which allows one to evaluate the relative impact of differing advertising campaigns.

Tariff - Rate of fare quoted and published by a travel industry supplier (i.e. hotels, tour operators, etc.). Usually an annual tariff is produced in booklet form for use in sales calls at trade shows.

TIA - Travel Industry Association of America.

TOT - Transient Occupancy Tax.

Tour Operator - Develops, markets and operates group travel programs that provide a complete travel experience for one price and include transportation (airline, rail, motorcoach, and/or ship), accommodations, sightseeing, selected meals and an escort. Tour operators market directly to the consumer, through travel agents, and are beginning to be listed on computerized reservation systems.

Tour Wholesaler - An individual or company that sells tour packages and tour products to travel agents. Tour wholesalers usually receive a 20% discount from accommodations, transportation companies and attractions and pass on a 10% to 15% discount to the retail agent.

Tourism - Leisure travel.

Tourist/Visitor/Traveler - Any person who travels either for leisure or business purposes more than 100 miles (round-trip) in a day or who stays overnight away from his/her primary domicile.

Transient Occupancy Tax - TOT or bed tax is a locally set tax on the cost of commercial accommodations and campgrounds.

Travel - Leisure and other travel including travel for business, medical care, education, etc. All tourism is travel, but not all travel is tourism.

Travel Agent - An individual who arranges travel for individuals or groups. Travel agents may be generalists or specialists (cruises, adventure travel, conventions and meetings.) The agents receive a 10 to 15% commission from accommodations, transportation companies and attractions for coordinating the booking of travel. They typically coordinate travel for their customers at the same or lower cost than if the customer booked the travel on his/her own.

Travel Product - Refers to any product or service that is bought by or sold to consumers of trade including accommodations, attractions, events, restaurants, transportation, etc.

Travel Seasons - Travel industry business cycles including: Peak: Primary travel season; Off Peak: Period when business is slowest; Shoulder: Period between peak and off peak periods when business is stronger, but has room for growth.

Travel Trade - The collective term for tour operators, wholesalers and travel agents.

Traveler - Definitions vary, but in general a traveler is someone who leaves their own economic trade area, (usually going a distance of a minimum of fifty to one hundred miles) and stays overnight.

Visitors Center - Travel information center located at a destination to make it easier for visitors to plan their stay; often operated by a convention and visitors bureau, chamber of commerce or tourism promotion organization.

Vouchers - Forms or coupons provided to a traveler who purchases a tour that indicate that certain tour components have been prepaid. Vouchers are then exchanged for tour components like accommodations, meals, sightseeing, theater tickets, etc. during the actual trip.

Wholesaler - Develops and markets inclusive tours and individual travel programs to the consumer through travel agents. Wholesalers do not sell directly to the public.

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Glossary of Terms: Convention Center

This glossary of commonly used words and phrases, as defined by the International Association of Assembly Managers (IAAM), will help you communicate with your Atlantic City Convention Center Event Manager to help ensure your event is a success.

Account

Formal record of transactions of a particular type expressed in money or other unit of measurement and maintained in a ledger.

Actual Cost

Costs determined on the basis of historical data and not upon estimated increases in costs or averages.

Advertising Any paid form of non-personal presentation of ideas, goods or services by an identified sponsor.

Amenities Items or services conducive to material comfort or convenience.

Arrival Pattern Specific days and times in which attendees are expected to arrive.

Audiovisual (AV)

Of or related to both hearing and sight. Items and equipment used to transmit messages for hearing or sight.

Auxilary Services

Contracted services that provide support for a meeting.

Badge

Adhesive, pin or clip-on tag with identifying information that is given to each registrant.

Banquet

An elaborate and often ceremonious meal for numerous people, often including speakers or presentations.

Book

To reserve a particular room, space or service for a particular time with payment agreed upon.

Booking Policy

Guidelines by which a convention center prioritizes reservations; may correspond to hotel rooms the event will use in the area.

Booth

A stall or stand partitioned off for the sale or exhibition of goods or services.

Buffet

A meal set out on a table for ready access and informal service.

Butlered Service Hors d'oeuvres are passed on trays by servers.

Camera Ready

Artwork or advertising copy ready for the camera, that is, ready for the printer to prepare printing plates directly from the artwork.

Cancellation Policy

Written statement of actions that can or will be taken in the event of a cancellation due to a specific circumstance.

Charter

To hire, rent or lease for exclusive and temporary use.

Chevron Room set in which tables and/or chairs are set in a V.

Classroom Style

Seating arrangement in which rows are facing the presenter and each person has a table for writing.

Complimentary - Something given at no charge.

Concierge Staff member who handles luggage, mail and makes reservations and arrangements on other matters for guests or visitors.

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Concurrent Sessions Sessions occurring at the same time.

Conference - A meeting of two or more people to discuss a common concern.

Conference Center - A facility that is constructed for and devoted to meetings and meeting space.

Conference Style Seating arrangement where chairs are placed around all sides of a table.

Confirmation

Verification of the existence of a reservation; informal letter outlining the preliminary plans for the use of a facility or service that may serve as the contract for small suppliers.

Convention Center

Facility designed to accommodate multiple groups or extremely large groups; exhibit halls, meeting rooms, ballrooms or banquet space; no sleeping rooms.

Convention Liability Insurance Insurance policy that covers the meeting sponsor for any unexpected expenses from legal action due to bodily injury or property damage.

Dais

A raised platform in a hall or large room, usually where guest speakers, honored guests or expert panels are seated.

Directional Signs

Meeting signs placed to assist attendees in finding event locations.

Dolly

A platform on wheels for moving heavy objects.

Easel - A frame for supporting something, such as chart paper.

Estimate - General idea of your costs before start of the event.

Exhibit An organization's booth at a public show for competition, demonstration or sale.

Exhibit Service Kit

A packet of information regarding exhibit service providers and other information that exhibitors will need to participate fully in an exposition. Exposition - Public trade show.

Event Resume

An in-house document distributed to each department addressing issues, needs, and important information pertinent to a show. Includes time of events, set-up information, public access, etc.

Facility

Something that is built, installed or established to serve a particular purpose.

Flat Room Rate Basic rate with no discount or special offer.

Floor Plan A scaled drawing showing the arrangement of rooms, halls etc.

Function

An event that is part of a planned meeting; an area of meeting planning that involves income or expenses (printing, registration, etc.).

Function Space Physical space occupied by an event.

General Session Sessions that all participants in a convention or meeting attend.

Half Round - A semi-circular table.

Head Count Number of people attending at an event.

Head Table Table reserved for speakers and VIPs at front of the room, usually facing the audience.

Hollow Circle

Seating arrangement of tables and/or chairs all facing each other in a single circle.

Hollow Square Seating arrangement with tables arranged in a square with an open middle. Chairs are only on the outside.

Hors D'oeuvres Hot and/or cold finger foods served at a reception.

Hospitality Room Suite or room arranged for the convenience, comfort and socialization of guests, often with drinks and snacks available.

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Housing - Lodging.

Itinerary - The actual or proposed route and schedule of travel.

Keynote Opening remarks of a meeting that set tone of the event and motivate attendees.

Keynote Speaker One who presents the issues of primary interest to a group of people.

Lavaliere Microphone

A small microphone that is clipped onto clothing to allow the speaker to move.

Lecture

A discourse given before an audience or class intended to teach something.

Marketing

Process of planning and executing conception, pricing, promotion and distribution of ideas, goods and services in order to create exchanges that satisfy individual and organizational objectives.

Media Kit or Press Kit

Packet of information that is supplied in the media; contains all the details of a meeting that are required to attract media attention and attendees.

Media Release or Press Release

Description of a newsworthy occurrence written in journalistic style and mailed to news media. A press release is usually intended to promote an event or further the reputation of a facility.

Moderator - One who presides over an assembly, meeting or discussion.

On-Site Office

Organization's temporary headquarters office that is set up on site to handle business during the event.

On-site registration - Registration that occurs directly before the meeting at the meeting location.

Open Seating

Extra tables are placed, but not fully set; these can be prepared quickly if more guests show up than expected.

Outside Vendor - Suppliers who are not directly associated with the facility. Overhead Transparency Projector A/V equipment designed to project and magnify an image on a transparent sheet of acetate.

Panel Discussion

Instructional technique using a group of people chosen to discuss a topic in the presence of an audience.

Pipe and Drape - Materials used to physically construct booths at an exposition.

Platform

Raised, flat surface; statement of principles of policies of an organization.

Podium: A small raised platform on which a presenter may stand.

Post-Conference Meeting (post-con) Meeting between meeting manager and staff to discuss and evaluate an event as soon as it is over.

Pre- and Post Meeting Tours: Recreational tours scheduled right before or after the meeting to encourage socialization of attendees.

Pre-Conference Meeting: Meeting between the meeting manager, facility department heads, and major contractors prior to the start of a meeting.

Presenter

Person who delivers a speech or program.

Press Kit or Media Kit

Materials, usually contained in a folder, in which news releases, product announcements and other materials intended for the media are distributed.

Press Release or Media Release

Description of a newsworthy occurrence written in journalistic style and mailed to news media. A press release is usually intended to promote an event or further the reputation of a facility.

Professional Speaker

Speaker who makes his/her living from presenting information to various organizations.

Quartered-Round Wedge-shaped table with one round edge.

Reception Social gathering usually before an event.

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Registration Process of signing up to attend a meeting or event.

Registration Data Information about an attendee that is gathered as part of the registration process.

Rolling Carts - Portable carts on which audiovisual equipment can be placed.

Rounds - Circular tables, size may vary.

Settlement

Detailed itemization of ticket sales, production expenses, building rent, box office costs and all other event-related expenses

Shipping Agent

Third-party company that handles shipping goods to and from a meeting.

Signage All information and directional signs required for an event.

Site Inspection Process by which the details of a potential location are evaluated.

Skirting - Attractive fabric placed around a table to conceal the area.

Slide Projector

Equipment designed to project the image of slides onto a viewing screen.

Square

Conference-style table arrangement of double or triple- wide tables.

Staging

Laying out the physical elements in a given space to fulfill a given purpose.

Stationary Microphone

Microphone mounted on floor stand to remain in the same location throughout a presentation.

Table Microphone Microphone placed on a table for panel members or head table.

Tabletop Display - Exhibit in which materials are arranged on a table top using no booth.

Teleconferencing

Technology that permits individuals to participate in regional, national or worldwide meetings without actually leaving their local area; the live transmission of video or audio signals.

Theater Style or Auditorium Style Seating arrangement in which seats are in rows facing the stage area, no tables.

Trade Publications - Specialized magazines.

Trade Show Exposition held for members of a common or related industry. Not open to the general public.

Traffic Flow Pattern of the way people move through an area.

T-shape Shape of tables arranged for a conference; presenter(s) sit(s) at the top of the T.

U Shape - Horseshoe-shaped conference seating arrangement.

Venue - Location of a function.

Very Important Person (VIP) Person who has a special function at the meeting (speaker, dignitary, etc.) and should be treated with special amenities.

Video Conference

Video monitors connected by telephone wires, satellite technology, or ground wires which allow individuals to meet "face-to-face" from almost anywhere in the world. A videoconference can also include graphics, video clips, and transmission of data or documents.

Video Projector

Device used to project video images onto a screen.

V-Shape

Room set in which tables are set in a V with chairs on the outside only.

Workshops

Academic instruction for a small group, which employs such techniques as role-playing, simulation encounters, give and take sessions, and problem-solving laboratories.

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IOWA STATE UNIVERSITY

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Glossary of Common Travel Terms

Airport Code

Three-letter codes used to identify airports.

Amenities

Services and extras offered by a travel supplier.

APEX ("Advance Purchase Excursion") Fare Generally the lowest and most heavily restricted airfare.

ARC (Airlines Reporting Corp.)

Airline-owned corporation which accredits travel agents and sets regulation governing airlineagency relations.

Back-to-Back Ticketing

Booking two overlapping round trips with opposite origin and destination points, where both bookings meet restrictions required to obtain a discount fare (such as a Saturday-night stayover); then using one segment from each round trip for each direction of a single journey in order to get a lower overall fare.

Baggage Check Official receipt issued by a carrier for luggage.

Baggage Tag Personal identification that must be attached to luggage checked by an airline.

Base Fare/Rate

Price of a travel service before taxes and add-on charges.

Blackout Periods

Days or periods of high demand when special rates are not in effect.

Boarding Pass

A card given to a traveler indicating the seat assignment.

Bumping

Practice of removing confirmed passengers from overbooked flights.

Carrier

Company that transports passengers or freight.

Capacity Controlled

Limitation on number of airline seats, hotel rooms, or rental cars available under a particular rate or promotional offer.

Used with permission.

Car Class

Size and type of rental car. Classes differ from vendor to vendor, and are stated usually as economy, mid-size, full-size, luxury, and specialty.

Car Rental Agreement

Contract between car rental vendor and customer.

Carry-on Unchecked baggage.

Charter

Aircraft, motorcoach, or other mode of transportation reserved entirely for use by a group.

City Pair

Origin and destination points of a flight segment.

Collision Damage Waiver (CDW)

Daily insurance fee paid by a car renter to cover liability for accident damages to a rented car. This is not a reimbursable expense for ISU travelers, as the Regents provide a self-insurance fund. (Exceptions: Travelers renting cars outside the 50 states or District of Columbia are encouraged to purchase the CDW insurance. Some renters under age 25 may be <u>required</u> by the rental company to purchase CDW coverage before releasing the car.)

Commission

Percentage of sale price that vendors pay to travel agencies for selling their services.

Commuter Carrier

Regional airline operating from small locales to larger cities, often under an affiliate relationship with a major carrier.

Companion Fare

Promotional airfare whereby a second ticket may be purchased at a discount, provided two people are traveling together.

Comp Rooms

Complimentary rooms which a lodging facility provides without charge based on total number of sleeping rooms occupied by a group.

Concierge

Individual in a hotel responsible for attending to guests' special needs and services.

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Confirmation

Reservation, acknowledged orally or in writing, verifying a booking has been accepted. Most confirmations are subject to certain conditions.

Connecting Flight

Flight on which passenger must change aircraft at some point, referred to as the Connecting Point.

Consolidator

Business that buys international tickets at deep discounts from airlines; seating inventory that is expected to remain unsold. Consolidators resell tickets at a markup to travel agencies or travelers directly. (Travelers should understand terms for repayment are not favorable, should a consolidator cancel a flight. If you have not done business with a particular consolidator in the past, purchasing trip insurance may be a worthwhile option.)

Corporate Rate

Discount rate available to traveling business men and women, customarily 10% below rack (standard) rates.

Coupon

Part of an airline ticket. The flight coupon is surrendered by the passenger at check-in. Coupons contain the formal contract of carriage.

Courtesy Vehicle

Van or bus which an off-airport vendor uses to pick up customers at the airport.

CRS (Computerized Reservation System) Interactive electronic system linking individual travel agencies to a central, airline-owned computer.

CTC (Certified Travel Counselor) Designation of professional competence attesting to a travel agent's successful completion of a study program developed and administered by the Institute of Certified Travel Agents.

Denied Boarding Compensation

Compensation (money, free flight, or hotel accommodations) provided to an involuntarily bumped airline passenger with a confirmed reservation.

Direct Flight

Flight not requiring a passenger to change planes, though it may make stops.

Used with permission.

Discount Fares

Short-term promotional fares or other discounted fares of varied duration.

Double

Hotel room with one double bed, or sometimes a room designed to accommodate two people.

Double/Double

Hotel room with two double beds.

Drop Off Charges

Fees assessed when a traveler picks up a rental car in one location and drops it off in another.

Excursion Fare

Round-trip fare with restrictions such as minimum and maximum stays or advance-purchase requirements.

Extended Stay

Generally, a hotel stay of seven or more nights.

Fare Basis

Conditions, including service class and ticketing provisions, that determine a fare. Fare basis is designated by identifying letters and/or numbers on a ticket.

Fee-Based Pricing

Compensation to a travel agency by corporate clients from commission revenues generated by the corporations business.

Flat Rate

Specific room rate negotiated by a group and a hotel.

Folio

Written or electronic record of hotel guest's account of financial transactions within the property.

Frequent Flyer Program

Airline club in which members accrue points or miles for trips taken, usually redeemable for free travel.

Fuel Charge

Amount charged if car renter does not fill the car's gas tank.

Gate

Designated area in airport terminal where passengers for a specific flight board or deplane the aircraft.

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Gratuity Gift, usually money, given in return for service.

Group Rate Room rate charged by a hotel for a group of 10 or more guests.

Guaranteed Reservation Advance hotel booking where payment is guaranteed even if traveler does not arrive. Room will be held all night for a late-arriving guest.

Hospitality Room Room used for entertaining.

Hub

Airport at which an airline has major operations and connecting flights to smaller destinations.

Joint Fare Special fare for travel on two or more airlines to a destination.

Last-Room Availability

Electronic reservation system that provides users with current information about a hotel's available inventory.

Last-Seat Availability Similar to Last-Room Availability, but applicable to airline seat availability.

Liability Coverage

Insurance protection against injury and damage claims by third parties, available as option for car rentals.

Limited Availability

Limited number of reservations accepted for a certain advertised rate or special offer.

Loss Damage Waiver (LDW) Variation of Collision Damage Waiver (see above) employed by some car rental vendors.

Lowest Fare Guarantee Travel agency's promise to provide clients the lowest fare available when reservation is confirmed.

Lowest Logical Airfare Lowest airfare found within the parameters of a corporation's travel policy. Management Report

Data summary (from travel agencies, travel suppliers, and/or credit-card vendors) documenting usage patterns for air travel, hotel stays, or car rental.

Meet and Greet Service that meets and assists clients upon arrival in a city.

Meeting Fare Negotiated airline discounts, typically for 10 or more persons traveling to the same event.

Meeting Rate Negotiated hotel rate offered to a meeting's attendees.

Mileage Allowance/Mileage Cap Number of miles a rented car is driven beyond the mileage allowance.

Mileage Charge

Charge assessed for each mile a rental car is driven beyond an established threshold.

Minibar

Hotel room cabinet containing snacks and refrigerated beverages. Items consumed are charged to hotel bill.

Net Fare or Net Rate

Price or fare for a travel service, less an agent's commission and without tax.

No Show

Passenger or hotel guest who fails to cancel a reservation not used.

Open Ticket

Ticket that is valid for transportation between certain points but indicates no specific reservation.

Overbooking

Practice of confirming more seats or rooms than are available, in order to protect against no-shows.

Override

Additional commission paid to agents as a bonus for productivity and/or volume.

Package

Tickets or services bundled together and sold at single all-inclusive price.

Used with permission.

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Prepaid Ticket

Ticketing method in which a person or company purchases an airline ticket in one location for a traveler in another. The traveler picks up the prepaid ticket from the airline ticket counter.

Profile

Detailed information about a traveler's personal preferences kept on file by a travel supplier.

Rack Rate

Official posted rate for a hotel room, published airfares, or noncontracted car rental rates.

Rate Desk

Airline or travel agency department that constructs fares for complicated itineraries, usually international.

Revenue Sharing

Travel agency rebate of commission revenue received on a corporation's bookings.

Room Tax State or local tax imposed on hotel room charges.

Segment

Leg or identifiable portion of a route traveled, usually stated in terms of originating and terminating cities.

Soft-Dollar Savings

Savings on travel realized through cost avoidance, such as rate discounts or free upgrades.

Split Ticketing

Issuing two one-way tickets instead of a round-trip ticket, usually for purpose of obtaining a lower fare.

Standby

Class of air passengers who hold tickets that do not allow for advanced reservations (standby fares), or are waiting for available seats.

Supersaver

Low discount airfare available with heavy restrictions.

Surcharge

Assessment by vendor or governmental entity in addition to published price or contracted rate.

Travel Advisory

Official warning or cautionary statement from the US State Department regarding travel to a particular area.

Unlimited Mileage

Ability to drive a rented car an unlimited number of miles without paying an additional mileage charge.

Waitlist

List of travelers waiting for people to cancel reservations for a flight that is sold out.

Window of Convenience

Two hours on either side of ideal departure or arrival time.

Used with permission.

Appendix 'J'

SPSS Results

HOTEL RECEPTIONISTS' QUESTIONNAIRE Statistiques de fiabilité

| Alpha de Cronbach | Nombre d'éléments | Statistiques | de fiabilité |
|----------------------|----------------------|--------------|--------------|
| ,850 | 36 | Alpha de | Nombre |
| Statistiques | de fiabilité | Cronbach | d'éléments |
| Alpha de Cronbach | Nombre d'éléments | ,826 | 72 |
| ,818 | 36 | | |
| Condor | | | |

Gender

| | | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|--------|-------|-----------|-------------|-----------------------|-----------------------|
| Valide | male | 23 | 82,1 | 82,1 | 82,1 | |
| | female | 5 | 17,9 | 17,9 | 100,0 | |
| | | Total | 28 | 100,0 | 100,0 | |

Educational background

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|-----------------|-----------|-------------|--------------------|-----------------------|
| Valide | Secondry school | 6 | 21,4 | 21,4 | 21,4 |
| | Bachelor degree | 3 | 10,7 | 10,7 | 32,1 |
| | licence degree | 17 | 60,7 | 60,7 | 92,9 |
| | Master degree | 2 | 7,1 | 7,1 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

Duration of work: (How many years have you been working in the hotel?)

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|-------|-----------|-------------|--------------------|-----------------------|
| Valide | 0-2 | 23 | 82,1 | 82,1 | 82,1 |
| | 2-5 | 4 | 14,3 | 14,3 | 96,4 |
| | 5-10 | 1 | 3,6 | 3,6 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

Age

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|--------------|-----------|-------------|--------------------|-----------------------|
| Valide | Less than 25 | 12 | 42,9 | 42,9 | 42,9 |
| | 25-30 | 8 | 28,6 | 28,6 | 71,4 |
| | 31-35 | 5 | 17,9 | 17,9 | 89,3 |
| | over 35 | 3 | 10,7 | 10,7 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

Statistiques descriptives

| | Ν | Moyenne | Ecart type |
|---|----|---------|------------|
| Listening to face to face conversations | 28 | 4,79 | ,790 |
| Listening to telephone conversations | 28 | 4,25 | ,887 |
| Listening to reservation details | 28 | 4,14 | ,756 |
| Understanding what clients want | 28 | 4,07 | ,940 |
| Getting personal details of clients | 28 | 3,61 | ,786 |
| Listening to customers' complaints | 28 | 4,43 | ,418 |
| Listening to idiomatic English | 28 | 3,64 | ,780 |
| listening_needs | 28 | 4,1327 | ,53865 |

| Writing Needs | 28 | 3,5343 | ,64044 |
|---|----------|--------|--------|
| E-mails | 28 | 3,79 | ,876 |
| Travel timetables | 26 | 3,35 | ,846 |
| Texts for giving information | 26 | 3,23 | ,863 |
| Faxes in a proper format | 26 | 3,85 | 1,008 |
| Business letters in appropriate formats | 26 | 3,50 | ,906 |
| Reading_Needs | 28 26 | 3,6500 | ,42032 |
| Business letters | 28 | 4,32 | ,612 |
| Information from the Internet, E-mails | 28 | 3,71 | 1,084 |
| Getting detailed information of tourist documents | 28 | 3,64 | ,870 |
| News related to tourism | 28 | 2,82 | ,945 |
| Written documents related to the tourism industry | 28 | 3,75 | ,887 |
| speaking_needs | 28 | 4,0516 | ,45208 |
| Giving details about transportation | 28 | 3,54 | ,922 |
| Suggesting travel information | 28 | 3,36 | ,731 |
| Explaining price | 28 | 4,32 | ,612 |
| Giving clients directions | 28 | 4,32 | ,548 |
| Negotiating for mutual understanding | 28 | 4,39 | ,832 |
| Taking reservations | 28 | 4,39 | ,737 |
| Providing information about travel plans | 28 | 3,71 | ,763 |
| Conducting telephone conversations with clients | 28 | 4,00 | ,861 |
| Conducting face to face conversations with clients | 28 | 4,43 | ,790 |

| Knowing and correctly changing the tense according to the situation, e.g. present tense, past and future tenses. | 28 | 3,86 | ,651 |
|--|----|--------|--------|
| Knowing and using appropriate pronouns and nouns | 28 | 3,64 | ,731 |
| Knowing and using appropriate model verbs: can, could, may, mightetc | 28 | 3,71 | ,897 |
| Knowing and using appropriate prepositions: in, on, atetc | 28 | 2,71 | ,937 |
| Knowing and using appropriate adjectives and adverbs | 28 | 3,57 | ,959 |
| Gramma Needs | 28 | 3,5000 | ,58246 |
| Knowing vocabulary related to the hotel industry and tourism | 28 | 3,93 | ,813 |
| Knowing vocabulary related to transportation | 28 | 3,64 | ,621 |
| knowing and using appropriate model verbs: can, could, may, mightetc | 28 | 3,79 | ,738 |
| Knowing vocabulary related to accommodation | 28 | 3,64 | ,826 |
| Knowing vocabulary related to giving direction | 28 | 4,29 | ,600 |
| | | | |
| Vocabulary_Needs | 28 | 3,8571 | ,48819 |

PROBLEMS Statistiques descriptives

| Ν | Moyenne | Ecart type |
|---|---------|------------|
| | | |

| 28 28 28 | 4,43 4,32 4,07 | ,573 ,723 ,900 |
|----------------|---|---|
| | | |
| 28 | 4,07 | ,900 |
| | | |
| 28 | 4,00 | ,667 |
| 28 | 3,43 | 1,136 |
| 28 | 3,79 | ,995 |
| 28 | 3,71 | 1,243 |
| 28 | 3,9643 | ,64900 |
| 28 | 4,36 | ,731 |
| 28 | 4,11 | ,956 |
| 28 | 3,29 | 1,117 |
| 28 | 3,68 | ,945 |
| 28 | 4,11 | ,685 |
| 28 | 4,00 | 1,089 |
| 28 | 3,29 | 1,013 |
| 28 | 2,89 | 1,133 |
| 28 | 3,86 | 1,239 |
| 28 | 3,7316 | ,98200 |
| 28 | 3,50 | ,839 |
| 20 | 3,43 | 1,168 |
| 28 | 5,75 | 1,100 |
| | 28 28 | 28 3,79 28 3,71 28 3,9643 28 3,9643 28 4,36 28 4,36 28 4,11 28 3,68 28 3,68 28 4,00 28 3,29 28 3,29 28 3,29 28 3,29 28 3,29 28 3,29 28 3,86 28 3,86 28 3,50 |

| Information from the Internet, E-mails | 28 | 2,96 | 1,170 |
|--|----|--------|---------|
| | 28 | 3,36 | ,559 |
| Reading_Problems | 28 | 3,2800 | ,88031 |
| Business letters in appropriate formats | 28 | 3,68 | ,819 |
| Faxes in a proper format | 28 | 4,11 | ,832 |
| Texts for giving information | 28 | 3,79 | ,686 |
| Travel timetables | 28 | 3,29 | ,937 |
| E-mails | 28 | 4,04 | 1,105 |
| Writing_Problems | 28 | 3,7843 | , 87044 |
| Knowing and correctly changing the tense according to the situation, e.g. present tense, past and future tenses. | 28 | 4,11 | ,737 |
| Knowing and using appropriate pronouns and nouns | 28 | 3,39 | ,916 |
| Knowing and using appropriate model verbs: can, could, may, mightetc | 28 | 3,00 | 1,089 |
| Knowing and using appropriate prepositions: in, on, atetc | 28 | 2,64 | ,989 |
| Knowing and using appropriate adjectives and adverbs | 28 | 3,93 | ,604 |
| Grammar Problems | 28 | 3,4100 | ,71246 |
| Knowing vocabulary related to the hotel industry and tourism | 28 | 4,07 | ,766 |
| Knowing vocabulary | 28 | 3,75 | ,752 |

| N valide (liste) | 28 | | |
|---|----|--------|--------|
| Vocabulary Problems | 28 | 3,6929 | ,52629 |
| Knowing vocabulary related to giving direction | 28 | 4,43 | ,742 |
| Knowing vocabulary related to accommodation | 28 | 3,54 | ,744 |
| knowing and using appropriate model verbs: can, could, may, mightetc | 28 | 2,68 | 1,517 |

Please choose your current level of English proficiency (choose only one)

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|--------------|-----------|-------------|-----------------------|-----------------------|
| Valide | Beginner | 16 | 57,1 | 57,1 | 57,1 |
| | Intermediate | 9 | 32,1 | 32,1 | 89,3 |
| | Advanced | 3 | 10,7 | 10,7 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

How were the English language courses during your college study relevant to your current job's needs? Please circle one answer

| | | Fréquence | Pourcentage | U | Pourcentage cumulé |
|--------|---------------------|-----------|-------------|-------|-----------------------|
| Valide | Not relevant at all | .15 | 53,6 | 53,6 | 53,6 |
| | A little | 9 | 32,1 | 32,1 | 85,7 |
| | Somewhat | 4 | 14,3 | 14,3 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

Are you attending any language class outside the university at the moment?

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|----|-----------|-------------|--------------------|-----------------------|
| Valide | No | 26 | 92,9 | 92,9 | 92,9 |

| Yes | 2 | 7,1 | 7,1 | 100,0 |
|-------|----|-------|-------|-------|
| Total | 28 | 100,0 | 100,0 | |

If you have answered yes, how often do you use English in your job?

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|--------------|-----------|-------------|-----------------------|-----------------------|
| Valide | seldom | 1 | 3,6 | 3,6 | 3,6 |
| | occasionally | 6 | 21,4 | 21,4 | 25,0 |
| | Often | 8 | 28,6 | 28,6 | 53,6 |
| | regularly | 13 | 46,4 | 46,4 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

Foreign clients

| | | Fréquence | Pourcentage | U | Pourcentage cumulé |
|--------|-----|-----------|-------------|-------|-----------------------|
| Valide | Yes | 28 | 100,0 | 100,0 | 100,0 |

Colleagues

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|-------|-----------|-------------|--------------------|-----------------------|
| Valide | No | 24 | 85,7 | 85,7 | 85,7 |
| | Yes | 4 | 14,3 | 14,3 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

Others (please specify)

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|-------|-----------|-------------|--------------------|-----------------------|
| Valide | No | 23 | 82,1 | 82,1 | 82,1 |
| | Yes | 5 | 17,9 | 17,9 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

How important isit to have a high level of English proficiency to perform your job effectively?Please circle one answer

| | | Fréquence | Pourcentage | Pourcentage valide | Pourcentage cumulé |
|--------|-------------------|-----------|-------------|--------------------|-----------------------|
| Valide | Somehow important | 8 | 28,6 | 28,6 | 28,6 |
| | Very important | 20 | 71,4 | 71,4 | 100,0 |
| | Total | 28 | 100,0 | 100,0 | |

CUSTOMERS' QUESTIONNAIRE

| Statistiques de fiabilité | | | | | |
|---------------------------|------------|--|--|--|--|
| Alpha de | Nombre | | | | |
| Cronbach | d'éléments | | | | |
| ,680 | 16 | | | | |

Total

| Statistiques de | fiabilité | Statistiques de fiabilité | | | |
|-----------------|------------|---------------------------|------------|--|--|
| Alpha de | Nombre | Alpha de | Nombre | | |
| Cronbach | d'éléments | Cronbach | d'éléments | | |
| ,729 | 32 | ,710 | 16 | | |

Statistiques descriptives (Customers' expectations)

| | Ν | Moyenne | Ecart type |
|----------------------------|----|---------|------------|
| The staff is able to | 40 | 4,15 | ,580 |
| communicate withyou in | | | |
| English. | | | |
| welcome and greet the | 40 | 4,10 | ,441 |
| tourists politely | | | |
| Speak plainly and | 40 | 4,20 | ,687 |
| confidently | | | |
| Listen carefully to the | 40 | 3,65 | ,483 |
| client and explain. | | | |
| The staff has the required | 40 | 4,10 | ,778 |
| skill to perform service | | | |
| (for example, the | | | |
| receptionist can explain | | | |
| clearly about the hotel | | | |
| direction). | | | |
| Understand their needs. | 40 | 3,25 | ,543 |
| Communicative Skills | 40 | 3,90 | ,459 |

| Ask appropriate | 40 | 2,80 | ,687 |
|----------------------------|----|------|------|
| questions. | | | |
| Make appropriate eye | 40 | 3,75 | ,776 |
| contact | | | |
| use appropriate gestures | 40 | 3,55 | ,677 |
| Intercultural | 40 | 3,36 | ,412 |
| Communication | | | |
| The staff speak with you | 40 | 4,25 | ,630 |
| by using an appropriately | | | |
| formal expressions (for | | | |
| example, hello, may I | | | |
| help you, Sir/Madam?) | | | |
| Use an appropriatet one of | 40 | 2,55 | ,552 |
| voice to indicate their | | | |
| understanding | | | |
| Express their sincerity | 40 | 3,30 | ,648 |
| through their polite and | | | |
| friendly manner. | | | |
| Hospitality | 40 | 3,36 | ,420 |
| Languagee | | | |
| greet me appropriately | 40 | 4,50 | ,506 |
| Ask appropriate questions | 40 | 2,40 | ,744 |
| respond to my requests | 40 | 2,60 | ,591 |
| appropriately . | | | |
| Settle my complaints with | 40 | 4,55 | ,504 |
| diplomacy | | | |
| Speech_acts | 40 | 3,51 | ,380 |
| N valide (liste) | 40 | | |

Statistiques descriptives (Customers' satisfaction)

| | | Minimu | Maximu | Moyenn | Ecart |
|-----------------------|----|--------|--------|--------|-------|
| | Ν | m | m | е | type |
| The staff is able to | 40 | 1 | 4 | 2,65 | ,622 |
| communicate with you | | | | | |
| in English. | | | | | |
| welcome and greet the | 40 | 3 | 5 | 3,80 | ,464 |
| tourists politely | | | | | |
| Speak plainly and | 40 | 2 | 3 | 2,28 | ,452 |
| confidently | | | | | |

Appendices

| Listen carefully to the | 40 | 2 | 3 | 2,78 | ,423 |
|------------------------------|----|------|------|--------|--------|
| client and explain. | | | | | |
| The staff has the | 40 | 4 | 5 | 4,15 | ,362 |
| required skill to | | | | | |
| perform service (for | | | | | |
| example, the | | | | | |
| receptionist can explain | | | | | |
| clearly about the hotel | | | | | |
| direction). | | | | | |
| Understand their needs. | 40 | 2 | 3 | 2,68 | ,474 |
| Communicative Skills | 40 | 3 | 4 | 3,05 | ,306 |
| Ask appropriate | 40 | 2 | 4 | 2,63 | ,540 |
| questions. | | | | | |
| Make appropriate eye contact | 40 | 4 | 5 | 4,35 | ,483 |
| use appropriate gestures | 40 | 3 | 5 | 4,18 | ,446 |
| Intercultural | 40 | 2,33 | 4,33 | 3,7200 | ,51502 |
| Communication | | 2,00 | 1,00 | 0,7200 | ,01002 |
| The staff speak with | 40 | 3 | 4 | 3,35 | ,483 |
| you by using an | | | | , | , |
| appropriately formal | | | | | |
| expressions (for | | | | | |
| example, hello, may I | | | | | |
| help you, Sir/Madam?) | | | | | |
| Use an appropriate tone | 40 | 2 | 5 | 3,33 | ,572 |
| of voice to indicate | | | | | |
| their understanding | | | | | |
| Express their sincerity | 40 | 3 | 5 | 3,85 | ,483 |
| through their polite and | | | | | |
| friendly manner. | | | | | |
| Hospitality | 40 | 3 | 5 | 3, 51 | ,564 |
| greet me appropriately | 40 | 3 | 5 | 4,20 | ,564 |
| Ask appropriate | 40 | 1 | 3 | 2,35 | ,580 |
| questions | | | | | |
| respond to my requests | 40 | 3 | 5 | 4,18 | ,446 |
| appropriately. | | | | | |
| Settle my complaints | 40 | 3 | 4 | 3,83 | ,385 |
| with diplomacy | | | | | |
| Speech_acts | 40 | 3,00 | 4,25 | 3,6475 | ,45151 |
| N valide (liste) | 40 | | | | |

Nationality

| | | | | Pourcentage | Pourcentage |
|--------|----------|-----------|-------------|-------------|-------------|
| | | Fréquence | Pourcentage | valide | cumulé |
| Valide | Italian | 6 | 15,0 | 15,0 | 15,0 |
| | Japanese | 4 | 10,0 | 10,0 | 25,0 |
| | British | 4 | 10,0 | 10,0 | 35,0 |
| | Greek | 10 | 25,0 | 25,0 | 60,0 |
| | Nigerian | 4 | 10,0 | 10,0 | 70,0 |
| | US | 4 | 10,0 | 10,0 | 80,0 |
| | Chinese | 8 | 20,0 | 20,0 | 100,0 |
| | Total | 40 | 100,0 | 100,0 | |

Purpose of Travel

| | | | | Pourcentage | Pourcentage |
|--------|------------------|-----------|-------------|-------------|-------------|
| | | Fréquence | Pourcentage | valide | cumulé |
| Valide | Tourist | 8 | 20,0 | 20,0 | 20,0 |
| | Business | 28 | 70,0 | 70,0 | 90,0 |
| | friend/relatives | 4 | 10,0 | 10,0 | 100,0 |
| | Total | 40 | 100,0 | 100,0 | |

Hotel selection

| | | | | Pourcentage | Pourcentage |
|--------|----------|-----------|-------------|-------------|-------------|
| | | Fréquence | Pourcentage | valide | cumulé |
| Valide | Yourself | 6 | 15,0 | 15,0 | 15,0 |
| | Travel | 8 | 20,0 | 20,0 | 35,0 |
| | Agent | | | | |
| | Internet | 26 | 65,0 | 65,0 | 100,0 |
| | Total | 40 | 100,0 | 100,0 | |

Nationality 2

| | | | | Pourcentage | Pourcentage |
|--------|--------------------|-----------|-------------|-------------|-------------|
| | | Fréquence | Pourcentage | valide | cumulé |
| Valide | English Native | 14 | 35,0 | 35,0 | 35,0 |
| | Speakers | | | | |
| | Non-native English | 26 | 65,0 | 65,0 | 100,0 |
| | Speakers | | | | |
| | Total | 40 | 100,0 | 100,0 | |

| Do you think you hight return to the same noter again. | | | | | |
|--|-------|-----------|-------------|-------------|-------------|
| | | | | Pourcentage | Pourcentage |
| | | Fréquence | Pourcentage | valide | cumulé |
| Valide | No | 8 | 20,0 | 20,0 | 20,0 |
| | Yes | 32 | 80,0 | 80,0 | 100,0 |
| | Total | 40 | 100,0 | 100,0 | |

Do you think you might return to the same hotel again?

| Which of the following could motivate your decision? | | | | |
|--|-------------|-----------|--|--|
| | Pourcentage | Pourcenta | | |

| | | | | Pourcentage | Pourcentage |
|--------|-------------------------|-----------|-------------|-------------|-------------|
| | | Fréquence | Pourcentage | valide | cumulé |
| Valide | The receptionists" | 6 | 15,0 | 15,0 | 15,0 |
| | communicative skills in | | | | |
| | listening and speaking | | | | |
| | are satisfactory/not | | | | |
| | satisfactory | | | | |
| | Intercultural | 14 | 35,0 | 35,0 | 50,0 |
| | communication | | | | |
| | between you and the | | | | |
| | receptionists is rather | | | | |
| | The receptionists show | 14 | 35,0 | 35,0 | 85,0 |
| | very little/much | | | | |
| | hospitality or courtesy | | | | |
| | Other, please specify | 6 | 15,0 | 15,0 | 100,0 |
| | Total | 40 | 100,0 | 100,0 | |

Appendix 'K' **Tourism and Hotels in Algeria**

Actualité

LE MINISTRE DU TOURISME A PROCÉDÉ AU LANCEMENT DU PROJET

Coup d'envoi pour la réalisation de 28 hôtels

Des contrats de realisation de 28 nouveaux hôtels ont été signés, hier, entre le ministre de l'Aménagement du territoire, de l'Environnement et du Tourisme et 28 investisseurs nationaux. 477 autres hôtels sont en cours de réalisation.

Le Soir d'Algérie

Alger (Le Soir) - Le domaine du tourisme semble susciter de plus en plus l'intérêt des investisseurs nationaux qui se sont engagés à réaliser de nouveaux projets touristiques, hôteliers et de loisirs à travers tout le territoire national. Cherif Rahmani, ministre de ra-t-il, au 477 autres en l'Aménagement du territoire, de l'Environnement et du Tourisme, a présidé, hier, la cérémonie de signature de contrats de réalisation de 28 nouveaux projets hôteliers par des investisseurs nationaux. Il s'agit d'hôtels de type urbain et balnéaire. Le pôle d'excellence touristique Nord-Est est doté de 9 projets urbains, balnéaires et climatiques d'une capacité d'accueil de 1 214 lits. Le pôle d'excellence touristique Nord-Centre est que dans l'innovation et concerné par la réalisation l'utilisation des TIC pour la de 8 projets, d'une capacité de 532 lits. Le type d'hôtels retenus est urbain et balnéaire. Le pôle d'excellence touristique Nord-Ouest verra la réalisation de 7 projets touristiques urbains et balnéaires d'une capacité de 662 lits. Quant au

Salima Akkouche - tique Touat-Gourara, il comprendra 4 projets sahariens d'une capacité de 86 lits. Le premier responsable du secteur a souligné que ce projet qui compte un total de 2 494 lits permettra la création de 3 741 emplois. Les 28 hôtels viennent s'ajouter, précisecours de réalisation. Le ministre du Tourisme s'est engagé à soutenir et accompagner les investisseurs dans la formation des personnels en gestion et aux métiers ainsi que dans le domaine de la démarche qualité, dans l'insertion de leurs établissements dans les circuits touristiques à proposer aux marchés nationaux et internationaux et dans les supports de promotion et de publicité de

la destination Algérie, ainsi communication et la promotion de leurs produits.

Les investisseurs, de leur côté, ont été exhortés par le premier responsable du secteur à respecter les lois et règles relatives aux normes d'urbanisme, d'environnement, de qualité et pôle d'excellence touris- d'architecture. Les promo-



que l'Algérie a av 101 8.1.91

teurs s'engagent également à mobiliser les moyens de financement

nécessaires à la réalisation crire dans une dynamique de leurs projets dans les d'amélioration de la gualité délais souscrits et à s'insde service dans les établis

sements touristiques et hôteliers.

Lundi 29 mars 2010 - PAGE 0

Il s'agit de la sixième opération de signature de contrats de réalisation. venant s'ajouter à cing autres opérations similaires effectuées depuis 2008.

De janvier 2008 au mois de janvier de l'année en cours, 431 projets d'investissement ont été lancés sur le terrain. L'objectif des pouvoirs publics à l'horizon 2014 serait de créer environ 75 000 lits, dont 42 000 de haut de gamme, réalisés aujourd'hui à hauteur de 52 %

Par ailleurs, le ministre du Tourisme a annoncé que l'Algérie a accueilli, l'année dernière, pas moins de 1,9 million de touristes. «Un record», selon Cherfi Rahmani gui a souligné que le pays n'a jamais atteint un tel chiffre depuis l'indépendance.

S.A.



Algérie 330 millions de dollars de l'ECETTES générées parte tourisme en 2009

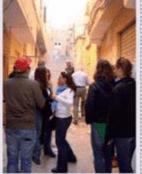
'Algérie prévoit de placer le toupubliées par OBG.

risme en première position dans sa politique tendant à diversifier Le rapport mentionne les principaux l'économie, attirer les investissements axes du Schéma Directeur directs étrangers et créer des emplois, a indiqué un rapport publié par le cabinet international d'études Oxford Business Group (OBG).

Près de 1,9 million de touristes ont visité l'Algérie en 2009, soit une augmentation de près de 8%, par rapport à 2008, tandis que les revenus générès par le tourisme en Algérie pour 2009 sont estimés à 330 s de dollars, selon les statistiques

d'Aménagement Touristique (SDAT) lancé en 2008 et "visant à accroître le nombre de touristes à 2,5 millions en 2015". Ces axes consistent en la promotion de l'Algèrie comme destination tou-ristique de premier choix, le développement des centres touristiques de haute qualité, l'introduction de contrôles de qualité, la promotion des partenariats public-privé et, enfin, l'encouragement

des investissements dans le secteur.



1,9 million de touristes annoncés durant l'année 2010



e Ministre du Tourisme et de l'Artisanat, Smaïl Mimoune a annoncé pour l'année 2009 que l'Algérie a enregistré 1 million 900 mille touristes dont 500 mille touristes étrangers. "Nous avons enregistré 1 million 900 mille touristes étrangers et nationaux résidants à l'étranger. Les touristes étrangers étaient de nombre de 500 mille", a déclaré à la presse M. Mimoune en marge des travaux en séance plénière

consacrée aux questions orales à l'Assemblée populaire nationale (APN). Interrogé sur le premier bilan du tourisme saharien, le Ministre a exprimé son optimisme quant au nombre de touristes ayant visiter le Sud, et ce, tout en déclarant que ladite saison ne se terminera qu'en mois d'avril, période dans laquelle, a-t-il dit, nous pouvons en établir le nombre exact.

Hotels in Oran (19/09/2019) 11:00

LIBERTE

L'Algérie profonde / Ouest Oran

39 hôtels nouvellement classés



Trente-neuf hôtels de la wilaya d'Oran, récemment classés, sont appelés à retirer leurs panonceaux auprès de l'ANDT (Agence nationale de développement du tourisme) pour leur affichage, a-t-on appris jeudi dernier de la direction locale du tourisme et de l'artisanat. Le chef du service du suivi et de contrôle des activités touristiques à la direction du tourisme d'Oran, Mourad Boujenane, a indiqué, en marge d'une journée sur le tourisme, que les exploitants des 39 établissements hôteliers classés, procèderont au retrait de leurs panonceaux correspondant aux étoiles obtenues auprès de l'ANDT pour leur affichage. Le panonceau pour hôtel est une plaque signalétique qui met en valeur le classement des établissements, a-t-il indiqué, ajoutant que l'opération de classement des hôtels d'Oran a touché 67 établissements. Dix-sept ont été classés dans la catégorie de 2 à 5 étoiles et cinquante dans la catégorie de 0 à 1 étoile. Une quarantaine d'exposants ont pris part à cette journée sur le tourisme, organisée sous le thème "Tourisme et emploi, un meilleur avenir pour tous", à l'occasion de la Journée mondiale du tourisme (27 septembre).

Summary

The present research aims at investigating the English language communicative needs of hotel receptionists working in Royal, Sheraton and Meridien hotels in Oran city, Algeria. Its main aim is to answer the question of whether or not the hotel receptionists are well prepared in terms of their English communication and if in-service training would lead to the enhancement of employees' performance. Hence, an exploratory research was conducted as an urgent response to the absence of training programs at the Algerian hotels.

Key Words: English for Specific Purposes, English for Hotel, Needs Analysis, Training.

ملخص

يهدف هذا البحث إلى دراسة الحاجات التواصلية باللغة الإنجليزية لموظفي الاستقبال العاملين في كل من فندق روايال Royal و فندق الشيراتون Sheraton و فندق الميريديان Meridien بوهران ، الجزائر. إن الهدف الرئيسي من هذا البحث هو الإجابة على السؤال المتعلّق حول ما إذا كان موظفو الاستقبال في الفنادق المعنية مُعدّين بشكل جيّد من حيث التواصل باللغة الإنجليزية، وما إذا كان التدريب أثناء الخدمة سيؤدي إلى تحسين أدائهم. وبناءا عليه ، تم إجراء بحث استكشافي باعتباره استجابة عاجلة لعدم وجود برامج تدريبية في الفنادق الجزائرية. الكلمات المفتاحية: الانجليزية لغة أغراض خاصة، اللغة الإنجليزية الغنادق، تحليل الاحتياجات،التدريب

Résumé

La présente recherche a pour objectif d'examiner les besoins de communication en Anglais des réceptionnistes travaillant dans les hôtels : Royal, Sheraton et Méridien à Oran, Algérie. L'objectif principal est de répondre à la question concernant savoir si les réceptionnistes des hôtels sont bien préparés en termes de communication en Anglais, et si la formation en cours d'emploi permettrait d'améliorer leur performance. Une recherche exploratoire a donc été menée pour répondre de manière urgente à l'absence des programmes de formation dans les hôtels algériens.

Mots clés : Anglais Langue de Spécialité, Anglais pour Hôtel, Analyse des besoins, Training.