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**English as a Lingua Franca in Hotel Management Receptionists
Curriculum: A Case Study of BOU-Saada Centre**

Thesis Submitted in Candidacy of the Degree of 'Magister' in ESP

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Academic Year: 2010 – 2011

Dedication

To my very Dear Parents!

Acknowledgements

My very sincere thanks are due to numerous people who have helped significantly in achieving this research. Those who generously made many suggestions for improving and completing this project. Those who were very welcoming and informative.

I am deeply indebted to my supervisor. Dr. Mohamed MELOUK, for his valuable advice, guidance, and for all the time, effort and patience.

I am most thankful to Prof. Mohamed MILIANI who shaped my thinking on Research, and inspired me to undertake action research and oriented me in the right direction in the beginning.

An appreciative thank you is extended to Dr. Leila BOUSSENA for her careful understanding and assistance in the development of this research.

My heartfelt gratitude and appreciation go to all the teachers; Dr. Mohamed MELOUK, Dr. Zouaoui MERBOUH, Belabbes OUERRAD, Dr. Driss MORJANE, Mrs. Josephine REMON, Dr. Kamel EL KORSSO, Dr. Fethi HADDOUCH, Mr KASSOUL and Mr BOUNOUA for their efforts and encouragements.

I owe special thanks to all the staff and learners of Bou-Saada Centre who participated in this study for their enthusiasm, collaboration and trust. This research study would not have been possible without the contribution of those generous teachers and learners.

Additionally, I am most thankful to Mrs. Nacéra BENALI REGUIEG who took the time and energy to listen, share and communicate. I would also thank my friends Mrs Khadija BENAICHA MATTI, and Miss Samia ZIDANE for their help, advice and interest.

My warmest thanks and higher considerations go to my dear parents whose love, prayers, care and support enabled me to achieve my dream. My immense gratitude

goes to my very dear husband Ahmed for his patience, permanent encouragement and warm interest. I am thankful also to my two sweet daughters Sarah and Selma.

Finally yet importantly, I wish to thank the members of the jury who accepted to examine and evaluate my work.

Abstract

English is globally recognized as the language of international business communication. It is portrayed as the global lingua franca in world markets. The study of English as a lingua franca is relatively a new field of linguistic research, which has recently gained momentum interest. Communication is vital to the success of tourism business since it is only through the effective use of communication that tourism operators can offer to customers higher service quality.

The purpose of the study is to investigate the learners' attitudes towards the use of English as a lingua franca as a corporate language in Hotel Management receptionists curriculum. The study is an examination of teaching tourism practices and approaches currently used in Bou-Saada training Centre. It probes the communication needs of the receptionists in the workplace. The theoretical framework approaches English as a lingua franca in Hotel Management in an attempt to offer a holistic view of the issue. The sample consists of twenty-two adult learners. The empirical part of the study is based on questionnaires of multiple choice questions and structured interviews. The current study is arranged into four main chapters. The first chapter is an overview about English for Specific Purpose (Henceforth ESP) as a new discipline of growing importance in tourism in general, and Hotel Management training Centre in particular. It portrays the methodology used and all the procedures of data collection, research methods, sample research, and data analysis procedures. The second chapter deals with the literature related background to the study. The researcher explores some basic elements in learning English as a lingua franca and states the role of English as a means of communication in the light of momentum globalization era. The third chapter provides a description of the data collected in the fieldwork. The fourth chapter discusses both the questionnaires and the interviews results. Some recommendations and suggestions are presented based on the findings to improve the learners' training quality in general and their communicative competence in particular. The chapter concluded on some limitations to the study that may open further horizons for the future researchers.

List of Abbreviations and Acronyms

CLT: Communicative Learning Teaching

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ELL: English Language Learning

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

EST: English for Science and Technology

EVP: English for Vocational Purpose

FL: Foreign Language

GE: General English

GL: Global Language

L1: Learner's First/Native Language

L2: Second Language

NS: Native Speaker

NNS: Non-Native Speaker

NSE: Non-Standard English

SE: Standard English

TL: Target Language

UK: United Kingdom

USA: United States of America

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GENERAL INTRODUCTION

General Introduction

Today the term English as a “lingua franca” (Henceforth ELF) has increasingly been used as a concept referring to communication, generally between speakers with different mother tongues (L1), and different cultural backgrounds. As the world is shrinking and as English is the dominant language, learners are striving to learn and acquire English to communicate effectively and succeed in their professional life. English is the almost working language and mostly used. It is a useful tool for achieving economic and social development. Thus, the global demand for English is still increasing. It is agreed that English as a lingua franca is not, to be viewed as a fixed and dominant language, but rather as a flexible communicative means for interacting with other speakers. The modern world today calls for higher degree of effective communicative skills in order to win the competition in all spheres. Communication is then an essential skill for successful business and personal relationship. It has the power to destroy or build rapport. The explosion in business and communication technology (internet, telephone) has revolutionized the field of English language teaching and has shifted the attention from teaching English for Academic purposes to teaching English for more purposes that are specialized. As a result, second and foreign language acquisition research into language teaching has led to a great interest in investigating the most effective methods of improving the ability of workers in using English for specific purposes in their workplaces.

Tourism Management is currently contributing a lot to overall growth of the economy of any country. Hotel management training is experiencing an important innovation and change, thus, the demand for qualified staff is increasing, as this sector is a huge area, which requires an often-diverse range of skills. It is necessary for people working in such domain to speak English. It has become the universal language for the hospitality industry where communication is a key to success. The ability to communicate well is the ability to serve well. If trainees want to be part of this industry, they have to speak and understand English. While working in the hotel industry, a receptionist will come across many types of travelers. Some will be business guests whereas others will be tourists and visitors. Many of them will speak a

General Introduction

different language other than the receptionist's language. Plenty of the guests will speak English. Therefore, English is the ticket to success.

The hotel Management and tourism Centre in Bou-Saada is regarded as a prominent training Centre in the hotel management and tourism in Algeria. It is designed to train learners to cope with the changing tourism conditions and provide both theoretical and practical approaches to the different needs of the hotel Management. The Centre is supposed to prepare trainees for professional communication since they will most likely be working with people from different parts of the world. Therefore, for any training Centre wanting to compete internationally, communicating in English is no longer a requirement, but an obligation. This study serves as an analysis of different attitudes towards the use of English as a lingua franca in hotel Management receptionists' curriculum. It is an examination of teaching tourism practices and approaches currently employed in Bou-Saada Centre. It attempts to explore the trainees' attitudes towards the use of English as lingua franca in the workplace. It is meant to probe the communication needs of the future receptionists in the fieldwork. The hotel Management receptionist trainees are not mere learners of English, but users since English is a means of interaction with different non-native speakers for different purposes. The study then was founded on two main questions:

- What are the trainees' attitudes towards English diversity in hotel management?
- Does the actual content curriculum respond to the tourism challenges posed by globalization?

Based on these questions two hypotheses were grounded:

- The training of the future receptionists was not planned or designed on the learners' needs and wants.
- The trainees were not exposed to English varieties, as a result misunderstandings often happen in the workplace especially with international visitors, and thereby neither good quality service is delivered nor the customer's satisfaction is achieved.

General Introduction

Accordingly, the current dissertation is arranged into four main chapters. The first chapter is an introductory chapter, which introduces English for Specific Purpose as an area of growing importance across tourism in general, and hotel Management training Centre, in particular. It describes the methodology employed and all the parameters regarding research method, research participants and data analysis procedures.

The second chapter deals with the review of literature as a related background to the study. It is intended to reflect the shared concepts behind the inclusion of English as a lingua franca in the hotel Management curriculum as a means of communication in the workplace. Through various sub-titles, the researcher attempts to highlight some basic elements in learning English as a lingua franca, and states the role of English as a means of communication in the light of momentum globalization process in the shrinking world. The need for English as a lingua franca in hotel reception has become an established fact in developing rapport and interaction in the work field. It is important that learners acquire communication competencies before involving in ESP. It is in fact, a good ground and even it is time saving.

The third chapter presents a description of the results of the fieldwork that were gathered at Bou-Saada training Centre. The analysis was undertaken through a questionnaire and a structured interview. The results will help the researcher focus more upon the learners' language needs to maximize quality Management and staff training as a key element in hotel industry.

The fourth chapter includes discussion of both questionnaire and interview. It suggests some recommendations based on the findings to improve the learners' training quality in general and their communicative competence in particular. The chapter closes on taking account of limitations to the study.

CHAPTER ONE

Chapter One

Learning Setting

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Chapter One: Learning Setting

1.1. Introduction

Tourism has become a significant industry in the world. It is a source of foreign exchange revenues for many countries. It is a field of great importance in the economy of any country. Tourism is more than an industry that needs to be managed. *“It is an industry that continues to grow”*. (Campbell, 1970).

Tourism in Algeria is not yet at a world-class level, in relation to its wealth and strategic situation. Nevertheless, it is in the process of reexamination and construction. Education and training are now integral elements of tourism Management strategies. Their focus is on the learner competency and effectiveness in the workplace. The role of any hotel Management Centre is to produce an effective and operational element able to deliver better tourism services.

1.2. An Entry to the Hotel Management and Tourism Centre in Bou-Saada

The hotel management and tourism Centre in Bou-Saada is a national training school. It is designed to train learners to cope with the changing tourism conditions and to provide both theoretical and practical approaches to the different needs of the hotel Management. The Centre prepares trainees for career in major hotels such as restaurants, travel agencies and many other areas of the hospitality field. It is required that trainees should be young people aged between eighteen years old and twenty seven with successful completed second year high school or third year without the “A” level¹ degree. The applicant is admitted only after passing a test. The training duration is two years. The first year programme is twelve- months intensive courses, it is generally called common core. In fact, the first year training programme is divided into three main stages.

¹ ”A” level: It is an academic degree that is to say a title within secondary school (Baccalaureate in French).

During the first stage, trainees acquire general knowledge background in the field of hotel Management and hospitality for three months. Six months later, the trainees pass to the second stage where they are oriented to different specialties such as: kitchen, hotel management, restaurant or travel agency. In the third stage which is the last step in the first year, trainees are committed to practical learning for two months. The practical training being the most important focus step is always outside the Centre that is to say in hotels, restaurants and travel agencies to prepare the trainees deliver better tourism services with a high level of professionalism. The second year includes nine months of practical training outside the Centre.

By the end of two-years training, the trainees have to pass a final exam and then a “*Certificate of Technician in Hotel Management and Tourism*” will be handed to them. Upon receiving, the certificate trainee will be appointed a job in his/her specialty and will begin a future career. The training schedule is parted into three main levels.

	First Year	Second Year	Subject field
First Level	Common core (3 months)	Study reinforcement (9 months)	- Courses in Tourism techniques. - Courses in Foreign Languages. - Cultural Studies.
Second Level	Specialty (6 months)	Practical Training (2 months)	- Practice in workplace (Hotels, Restaurants) - Technical visit to some touristic places as hotels.
Third Level	Practical Training (2 months)		

Table 1.1 : Training Schedule

1.2.1. ESP for Hotel Receptionists

English is a prerequisite language in tourism. Specific English language skills are required in hotel Management. English for specific purposes is relatively a new discipline to English language teaching based on “*an investigation of the purposes of the learner and the set of communication needs arising from these purposes*”. (Kennedy and Bolitho, 1984: 3). There is a specific reason for which English is learned. It is then “*goal oriented language learning*” (Robinson and Pauline C & Hywell Coleman, 1989: 398). Language for hotel receptionists is not seen as the main objective in the process of learning, but rather a vehicle for its acquirement that is to say the trainees study ESP not because they are interested in the language itself, but because they have to perform a task in English. In fact, ESP mainly focuses on the learners’ purpose and reason for learning. (Hutchinson and Waters, 1992: 19).

It is clear that learning strategies vary according to the learners’ group, age, level and purpose of study. ESP learners should be taught the English they need according to the time allocated to the English subject. In Bou-Saada Centre, four hours a week are allotted to teaching the subject of English during two years of training.

1.2.2. Trainees’ and Teachers’ Profile

The training Centre of Bou-Saada is a national Centre, which receives each year great number of trainees in different specialties. The trainees are supposed to have some acquaintance with English as they are committed to both academic and practical learning.

1.2.2.1. Trainees’ Profile

Trainees of hotel Management at Bou-Saada Centre are a group of twenty-two receptionists. Generally, second year students are aged between twenty and twenty eight years old. They are of different educational backgrounds. They have studied English for at least four years. Their main objective when entering the Centre is to pass and succeed in the exam and look for a career in tourism and hospitality in national

hotels. All the trainees are non-native speakers of English and have knowledge of general English. Trainees are faced to specialized English usually designed for adult learners at an intermediate or advanced level. Thus, the trainees are committed to academic and practical learning. They are motivated towards a future career.

1.2.2.2. Teachers' Profile

It is very important to notice that the teachers of English language at Bou-Saada Centre are not specialized nor experts in the field of ESP in tourism. They are general English teachers, recruited to teach specialized language for hotel Management courses. There is no compulsory official ESP programme though English is a prerequisite subject. It is the teacher's duty to select relevant and specialized English and adjust it with hotel Management curriculum "*When it comes to practice everything depends on the teacher's expertise and knowledge in choosing which approach he thinks best suits the situation.*"(Miliani, M.1987:328). The functional communicative approach is the most reliable in Bou-Saada Centre. This pedagogical procedure enables the learner to do things through language with words such as greeting, welcoming, informing and explaining. The trainees at Bou-Saada have some acquaintance with English and are learning language in order to communicate a set of professional skills and perform particular job related functions.

"students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies".

(Robinson. P, 1989: 396)

Decisions as to content and the way of teaching are based on the learners' needs, lacks and wants. "*Learners know specifically why they are learning a language*". (Hutchinson and Waters, 1992: 6).

1.2.3. The Syllabus

One of the aims of specialized language courses is to prepare trainees for professional communication. Communication is more than simply being able to talk about a given subject. In order to plan an ESP course for hotel receptionists, different language needs should be taken into consideration. The first step in designing a specialized course is to consider the nature of the target group. Almost all trainees of hotel Management at Bou-Saada Centre are aged between twenty and twenty eight years old. They are nearly all males. They have studied English from five to six years at school. The language level of reception trainees is mainly intermediate, and the learners' motivation varies depending on their competency and self-confidence.

Therefore, the language content of any ESP course should focus on both the subject matter (what is taught) and linguistic matter (how it is taught). Yet, at Bou-Saada Centre no needs analysis has ever been conducted. The purposes of an ESP course should be determined by the learners' needs analysis. *“These objectives derive from an analysis of the students' needs which help determine the way in which a course can go”* (Miliani, 1987).

In contrast, the objectives of the course at Bou-Saada training Centre are determined according to teacher's predictions only. As a result, there is no compatibility between the learners needs and the syllabus design as it is pointed out: “tell me what you need English for and I will tell you the English that you need” (Hutchinson and Waters, 1987: 8). It is necessary to mention that the syllabus in hotel Management at Bou-Saada Centre starts with what is known to teachers as “common courses”. The trainees of all specialties share these common courses. The content of these courses is as follows:

- Tourism Industry.
- Present and past simple tenses.
- Description of old events.
- Description of peoples' old activities.

- Food and beverage area.
- The kitchen and its staff.
- The list of irregular verbs.

The type of syllabus for teaching ESP for hotel receptionist at Bou-Saada training Centre is functional-notional. The functional training emphasizes the communicative purpose of language. The content is developed on a set of functions, or notions such as inviting, requesting, informing, and welcoming. Whereas age, size, colour and time are notions. The ESP syllabus for hotel Management is situational syllabus in which trainees will encounter:

- Informing the guest about opening and closing time.
- Informing the guest about the touristic areas in the country.
- Apologizing/complaining.
- Replying to guests inquiries.
- Confirming/ cancelling a reservation.

These situations are applied at the reception desk where the trainees become participants involved in any given setting. In this case, trainees are taught the specific language used in a specific situation. Then situational needs are the most important issues to analyze. The advantage of such syllabus is that motivation is higher because the focus is on the learner rather than on subject matter.

1.2.4. The Materials and Evaluation

Teaching English for Specific Purposes is widespread in many countries, also in Algeria. Nowadays, in the era of information and technology, teachers of ESP use more and more computers that is to say internet to facilitate teaching and enhance the learning experience given to learners. It seems necessary to evoke the foreign language-teaching context in Algerian training centers. As Nunan (1999) suggests, the modern classrooms should experience a shift from a teacher-centered curriculum to a learner- centered one. The purpose for learning determines to a large extent the content

and course planning. At the beginning of the training at Bou-Saada Centre, hotel reception trainees' language needs were various. They expected the development of general language proficiency, including gaining mastery in reading, listening, writing and speaking, improving vocabulary, perfecting the use of the grammatical system and developing communicative abilities. With such range of needs and relatively little of language instructions, the teacher must be conscious when choosing contents, materials, methods to motivate students to work on their own and show them effective and appropriate ways of looking for information. However, to evaluate the trainees' level of performance, the training period is balanced in scheduling periodic written and oral tests and exams. The objective of evaluation is to show learners' progress or effectiveness in the course, as well as, it may disclose some inadequacies that are not well covered.

1.2.5. English as a Second Foreign Language

English as a second language (ESL), English for speakers of other languages (ESOL) or English as a foreign language all refer to the study of English by speakers with a different native language. These terms are most common used in relation to teaching and learning English. English, as a foreign language programme, differ in the variety of English, which is taught. "English" is a term, which refers to different dialects, and varieties including British English (BE), American English (AE).The trainees of hotel reception at Bou-Saada are learning British English that is Received Pronunciation (RP).The hotel Management programme focuses on the participants as language learners who need or want to improve their English as a working tool. The teacher is guided by some headlines, which may help him to select and develop the appropriate method for each situation. Teachers base their choice of teaching method on the basis of some criteria:

- The time allocated.
- The availability of materials (books, texts....).
- The size of the group.
- The students' ability and motivation.

There is no adopted official ESP programme though English is a prerequisite subject. It is necessary to remember that learning a second language involves more than just learning the grammar and pronunciation of a language. Yet, communication failure occurs due to not only miscomprehension and difficulties of syntax and pronunciation, but because when we learn a language, we also have to learn its culture. Therefore, communication breakdowns may occur because of cultural assumptions as for instance: touching, eye contact, greeting invitations and body language.

1.2.6. Learners' Motivation

As most of the trainees are adult learners, they are highly conscious of themselves and of their purposes. One of the important features of English for Specific Purposes is that the student's interest is maintained because the learner considers the relationship established between the English course and what goes on in the hotel Management work field. Nevertheless, for many learners this focus ceased to exist because the learners are bored of dealing with what they already know.

Interest to the needs of the learner is certainly a key term in any ESP definition. Indeed, the student of ESP is usually studying in order to perform a task. The measure of success for trainees in hotel reception is whether they can appropriately perform as hotel receptionists in English, or they can certainly act in English. The intention to perform successfully in English is a targeted approach in ESP course. When trainees take part in their ESP course, their desire is to perform their tasks in English as well as in their first language.

1.3. Research Methodology

The methodology adopted was consisted of some different parameters within which the study is conducted as the research method, data collection procedure and data analysis. The current research is a case study. Such research strategy is based on an investigation of a single group. It is an explanatory study used to explore cause and effect of communication breakdowns between native and non-native English speakers and the use of English as a lingua franca as a means of interaction in hotel Management to minimize any communication failure. It is a study used to explain the

situation of hotel receptionists' communication with non-native English speakers to apply solutions. Therefore, the advantages of the case study method are first, its applicability to real human situations. Second, to balance the theory with practice. The study relied on multiple sources of evidence. It is a mixture of both qualitative and quantitative data. *"The case study is a research approach situated between concrete data taking techniques and methodology paradigms"* (Lamnek, 2005). One of the major reasons for adopting a case study is that the case study has already established itself in the area of second language acquisition and most is its suitability to small-scale investigation.

1.3.1. Research Participants and Sample Size

The case study is based on a single group of second year hotel reception trainees in tourism training Centre at Bou-Saada. Smith (1983) defines a case study as follow: *"The case study is ambiguous. It is a 'bounded system' or 'single instance'"*. Therefore, the focus group was about twenty-two trainees all were males. It is a purposive sample used to corroborate both the research problematic and hypotheses. The sample represented the population of hotel reception trainees. The researcher used a random sampling procedure. The research study was based on a single group of reception trainees. It was a homogeneous group that consisted of adult learners from similar social backgrounds preparing to work in a business field and deals with business English that is an occupational and not an academic context. The data collection took place after the trainees' entrance from their spring holidays i.e. in their final semester of second year. The access to the population sample was after obtaining access permission from the head of studies of the Centre to conduct data collection. Moreover, the researcher was committed to ask about previous trainees' phone number to be able to contact them as well as to deliver the questionnaires under the supervision of their English teacher.

1.3.2. Research Tools

This study was a combination of both quantitative and qualitative research methodology in order to reach credibility, validity and reliability of the results. The objective was that one can be more certain and confident with results when mixing multiple methods. This type of research strategy is described as “*multimethods, multitrait, convergent validation or what is called “triangulation”*” (Campbell and Fiske, 1959). These various terms share the idea that qualitative and quantitative methods should be considered as rather complementary. It was noted that mixing multiple methods for eliciting data in case study research strengthens and confirms results. The researcher was generally overcome by the plethora of research methodologies. Therefore, the choice of methods to employ depends on the nature of the research problematic to be explored (Morgan and Smireich, 1980: 491-500).

Triangulation as defined by Denzin “*Involves using more than one method to gather data such as interviews, observations, questionnaires, and documents*” (2006: 380). In fact, triangulation may cover the researcher’s weaknesses and deviance of the findings. It encourages productive research. The aim of using quantitative research was to familiarize with the phenomenon to be investigated. It was to measure the different facts and variables.

The term measuring means to understand, using statistical data as a result (Stake, 1995). The researcher attempted to reach objectivity and accuracy. The data were analyzed manually since the number of respondents was reasonably small, and there were not many variables to analyze. The data of the respondents were coded directly on graphs and detailed headings with question numbers were written to code information with question. However, in qualitative methods, the researcher often used such strategy to understand the meaning of the numbers produced by quantitative method. Qualitative method is the interpretation of the statistical data into words. This combination of quantitative and qualitative data collection is generally known as mixed-methods research.

Thus, triangulation requires multiple methods of data collection and data analysis, but does not impose a specific method for all researchers. The methods selected in triangulation to test the validity and trustworthiness¹ of a study depended on the purpose of the research. The data collection tools selected for the research were:

- 1) Survey Checklists Questionnaire.
- 2) Structured Interview.

1.3.2.1. Questionnaire

Broadly speaking, the questionnaire consisted of a set of questions. These questions were closed i.e. multiple-choice questions mostly related to the studies objectives. The aim of such type of questionnaire is:

- The respondent is restricted to a limited set of responses.
- Facilitate the respondent's task to answer quickly.
- The responses provided are more specific and targeted.

It is necessary to focus more on the wording of the questions and that piloting or pre-testing a questionnaire is of paramount importance to its completion. The purpose of piloting is to check questions' wording, clarity of the questionnaire and to gain feedback on the validity and reliability of the questionnaire. (Wilson and Mc Lean, 1994: 47). In brief, *"remark, everything about the questionnaire should be piloted, nothing should be excluded, not even the type face or the quality of the paper"* (Oppenheim, 1992: 48).

The trainees were solicited to supply the questionnaire with some personal biography. The purpose of such data collection about the respondents concerning their age, educational level in English and their foreign language, was to help the researcher measure the relation between the given variables, the problematic research and the

¹ Trustworthiness: It is a term used in qualitative research instead of validity and reliability. Both are terms used in quantitative research.

hypotheses. These data were gathered to complete the learners' profile. The survey questionnaire consisted of three main sections.

A. Learners' Requirements

The first section stressed on the trainees' awareness about the importance of English language at workplace and their attitudes towards English diversity and how necessary is to learn English accents to overcome any miscommunication when interacting with native or non-native English speakers. As future hotel receptionists, the trainees were very motivated to learn English with its multifaceted accents, to better their English communicative performance. It cannot be denied that the impact of the United States of America on the world scene since the 19th century as a main factor on the way English has become widely prominent on a global scale. The fact, that English is widely spread all over the world, prompted many to propose the idea of English as a lingua franca. Thus, the exposition to worldwide lingua franca is more needed in any training curriculum. In fact, the data collected in the second section was designed to respond the first research question. Trainees were more interested in learning universal language that can be used as a means of communication among people of different linguistic backgrounds.

B. Learners' Expectations and Attitudes

The second section was parted into three main queries in which the researcher focused most on the learners' attitudes towards: first, the acquisition of any foreign language is complete only if culture is part of it. In another word, the learner needs to acquire not only a repertoire of linguistic terms, but also a repertoire of strategies and techniques for using them in concrete and congruent situations (William Little Wood. 1981: 4). Second, how can pronunciation affect communication? Thus, pronunciation is a common obstacle not to be understood and then communication breakdowns. Third, it is the time allocated to the teaching of English as a global language and required core in hotel Management and tourism sector.

C. Learners' Wants and Wishes

To unveil the learners' wants, it was necessary to check into the ways and how they prefer to perform their English activities that is to say individual, in pair work, or group work. Some alternatives were provided for the learners where they were supposed to select the most congruent and available. On one hand, the researcher suggested the idea of introducing some intercultural courses, which was one among the learners keenest interest so that trainees would be more familiar with others' cultures. Finally, it was very important to shed light on the actual content programme and examine whether it is congruent with the market's needs and demands.

1.3.2.2. The Structured Interview

The interview as a data collection strategy is simply an oral questionnaire. The interview as defined by Cannell and Kahn (1968: 527) is the gathering of data through direct verbal interaction between individuals. According to (Lincoln and Guba, 1985: 269) the structured interview is useful when the researcher is aware of what she/he does not know and then is in a position to construct questions that would supply the knowledge required. The content and procedures were organized in advance such as; the wording of questions was determined by means of a schedule and the interviewer was allowed to make some little modifications when it was necessary.

The researcher was committed to make a pre- interview contact with the targeted respondents after the preparation of an interview draft guide. The interview took place over the telephone. The respondents were asked a standard set list of questions relevant to the research.

The interview was arranged for a time that was convenient to the respondent. It was very important to mention that callbacks have been made when the number was engaged. The interview was consisted of twelve closed-ended with ordered response choices. Usually such type of interviewing is targeted to obtain direct particular and

accurate data. The interview was divided into three basic sections: A, B and C. Each section was composed of four main questions

A. Section 1

Section A generally, consists of number of questions, which focused on how important English was in communication in general and in the field of tourism and hotel Management, in particular.

B. Section 2

In this section, the researcher stressed more on the role of both grammar and pronunciation in learning a foreign language. The effective use of grammar is an essential skill for adults to have to enable them communicates effectively with visitors as what they want and need. It is necessary for ESL learners to learn grammar so that they are able to express personal thoughts in the appropriate syntax. Grammar instruction should be tailor and made to meet the needs of learners. Hence, the learners' communicative competence as well as performance is achieved only through the integration of both grammar and pronunciation since pronunciation is an integral part of second and foreign language learning. The teaching of English as a foreign language in many countries of the world including Algeria would give primary emphasis on the reading and writing skills and little emphasis on listening and speaking skills. It is evidently understood that the learner's communicative competence as well as performance is dependent on his/ her command of all the basic skills of the target language including listening and speaking. Indeed ESL and EFL learners need to be exposed to various English accents to gain more confidence and strength when interacting with native and non-native English speakers.

C. Section 3

This section shed light mainly on the importance of culture as part of understanding the others when communicating. Knowing the others' culture is a step forward understanding each other.

“We must always remember that language is learned not because we want to talk or read or write about language, but because we want to talk and read and write about the world”.

(Cazden, 1988: 68)

In fact, globalization brings new challenges in tourism, which urged the development of intercultural communication competencies as part of service performance. *“Tourists always experience communication difficulties in contact with hosts due to the cultural differences”* (Pearce, 1982). Understanding the cultural differences may help in determining the kinds of service expected by the customers. Yet, service quality and the satisfaction of the customers are governed by the cultural knowledge.

1.3.3. Pilot Study and the Testing of the Research Tools

Piloting or testing is a very important step in the research process. Before an instrument is applied in a research study, it is necessary to try it out. The purpose of the piloting is to assess and evaluate the tool of research to better the quality before it is definitely used.

1.3.3.1. Questionnaire

Before the questionnaire was administered to the targeted audience, six university students of different educational backgrounds tested it. Five-first year LMD students from the English department of CHLEF University, and one-second year post graduate student from CHLEF University too. These students were asked to read the questionnaire through and see if there was any ambiguity or discrepancy and supply their assessments about the wording length and the structure of the questionnaire.

The purpose of the piloting is two fold: first, to get the results required from a pertinent questionnaire.

Second, to avoid any nebulousness or redundancy which the researcher have not notice so that the questionnaire appear to be error free as Wilson and Mc Lean (1994:

47) pointed out: “A *pilot study has several functions, principally to increase the reliability, validity and practicability of the questionnaire*”. The questions designed for the piloting were based on four main elements:

- Are the questions relevant to the research topic?
- Is the language used easily understood?
- Are the instructions clear enough and straightforward?
- How is the questionnaire’s length?
- Other observation to propose.

On completion of the questionnaire, each respondent was questioned in details about the answers to the questions above. After receiving the respondents’ feedbacks, the researcher went through each response very carefully noting their comments aiming to discover whether there were still nebulous or cluttered questions. The respondents’ assessment went as such:

- The respondents pointed that almost all the questions were relevant to the research topic.
- The respondents confirmed that the language used was clear enough except the *lingua franca* term, which was uncommon for them, and the researcher was committed to make it as clearer as possible.
- The respondents found the instructions direct and clear to answer easily.
- The respondents find the questionnaire neither long nor short.

1.3.3.2. Interview

Interviewing is the most common method in collecting data in qualitative research. It is carried for a specific purpose as (Kahn and Cannell 1957: 149) pointed out in their definition: “*Interviewing is a conversation with a purpose*”. The interview is a specialized type of communication between the interviewer and the interviewee. Its form and purpose is then well structured. A pilot survey was conducted to test both the instrument and the procedure at the same time. (Mc lean, 1994: 52) argue that:

“*piloting is to test the feasibility of both the equipment and the method*”. The researcher conducted the verbal survey on a smaller sample. According to (Saltant and Dill man, 1994: 42) when the interviewer is untrained it is better to try out the interview in order to measure the errors and weaknesses. Both the questions wording and instructions should be clear to both respondent and the researcher. Mc Intyre in his turn (1999) emphasizes that the length of the interview should not be onerous. It is necessary to choose the type of interview questions. Mc Intyre (1999: 75) pointed that closed-ended questions let the respondent select from among a given set of responses.

Therefore, the same six university students tested the first rehearsal. Five-first year LMD students and one-second year post graduate student. All were from CHLEF University. The next step was contacting them and agreed on the time and place for the interview.

The interview was face- to- face, it started then after giving an overview of the process trying to motivate and let the participants feel relaxed. Then closed-ended questions were directed to them since the interview is structured to facilitate the task for the respondents and obtain the targeted data. After answering the interview, some additional questions were added in the pilot interview as evaluative questions for the trail sample to answer. These questions were as follow:

- The questions were relevant to the research topic.
- The questions were clear enough.
- The language used was easy to grasp.
- Whether the time and location were convenient.

However, from the pilot study the researcher was able to understand the ambiguity of some items and had to modify it. At the end, the researcher resorted to use simple and uncluttered English.

1.3.4. Data Collection Procedure

The search for an answer to the research question calls of collection of data that serve as basis for both the study and the analysis. From the variety of data collection

methods, the researcher proposed a combination of both quantitative and qualitative methods. Various factors have influenced the choice of data collection method as the questions aimed to investigate, the availability of resources and of course the time limit.

1.3.4.1. Interview

Interviewing is one of the common methods for collecting data in qualitative research. After the researcher gained access to the Centre of Hotel Management in Bou-Saada, it was possible to establish a kind of rapport with the respondents to gain their confidence and cooperation since the interview was face- to- face. The researcher introduced both the research and the purpose of the study. Copies of structured interview were distributed. The researcher attempted to explore the instrument with second year hotel receptionist trainees in their fieldwork. The researcher briefly explained to the respondents the procedure of the interview and welcomed warmly their cooperation and help. Twenty-four respondents were solicited to choose the suitable proposed answers .The researcher was there listening and taking notes on the spot.

1.3.4.2. The Questionnaire

The questionnaires were administered to a sample of twenty-two second year Receptionist trainees. These participants were solicited to provide candid information. The questionnaire entailed several questions of multiple-choice responses. Such device helps simplify and quantify respondents' attitudes.

It is important to note that because of the small number as well as the type of participants' i.e. trainees and the limited time, the findings may not be representative and may not be generalized to the entire population of hotel receptionist trainees.

1.3.5. Data Analysis Procedure

Data analysis is the process by which a researcher evaluates information. There are different ways in which researchers can approach their raw data exploitation. The use of quantitative techniques to review data requires descriptive statistics.

The researcher started organizing the data in a way that makes sense and meaning using graphs, and tables to look at the data from numbers to another perspective. The use of qualitative data analysis techniques is often based on the individual's personal background.

1.4. Conclusion

Indeed, the hotel Management receptionist trainees are not simply learners of English, but users. English is a means of communication with native and non-native speakers for different purposes. The study serves as an analysis of different attitudes towards the use of English as a lingua franca being the only working language in tourism. As learners encountered repeatedly communication failure, the purpose of the study then is to focus on the inclusion of English as Lingua Franca in hotel Management receptionists' curriculum to enable the learners interact easily with non-native English speakers. The research is both quantitative and qualitative. The data collection tools applied was questionnaire to the second year receptionist trainees, and a structured interview with the same sample type.

CHAPTER TWO

Chapter Two

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Chapter Two

Related Background Literature

2.1. Introduction

Language is important to human's daily life in order to communicate with others. The main function of language is to facilitate interaction between people who are from distinct cultural backgrounds. Therefore, many people learn English because of the economic globalization. In today's business world, English is no longer viewed as a foreign language. It is the global and international means of communication. Officially, English now has a special status in most countries of the world. Ability in oral and non-verbal communication is very essential for a receptionist, waiter and hotel manager. Many hotel receptionist trainees do lack efficient communication skills and this deficiency continues even in their understanding of the subjects in their various courses.

2.2. Communicative Language Teaching

Communicative language teaching (Henceforth CLT) approach evolves as a prominent language teaching method. It has gradually replaced the previous grammar translation method. Hymes first introduced the concept of communicative competence. Many other researchers have participated develop theories and practical norms of communicative language teaching approach such as; Brown, 1987; Canale, 1983; Hymes, 1971; Littlewood, 1981; Nunan, 1987; Widdowson, 1990. Hymes has introduced a new concept in contrast to Chomsky's "*linguistic competence*". In Hymes' view, language was considered as a social and cognitive phenomenon. The speakers of a language have to possess more than grammatical competence in order to be able to communicate effectively in a language. It is also necessary for a speaker to know how members of a speech community accomplish their purposes of language use. (Hymes, 1968). On the ground of this theory, Canale and Swain (1980) later extend the communicative competence into four dimensions:

- Communicative competence
- Linguistic competence
- Discourse competence
- Strategic competence

In Canale and Swain “*communicative competence*” is the knowledge of the language in addition to other aspects of communicative language use, skill refers to what extent a speaker can perform this knowledge in actual communication. From this perspective, what language teachers need to focus most on is no longer just linguistic competence but rather the sociolinguistic competence as another tool to understand which utterances are produced and understood adequately in various socio-linguistic contexts. Discourse competence refers to the mastery of how to mix grammatical forms and meanings to reach a unified spoken or written text in different genres. Whereas strategic competence is the mastery of verbal and non-verbal communication strategies to enhance communication (Canale, 1983).

2.2.1. CLT Distinguishing Features

Richards and Rodgers (2001) described several distinguishing features of CLT. As communicative competence is the expected target, meaning is of paramount importance. Language is viewed as a vehicle of conveying meaning, and knowledge is transmitted via communication. This communication is based on common negotiation to ease the interaction. Therefore, learners do not simply learn the linguistic structures and grammar rules, but they should be actively making sense through classroom activities such as collaborative problem solving, writing for a purpose, discussion of topics and reading.

Another dimension of CLT is learner centered. Learners are seen as active participants in the construction of knowledge rather than passive recipients of knowledge provided by the teacher or even the textbook. In contrast, language teachers are viewed as communication facilitators, independent participants, needs analysts, counselors to create experiences that are more fascinating for learners (Richards & Rodgers, 2001:167).

“In contrast to traditional approaches, where the teacher is viewed as a knowledge giver, great deal of importance is given to the learner in individualized instruction, self-access learning, self directed learning, autonomous learning. These have become today’s’ slogans. Learners learn better when they are the focus of the teacher’s preoccupations and when the control exercised by the teacher is reduced to the minimum”
(Miliani, 1991: 68)

Another significant feature of this approach is its emphasis on the use of authentic material. CLT is considered as an approach of language teaching that has become the accepted “*norm*” in the field of foreign language teaching. CLT makes use of real life situations that necessitate communication. Therefore, learners in CLT learn foreign languages in their social contexts. A communicative approach helps learners to become fluent, but it is insufficient to ensure the level of accuracy. Nunan (2001: 9) states that language is seen as a unified system and the ultimate aim of the learner is to approach the target language norms of the native speaker.

2.2.2. English as a Communicative Language

English has become the international language of business. Thus, most English medium communication in business are non-native speakers to non-native speakers (NNSs) and the English they use is global English, not that of native speakers (NSs). Communication is vital to the success of tourism business because it is only through an effective use of communication that hotel receptionists can offer higher satisfactory services to customers. The role of English becomes evident as a medium of communication to disseminate information.

English then, is the bridge between tourists and tourism operators. It is now used for various purposes as a means of international interaction. The use of the English language is something that is considered as a requirement in many fields of business, mainly in tourism.

Today, for any training Centre wanting to compete internationally, communication in English is no longer a requirement, it is an obligation. In order to communicate effectively, one needs a language that is widely understood and is common over the years. English has become that kind of language. It is the language most commonly

used and understood by almost everyone. Therefore, it is easier to communicate in English, as it is the best way to succeed in business field. Indeed, a better use of language is a step forwards a better understanding.

2.2.3. Communication Skills

Communication is neither transmission of message nor the message itself. It is the mutual exchange of understanding with the receiver. Developing good communication skills is an important step in hotel reception training. The hospitality business is a client-centered business. For that reason, communication abilities are of paramount importance. If a front desk operator is not able to relate to customer and to understand his/her needs and to have a mutual exchange, his /her business is dead.

There are certain skills required for effective verbal communication including listening, empathy and body language. Generally, good verbal communication skills rely on language active listening, tone of voice and body language. To be an effective communicator, it is important to target language towards the audience, which requires a flexible vocabulary and potential in using English in diverse areas. Speaking in a workplace situation requires formal language, while speaking to people in familiar setting requires less formal language. The ability to use different language at appropriate time and place is the most important part of verbal communication. Generally, verbal communication relies on some other cues such as the tone of voice, listening skill and the use of open questions.

Being aware of voice level in a workplace is important in an effective communication. Therefore, it is necessary to be an active listener when interacting verbally. “*Communication is a dialogue, not a monologue. In fact, communication is more concerned with a dual listening process*” (Robert Kent, 2002: 60). Listening skill involves asking and answering using verbal affirmation to show empathy with the communicator. Such empathy and understanding will ensure communication. Hence, verbal communication relies on non-verbal cues, as the body language, which is very important in verbal communication. In case of a receptionist in the workplace, the body language should be open and engaging for instance, standing straight with arms

to the side is an open posture, whereas standing with arms cross the body is a defensive posture. The latter will not encourage interaction. In general, good communication skills can reduce misunderstandings, errors, frustration and conflict. *"Communication is the key to build trust, promote understanding and empower and motivate others"* (Robert Kent: 62). Verbal communication is a skill that can be improved with training, practice and self-awareness.

2.2.4. Communication Competence

The modern world today calls for higher degree of effective communication skills in order to win the competition in all spheres. Communication is an essential skill for successful business and personal relationship. It has the power to destroy or build rapport. According to Widdowson (1973), communicative abilities have to be developed in parallel with the linguistic skills. He strongly suggests that we need to teach communicative competence along with linguistic competence. Widdowson distinguishes two aspects of performance: *"use"* and *"usage"*. The acquisition of linguistic competence is involved in use. Therefore, the learning of language must ensure the acquisition of both linguistic and communicative competencies. The notion of communicative competence intended by Hymes does not provide any priorities for any components over another. Hymes did not claim that language user does not need to have an accurate knowledge of linguistic form or usage, but rather claimed that the perfect knowledge of linguistic form is not enough to make a learner communicatively competent user. In fact, the purpose of language teaching should first assess the level of communicative competence needed for specific second language learner in hotel reception. This means that learning goals cannot be prescribed until learners' needs, wants and the contexts in which they use teaching language are described since the communicative needs of language use varies from one learner to another.

A competent language user should possess not only knowledge about language, but also the ability and skill to activate that knowledge in a communicative situation. Communicative competence is *"Knowing how, when, and why to say what to whom"* (Klee, 1998:339). It aims to place language learners in authentic or near-authentic contexts in which they must be willing to take the risks inherent in expressing

themselves in a foreign language (Omaggio, 1986:4). Thus, communicative competence is at the heart of any communication.

2.2.5. Communication Failure

People communicate to satisfy needs and want to be heard. Obviously, a major point of communication is to help people feel good in relation to themselves and about their groups and organizations. Communication is a process with the purpose of exchanging information by one or more. It is inevitable for all of us to rely on communication. However, when two interactants with different mother tongues who both are non-native speakers of English understanding each other can be very difficult. In such situation, the speaker produces unintelligible sound patterns, which the listener cannot interpret because they do not confirm to the patterns needed for the target language. The first obstacle is then pronunciation. There are of course other features of language proficiency, which are connected with vocabulary such as the metaphor. The metaphor is a cultural component. *“In order to understand this concept, it is necessary to appreciate the extended meanings and evaluations given by a specific culture to particular events, places, institutions, or people”* (Littlemore & Low, 2006:274). Both Littlemore and Low argue that it is necessary for a second language learner to be able to understand the underlying meanings of a metaphor since metaphor can be used in different ways. In addition, they find that *“people using metaphors in their first language were rated more interesting, persuasive, memorable, and having a better command of language”* (Littlemore & Low, 2006:280).

In fact, communication success and failure within a multi-cultural organization with English as the common working language depends on the speakers' communicative competence. All employees are able to communicate in English yet, misunderstandings occur regularly.

“Success in internal face-to-face communication within multi-cultural organizations is essential for the success and efficiency of the organization. Hence, participants in meetings often leave with

differing interpretations of what was decided, and what needs to be done. Communication has at least partly failed”

(Salla Huttunen, 2005: 5)

According to Huttunen, communication failure between lingua franca speakers of English mostly comes from a variety of non-English speaking cultures. Consequently, all the speakers will need to be able to communicate in English in order to establish a successful way of communication. It is not necessarily a matter of inadequate knowledge of the lingua franca, but simply sometimes, the subject of the communication can be difficult. As Hymes highlights *“Communicating is not only a question of language, it is especially a question of context”* (1972:125). Training is very crucial in order to instruct trainees and help them learn more about language, as it is a means of interaction between different people in the fieldwork.

2.2.6. Intercultural Communication

Intercultural communication is the ability to encode and decode meanings. It seeks to understand how people from distinct countries and cultures behave, communicate and perceive the world. Ferraro defines culture:

“Culture is everything that people have, think and do as members of their society. The three verbs in this definition (have, think and do) can help us identify the three major structural components of the concept culture, that is, for a person to have something, some material object must be present. When people think, ideas, values, attitudes and beliefs are present. When people do, they behave in certain socially prescribed ways. Thus, culture is made up of material objects, ideas, values and attitudes, and normative or expressed patterns of behavior”

(Ferraro, 2009: 165)

According to Ferraro, culture is learned and always consists of a number of common features, which are to a certain degree interrelated. Language is a vehicular of culture. It is impossible to learn a language without studying its culture as well. Hence, there are many different cultures and they can exist next to each other in one country, or even be mixed. This diversity is reflected in all aspects of a society. The importance of culture in learning a foreign language has increased as our understanding of

language and communication has evolved. The cultural gap, even small is sufficient to affect the communicative purpose *“Language is a part of culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”* (Brown, 2000:17). Attention could be directed towards cultural differences that are not always considered in ESP teaching.

2.3. The Spread of English

English gathers momentum as the main language of international communication. Being a global language (GL) does not have much relation with the number of native speakers (NS), but it is concerned more with the use of the language as a tool of communication between different communities. *“A language achieves a genuinely global status when it develops a special role that is recognized in every country”* (Brutt.Griffter, 2002:119). The reason why English is spreading around the world now is its utility as a lingua franca.

English has become the language of work of scientists, business, higher education and technology in all the countries over the world. It has become global basic skill, which is an opportunity for every one to get profit from. It is viewed as the language of career opportunity.

2.3.1. English as a Global Language

In the past, there were many world languages serving as a medium of interaction as Greek, Latin, Arabic and French. Today, English has replaced all these languages and became the language of the world. In reality, many factors helped the spread and dominance of English. First, the new communication technologies such as the telephone, telegraph and the internet. Second, the growth of international business and last, the rise of industry and the globalization of broadcast media. All these factors affected in a way or another rapid expansion of English around the world. It becomes the international lingua franca of the information age and is widely promoted as the

language of science, technology, business, diplomacy and tourism. English is no longer spoken only by its native speakers, that is to say U.K, North America, Australia and New Zealand, or by those who learn English in order to communicate with native speakers (NSs), it is also spoken among non-native speakers (NNSs) such as India, Philippines and Singapore.

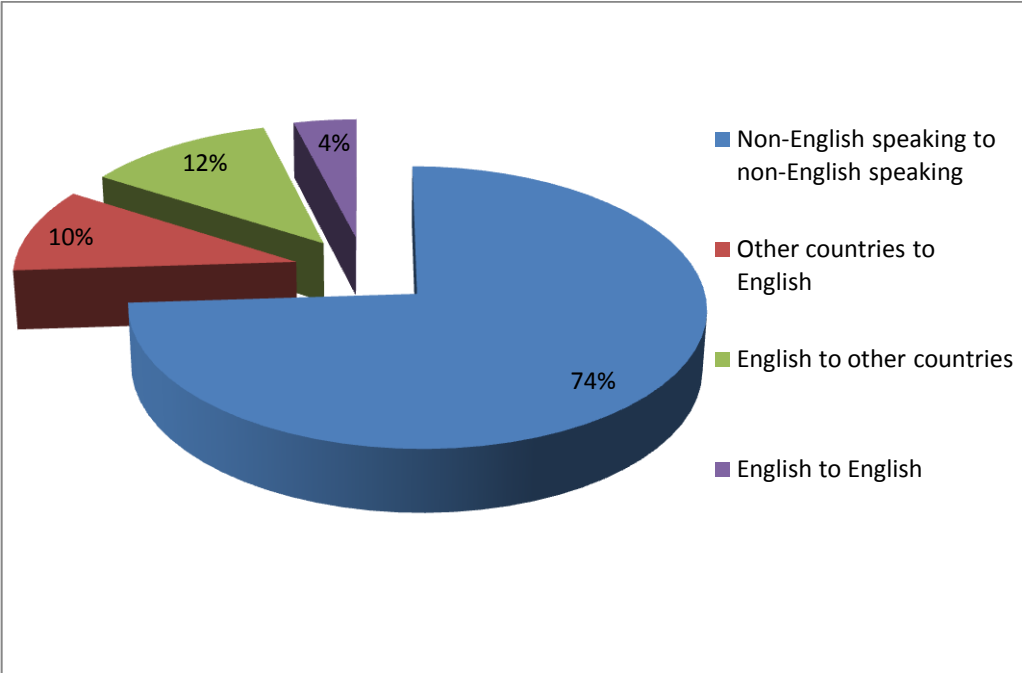


Figure 2.1: English Status over the world

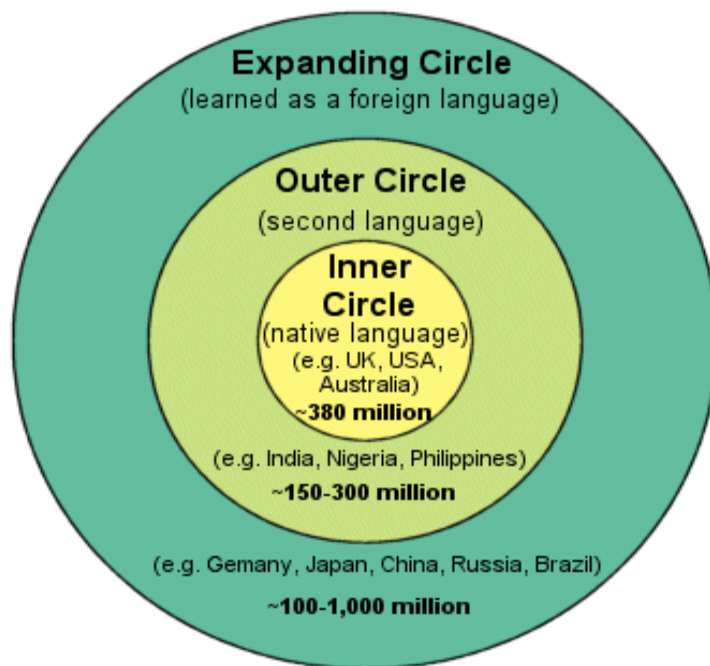


Figure 2.2: Kashru's Three Circles of English (1985).

English is considered as the international vehicular¹ language. According to Braj Kashru's study, (1985) English speakers are divided into three circles: the inner circle, the outer circle and the expanding circle. The inner circle refers to native speakers of English. It includes countries like U.K, USA, Ireland, Australia and New Zealand. The outer circle refers to countries where English has gained position of an official language in the colonialist period as the case of Nigeria and India for instance. Finally, the expanding circle is in nations where English is spoken as a foreign language such as: Greece and China. English is regarded as an international or global language not because of the great number of users, but because of its role when communicating with different people all around the world.

¹ Vehicular language: "Is a contact language between persons who share neither a common native tongue nor a common national culture". (Alain Firth 1996).

2.3.2. Global English versus Standard English

English is considered as the main medium of intercultural communication. In fact, hundreds of millions of people speak English as a second (ESL) or foreign language. Thus, the number of non-native speakers of English is higher compared with that of native speakers (Widdowson, 1994).

Status of English	Numbers of Speakers
Official Language	2 Billion in 27 countries
Native Language	375 million
Second Language	375 million
Foreign Language	750 million

Table 2.1: Status of English in the World

Widdowson claims that English is no more the property of native speakers, but it belongs to everyone who speaks it. The fact that many people are using English all over the world means that the language is changing as people interact with each other in the way that they find it the simplest and easiest.

The role of English is achieved only when the rules put as benchmarks are well applied and respected. However, it is difficult to define accurately what Standard English (SE) is. According to some linguists, Standard English is the variety of English that is maintained by many to be correct in the way that it supports none of the regional varieties, which are considered by some to be ungrammatical or simply nonstandard. It is clear, that Standard English is a variety spoken by those who are often referred to as “*educated people, or elite people*”, and it is taught mainly to non-native speakers (NNSs). Crystal tries to define the term standard English (SE) relying on five main features:

- Standard English is the variety of English, like a dialect.

- The linguistic features of Standard English are chiefly matters of accent and pronunciation.
- Standard English is the variety of English, which carries most prestige within a country.
- The Standard English prestige is recognized by adult members of the English speaking community.
- Although Standard English is widely understood, it is not widely produced.

The position of English as a world language (WL) will continue to grow in number mainly after the emergence of the new world order. The facts that English has acquired a new dominant role, people are more interested in learning English as a foreign language (EFL) for the purpose of communication with others.

Being able to engage directly with native speakers will help to see things differently and with new perspectives and meeting the others' cultures. *"Learning languages is a stepping stone to understanding other people and their cultures"* (Dearing, 2006:87). Thus, language knowledge mainly the knowledge of English is more and more needed, not for acquiring a degree, but also for acquiring access to labour market. Yet, the inability to communicate prompts the spread and prevalence of English as a lingua franca. The leading role of English language is unquestionable since we are experiencing a new era, an era of globalization in which language and communication play a significant role in economic, political and cultural life. Thus, the global demand for English is still increasing. It is agreed that English as a lingua franca is not, therefore, to be viewed as a fixed and dominant language, but as a flexible communicative means for interacting with other languages.

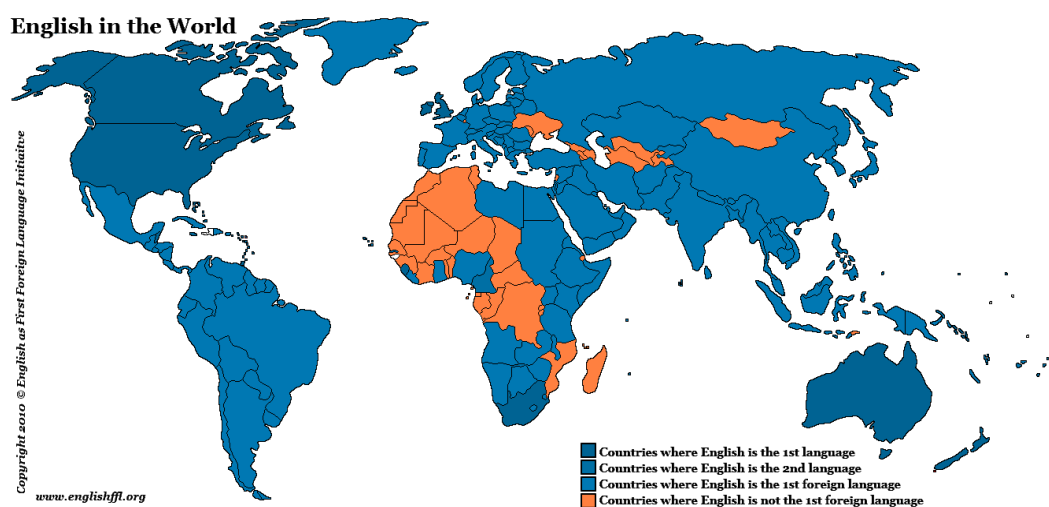
2.3.3. English as a Lingua Franca

English language has established itself as the global lingua franca that is to say vehicular language spoken by people who do not share a native language.

“It is a contact language between person who share neither a common native tongue nor a common national culture, and for whom English is the chosen foreign language of communication”

(Firth, 1996: 240)

English is defined as a contact language used only between non-native speakers (NNSs). According to House (2010:363), English as a lingua franca interaction is defined as interactions between members of two or more different native tongues and different national cultures. The most common language to communicate scientific technological and academic information is English. This common language is referred to as a lingua franca.



M

ap 2.1: English Status over the World

Lingua franca is a shared language of communication used between people whose main languages are different. English as a lingua franca is thus defined functionally by its use in intercultural communication rather than by its reference to native speakers' norms. It is obvious that speakers of English as a lingua franca are not learners of English, but users of the language in their

daily lives for different purposes in different context and setting. “*English as a lingua franca however, has become a communicative tool of immense political, ideological and economic power*” (Kashru, 1996: 910). The purpose of using English, as a lingua franca is the ability to create a “*common ground*”, willing to maintain real contact and the possession of the linguistic skills are necessary in any successful communication. English as a lingua franca is characterized by its deviance from native speakers’ norms. Indeed, the hotel receptionist trainees are expected to perform a wide variety of tasks besides greeting and welcoming people.

The receptionist is generally expected to handle written correspondence compile reports and be a fluent speaker ready to overcome the world challenge in tourism. Good communication skills are essential for hotel Management receptionist trainees. They need basic skills and experience. One of the best assets is the knowledge of at least one-second language to communicate fluently with customers in a foreign language, solve problems and deal with complaints. A front desk receptionist is normally the first contact a customer encounters at a hotel. He is not only the first person to greet visitors as they arrive at the location, but also the first voice people hear when they make contact by telephone. His behavior towards the others is often considered the most important impression a customer observes, as it is the last one too.

2.3.4. The characteristics of English as a Lingua Franca

Actually, the rise of English to a position of a lingua Franca has led to the spread of what is called “*Global English*”, that is English as a world language. This new English is used for multiple purposes as a means of international interaction, as well as a daily means of communication for many people in different countries in the world. Consequently, so many different varieties have emerged.

As regards intelligible pronunciation for English as global language, it is required and necessary to identify which pronunciation features are crucial for mutual understanding when a non-native speaker of English talks to another non-native speaker. These features are intended as a guide for lingua franca interactions. The main features of the lingua franca according to Jennifer Jenkins (1998) are:

-
- All the consonants are important except for “th” sounds as in ‘thin’ and ‘this’.
 - Consonant clusters are important at the beginning and in the middle of words as for instance the cluster in the word “string” cannot be simplified
 - The contrast between long and short vowels is important for instance, the difference in the vowel sounds in “sit” and “seat”.
 - Nuclear (or tonic) stress is also essential in the meaning of a word. There is a difference in meaning between “*My son uses a computer*” which is a neutral statement and “*My Son uses a computer*” where there is an added meaning that another person known to both the speaker and listener who does not use a computer.
 - Vowel quality that is the difference between vowel sounds where length is not involved for example German speakers may articulate the “e” in “chess” more like “a” in the word “cat”.
 - Weak forms such as the words “to”, “of” and “from” whose vowels are often pronounced as schwa instead of with their full quality.
 - Word stress and stress timing.
 - Pitch movement.

All these features are of paramount importance to native speakers because they are part of the meaning and are thought to make an appropriate English accent. Therefore, according to Jenkins (2005), there is a difference between English as lingua franca contexts and English as foreign language contexts. Lingua franca core seems to be the first attempt to describe “*intelligible*” pronunciation features that are so important for mutual understanding when a non-native speaker of English speaks to another non-native speaker. Nelson (1982: 59) notes that being intelligible means «*being understood by an interlocutor at a given time in a given situation*”.

These features according to Jenkins (2000) constitute certain widely used intelligible forms that any person participating in an international communication needs to be familiar with. Indeed, the changing role of English as well as its influence

on the context promotes linguistic attitudes and the integrity of different varieties of English.

2.4. Development of Trainees' ESP Competence in Tourism Studies

English for Specific Purposes is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning (Hutchinson, 1987:19). Therefore, ESP main purpose is to prepare students in a short period, to read, understand and communicate better so that they can work properly in a certain field. The development of ESP competence is based on trainees' experiences and then trainees form new experiences.

ESP competence is a personal combination of gained experience, attitudes and abilities developed based on learning. ESP competence consists of communicative, intercultural and professional activity competence and each often consists of many sub-competences. So, the development of ESP competence is based on the learners' experience in the fieldwork.

2.4.1. Definition of ESP Competence

ESP competence is the knowledge and skills required in a professional activity. It is related to the ability to form and understand syntax, lexis, phonology of the language and ability to use a language according to the socio-cultural context and effectively transmit the information to the visitors, including an ability to use communication process. Hence, the aim of ESP competence is significantly widening the language learning into a means of acquiring a profession. Helping the trainees to develop their ESP competence includes continuous needs analysis of the learners and hotel industry's needs in designing the course of studies which enables understanding the learners' wishes and learning styles, creating a favourable study environment and forming continuous feedback.

2.4.2. ESP Competence for Tourism Learners

Experience and abilities are essential factors for every individual in order to achieve their professional and personal goals. In fact, there are three categories of competences; an ability to operate in socially heterogeneous groups, an ability to act autonomously and an ability to use tools interactively. Language learning is connected with all the three categories. It is obvious that for successful work in the industry tourism specialists apart from language competence and intercultural competence need to have specific professional and profound general knowledge.

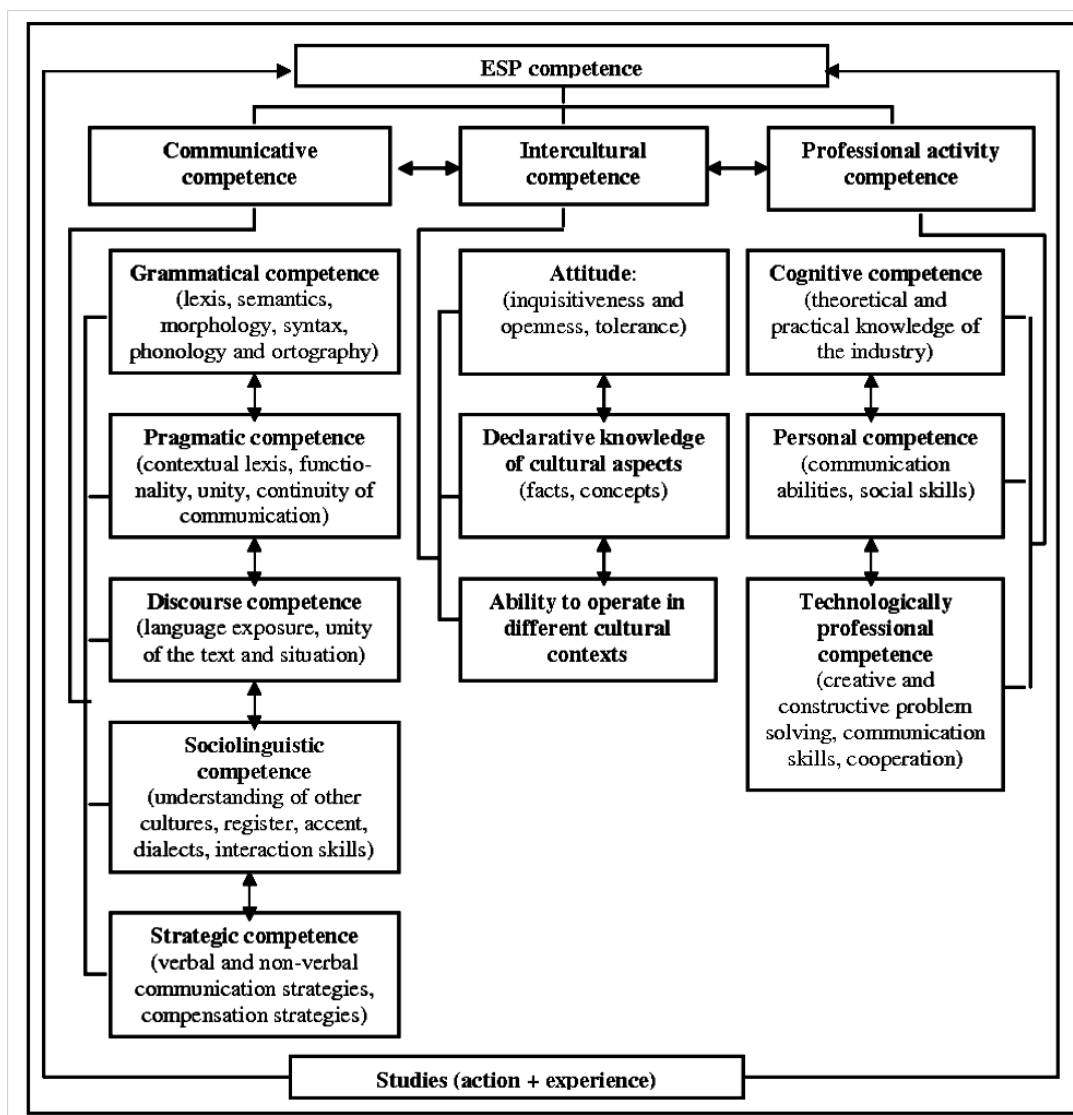


Table 2.2. ESP Competence for Tourism Students

2.4.3. Professional Competence

As Wilson (2001) mentions it, there are three types of competences: cognitive, emotional and social competences. Based on these competence classifications, it is concluded that tourism specialists' in professional activity competence consists of cognitive competence that is to say theoretical and practical knowledge of the industry. Whereas, personal competence which refers to communication abilities and social skills and technologically professional competence that is to say communication skills, problem solving and cooperation are based on the review of the theories of professional competence tourism specialists.

Professional competence is an individual who gained experience, attitude and abilities on the basis of learning, which allows a specialist to think strategically, implement knowledge and creatively work in tourism profession observing traditions and peculiarities of different cultures.

2.5. Conclusion

English is becoming more and more a global popular language. It is considered as a prerequisite of professional success in tourism. English has become a no-man's reserve. The study demonstrates how users of English as a lingua franca exploit the various possibilities in English language to achieve their own communicative purposes. The purpose of the chapter is to emphasise on language techniques and skills that enable the learner to overcome the challenges that the spread of ELF poses. It is clear that in the teaching of English, the goals and models should always be relevant to the learners' needs as users of the targeted language. In multinational workplace one uses and has an opportunity to learn both standard English and ELF. Classrooms so far aim at standard variety of English in this sense the workplace is a better learning environment.

CHAPTER THREE

Chapter Three

Analysis of the Trainees' Questionnaires and the Interviews

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Chapter Three

Analysis of the Trainees' Questionnaires and Interviews

3.1. Introduction

In this chapter, a detailed, but not exhaustive description of the learners' questionnaire, as well as the interview collected data were presented into statistics. The description of the data is grounded on three main sections in order to identify the main communicative deficiencies of the learners in the fieldwork. Initially, the learners were solicited to provide some personal biographies of themselves as age, educational level and their foreign language. These questions were intended to give a brief profile of the learners, to ensure accurate grouping of the questionnaires. Eventually, a summary of general profile of the respondents is presented in the table below.

Age	20 – 27 years Old
Gender	20 Boys and 2 Girls
Nationality	Algerian
Mother Tongue	Arabic-Tamazight
Foreign Language	English
Years of Learning English	4 to 8 years

Table 3.1: Trainees' General Profile

In general Table (3.1) disclosed a general background of Bou-Saada centre trainees. Most of learners were males except two females were among the group. They all share the same first language as well as the English language which is their foreign language. Their level in English varies between advanced and intermediate. As was previously mentioned, the description of the survey questionnaire data was based on three main sections.

3.2. The Analysis of the Trainees' Questionnaire

The researcher analysis aims to identify the trainees' vision regarding the introduction of (ELF) as a linguistic channel of communication in Hotel Management Training centre of Bou-Saada. As was previously mentioned, the description of the survey questionnaire data was based on three main sections.

Section 1: Learners' Requirements

Section 2: Learners' Expectations and Attitudes

Section 3: Learners' Wants and Wishes

Section 1: Learners' Requirements

The learners' requirements were investigated by using closed question that is to say multiple choice responses. They suggested a range of answers from which the respondents might choose the most appropriate and adequate one. Thus, the researcher had some control of both the type and so the quality of responses. The data obtained indicated that all participants in the study were aware of the importance of English in the fieldwork.

Section 2: Learners' Expectations and Attitudes

The data of this section revealed some learners' expectations and attitudes towards English, and its use as a lingua franca when interacting with non-native speakers and what extent trainees were able to communicate effectively in the workplace. Eventually, all these data were exhibited in forms of percentages using tables and pie charts.

Section 3: Learners' Wants and Wishes

The researcher was committed to close the questionnaire description by providing questions in form of suggestions to improve the learners' English proficiency.

3.2.1. Learners Requirements

Question 1(Figure 1): Why learning English?

The intended purpose of this question was to discover the learners' perception of their reasons for studying English as part of training curriculum. A majority of the learners, which was 86% considered success in future professional life as their reason for studying English. The trainees were quite aware of the importance of learning English as a means of communication in one hand and to progress in their jobs on the other hand.

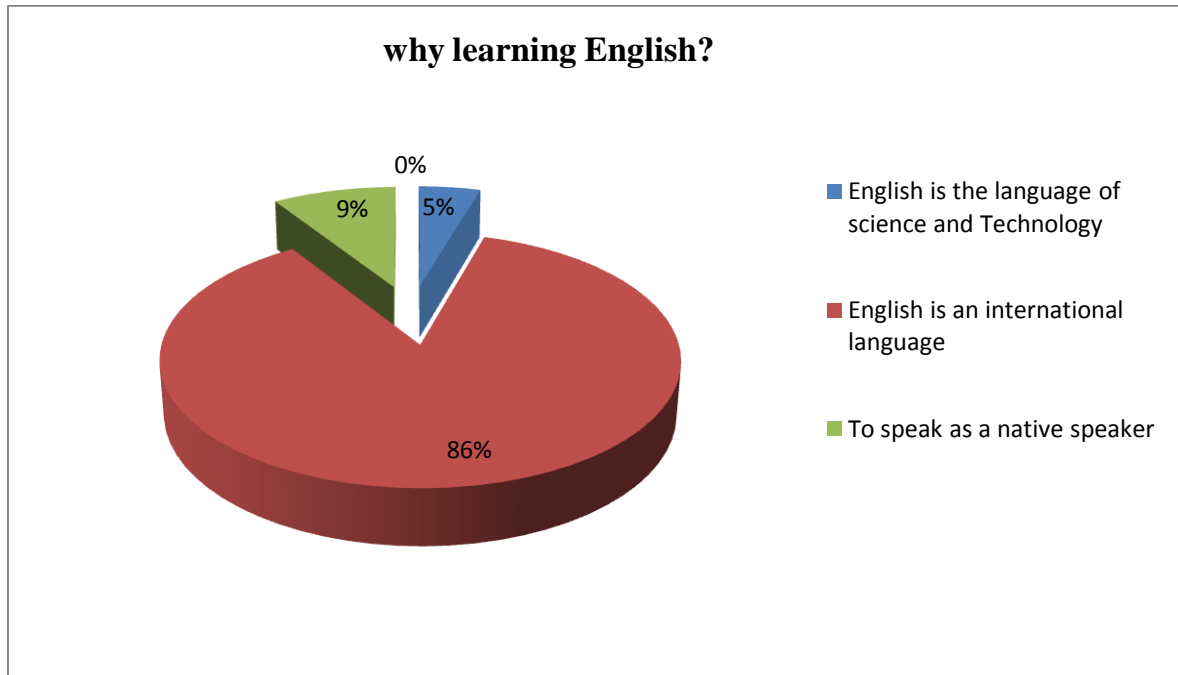


Figure3.1: Purposes for Learning English

Question 2(Figure 3.2): The Role of English in Hotel Management

The figure below shows the trainees' consciousness about the crucial role of English language at workplace in general, and hotel management in particular. Almost, 88% of trainees stated the major role of English in the fieldwork.

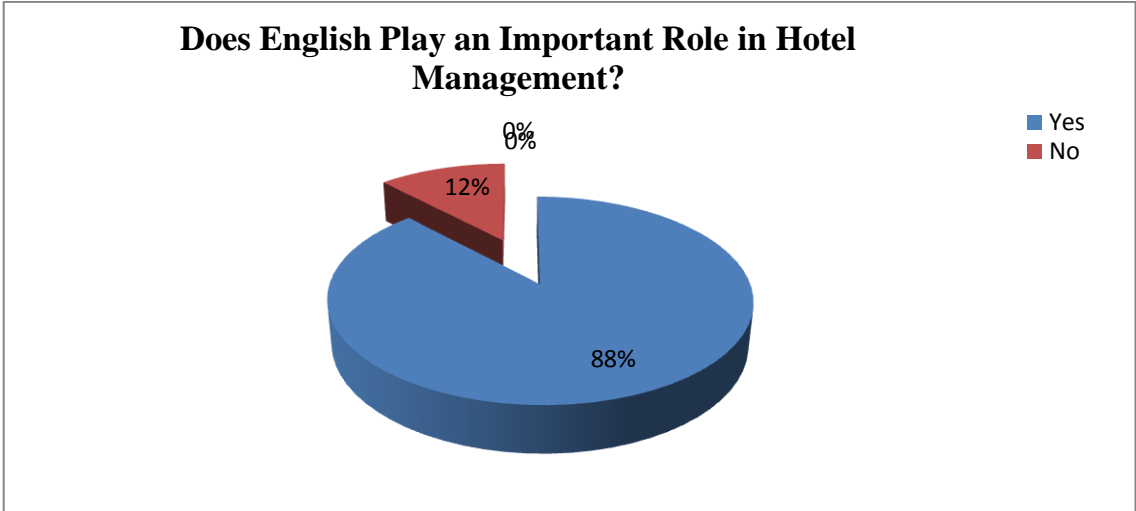


Figure3.2: Importance of English in Hotel Management

Question 3(Figure 3.3): The Misunderstandings as an Effect of English Diversity.

The figure below displays the trainees' linguistic deficiency in the workplace interaction. It is noticeable that such fact poses a kind of miscommunication between the front desks as real operators in the hotel, and the visitors which in their turn may affect the service quality. The majority of the trainees 95% agreed that it is of paramount essence to be exposed to different English varieties. Learning these varieties enhances the learners' language background and strengthens their linguistic competency to get ready to interact fluently and effectively.

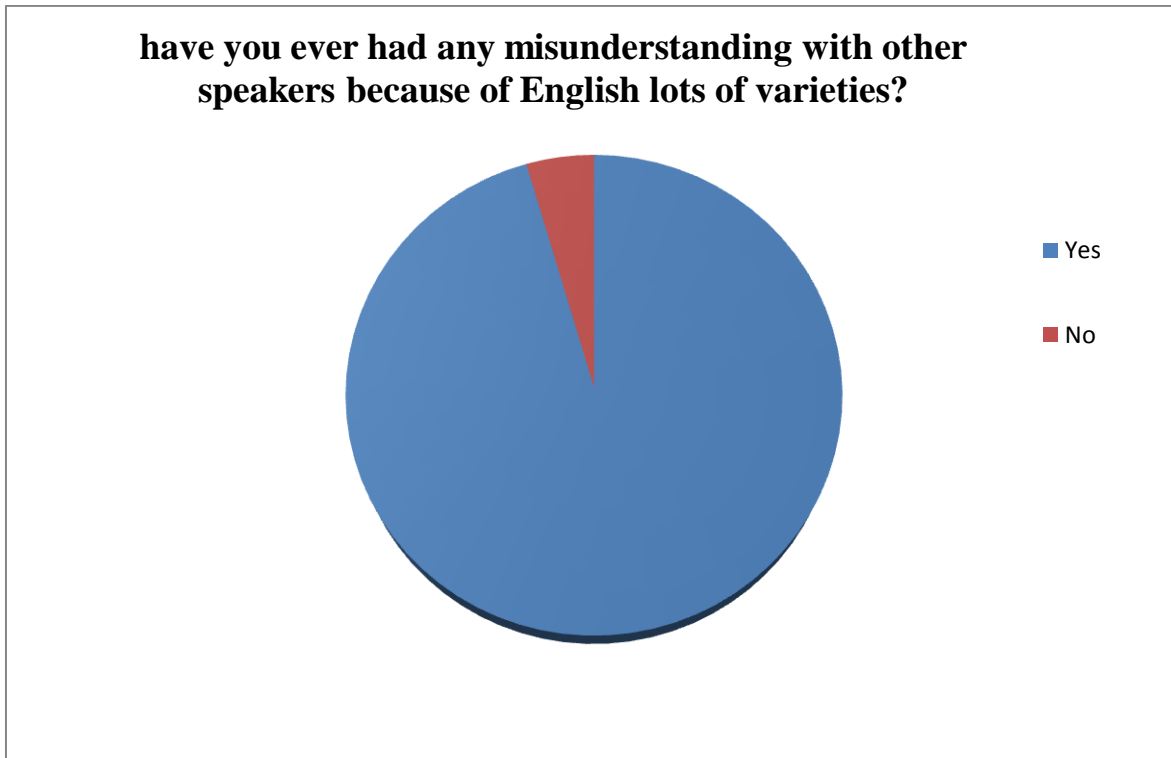


Figure3.3: Trainees' Language Needs

Question4 (Figure3.4): The Need for English as Lingua Franca in Hotel Management Curriculum

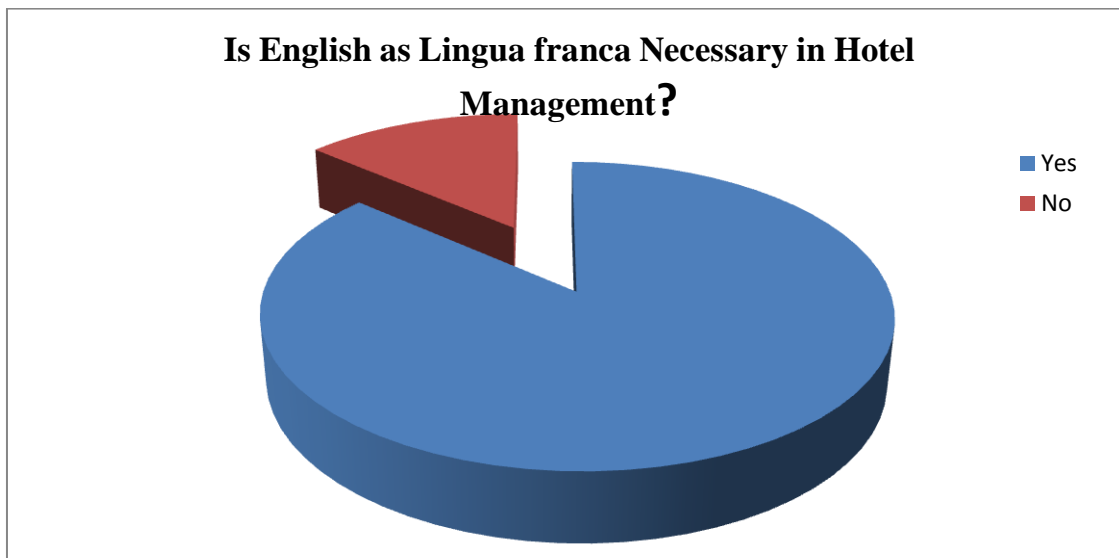


Figure 3.4: English as Lingua Franca in Hotel Management

The purpose of such question was to determine the importance of English as lingua franca as an effective communication in hotel management curriculum. Thus, English is a vital tool of business interaction. The trainees were aware enough of the international position of English as a corporate language in the world.

Question 5 (Figure 3.5): The Most Appropriate Variety of English to Learn

Generally, most of the trainees claimed to be exposed to English different varieties because of the international use of the target language. According to them such knowledge increased their linguistic backgrounds and supplied them with more self-esteem and confidence.

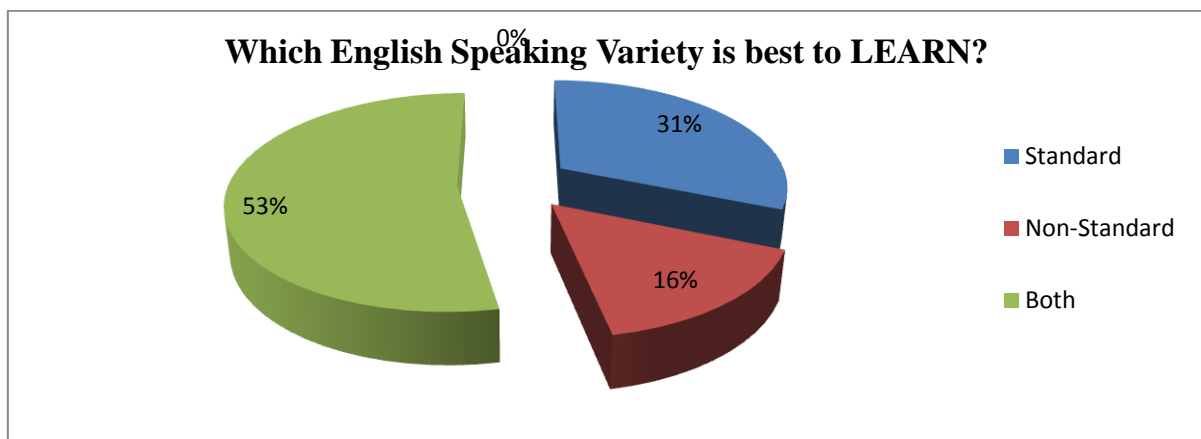


Figure3.5: Trainees' Choice of English Varieties

The figure above shows the trainees' interest in learning English varieties. The majority of the respondents (53%) claimed that the knowledge of English varieties is one of the best assets to enable them interact effectively and intelligibly.

Question 6 (Figure 3.6): Causes of Miscommunication with Native Speakers

Miscommunication happens very often in the workplace especially, with international clients. Trainees stated the main causes of miscommunication when interacting with native speakers. Most of the participants 73% said that pronunciation is generally the main obstacle of communication breakdown, whereas 18% considered that vocabulary is of key importance to effective communication and only 9% of the trainees claimed that grammar is an essential aspect to consider in the comprehension and intelligibility of the language.

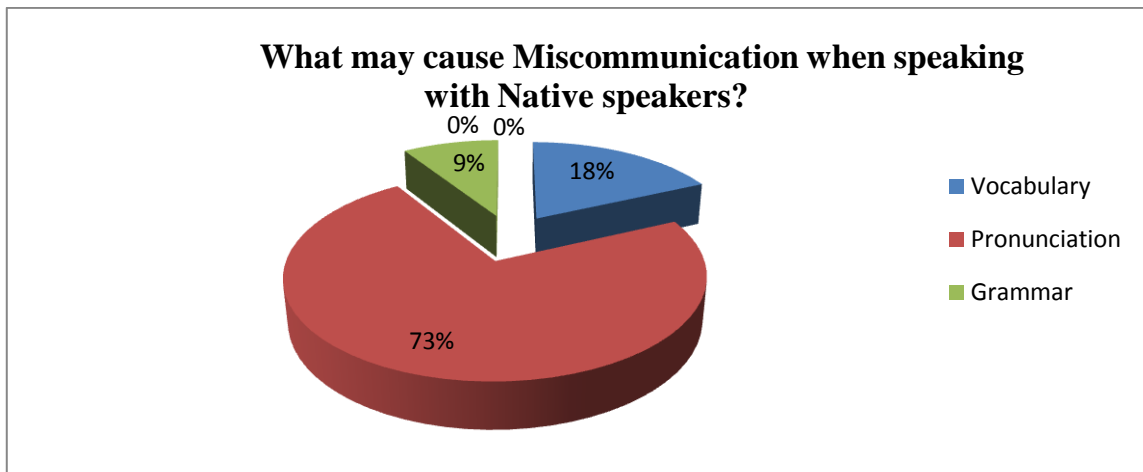


Figure 3.6: Causes of Miscommunication with Native Speakers.

Question 7(Figure 3.7): The Essence of English Grammar

The hotel reception trainees were asked such question on the ground of the previous estimations. According to the trainees, nearly 68% stated that grammar is very important within the English language. In fact, grammar is the way in which language is structured. The use of incorrect grammar sentences when interacting enhanced misunderstanding and confusion since the language was not clear and correct.

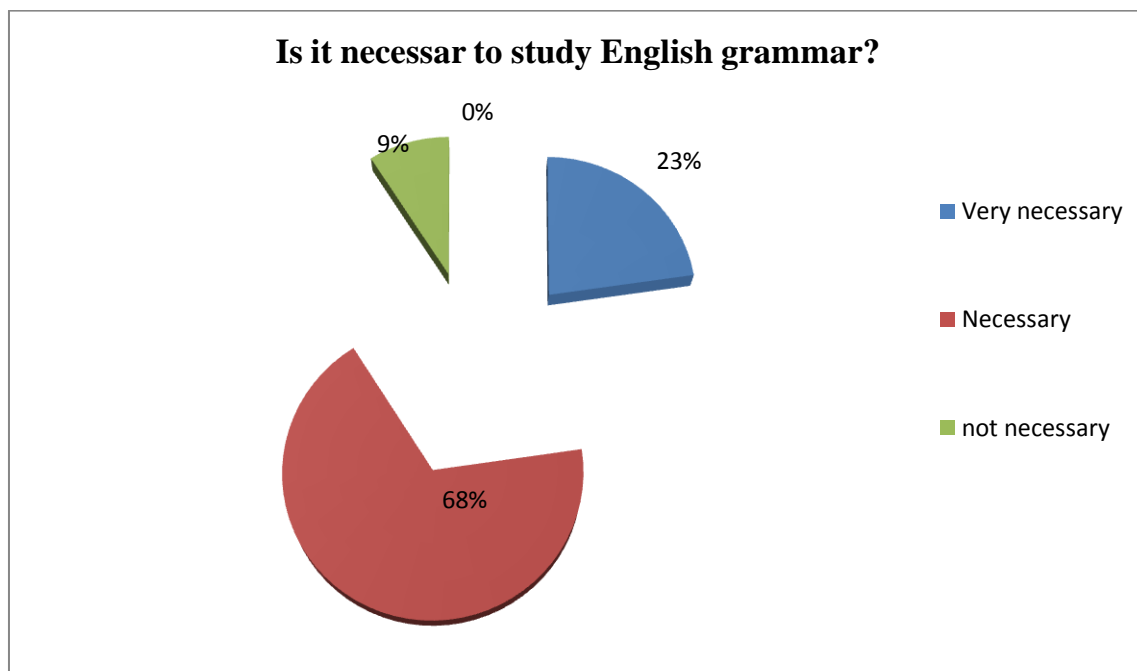


Figure 3.7: Trainees' Grammar Estimations

Question 8(Figure 3. 8): The essence of English Pronunciation

Intelligible pronunciation is an essential component of communication competence. Without adequate pronunciation skills, the learners' ability to communicate is severely limited. If they cannot be easily understood, they are cut off from interaction. Hotel management trainees are completely aware of the need of basic English pronunciation. Most of the trainees 68% required that to do well in learning pronunciation of a foreign language some considerations need to be involved in teaching the basic rules of pronunciation. Learners are highly motivated to acquire pronunciation tips. Intelligible pronunciation is an essential component of communication competence.

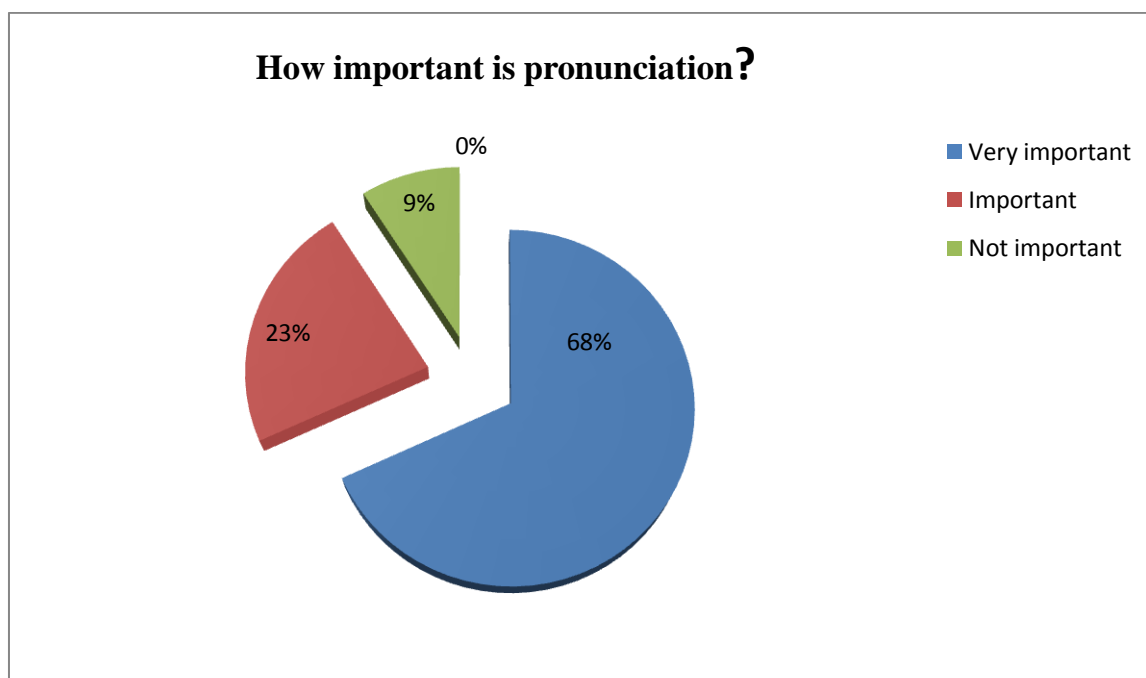


Figure 3.8: Trainees Perception of English Pronunciation

Question 9 (Figure 3. 9): Learners Interest in English Diversity

The purpose of the question was to determine the trainees' attitudes towards learning other English varieties besides the Standard English, to enable them communicate effectively. A high majority of trainees 74% agreed to study English varieties and welcomed learning English diversity. Such acquired knowledge develops the learners' linguistic backgrounds, and brings new communication challenges to the

workplace. As the trainees' fieldwork is wide, developing communication needs is an effort to optimize interaction between different clients.

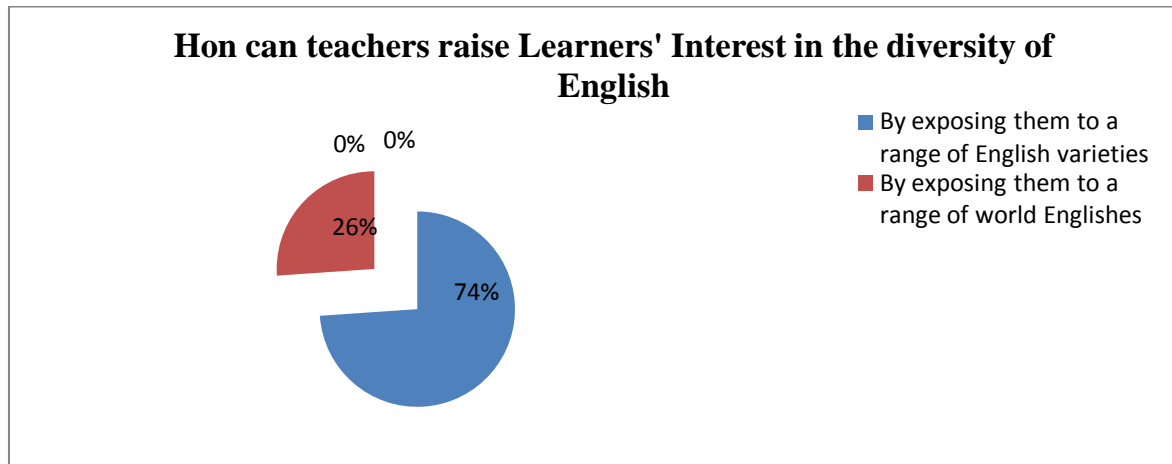


Figure3. 9: Learners' perception of English Diversity

3.2.2. Learners' Expectations and Opinions

Question 1(Figure 3.10): The Most Encountered Problems when Interacting with Non-native Speakers

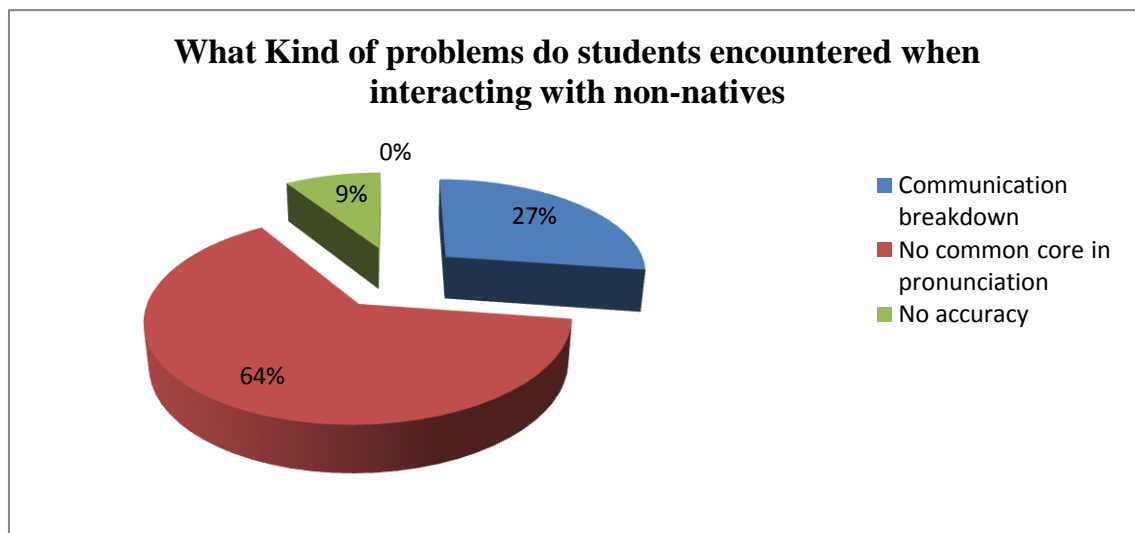


Figure3.10: Trainees' Difficulties in Interaction with Non-natives

English is claimed to be the first global language, particularly for hotel management and tourism. There are a number of factors that led to misunderstanding. Almost 64% claimed that there is no common core in pronunciation which is generally

the main reason for miscommunication. 27% opted for communication breakdown. Misunderstanding manifests in a number of ways and at different levels of language, use as for instance differences in styles of communication.

Question 2(Figure3. 11): Time Allocated to English Course

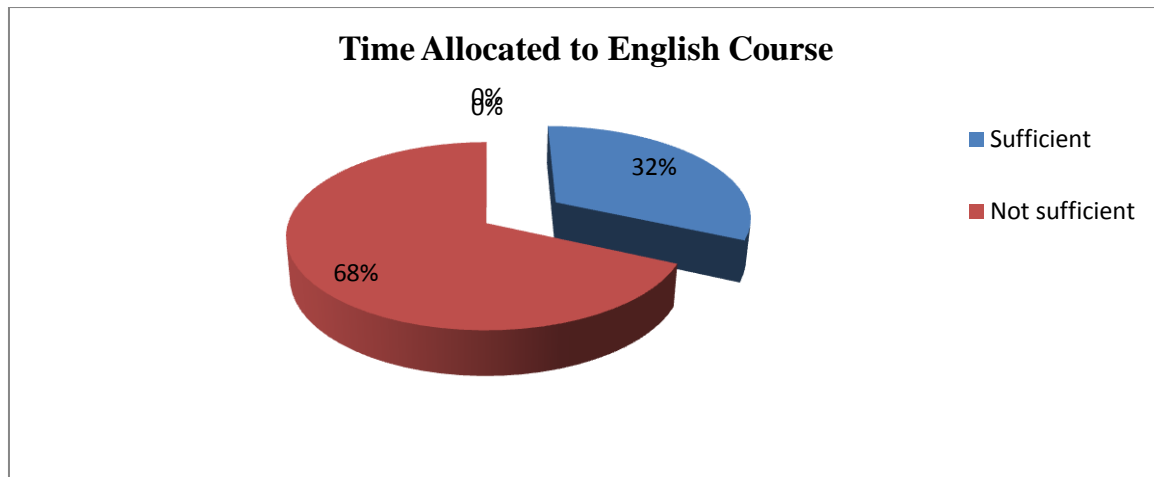


Figure 3.11: Time Allocated to English Course

It is agreed that time in ESP course is of great importance. A large majority of the trainees 68% claimed that the time allocated to English course was not sufficient at all. Four hours per week are not enough to cover their language needs.

3.2.3. Learners' Wants

Question 1(Figure 3.12): Patterns of Trainee-Trainee Interaction

The first question in section three investigated the trainees' favourite for classroom activities pattern. 64% of trainees suggested pair work activities pattern as compared with individual and group work. The trainees need a class where they are at the centre and the role of the teacher is that of a monitor and facilitator. In fact in any ESP course the learner must benefit of a certain degree of freedom to decide when, what, and how he will study, it is called self-direction in ESP course. ESP learners are users of the language.

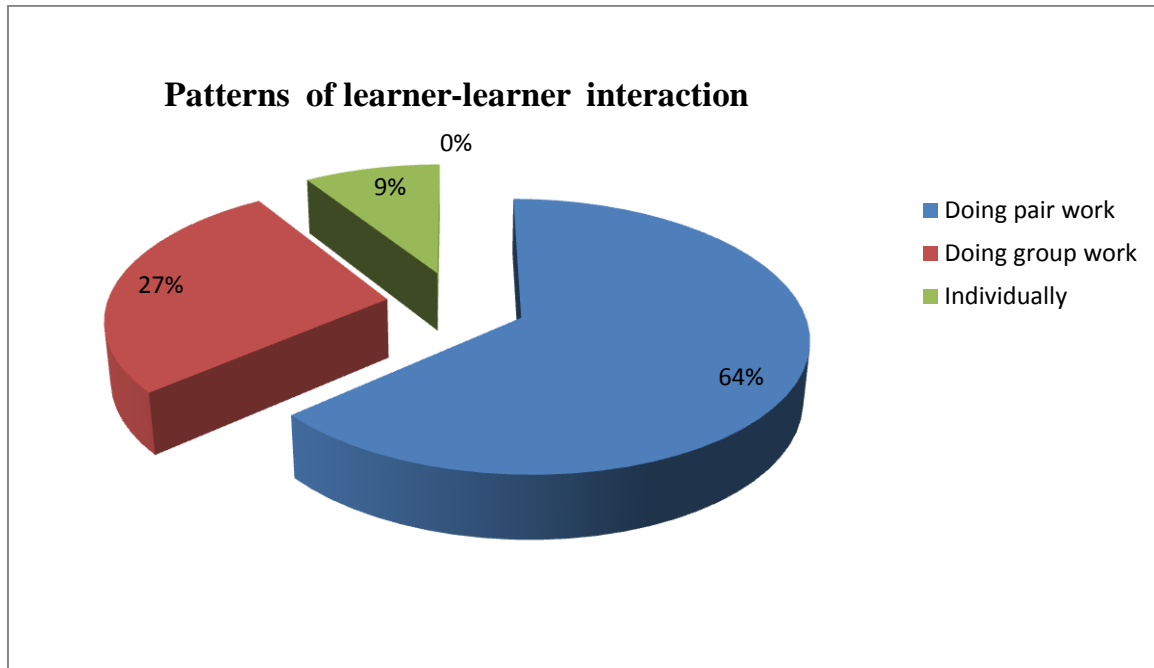


Figure3.12: Patterns of Trainee-Trainee Interaction

Question 2(Figure 3.13): Trainees' Exposure to Intercultural Courses

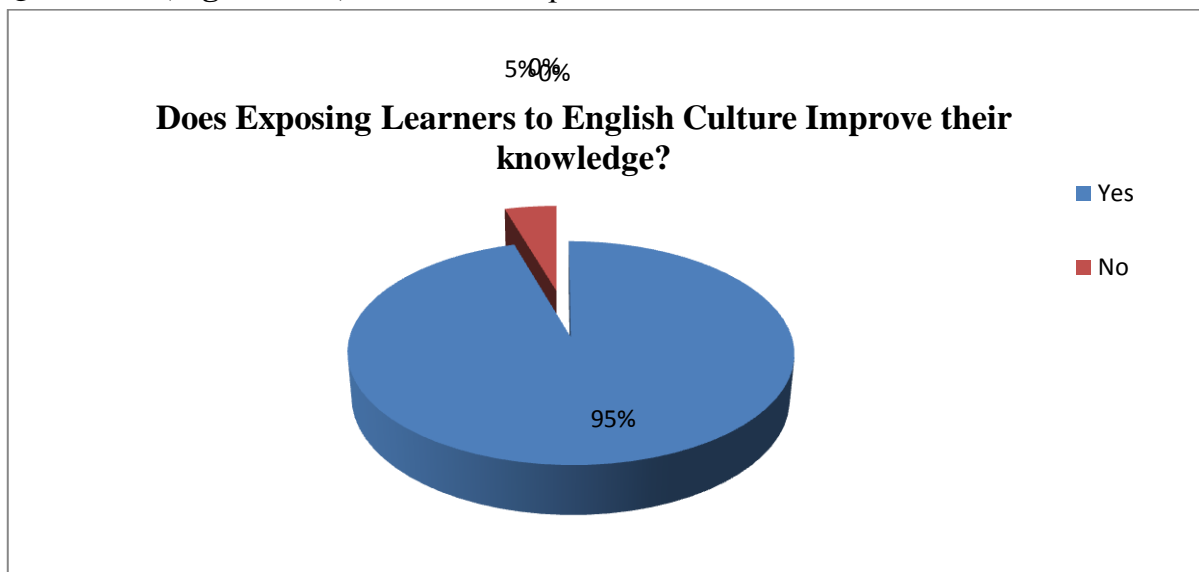


Figure 3.13: Learners' Perception of English Culture

Generally, the majority of trainees 95% claimed the incorporation of culture in learning a foreign language, to increase their knowledge of the targeted culture in terms of values, attitudes, and beliefs in one hand. On the other hand, to raise learners awareness of speech acts, and behaviour to interact effectively. Indeed the teaching of English should involve not only teaching new vocabulary and expressions, but also

link to the culture of native English speakers. Teaching English culture needs to be considered. It involves not just the language, but also the social and cultural values of people.

Question 3(Figure 3.14): Does the Actual Content Programme Enable the Learner to be more Operational?

It is necessary to focus on the current curriculum content and probe into it to assess if really such designed curriculum enable the learner to be more competent and operational in the workplace. Nearly 68 % of the trainees stated that hotel management receptionist curriculum reinforce the trainees more and more when it is well designed and studied. The challenge that presents itself actually is the development of hotel management curriculum that responds the threats and challenges posed by globalization. However, 32 % of the trainees proposed that it is a problem of teachers' qualifications rather than content curriculum.

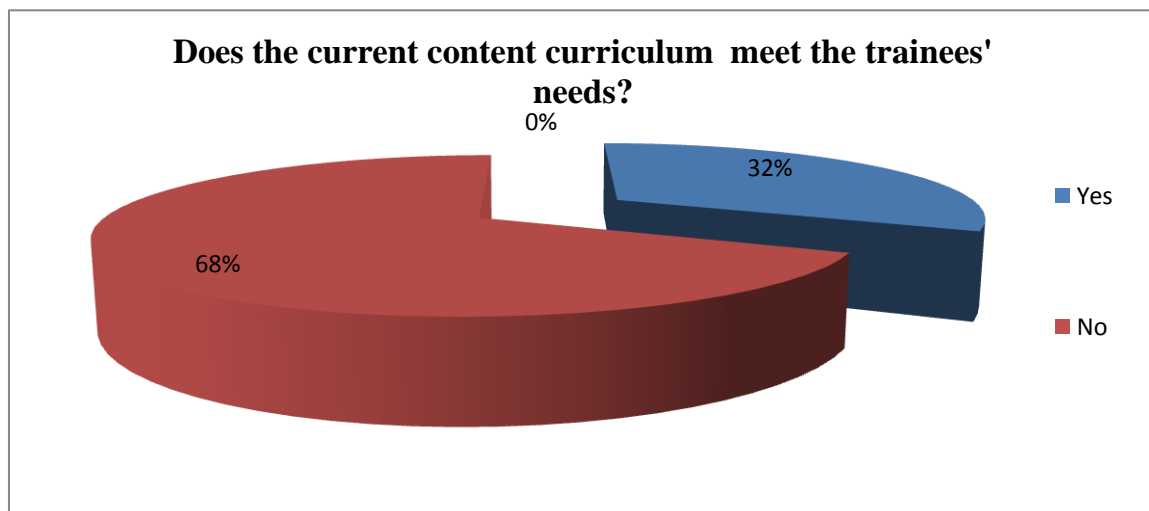


Figure3.14: Content Curriculum

3.3. Analysis of Trainees' Interview

In effect, the search for an answer to the research question calls of collection of data that serve as a ground for the study. Interviewing is one of the common methods in qualitative research. The interview was consisted of twelve closed-ended choice

responses, in order to obtain direct, particular and accurate data. The analysis of the gathered data was based on three main sections.

3.3.1. Section A: Learners' Attitudes towards English as Lingua Franca

Question 1(table 2): Is English Language vital means of communication in tourism and hotel management:

- Yes?
- No?

	Respondents	Percentages
Yes	20	91%
No	2	9%

Table 3.2: Importance of English at Work

According to the obtained statistics, it is clear that the majority of the learners 91% were aware enough of the importance of English in hotel management. The purpose of this question was to determine the importance of the target language in workplace as a medium of communication. In effect, the omnipresence of English in hotel management requires optimizing training skills. English is a language that opens up ways to global communication.

Question 2(table 3): Who uses English as Lingua franca?

- Native Speakers?
- Non-Native Speakers?

	Respondents	Percentages
Non-Native speakers	12	55%
Native Speakers	10	45%

Table 3.3: English as Lingua Franca Use

The number of non-native speakers of English is higher as compared with that of native speakers (Widdowson, 1994). The majority of the learners 55 % argued that English as lingua franca is widely used by non-native speakers rather than the natives. As the world is shrinking, the need for interaction urged non-native speakers to manage and choose English as lingua franca as a common ground to maintain real contact. The position of English as lingua franca continues to grow in number mainly after the emergence of the new world order. The fact that English has acquired new dominant role, trainees are more motivated and interested in learning English for the purpose of communication and interaction.

Question 3(table 4): What Problem does Lingua Franca Speakers' Generally Meet:

- Comprehension?
- Pronunciation?
- Perception?

	Respondents	Percentages
Comprehension	7	32%
Pronunciation	10	45%
Perception	5	23%

Table 3.4 : Trainees' Language Problems

Any language barrier in the workplace is going to slow communication or create misunderstanding. Misunderstandings are the biggest reason why problems of communication occur at a workplace. In hotel management, receptionists generally, encountered different nationalities as a result difference in spoken language which by its turn leads to poor communication. Problems of language can occur in any aspects of its content, form or even its use. Thus, learners' difficulties are varied. In assessing the different problems of learners 45% claimed that pronunciation is one of language barriers whereas, 32% of trainees considered misunderstanding as an obstacle to good interaction, but only 23% suggested that perception is another significant issue

regarding barriers to workplace communication, since perception affects the way a message, or instruction is interpreted.

Question 4(table 5): In which of the Proposed Situations do you Use English as Lingua Franca at Work:

- To communicate with native visitors?
- To communicate with non-native visitors?
- To communicate with visitors by e-mail?
- To communicate with visitors by telephone?

	Respondents	Percentages
To communicate with Native Visitors	2	9%
To communicate with Non-Native visitors	11	50%
To communicate by e-mail	4	18%
To communicate with Visitors by Telephone	5	23%

Table 3.5: the use of English as Lingua Franca in Workplace

English as lingua franca is a language generally used by non-native speakers when interacting. It is a vehicle language to facilitate trainees' interaction with customers from diverse culture and different countries. Half of the trainees use English as lingua franca to interact easily with non-native visitors. English is used as an incorporate language of communication.

In fact the hotel management receptionist uses English as lingua franca in various settings and according to different varieties of activities such as reservation, registration of guests' services, welcoming using telephone, face-to-face interaction, or e-mails. The Table above shows that English is a prerequisite tool of communication in various settings. Around 23% used English to communicate by telephone to ask for

reservation or registration, it depends on the services needed by the guests. Thanks to the development of science and technology means of communication have changed. People today are using e-mails instead of letters to communicate easily and rapidly with each other. Nearly 18% of trainees use English as lingua franca to communicate with different international clients.

3.3.2. Section 2 Learners' Requirements

Question 5 (table 6): What do you Think of Native English Speakers' Accent of English is:

- Intelligible?
- Natural?
- Difficult

	Respondents	Percentages
Difficult	19	86%
Natural	2	9%
Intelligible	1	5%

Table3.6: Native English Accent

The aim of this question was to examine the different attitudes of trainees towards native English accent and the relation between the acceptance of varieties of English spoken by native and non-native speakers. There are two different kinds of accents, native and foreign. It is now found that non-native speakers are using English language more and more. According to trainees 86% have trouble in understanding and speaking to native speakers. English is significantly different particularly in sound patterns and sentence structure comparing with the other languages. In fact learners need to set out clear priorities seeking minimum general intelligibility during their training period.

Question 6 (table 7): What do you think of Non- Native English Speakers Accent:

- Intelligible?
- Natural?
- Difficult?

	Respondents	Percentages
Intelligible	11	50%
Natural	9	41%
Difficult	2	9%

Table3.7: Non-Native English Accent

Accent can have a big impact upon whether a person is understood; this is especially the case when the front desk encountered international clients. In effect, half of the trainees 50% found that non-native English accent is intelligible and easy to understand it rather than the native English accent. 40% of trainees claimed that non-native accent is somehow natural to understand. Learners may have difficulties with the system of sounds of the language or with the meaning carrying. Thus, successful language results from the integrating of language content, form and its use.

Question 7 (table 8): Do you think that your English is Pleasant to listen to:

- Pleasant?
- Unpleasant?
- Unpleasant?

	Respondents	Percentages
Pleasant	14	64%
Unpleasant	8	36%

Table 3.8: The Learners' Accent

Communicating in English with people from other countries is not an easy task to perform. Your English is definitely the biggest thing that people notice when you are speaking English. Some learners 64% communicate successfully in English, but

have a strong foreign accent. Thus, pronunciation can be easy to understand even with a slight foreign accent. Whereas, 36% of learners' accent is not intelligible enough.

Question 8 (table 9) How Important is Teaching Basic Pronunciation to Learners:

- Very important?
- Not important?
- Important ?

	Respondents	Percentages
Very Important	12	55%
Important	9	41%
Not Important	1	5%

Table 3.9: Teaching Basic Pronunciation

Pronunciation is very important in learning second language. It is the act of speaking clearly and concisely making each word sounds as clear as possible. Many people learning English language often do not pay any attention to their pronunciation. Some of them even underestimate it. 55% of learners claimed that pronunciation is recommended in learning a foreign language. However, 5% thought that pronunciation is less important than grammar and vocabulary. It is necessary for learners to give the same proportion of time and interest to pronunciation as they do with grammar and vocabulary.

Question 9 (table 10) How Important is Teaching English Grammar:

- Very important?
- Not important?
- Important?

	Respondents	Percentages
Very Important	12	55 %
Important	8	36%
Not Important	2	9%

Table 3.10: Teaching Basic Grammar

The ability to communicate clearly in English is essential for trainees in hotel management where English is the main language. The question above provided an insight in learners' beliefs about the importance of certain language areas for them. Grammar was opted by 55% of all the respondents. Thus indicating a greater importance attached to grammar by the learners. Grammar is very important within the English language. The use of incorrect grammar sentences may lead to misunderstanding and thereby ineffective communication. If the learners do not know the rules of grammar, then they will never be able to communicate effectively in the English language.

3.3.3. Section 3 Learners' Wants

Question 10 (table 11): English is an International Language, Does this Effect English Teaching: - Yes? - No?

- Y	Respondents	Percentages
Yes	13	59%
No	9	41%

Table3.11: Impact of Globalization on Language Teaching

English is now the language most widely taught as a foreign language. The global status of English has thus made the task of language teachers more daunting. The majority of learners 59% stated that globalization has influenced language methods. Teachers should help learners accommodate to a whole range of cultural differences and perspectives. The spread of English is potentially challenging the status of the Standard English. Teachers will need to vary their approaches depending on the particular audiences being taught and their purposes in learning English.

Question 11(table 12): Is culture part of Language Comprehension: Yes? No?

	Respondents	Percentages
Yes	19	86%
No	3	14%

Table 3.12: The Importance of Culture

English is claimed to be the first global language, mainly for commerce and diplomacy. However, it can be an object of misunderstanding. A large majority 86 % of learners believed that culture is a very crucial medium of language comprehension. To communicate effectively with different visitors is a step forward service quality and good hospitality. In order to reduce risks of misunderstanding it is necessary to gather good insight into the differences and similarities that exist between cultural and communication patterns. Since the basic difficulty in intercultural communication is the differences that exist between the speakers' cultural backgrounds and way of communicating.

Question 12 (table 13): Is the Current Curriculum of English Offered by the Training Centre Compatible with the Actual Requirements of Tourism:

- Yes?
- No?

	Respondents	Percentages
Yes	8	36%
No	14	64%

Table3.13: Trainees' Perception of the Content Curriculum

The challenge that exists today is the development of hotel management curriculum that responds to the challenges and threats posed by globalization. 64% of the learners thought that the content of English curriculum is not compatible with the actual tourism challenges. The learners are expecting a kind of change to improve their English proficiency and be more operational in the field of hotel reception.

3.4. Conclusion

With the international function of English, communication is the pillar of any business. Yet, this has become more complex. Communication is a difficult interactive process, which involves a shared assumption and unspoken agreements between speakers. Many types of barriers prevent the speakers from transmitting their ideas

meaningfully. Thus, effective communication is very much needed at all levels for hotel reception learners. The purpose of language teaching is to develop appropriate communicative competence to every language learner. Therefore, it is necessary to provide learners with not just specific linguistics needs, but also with an adequate knowledge required for their jobs.

CHAPTER FOUR

Chapter Four

Discussion and Recommendations

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Chapter Four

Discussion and Recommendations

4.1. Introduction

The previous chapter was based on analyzing and interpreting the data gathered about trainees' communicative needs. The findings of this investigation form the ground for implementing different recommendations to ease the teaching practice and urge a change in the way English is learned and taught. In this chapter, some recommendations are suggested taking into consideration most language deficiencies. The researcher's recommendations are related to the learners' needs and expectations to enhance training quality and effectiveness. The chapter closes with some limitations of the study, which may open further horizons for future researchers.

4.2. Questionnaires Discussion and Conclusions

The collected data from the trainees' questionnaire, disclosed that almost all the participants under investigation are motivated and in favor of acquiring different English accents to overcome the global challenges and be more operational in the fieldwork.

4.2.1. Section One: Learners' Requirements

The data gathered through the questionnaires revealed some very important answers to the research questions that were displayed. The findings collected show very important lacks and deficiencies encountered by the learners in hotel reception training Centre. It is now possible to determine teaching/learning objectives to urge a change in the training Centre according to world challenges.

Comparing the percentage scores of second year hotel reception trainees across their questionnaires, it becomes obvious that trainees were aware enough of the authentic role of English as lingua franca in the world markets as a work tool and main channel of communication between native and non-native speakers. Almost the

majority of learners 86 % justified their reasons for striving to learn English because of its international and global status in the world. English holds a special position because it is an international language that is used all over the world. It has become world English (Brutt-Griffle, 2000). As the world has started to be a global village, this gave birth to the need and pressure of adopting a common lingua franca to ease communication and make it more practical for people of different linguistic backgrounds (Crystal, 1997: 10). English was accorded the privilege to be the language of international communication or international language. Therefore, its acquisition can guarantee the availability of chances to employment. (Graddol, 1997: 8) specifies the following domains of English in the international arena:

- English is the working language of international organizations and conference
- English is the international language of science and technology
- English is the language of international tourism
- English is the language of tertiary education
- English is the language of international safety in the fields of aeronautics and sea
- English is the language of international law
- It is the language of technology transfer
- It is the language of internet communication

English is being used as a lingua franca in all spheres of international activities. All these roles underscore the important and pervasive position, which English plays at global level. Thus, lack of competence in English can be a handicap in professional career. In this case, learners need to be equipped for the future challenges of life where role of English is highly involved.

There are many factors, which may cause communication failure between non-native speakers of English in the workplace such as, accent diversity of English, pronunciation and grammar. These three components are of paramount importance in understanding any business communication. English as a lingua franca entails the idea

of understanding various accents of English since the purpose is to communicate in international situations. *“Needless to say, exposure to a wide range of varieties of English [...] is likely to facilitate the acquisition of [...] communicative abilities”* (Seidlhofer, 2004: 227). According to the questionnaires statistics, almost 74% of learners claimed the prior exposure to a range of non-native accents. Being exposed to different varieties is to develop a *“tolerance of difference”* (Jenkins, 2000: 183). The findings of the questionnaires revealed that hotel reception trainees show more positive attitudes towards non-native accents of English. The study suggested that exposure to non-native accents is even more important than exposure to native accents, because learners are more likely to encounter non-native speakers. (Jenkins 2003). To conclude most scholars (Widdowson, Seidlhofer, 2004) seem to agree with the idea of that; learners need to be acquainted with different accents. The familiarity with different accents is a key issue in the current study and the purpose was to find out to what extent learners were exposed to different accents. Nearly 73 % of learners reported that they had problems with pronunciation and that mutual misunderstanding generally happened due to pronunciation. There exists an urgent need to intervene in order to preserve mutual understanding as English is emerging. It is commonly argued that ELF speakers need to acquire some common phonological features essential for ELF understanding to be included in the learners’ training syllabus. Pronunciation was clearly the most frequent and difficult barrier in any interaction between ELF speakers in workplace. Miscommunication in fieldwork happens very often especially with international clients. It is agreed that misunderstandings lead to doubt about the real intent of the others and this may have a very negative effect on business. Customers and visitors in hotels generally get frustrated when their questions are not answered properly. They frequently conclude that because the receptionist did not sound professional. In effect, having professional communication skills mean having clear, concise non accented speech that convey the speaker’s message clearly without any ambiguity. Communication skills can mean an outstanding job performance and even a better job.

Morley (1991:481-520) states the need for the integration of pronunciation with oral communication, more emphasis on the individual learner needs, meaningful task-based practices, development of new strategies for teaching, and introducing peer correction and group interaction. Morley argues that “*intelligible pronunciation is an essential component of communication competence*” (1991: 488). Without convenient pronunciation skills, the learners’ ability to communicate is strictly limited. Morley believes that no consideration in learners needs is an abrogation of professional responsibility (1991: 489). The learner needs to develop awareness and monitoring skills. The teacher also has a special role to play in the communicative learning programme, a role that Morley (1991: 507) describes as one of “*Speech coach or pronunciation coach*”. The speech coach supplies information, offer cues, suggestions and constructive feedback about performance, provide wide variety of practice opportunities. Learning in a foreign or second language is a complex process that needs some basic skills and performances to achieve the target language as an end in itself. Nunan’s (1991) introduces a list of features.

- Emphasis on learning to communicate through interaction by using the target language.
- The use of authentic texts in learning situations.
- Providing opportunities for learners to focus not only on language but also on the learning process itself.
- Enhancing the learners’ own personal experiences.
- Linking classroom language learning with language activities outside the classroom .

According to Little wood (1981) assures that one of the most characteristic features of communicative learning teaching is that it pays more attentions to functional as well as structural aspects of language. Canale (1983:5) has widely developed the term communicative competence. Therefore, the communicative competence refers to the underlying systems of knowledge and skills required for communication. This approach comprises four types of competences:

- Grammatical competence
- Sociocultural competence
- Discourse competence
- Strategic competence

The learners do not simply learn the linguistic structure and grammar rules, but they have to learn how to use the language properly. Therefore, what interests most is not whether the learners learn how to use the language accurately, but whether they can get their message. In effect, to communicate effectively in the workplace, it is necessary to concentrate more on both function and form of the language. Nunan (2001: 9) states that language is seen as a unified system and the ultimate purpose of the learner is to approach the target language norms of the native speaker.

4.2.2. Section Two: Learners' Expectations and Attitudes

The previous section dealt with misunderstanding caused by different factors in workplace interaction as the diversity of English accents. However, what causes misunderstanding in this section are some additional components such as mispronouncing certain words or sentences, bad accent, various grammatical errors and last the effect of mother tongue on second language speech. All these factors disrupted the flow of the conversation. More than half of the learners 64% expressed their awareness of misunderstanding in interaction. Different mispronunciation, intonation, interference are many aspects to consider when interacting. The purpose of the study was to explore the ways non-native speakers interact with each other's. It will focus on various aspects that hurdle the inter-subjectivity and progressivity of speech between the speakers. According to Zaefferer (1977), misunderstanding can be misperceptions or misinterpretations and each of these kinds of misunderstandings can play its role to affect the phonological, syntactic, semantic or situational level of interpretation as well as to affect meaning aspect.

Miscommunication according to Tzanne (2000: 30) may be a result of the differences in the linguistic systems of the speakers. Speedy utterances hamper communication. Thomsett and Nickerson (1993: 36) state that our quickness in talk may cause complications in the understanding process. Finally, to conclude the discussion one point can be addressed is the attempt to avoid misunderstanding in interaction basing on language practices and avoiding mispronouncing words and develop the linguistic performance to lessen the risk of miscommunication in workplace.

Indeed, the challenge today is to move beyond the traditional teaching methods that is to say the teaching of grammar rules. Thornbury goes as far as saying, *"Studying the rules of grammar is simply a waste of valuable time"* (1999: 19). However, Brown (2000: 14) suggested that it is preferable to distinguish between grammar as a means to the achievement of proficiency in a foreign language and grammar as an end in itself. Another element, which is of paramount importance in teaching a foreign language process, which is time. It is necessary to consider time factor in learning a foreign language. *"The time available for the acquisition of the target language is a key factor"* (Dubin, 1986:92). Because of time limit teachers, find themselves lagging behind the application of their annual plans. According to learners 68% found that, time allocated to English course is not enough to cover the learner's needs and to practice the use of functions. The learners were not given adequate time and interest to achieve the targeted language and thereby they found themselves lost amidst a variety of language functions. The learner does not get adequate opportunities to practice the language.

4.2.3. Section Three: Learners' Wants

As the business environment expands, the workplace is rapidly becoming vast to include various geographic locations and various cultures. What is difficult in such case is understanding and how to communicate effectively with individuals who speak English. It was clearly expressed by the majority of learners 95% that culture is part of language comprehension. It is agreed that communication failure originates from diverse sources other than language skills. There may be cultural reasons for not

understanding or misunderstanding what is being said. In fact, intercultural communication is the sharing of information on different levels of awareness and control between people with different cultural backgrounds. Almost 95% of learners seemed to be aware of the importance of culture in English curriculum. It is important to teach language and culture as an integrated whole. What culture covers is the commonly held traditions, values and ways of behaving of a particular community. Therefore, the teaching of culture in ELF includes these elements:

- Cultural Knowledge
- Cultural Values
- Cultural behavior
- Cultural skills

Culture is considered as the fifth language skill in addition to listening, speaking, reading and writing. The fact that English is operating internationally people are in permanent need to be able to use a lingua franca. It is assumed that learning a language implies learning its culture. The learning of culture gives the learner the mindset and techniques to adapt the use of English understand and appreciate the values and unique qualities of other cultures. It involves understanding how to use language to accept difference and to be flexible. It is an attitudinal change that is expressed by language. Thus, cultural awareness is an interdisciplinary subject required to understand and work successfully in another culture. To raise learners' cultural awareness as a skill, a number of issues are to consider such as the curriculum, the materials and the appropriate way to base on. The challenge is to initiate a debate on what and how to teach and help develop learners as international citizens of the world, using English and their lingua franca. It is clear that intercultural language education has a lot to offer, it is an interesting, demanding, often difficult but ultimately rewarding, approach to teaching and learning.

It is argued that English holds a prominent position in certain domains generally and hotel management and tourism particularly. English is the language of international communication. It is an important channel of communication in the

workplace. In Algeria, education and training face great challenges such as lack of materials as for instance the course book. According to 64% of learners claimed that there is no adapted course book, which poses a great problem to them. In addition, the content curriculum is not compatible with the learners' needs. A major weakness of this approach is that it unifies the pedagogical goals and the learners' abilities, that is the objectives, abilities and needs of learners are standardized and the specificity of each option or subject area is overlooked. Learners are expected to acquire skills in the same manner. However, research has shown that in the same class, there are different levels, objectives, attitudes and needs. The teacher alone can decide on the methods and materials that are suitable to his class. Carter (1983) distinguishes three common features to ESP courses:

- Purpose-Related Orientation
- Self direction
- Material Authenticity

4.2.3.1. Purpose related oriented

Carter (1983) involves learners to prepare papers, read, take notes and write. All these tasks required practicing the targeted language.

4.2.3.2. Self-Direction

It aims at offering learners an opportunity to decide when, what and how they will study. “.....*point of including self direction...is that ESP is concerned with turning learners into users*” (Carter, 1983: 134).

4.2.3.3. Material Authenticity

According to Dudley Evan ESP could be practiced at an intermediate or advanced level where using authentic learning materials is necessary. Therefore, it is necessary to emphasize more on the availability of a professional and operational course book based on the source culture of the learners moving towards international cultures and a

mix of both native and non-native English accents. The training Centre of hotel management needs to innovate and develop the pedagogical teaching priorities and move away from a reliance on general English competence to English for specific purposes and performance to offer the learners an opportunity to develop and sharpen their skills and knowledge to enable them work independently at a professional level.

4.3. Interviews Discussion and Conclusions

The results obtained show to what extent the learners are interested in acquiring English as an international channel of communication. Accordingly, the outcomes of the interview will help the researcher to implement some necessary suggestions.

4.3.1. Section A

English is globally viewed, as the language of international business communication. It is the language of global world markets. English holds a prominent position in certain domains generally and hotel management and tourism in particular. It has significance as an important channel of communication. The interview results show that learners were very interested in learning English as a language of worldwide communication. The majority of learners 86 % considered learning English as an opportunity to success in future professional life. Most adult learners are involved in the study of English. This interest in learning English has increased to such an extent that English is now considered by many to be an international language. Therefore, such position poses a challenge for many speakers whose native language is not English. Globalization requires that learners of hotel reception strive for competence in a repertoire of English. It is argued that English is important as a channel of communication in business markets.

According to the results of Question 2 in the interview, 55% stated that English as a lingua franca is mostly used by non-native speakers. Today non-native speakers (NNSs) outnumber native speakers (NSs) of English (Crystal 2003, Graddol 1997). It has been claimed that English is no longer the property of native speakers but belongs

to everyone who speaks it (Widdowson 1994). Graddol states, “Native speakers may feel that the language belongs to them, but it will be those who speak English as a second or foreign language who will determine its world future” (Graddol, 1997:10). Therefore, it is necessary to move the focus towards the non-native speaker and thereby to learn to understand different varieties of English.

In fact, 45% of learners claimed that the major problem lingua franca speakers’ generally meet was pronunciation problem. As English is spoken with different accents all over the world, many varieties emerged. The purpose of this study then is to shift the emphasis from phonology of native speakers to intelligible oriented approach to pronunciation teaching would be more appropriate. When comparing the percentage scores of the trainees across their interviews Question 4, 23% believed that English as lingua franca is mostly used to communicate with guests by telephone, 18% used ELF to communicate with visitors by e-mails. Based on the data it is clear that hotel receptionists rely on speaking abilities rather than writing and that verbal communication is of paramount importance in hotel reception.

4.3.2. Section B

Discussing on native English accent intelligibility, the interviewees had different views on accents of native English speakers, 86% admitted that it is very difficult to understand a native speaker. Overall it seems that the more familiar the accent, the easier it is to understand and. The participants found native accents less intelligible. However, 50 % of participants in Question 6, their conception were completely different; they found non-native accents more intelligible and simpler than native accent. On the other hand, the participants remarked that all English accents can be equally understandable to non-native speakers. *“They seem to need exposure to both native and non-native varieties in order to improve understanding in communication.”* (Smith, 1982).

In the informants’ descriptions of their accents, 64 % of the participants described their accents most often pleasant. They felt that their accents were more or less

intelligible and thus functional enough in different situations. Whereas, other participants appeared to be reasonably unhappy with their existing accents. They would have liked to have a native like accent. The study was on one hand to find out the learners' attitudes towards different English accents. It is clear that there is a general preference for native accents, a general disinclination to integrate non-native accents into teaching, but general acceptance of native accents in lingua franca communication.

Question 8 focused on the role of pronunciation in learning English as a lingua franca. Generally, foreign learners of the target language deviate from the native norms in terms of pronunciation. Nearly more than half of the interviewees 55% admitted the significance role of pronunciation in mutual comprehension. Therefore it was necessary to determine “lingua franca core and features” to avoid any deviation from lingua franca norms in non-native-non-native communication (Jenkins, 2003). These common cores are as a guarantee to successful communication. The idea of lingua franca core is encouraging; it implies that different accents are acceptable as long as intelligibility is ensured.

4.3.3. Section C

Comparing the obtained scores of Question 9, around 55% of the participants focused on grammar importance as a system of language. The learners viewed grammar as the ability to recognize and produce the distinctive grammatical structures of a language and how to use them effectively in communication (Hallidays, 1973) sees language as a means of functioning in society where he introduces three functions of language:

- Ideational (telling facts or experiences)
- Interpersonal(keeping personal rapport)
- Textual (clarifying, argumenting; summarizing....)

Indeed the ultimate purpose of the learner is to approach the target language norms of the native speaker. Thus, Smith (1983) points out that native English speaker

should study English as an international language if they plan to interact in English with non-natives or other native speakers who use different national variety. It is important for individuals working in the field of second language acquisition to note that though a good command of English grammar and phonology it is necessary to facilitate the international communication, which may not be sufficient. Therefore, both native and non-native English speakers should have assistance in their use of English for international communication because of the different functions of English across cultures.

As there are many varieties of English, English is widely used as a means of communication. Almost 59 % of interviewees in Question 10 claimed the impact of the international use of English on current teaching methods in this relation it was stated that *“English is the language most frequently used in international trade , diplomacy and tourism and that it is studied by more people than any other language”* (Smith, 1983). Therefore, overcoming misunderstandings is a process of mutual adjustment amongst interactors may automatically be activated. Indeed, the worldwide growing interest in English stresses the need for a new approach to English language teaching.

When the world is seen as a global village, mutual understanding becomes an essential condition for co-existence among its villages. Based on this assumption 86 % of interviewees claimed that culture is an important aspect in language comprehension. It is commonly agreed that language has no function independently of the social contexts. In the case of English as lingua franca, such contexts are numerous. Similarly, the schematic knowledge of the speakers of such contexts is quite diverse. Therefore, the assumption that English is a language belonging only to its native speakers is misleading. Therefore, culture plays a major role in cognition and which in turn significantly impedes comprehension and interpretation. According to Stewart (1982), the target language culture is an essential feature of every stage of foreign language learning.

In fact, learners gave great importance to the study of English. They believed that actual curriculum is not contributing to the improvement of their English competency. Almost 64 % of learners in Question 12 claimed that the current curriculum of English offered by the training Centre was not compatible with the actual requirements of tourism. Generally speaking, curriculum development is an essential component of an educational programme, it is stated that

“Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated”

(Richards, 2001: 2)

Planning is a process of identifying the goals, objectives, and approaches that will be captured in the curriculum. This process can be guided by four analysis activities to determine learners’ needs as mentioned by both Dudley-Evans and St John (1998:123-124) such as the target situation analysis, the learning situation analysis, the present situation analysis and the means analysis. Thus, the curriculum content should be adjusted to reflect this. The exposure of learners to the communication taking place in the corporate world to develop skills, this may give a renewed focus to English as lingua franca curriculum at hotel management Centre and tourism.

4.4. Recommendations and Implementations

Globalization continues to spread, and has clearly chosen English as its language for communication. English as the language of international communication is spreading faster and faster. The use of English in business domain is apparent and it continues to develop in the future. English is fast establishing its presence as the official language in the business world. *“English is seen as a viable candidate for the world’s most important international language”* (Melouk, 2003: 54). Hotel industry is closely related to the development of tourism industry. An increase in tourism will also stir on increase in hotel industry. Tourists mainly the foreigners need high quality

service and hospitality to stay. Therefore, hotel operators in general and receptionists in particular who are in direct contact with them should be able to communicate effectively. Again, the function of English comes to the surface as the main channel of communication. Hotel Management training Centres in Algeria need to innovate and develop the teaching and training techniques to enhance the learners' current job performance as well as a means for self and career development. English is recognized and accepted as the second language. Therefore, the receptionists of Bou-Saada Centre can communicate either in Arabic, French or simple English, for cross-cultural communication, which involves foreign people interaction. English is much chosen for providing direct and smooth line of communication. In fact the linguistic barriers are as the consequence of inadequacy in English language teaching as the content curriculum, training manuals; lack of exposure to different English varieties are perceived to be a major reason related to the general level of awareness to the importance of English. ALL these factors may affect the trainees' performance quality. English language is the undisputed lingua franca of the world. It is the means of communication within and between international corporations, and it is the language of choice in most areas.

Therefore, tailoring services to different needs is very important. With the current challenges, new reforms and perspectives are needed to improve learners' competencies in the face of globalization. However, Bou-Saada training Centre should provide learners with the opportunity to expand and sharpen their knowledge in order to adapt to the demands of an ever-changing socio-economic environment. It is necessary to develop training as a key element in quality management as well as appropriate staff training and development, focusing not only on key technical and interpersonal skills, but also on organizational culture and objectives. The hospitality management field is a huge area requiring very often-diverse range of skills. As acknowledge before, the study relies on a small sample. Thus, it is very important to note that because of the small number as well as the type of participants that is to say trainees and limited time, the findings may not be representative and may not be generalized to the entire population of hotel receptionist trainees.

The findings have implications for teaching both ESP and English as a lingua franca in Bou-Saada Centre this is particularly important in the current economic climate where global understanding is necessary to ensure business success. Eventually, the international function of English is thought to be a different aspect, which deserves particular attention. The existence of different varieties for English warns the learners against the danger of limiting the scope of practice and learning to certain limited varieties. Accordingly, learners are suggested to be familiar with different varieties, native and non-native. The curriculum for teaching English for hotel receptionists in Bou-Saada Centre should thus be improved with the inclusion of varieties of English spoken by different native or non-native speakers. This measure will help them broaden their knowledge of the language they use and get prepared for any variety not yet known to them. As discussed previously it seems clear that ELF is likely to become available in the near future in hotel training Centres as a medium of communication. Thus, the teaching pedagogy of ELF teaching would differ from teaching English as a foreign language or English as a second language for any training Centre wanting to compete internationally.

Communicating in English is no longer a requirement, it is an obligation. The findings of the study are as follow:

- One of the causes for poor communication skills according to Bou-Saada trainees' is the lack of proper guidance. It is at the training Centre level they should have got quality of guidance they need.
- Lack of exposure to different English varieties to enhance learners' flexibility and "*tolerance of difference*" (Jenkins 200:183). The learners are fully aware of the importance of English varieties
- The content curriculum is not tailor-made to the needs of the learners work environment and which cannot be adapted to the changing demands of the workplace.
- The bottleneck in ELF communication is no longer the ability to communicate well; it is the ability to serve well. To be part of hospitality industry. One could speak and understand good English.

Having identified the above listed communication barriers, some recommendations are proposed for the implementation of communicative language teaching in hotel management training, which can lead to the improvement of teaching, and learning English as a lingua franca.

➤ Curriculum

The teaching of English as lingua franca would differ from teaching English as a foreign language or as a second language. One factor to be taken into account in this respect is certainly the absence of a common ESP curriculum in Bou-Saada Centre. It is important that a national ESP curriculum in different areas could be developed. Such curriculum would define aims and learning outcomes, a definite number of hours allotted to English, the content of ESP teaching methodology in ESP classes, a system of assessment correlated with international standards proficiency levels of English. The term curriculum refers to “*an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice*” (Stenhouse, 1975: 4).

➤ Course book

In fact text book writers and syllabus designers must specify and classify the different uses and skills of English that are needed by different learners to produce programmes and books for each option or specialty in hotel management. Teachers must be familiar with their trainees’ specialty level and learning needs. Before designing a syllabus or writing a text book, it is important to determine the objectives of the teaching, the specificity of the option, the materials to be used, the methodology of teaching and learners’ needs on one hand. On the other hand, it is necessary to find out a policy for choosing the accents for text book. The status of English as a lingua franca should be admitted, and the aim of English teaching should be defined accordingly. Course book should be

grounded on the culture of the learners, moving towards international cultures. English today has two major communicative functions.

First as a means of communication between its native speakers within a “core” English speaking country. Second as a means of international communication, anywhere in the world that is to say lingua franca . Generally speaking the second is predominant in the world actually, and it is the one on which hotel Management training Centres should focus most in their teaching process. The purposes of English teaching are therefore to enable the learners to reach a high standard of comprehension and self expression in an English which will be easily understood over the world. Learners need to learn “*intercultural competence*” to enable them respect and acknowledge other cultural norms and communicate effectively.

➤ **Renewing Teaching Approach:**

It is agreed that English today has two major communicative functions. It is a means of communication between its native speakers. Second, it is a means of international communication anywhere in the world as a lingua franca. The last role is predominant actually in the world. It would be ideal if the hotel reception classrooms prepared the trainees to cope with all kinds of people and all kinds of situations. It seems obvious that in the teaching of English, the goals and models should always be relevant to the needs of the users that is to say learners of English. In order to achieve fluency, teachers must consider implementing a complete communicative language teaching. Communicative language teaching (CLT) has become a practical methodology of teaching foreign languages in hotel management Centres in current years. It is widely used in training Centres. It pays systematic attention to functional as well as structural aspects of language. The teacher will play different roles while teaching. The teacher is no more a dominant one but an organizer and a director because the goal of language teaching is to enable learners to use the target language to communicate efficiently in real situations. It seems clear nowadays that language is for communication, and CLT may be a better way to achieve this purpose.

Communicative language teaching CLT is an approach to the teaching of second and foreign languages that emphasizes interaction. According to Littlewood (1981), CLT may have the following features:

- It aims to teach the language needed to express and understand different kinds of functions, such as requesting, describing, complaining and exchanging.
- It emphasized the process of communication through which learners learn the language and develop their competence by appropriate use of the language, performing classroom tasks and interacting with other people.
- It is learner-centered. Learners are not passive recipients. They actively participate in classroom learning process, performing tasks and taking the responsibility of their own learning.

The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials. The demand for an appropriate teaching methodology is therefore as strong as ever. The purpose of these recommendations was to contribute to the improvement of teaching and learning English as lingua franca in particular and ESP in general in hotel management Centre in Bou-Saada.

➤ **The Time Allotted for Learning English**

Time is of paramount importance in the process of teaching a foreign language. *“The time available for the acquisition of the target language is a key factor”* (Dubin, 1986:32) Because of time limit, teachers find themselves lagging behind the application of the annual programme. Sometime a considerable portion of the teachers’ time in the classroom is wasted. Therefore, the time given to present, explain and practice is not enough. It is necessary to review this factor again taking into consideration learners’ needs and expectations.

4.5. Limitations of the Study

This study made a general overview of integrating communicative English in hotel Management Centre in Bou-Saada as a modern communicative channel. It involves an evaluation of attitudes and perceptions towards the use of English as a lingua franca being the only working language in all fields. The study has probed the choices of the respondents to know whether the responses were authentic or just an effort to save face. There was a need to use multimethods for collecting data to test the hypotheses and elicit data to strengthen and confirm results. This could not be achieved because of the special distance between the fieldwork and the trainees who were much occupied as they were in their final practical period. In addition, to the time limit.

In fact, one shortcoming of this research is that the sample group was too small to allow wide generalization. If a larger participant group were to be used in the future, it is likely that the ELF findings may be generalized and thus be truly representative of the English as lingua franca used in all national hotel Management Centres in Algeria.

4.6. Suggestions for Further Research

As the participants' scope of this research was narrow, it was stated that there is an urgent need for more participants to confirm the results. The fact that this study was the first of its kind on English as lingua franca in hotel management in Bou-Saada, some suggestions for further research were supplied. Firstly, a change in the educational level is necessary, and the need for ESP trained teachers. Secondly, tailor made programmers to meet the various needs of every work environment, which can be adapted to the changing demands of the workplace. However, the study provides a useful insight regarding the learning expectations and needs of hotel reception trainees. It draws attention to the fact that an existing imposed curriculum may not be satisfying the learning needs of the students and listening to learners' voices is always important to make teaching and learning more effective and operational. It should be noted that these results corroborate the first hypothesis. If further research on English as lingua franca in hotel management Centre were to be carried out, it will be very important to

apply the research over all the national Centres to enhance learners' competence and quality management for appropriate staff operators. Improved skills mean better communication, more employees that are confident and thereby fewer mistakes. Thus, quality training enables the learners to make move into more demanding roles and adapt to global challenges.

4.7. Conclusion

To conclude, the findings from this study indicate that the learners can be satisfied only by CLT approach. Some recommendations were made to better the teaching method in hotel Management and tourism industry.

Today, for any training Centre wanting to compete internationally, communicating in English is no longer a requirement, it is an obligation. In fact, preparing students as agents of tourism industry needs great interest and efforts to innovate both the pedagogic task design and the area of methodology to make learners aware of their potential as competent operators and not merely passive interlocutors.

GENERAL CONCLUSION

General Conclusion

General Conclusion

It is indisputable that English has become a global lingua franca in the world market. It is viewed as an instrument language serving as a means of communication between non-native speakers. The main purpose that account for the worldwide use of English and for the existence of lot of world Englishes is the communicative needs of the language users. Effective communication is the key to success in work and even relationships. Thus, good communication skills can reduce misunderstanding, doubt, and conflict. The modern world today calls for high degree of effective communication skills in order to overcome the global challenges in all spheres. The hotel Management is often characterized by various front desk services that must be performed for tourism to function appropriately. In fact, it is widely acknowledged that the success of tourism ultimately depends on the competence and ability of all of the operating staff.

The research provided an overview of the importance of integrating English as a lingua franca in hotel Management Centre in Bou-Saada. As the hotel reception trainees are considered as users of English, their focus is not on language form but rather on language function and effectiveness. Thus, the emphasis is most on language use. The study was based on the ground of two main questions:

- What are the trainees' attitudes towards English diversity in hotel management?
- Does the actual content curriculum respond to the tourism challenges posed by globalization?

The purpose of the research was to investigate the learners' attitudes towards the use of (ELF) as a corporate language in hotel Management curriculum. Some hypotheses were grounded. The training of the future receptionists was not designed on the learners' needs as the first step in any ESP training. In addition, as the hotel receptionists were exposed to multinational visitors, it is necessary for them to be familiar with different world Englishes as a major source of any communication failure, thereby, no services are appropriately delivered nor the customer's satisfaction is achieved.

General Conclusion

The current research is a case study based on an investigation of a single group. The study is used to explain the situation of hotel receptionists when interacting with international tourists. One of the main reasons for adopting a case study is that case study has already established itself in the area of second language acquisition and most is its suitability to small-scale investigation.

The study is divided into four main chapters. The first chapter was an entry to ESP as an area of great importance in tourism in general and hotel management training Centre in particular. It pictured the methodology followed and all the parameters regarding research method, research participants, and data analysis procedures. The second chapter dealt with the review literature as a full background to the study. Through various titles, the researcher attempted to investigate the basic elements in learning English as a lingua franca and identify the role of English as a means of communication in the era of globalization in the shrinking world. The need for English as a lingua franca in hotel Management as a channel of communication to develop rapport in the workplace. The third chapter presented a description of the results collected in Bou-Saada training Centre, the analysis was undertaken through a questionnaire and a structured interview. The purpose of the analysis was to focus on the learners' language needs to enhance quality Management and learners training as a core feature in hotel industry. The fourth chapter was about a holistic discussion of both questionnaire and interview. The findings obtained disclosed very important lacks and deficiencies encountered by the learners in hotel reception training Centre. Thus, it is necessary to determine teaching and learning objectives to urge a change in the training Centre according to world challenges. Almost the majority of learners are striving to learn English because of its international status in the world. The use of English in business domain is apparent and it continues to develop. Hotel Management is closely related to the development of tourism industry. The role of any hotel Management Centre is to produce an effective and operational element able to deliver better tourism services. Accordingly, Hotel Management training Centre in Algeria in general and Bou-Saada in particular need to innovate and develop the teaching and training strategies to enhance the trainees' job performance. In fact, the linguistic

General Conclusion

barriers are as the consequence of inadequacy in English language teaching such as the content curriculum, training manuals, lack of exposure to different English varieties. The training Centre of Bou-saada should provide learners with the opportunity to expand and sharpen their knowledge in order to adapt to world demands. Some recommendations were suggested for initiating introduction of CLT in hotel Management to improve the learners' training level and enhance the communicative competence in the workplace. It should be mentioned that the results obtained from this case study are not generalizable, and are open to challenge and verification because the study suffers from certain limitations. It is obvious that this study must be suffering from many imperfections since it has been completed in a short period as well as the small number of the participants.

If further research on English as lingua franca in hotel Management Centre were to be carried out, it will be very important to apply the research over all the national Centres to increase learners' competence and quality management for appropriate staff operators ready to cope with the new tourism challenges.

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APPENDICES

Appendices

APPENDICES

APPENDIX 1: Trainees' Questionnaire

APPENDIX 2: Trainees' Interview

APPENDIX3: Tourism Glossary

APPENDIX 1: Trainees' Questionnaire

Dear student,

This questionnaire is meant to answer particular questions related to my research. So you are kindly requested to answer the following questions.

QUESTIONNAIRE:

I/PERSONAL BACKGROUND:

Age.....

Level of instruction in English.....

Foreign Language.....

II/ LEARNERS REQUIREMENTS :(please put a tick next to the suitable box.)

1/ Why Learning English?

- Because English is the language of science and Technology.
- Because English is an International language.
- To speak as a native speaker

2/ Does English Language Play an Important Role in Hotel Management and Tourism Field?

Yes No

3/ Have You Ever Had Any Misunderstanding with Other English Speakers Because of English Lot of Accents?

Yes No

4/ Do You Think That English as a Lingua Franca is Necessary in Hotel Management Program me?

Yes No

5/ Which English Speaking Variety is Best to Learn?

Standard non- standard both

6/ What May Cause Miscommunication When Speaking Which Native Speakers?

Vocabulary Pronunciation Grammar

7/ Is it Necessary to Study English Grammar?

Very necessary	necessary	Not necessary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8/ How Important Is Pronunciation?

Very important	important	Not important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9/ How Can Teachers Raise Learners' Interest of the Diversity of English?

- By exposing them to a range of world Englishes.
- By exposing them to English varieties.

III / Expectations and Opinions:

1/Do You Think That Exposing Students to English Culture Would Improve Their Knowledge?

Yes No

2/ What Kind of Problems Do Students Meet When Communicating with Non - Native Speakers?

Communication breakdown No common core pronunciation No accuracy.

3/ Is the Time Allocated to English Teaching

Sufficient

Not sufficient

IV/ WANTS:

1/ Which of The Activities Do You Think Are Useful For Your Learning of English. (More than one choice is allowed)

Doing pair work

Doing group work

Doing role plays

2/ Is it Important to Introduce Intercultural Courses?

Very important

Not important

3/Does the Actual Content Program me Enable the Learner to be More Operational.

Yes

No

THANKS A LOT FOR BEING SO COOPERATIVE!

APPENDIX 2: Trainees' Interview

1/ Is English Language A Vital Means Of Communication In Tourism And Hotel Management?

Yes No

2/ Who Uses English As A Lingua Franca?

Native English Speakers Non-Native English Speakers

3/ What Problems Do Lingua Franca Speakers' Generally Meet?

Comprehension Pronunciation Perception

4/ In Which of The Proposed Situations Do You Use English As Lingua Franca at Work? (Choose The Suitable Answer .More Than One Choice Is Possible)

- To Communicate With Native Visitors
- To Communicate With Non- Native Visitors
- To Communicate With Visitors by e - Mails
- To Communicate With Visitors by Telephone
- Other, Please Specify

5/ What Do You Think of Native English Speakers' Accent of English Is?

Intelligible Natural Difficult

6/ What Do You Think OF Non -Native English Speakers' Accent OF English Is?

Intelligible Natural Difficult

7/ Do You Think That Your English Is Pleasant To Listen To?

Pleasant Unpleasant

8/ How Important Is Teaching Basic Pronunciation To Learners?

Very important Important Not important

9/ How Important Is Teaching English Grammar To Learners.

Very important Important Not important

10/ English Is An International Language, Does This Effect English Teaching?

Yes No

11/ Is Culture Part of Language Comprehension?

Yes NO

12/ Is The Current Curriculum of English Offered By The Training Centre Compatible With The Actual Requirements of Tourism?

Yes NO

THANK YOU FOR BEING SO Cooperative!

APPENDIX 3: Tourism Glossary*

A

Ability: Capacity, fitness or skill.

Ability to Learn: The ability to perform a psychomotor activity that contributes to the effective performance of a task.

Abstract: Brief summary of what is in an article.

Account: A Written or spoken report, description

Accessible Population: The research participants who are available for participation in the research.

Accent: A particular way of speaking which tells the listener something about speaker's background. The accent may show both the region and the social background of the speaker

Action Research: Applied research focused on solving practitioner's local problems.

Accommodation: Something that helps or makes an action easier, lodging, food and services.

Accuracy: The degree of freedom from error or the degree of conformity to a standard.

Acquisition: To get for oneself by one's own work, skill or action. The act of acquiring something.

Advance: To improve or move forward, develop and change.

Asset: To evaluate.

Assessment: Gathering and integrating data to make educational evaluations.

Attitude: A persisting feeling or emotion of a person that influences choice of action and response to stimulus. It is defined as a disposition or tendency to respond positively or negatively towards an idea, an object, a person or a situation. They encompass, or are closely related to, our opinions and beliefs and are based upon our experiences.

Audience: The targeted population i.e. the population of the study.

B

Basic Research: Research aimed at generating fundamental knowledge and theoretical understanding about basic human and other natural process

Biased Sample: A sample that is systematically different from the population.

C

Case: A bound system

Case Study Research: A form of qualitative research that is focused on providing a detailed account and analysis of one or more cases.

Code: Marking segments of data with symbols, descriptive words, or category names.

Coherence: Consistency, natural and reasonable connections.

Communication: The exchange of ideas, information, etc. between two or more persons. In an act of communication, there is usually at least one speaker or sender of a message and a person for whom this message is intended (the receiver).

Communicative Competence: The ability to use a language effectively for a communicative purpose.

Competence: Areas of personal capability that enable people to perform successfully in their jobs by completing task effectively. It can be knowledge, attitudes, skills or values. Competence can be acquired through talent, experience, or training.

Complaints: A reason for not being satisfied, a statement that somebody makes saying that they are not satisfied.

Context: The identification of when and where an event took place.

Confidentiality: Not revealing the identity of the participants to anyone other than the researcher.

Confirm: To approve after using a testing approach

Culture: A system of shared beliefs, values, practices, perspectives, folk knowledge, language norms, rituals and materials, objects and artifacts that the members of a group use in understanding their world in relation to others.

Curriculum: The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier.

Customer: A person or an organization that buys a product or service from a shop/store or a business.

Customer Satisfaction: The extent to which customers are happy with a particular product or service.

Check list: A list of response categories that respondents check if appropriate.

Closed-ended Question: A question that forces participants to choose a response.

Client: A person who uses the services or advice of a professional person or organization.

Cluster: A collective type of unit that includes multiple elements.

Corroboration: Comparing documents to each other to determine whether they provide the same information or reach the same conclusion.

Criterion: The standard or benchmark that you want to predict accurately on the basis of the test scores.

D

Description: Attempting to describe the characteristics of a phenomenon.

Destination: The place to which a traveler is going. In the travel industry, any city, area, or country which can be marketed as a single entity for tourists.

Design: The section that presents the plan or strategy used to investigate the research question.

Diagnostic Tests: Tests that are designed to identify where a student is having difficulty with an academic skill

Directive: A Speech act that has the function of getting the listener to do something such as suggestion, a request, or a command.

Discrepancy: Difference, lack of agreement

E

Element: The basic unit that is selected from the population.

Efficiency: A measure of the actual out put to the standard out put expected.

Empirical: Based on observation, experiment, or experience.

Experiment: An environment in which the researcher objectively observes phenomenon that are made to occur in a strictly controlled situation in which one or more variables are varied and the others are kept constant.

Evaluation: Determining the worth, merit, or quality of an evaluation object.

English for Specific Purposes, (ESP): The role of English in a language course, or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners.

F

First language: The main language that people speak in a region or country.

Focus group: A moderator facilitates a discussion with a small group of people.

Foreign exchange: Proceeds from the export of goods and services of a country, and the returns from its foreign investments.

Function: The purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behavior

Functional Syllabus: a syllabus in which the language content is arranged in terms of functions for instance the functions might be identifying, describing

G

Generalize: Making statements about a population based on sample data.

Globalization: Generally defined as the network of connections of organizations and people across national geographic and cultural borders and boundaries. These global networks are creating a shrinking world where local differences and national boundaries are being subsumed into global identities. Within the field of tourism, globalization is also viewed in terms of the revolutions in telecommunications, finance and transport that are key factors currently influencing the nature and pace of growth of tourism in developing nations.

H

Host: A representative who provides only information or greeting services or who assists at the destination with ground arrangements without actually accompanying the tour.

Holistic Description: The description of how members of groups interact and how they come together to make up the group as a whole.

Homogenous sample: Selecting a small and homogenous case or set of cases for intensive study.

Hypothesis: A prediction or educated guess

Hypothesis testing: Inferential statistics that is concerned with how well the sample data support a null hypothesis and when the null hypothesis can be rejected.

Hotel reception: A hotel reception works under the direct supervision of the hotel manager and performs mostly clerical duties. Hotel receptionist assistants answer calls.

Hotel Management: Some of the responsibilities of hospitality managers include organizing housekeeping, reception, reservations, catering and concierge services.

Hospitality: Welcoming with great respect someone.

I

Interview: A data collection method where interviewer asks the interviewee questions.

Interviewee: The person being asked questions.

Interviewer: The person asking the questions.

Instruction: The delivery of information to enable learning. The process by which knowledge and skills are transferred to learners.

K

Knowledge: Specific information required the learner to develop the skills and attitudes for effective accomplishment of the jobs, duties and tasks.

L

Lack: Absence or need.

Language: The method of human communication using spoken or written words.

Lingua franca: A language that people use to communicate when they have different first languages.

Linguistic Competence: Broadly used to describe the whole language ability of a person.

M

Method: The section that sells the reader on the research design and the method of data collection.

Motivation: Internal and external forces that drive an individual to achieve certain goals.

Mother tongue: The main language that you learn as a child

Multiple choice question:

Measure: A numerical index that provides information about how spread out or how much variation is present.

Mixed method research: Research in which the researcher uses both qualitative and quantitative research within a stage or cross two of the stages in the research process.

N

Native: Native speakers of English are those who learn English as their first language.

Needs analysis: A method used to determine training needs by reviewing work tasks, identifying performance factors and objectives, and defining training objectives and recommendations.

P

Passport: Government document permitting a citizen to leave and re-enter a country.

Participant Feedback: Discussion of the researcher's conclusions with the actual participants.

Pilot test: A Preliminary test of your questionnaire.

Purpose of a research study: A Statement of the researcher's intent or objective of the study.

Purposive Sampling: The researcher specifies the characteristics of the population of interest and locates individuals with those characteristics.

Performance: The accomplishment of a task in accordance with standard of completeness and accuracy.

Pragmatic: Philosophical position that what works is important or valid.

Proficiency: Ability to perform a specific behavior (e.g. task learning objectives) to the established performance standard in order to demonstrate mastery of the behavior.

Probe: prompts to obtain response clarity or additional information.

Procedure: The section that describes how the study will be executed.

Q

Questionnaire: A self-report data collection instrument filled out by research participants

R

Reliable: The consistency or stability of test scores.

Representative Sample: A sample that resembles the population.

Research Design: The outline, plan or strategy used to answer a research question.

Research Hypothesis: The hypothesis of interest to the researcher and the one he or she would like to see supported by the study results.

Research method: Overall research design and strategy.

Research paradigm: A perspective based on a set of assumptions, concepts, and values that are held by a community of researchers.

Research problem: An education issue or problem within a broad topic area.

Research Topic: The broad subject matter area to be investigated.

Registration: The process of filling out, check-in and signing up.

Room Service: Food or beverages served in a guest's room.

S

Service: Intangible attributes that management controls, including friendliness, efficiency, attitudes, professionalism, and responsiveness.

Service quality: A Measure of how well a service is delivered and whether it means customer expectations.

Speech act: An utterance as a functional unit in communication.

Statistics: A numerical characteristic of a sample.

Survey research: A non-experimental research method based on questionnaires or interviews.

T

Target population: The larger population to whom the study results are to be generalized.

Travel agent: A person qualified to arrange all travel components at retail rates and on a commission.

Training: Learning that is provided in order to improve performance on the present job.

Timetable: Schedule

Tools: Means applied in a research.

Theory triangulation: The use of multiple theories and perspectives to help interpret and explain the data.

Tourism: The activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes.

V

Validity: The accuracy of the inferences, interpretations, or actions made on the basis of test scores.

Visit: A trip is made up of visitors to different places. The term tourism visit refers to a stay in a place visited during a tourism trip.

Visitor: Is a traveler taking a trip to a main destination outside his/her usual environment, for less than a year for any main purpose (business, leisure or other personal purpose) A visitor is classified as a tourist.

Note*: The definitions in the glossary were extracted from the following sources:

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الملخص

تهدف هذه الدراسة إلى إبراز مدى فعالية تدريس اللغة الإنجليزية كلغة مشتركة في ميدان الفنادق و السياحة، كما تهدف أيضا إلى مساعدة الطلبة في اكتساب كفاءة اللغة و التواصل.

إن هذا البحث يكشف عن بعض نقائص التدريس كعدم وجود منهاج موحد، ولإنجاح هذه العملية طرحت بعض الاقتراحات كتجديد طرق و منهاج تدريس اللغات الأجنبية وفق متطلبات طلبة الفنادق و السياحة قسم الاستقبال بمركز بوسعادة لتحسين مستوى التعليم و التدريب و تكيفه وفق احتياجات السوق الدولي.

الكلمات المفتاحية :

الإنجليزية كلغة مشتركة ، الإنجليزية كلغة أجنبية ، منهاج السياحة و الفنادق ، طلبة الاستقبال ، اقتراحات تربوية.

Résumé

Cette étude a comme objectif de mettre en exergue l'apprentissage de l'anglais comme étant langue commune dans un domaine spécifique du tourisme. Elle a pour but d'installer chez le stagiaire en premier lieu deux habilités langagières (compréhension et production orales). Pour rendre cette apprentissage plus efficace on a suggérés utile de réviser et d'analysées le processus d'apprentissage de la langue anglaise. Cette étude a recensée quelques lacunes d'enseignement, la non- corrélation entre le programme et les besoins réels des stagiaires. Par conséquent ce travail de recherche suggère des recommandations pour améliorer la pédagogie d'apprentissage des stagiaires au sein de centre d'hôtellerie de Bou-Saada.

Mots Clefs : L'Anglais comme langue commune, L'Anglais comme langue étrangère, Programme de réceptionnistes d'hôtel, implications pédagogiques.

Summary

The actual state of English as a lingua franca (ELF) used in international communication between non-native speakers of English urge a change in the way English is learned and taught.

Hence, English has still been considered and learned as a foreign language. This study attempts to scrutinize and review the current curriculum of hotel management receptionist in Bou-saada Centre to draw some pedagogical implications and adjust it with the trainees' needs.

Key words: English as a Lingua franca (ELF), English as a foreign language, Curriculum of Hotel Management receptionist, Pedagogical implications

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English as a Lingua Franca in Hotel Management Receptionists
Curriculum: A Case Study of Bou-Saada Centre

Résumé

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Recently English lingua franca communication has been receiving increasing attention in language research. Globalization has changed the world and the way people use English. In tourism where English is a prerequisite language, specific English language skills are required in Hotel Management. The hotel Management and tourism Centre in Bou-saada is regarded as a prominent training Centre in Algeria. It is designed to train learners to cope with the changing tourism conditions and provide both theoretical and practical approaches to the different needs of the hotel management. The role of any hotel management Centre is to produce an effective and operational element able to deliver better tourism services.

The research urge the learners of hotel reception to be able to adjust their English in order to be more intelligible to interlocutors from a wide range of first language background most of whom are not native speakers. It is to raise learners' awareness of the diversity of English. This awareness involve the exposure to a range of world Englishes.

The purpose of the study is to investigate the learners' attitudes towards the use of English lingua franca as a corporate language in hotel management and examine the learners' language needs to enhance quality management and training as a core feature in hotel industry.

The study attempts to determine teaching and learning objectives to urge a change in the training Centre according to world challenges. The hotel management and tourism Centre in Bou-saada is considered as an important training Centre in Algeria. It is designed to train learners to cope with the changing tourism conditions and prepare them for career in major hotels. The ability to communicate well is the ability to serve well.

The opening research question in that case deals with the lack of designed curriculum content, which facilitates trainees' interaction with international visitors. The non- exposure to different English varieties as a result, misunderstandings often occur in the workplace mainly with non-native speakers.

The present dissertation tries to improve the teaching methods in hotel management training Centre of Bou-Saada. It promotes the international importance of English in hotel reception.

The current research is a case study based on an investigation of a single group. The procedure is realized through a questionnaire and an interview, which inquire the trainees about their language needs, expectations and interests of the subject matter.

Accordingly, the dissertation is arranged into four main chapters:

Chapter one describes the situation of English in the world and its dominant role in all fields as a corporate mean of communication. It also introduces English for specific purposes as an area of growing importance across tourism in general and hotel management training Centre in particular. The chapter describes the methodology employed and all the parameters regarding research method, research participants and data analysis procedures.

The researcher was generally overcome by the plethora of research methodologies. Therefore, the choice of methods to employ depends on the nature of the research problematic to be explored. Therefore, the focus group was about twenty-two trainees all were males. It is a purposive sample used to corroborate both the research problematic and hypotheses. The sample represented the population of hotel reception trainees. The researcher used a random sampling procedure. The research study was based on a single group of reception trainees. It was a homogeneous group that consisted of adult learners from similar social backgrounds preparing to work in a business field and deals with business English that is an occupational and not an academic context. The data collection took place after the trainees' entrance from their spring holidays i.e. in their final semester of second year. The access to the population sample was after obtaining access permission from the head of studies of the Centre to conduct data collection. Moreover, the researcher was committed to ask about previous trainees' phone number to be able to contact them as well as to deliver the questionnaires under the supervision of their English teacher.

In fact, triangulation may cover the researcher's weaknesses and deviance of the findings. It encourages productive research. The aim of using quantitative research was to familiarize with the phenomenon to be investigated. It was to measure the different facts and variables.

The term measuring means to understand, using measurement which necessarily means statistical data as a result. The researcher attempted to reach objectivity and accuracy. The data were analyzed manually since the number of respondents was reasonably small, and there were not many variables to analyze. The data of the respondents were coded directly on graphs and detailed headings with question numbers were written to code information with question. However, in qualitative methods, the researcher often used such strategy to understand the meaning of the numbers produced by quantitative method. Qualitative method is the interpretation of the statistical data into words. This combination of quantitative and qualitative data collection is generally known as mixed-methods research.

Thus, triangulation requires multiple methods of data collection and data analysis, but does not impose a specific method for all researchers. The methods selected in triangulation to test the validity and trustworthiness of a study depended on the purpose of the research.

The second chapter deals with the review literature as a related background to the study. Through different sub-titles, the researcher attempts to highlight some basic elements in learning English as a lingua franca and states the role of English as a means of communication in the light of momentum globalization process in the shrinking world. The need for English as a lingua franca in hotel reception has become an established fact in developing rapport and interaction in the work field. It is important that learners acquire communication competencies before involving in ESP. It is in fact a good ground and even it is time saving.

The third chapter presents a description of the results of the fieldwork that were gathered at Bou-saada training Centre. The analysis was undertaken through a questionnaire and a structured interview. The results will help the researcher focus

more upon the learners' language needs to maximize quality management and staff training as a key element in hotel industry.

The fourth chapter includes discussions of both questionnaire and interview. It suggests some recommendations based on the findings to improve the learners' training quality in general and their communicative competence in particular. The use of English in business domain is apparent and it continues to develop in the future. English is fast establishing its presence as the official language in the business world. Hotel industry is closely related to the development of tourism industry. Tourists mainly the foreigners need high quality service and hospitality to stay. Therefore, hotel operators in general and receptionists in particular who are in direct contact with them should be able to communicate effectively. Hotel management training Centres in Algeria need to innovate and develop the teaching and training techniques to enhance the learners' current job performance as well as a means for self and career development. English is much chosen for providing direct and smooth line of communication. In fact, the linguistic barriers are as the consequence of inadequacy in English language teaching as the content curriculum, training manuals, lack of exposure to different English varieties are perceived to be a major reason related to the general level of awareness to the importance of English. All these factors may affect the trainees' performance quality. English is the undisputed lingua franca of the world. It is the means of communication within and between international corporations and it is the language choice in most areas. Therefore, tailoring services to different needs is very important with the current challenges, new reforms and perspectives are needed to improve learners' competencies in the face of globalization. However, Bou-saada training Centre should provide learners with the opportunity to expand and sharpen their knowledge in order to adapt to the demands of an ever-changing socio-economic environment. It is necessary to develop training as a key element in quality management as well as an appropriate staff training and development focusing not only on key technical and international skills, but also on organization culture and objectives.

The hospitality management field is a huge area requiring very often-diverse range of skills. As acknowledged before, the study relies on a small sample. Thus, it is very important to note that because of the small number as well as the type of participants that is to say trainees and limited time, the findings may not be representative and may not be generalized to the entire population of hotel receptionist trainees. Many recommendations were proposed to both the teaching of ESP and English as lingua franca in Bou-saada Centre this is particularly important in the current economic environment where global understanding is necessary to ensure business success.

English has become the international language of business. Thus, most English medium communication in business are non-native speakers to non-native speakers (NNSs) and the English they use is global English, not that of native speakers (NSs). Communication is vital to the success of tourism business because it is only through an effective use of communication that hotel receptionists can offer higher satisfactory services to customers. The role of English becomes evident as a medium of communication to disseminate information.

English then, is the bridge between tourists and tourism operators. It is now used for various purposes as a means of international interaction. The use of the English language is something that is considered as a requirement in many fields of business, mainly in tourism.

Today, for any training Centre wanting to compete internationally, communication in English is no longer a requirement, it is an obligation. In order to communicate effectively, one needs a language that is widely understood and is common over the years. English has become that kind of language. It is the language most commonly used and understood by almost everyone. Therefore, it is easier to communicate in English, as it is the best way to succeed in business field. Indeed, a better use of language is a step forwards a better understanding. Developing good communication skills is an important step in hotel reception training. The hospitality business is a client-centered business. For that reason, communication abilities are of

paramount importance. If a front desk operator is not able to relate to customer and to understand his/her needs and to have a mutual exchange, his /her business is dead.

There are certain skills required for effective verbal communication including listening, empathy and body language. Generally, good verbal communication skills rely on language active listening, tone of voice and body language. To be an effective communicator, it is important to target language towards the audience, which requires a flexible vocabulary and potential in using English in diverse areas. Speaking in a workplace situation requires formal language, while speaking to people in familiar setting requires less formal language. The ability to use different language at appropriate time and place is the most important part of verbal communication. Generally, verbal communication relies on some other cues such as the tone of voice, listening skill and the use of open questions. Hence, the existence of different varieties for English warns the learners against the danger of limiting the scope of practice and learning to certain limited accents. Accordingly, learners are suggested to be familiar with different accents. The curriculum for teaching English for receptionists in Bou-saada Centre should thus be improved with the inclusion of varieties of English spoken by different native or non-native speakers. This measure will help them broaden their knowledge of the language they use and get prepared for any variety not yet known to them. In fact, the teaching pedagogy of ELF teaching would differ from teaching English as a foreign language or English as a second language for any training Centre wanting to compete internationally. The modern world today calls for higher degree of effective communication skills in order to win the competition in all spheres. Communication is an essential skill for successful business and personal relationship. It has the power to destroy or build rapport. Therefore, communicative abilities have to be developed in parallel with the linguistic skills. We call for the teaching of communicative competence along with linguistic competence. The acquisition of linguistic competence is involved in use. Therefore, the learning of language must ensure the acquisition of both linguistic and communicative competencies. In fact, the purpose of language teaching should first assess the level of communicative competence needed for specific second language learner in hotel reception. This means that learning goals cannot be prescribed until learners' needs, wants and the contexts in

which they use teaching language are described since the communicative needs of language use varies from one learner to another.

A competent language user should possess not only knowledge about language, but also the ability and skill to activate that knowledge in a communicative situation. Communicative competence is Knowing how, when, and why to say what to whom. The purpose of using English, as a lingua franca is the ability to create a “*common ground*”, willing to maintain real contact and the possession of the linguistic skills are necessary in any successful communication. English as a lingua franca is characterized by its deviance from native speakers’ norms. Indeed, the hotel receptionist trainees are expected to perform a wide variety of tasks besides greeting and welcoming people.

The position of English as a world language (WL) will continue to grow in number mainly after the emergence of the new world order. The facts that English has acquired a new dominant role, people are more interested in learning English as a foreign language (EFL) for the purpose of communication with others.

Being able to engage directly with native speakers will help to see things differently and with new perspectives and meeting the others’ cultures. Thus, language knowledge mainly the knowledge of English is more and more needed, not for acquiring a degree, but also for acquiring access to labor market. Yet, the inability to communicate prompts the spread and prevalence of English as a lingua franca. The leading role of English language is unquestionable since we are experiencing a new era, an era of globalization in which language and communication play a significant role in economic, political and cultural life. Thus, the global demand for English is still increasing. It is agreed that English as a lingua franca is not, therefore, to be viewed as a fixed and dominant language, but as a flexible communicative means for interacting with other languages.

English is becoming more and more a global popular language. It is considered as a prerequisite of professional success in tourism. English has become a no-man’s reserve. The study demonstrates how users of English as a lingua franca exploit the various possibilities in English language to achieve their own communicative

purposes. The purpose of the chapter is to emphasise on language techniques and skills that enable the learner to overcome the challenges that the spread of ELF poses. It is clear that in the teaching of English, the goals and models should always be relevant to the learners' needs as users of the targeted language. In multinational workplace one uses and has an opportunity to learn both standard English and ELF. Classrooms so far aim at standard variety of English in this sense the workplace is a better learning environment.

The receptionist is generally expected to handle written correspondence compile reports and be a fluent speaker ready to overcome the world challenge in tourism. Good communication skills are essential for hotel Management receptionist trainees. They need basic skills and experience. One of the best assets is the knowledge of at least one-second language to communicate fluently with customers in a foreign language, solve problems and deal with complaints. A front desk receptionist is normally the first contact a customer encounters at a hotel. He is not only the first person to greet visitors as they arrive at the location, but also the first voice people hear when they make contact by telephone. His behavior towards the others is often considered the most important impression a customer observes, as it is the last one too.

Actually, the rise of English to a position of a lingua Franca has led to the spread of what is called "*Global English*", that is English as a world language. This new English is used for multiple purposes as a means of international interaction, as well as a daily means of communication for many people in different countries in the world. Consequently, so many different varieties have emerged.

As regards intelligible pronunciation for English as global language, it is required and necessary to identify which pronunciation features are crucial for mutual understanding when a non-native speaker of English talks to another non-native speaker. People communicate to satisfy needs and want to be heard. Obviously, a major point of communication is to help people feel good in relation to themselves and about their groups and organizations. Communication is a process with the purpose of exchanging information by one or more. It is inevitable for all of us to rely on communication. However, when two interactants with different mother tongues who

both are non-native speakers of English understanding each other can be very difficult. In such situation, the speaker produces unintelligible sound patterns, which the listener cannot interpret because they do not confirm to the patterns needed for the target language. The first obstacle is then pronunciation. There are of course other features of language proficiency, which are connected with vocabulary such as the metaphor.

ESP competence is the knowledge and skills required in a professional activity. It is related to the ability to form and understand syntax, lexis, phonology of the language and ability to use a language according to the socio-cultural context and effectively transmit the information to the visitors, including an ability to use communication process. Hence, the aim of ESP competence is significantly widening the language learning into a means of acquiring a profession. Helping the trainees to develop their ESP competence includes continuous needs analysis of the learners and hotel industry's needs in designing the course of studies which enables understanding the learners' wishes and learning styles, creating a favorable study environment and forming continuous feedback.

Communicating in English is no longer a requirement, it is an obligation. The findings of the study are as follow:

- According to Bou-saada trainees' one of the causes of poor communication is the lack of proper guidance. It is at the training Centre level. Trainees' should have got quality of guidance they need.
- Lack of exposure to different English varieties to enhance learners' flexibility and tolerance of difference.
- The content curriculum is not tailor-made to the needs of the learners work environment and which cannot be adapted to the changing demands of the workplace.
- The problem in ELF communication is no longer the ability to communicate well; it is the ability to serve well. To be part of hospitality industry. One could speak and understand good English. Having identified the above listed communication barriers, some recommendations are proposed for the

implementation of communicative language teaching and learning English as a lingua franca.

The teaching of English as lingua franca would differ from teaching English as a foreign language or as a second language. One factor to be taken into account in this respect is certainly the absence of a common ESP curriculum in Bou-saada Centre. It is important that a national ESP curriculum in different areas could be developed. Such curriculum would define aims and learning outcomes, a definite number of hours allotted to English, the content of ESP teaching methodology in ESP classes a system of assessment correlated with international standard proficiency levels of English. The term curriculum refers to an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

In fact, textbook writers and syllabus designers must specify and classify the different uses and skills of English that are needed by different learners to produce programs and books for each option or specialty in hotel management. Teachers must be familiar with their trainees' specialty level and learning needs. Before designing a syllabus or writing a textbook, it is important to determine the objectives of the teaching, the specificity of the option, the materials to be used, the methodology of teaching and learners' needs on one hand. On the other hand, it is necessary to find out a policy for choosing the accents for textbook. English teaching should be defined accordingly.

The course book should be grounded on the culture of the learners, moving towards international cultures. English today has two major communicative functions.

First as a means of communication between its native speakers within a core English speaking country. Second as a means of international communication anywhere in the world that is to say lingua franca. The purposes of English teaching are therefore to enable the learners to reach a high standard of comprehension and self-expression in English, which will be easily understood over the world. Learners need to learn

intercultural competence to enable them respect, acknowledge other cultural norms, and communicate effectively.

It is agreed that English today has two major communicative functions. It is a means of communication between its native speakers. Second, it is a means of international communication anywhere in the world as a lingua franca. The last role is predominant actually in the world. It would be ideal if the hotel reception classrooms prepared the trainees to cope with all kinds of people and all kinds of situations. It seems obvious that in the teaching of English, the goals and models should always be relevant to the needs of the users that is to say learners of English. In order to achieve fluency, teachers must consider implementing a complete communicative language teaching. Communicative language teaching (CLT) has become a practical methodology of teaching foreign languages in hotel management centers in current years. It is widely used in training Centres. It pays systematic attention to functional as well as structural aspects of language. The teacher will play different roles while teaching. The teacher is no more a dominant one but an organizer and a director because the goal of language teaching is to enable learners to use the target language to communicate efficiently in real situations. It is clear nowadays that language is for communication and CLT may be a better way to achieve this purpose. Communicative language teaching is an approach to the teaching of second and foreign languages that emphasizes interaction.

The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials. The demand for an appropriate teaching methodology is therefore as strong as ever. The purpose of these recommendations was to contribute to the improvement of teaching and learning English as lingua franca in particular and ESP in general in hotel management Centre in Bou-saada.

Time is of paramount importance in the process of teaching a foreign language. Because of time limit, teachers find themselves lagging behind the application of the annual program me. Sometime a considerable portion of the teachers' time in the classroom is wasted. Therefore, the time given to present, explain

and practice is not enough. It is necessary to review this factor again taking into consideration learners' needs and expectation.

The study made a general overview of integrating communicative English in hotel management Centre in Bou-saada as a modern communicative channel. It involves an evaluation of attitudes and perceptions towards the use of English as a lingua franca being the only working language in all fields. The study has probed the choices of the respondents to know whether the responses were authentic or just an effort to save face. There was a need to use multimethods for collecting data to test the hypotheses and elicit data to strengthen and confirm results. This could not be achieved because of the special distance between the fieldwork and the trainees who were much occupied as they were in their final practical period. In addition, to the time limit.

In fact, one shortcoming of this research is that the sample group was too small to allow wide generalization. If a larger participant group were to be used in the future, it is likely that the ELF findings may be generalized and thus be truly representative of the English as lingua franca in all national hotel management Centres in Algeria.

As the participants' scope of this research was narrow, it was stated that there is an urgent need for more participants to confirm the results. The fact that this study was the first of its kind on English as lingua franca in hotel management in Bou-saada; some suggestions for further research were supplied. Firstly, a change in the educational level is necessary and the need for ESP trained teachers. Second, tailor made programs to meet the different needs of hotel reception trainees. The study provides a useful insight regarding the learning expectations and needs of hotel reception trainees. It draws attention to the fact that an existing imposed curriculum may not be satisfying the learning needs of the students and listening to learners' voices is always important to make teaching and learning more effective and operational. It should be noted that these results corroborate the first hypotheses. If further research on English as lingua franca in hotel management Centre were to be carried out, it will be very important to apply the research over all the national Centres to enhance learners' competence and quality management for appropriate staff

operators. Improved skills mean better communication, more employees that are confident and thereby fewer mistakes. Thus, quality training enables the learners to make move into more demanding roles and adapt to global challenges.

To conclude the findings from this study indicate that the learners can be satisfied only by CLT approach. Some recommendations were made to better the teaching method in hotel management and tourism industry. Today, for any training Centre wanting to compete internationally, communicating in English is no longer a requirement, it is an obligation. In fact, preparing students as agents of tourism industry needs great interest and efforts to innovate both the pedagogic task design and the area of methodology to make learners aware of their potential as competent operators and not merely passive interlocutors. Tourism Management is currently contributing a lot to overall growth of the economy of any country. Hotel management training is experiencing an important innovation and change, thus, the demand for qualified staff is increasing, as this sector is a huge area, which requires an often-diverse range of skills. It is necessary for people working in such domain to speak English. It has become the universal language for the hospitality industry where communication is a key to success. The ability to communicate well is the ability to serve well. If trainees want to be part of this industry, they have to speak and understand English. While working in the hotel industry, a receptionist will come across many types of travelers. Some will be business guests whereas others will be tourists and visitors. Many of them will speak a different language other than the receptionist's language. Plenty of the guests will speak English. Therefore, English is the ticket to success.

The hotel Management and tourism Centre in Bou-Saada is regarded as a prominent training Centre in Algeria. It is designed to train learners to cope with the changing tourism conditions and provide both theoretical and practical approaches to the different needs of the hotel management. The Centre is supposed to prepare trainees for professional communication since they will most likely be working with people from different parts of the world. Therefore, for any training Centre wanting to compete internationally, communicating in English is no longer a requirement, but an

obligation. This study serves as an analysis of different attitudes towards the use of English as a lingua franca in hotel management receptionists' curriculum. It is an examination of teaching tourism practices and approaches currently employed in Bou-Saada Centre. It attempts to explore the trainees' attitudes towards the use of English as lingua franca in the workplace. It is meant to probe the communication needs of the future receptionists in the fieldwork. The hotel Management receptionist trainees are not mere learners of English, but users since English is a means of interaction with different non-native

الملخص

تهدف هذه الدراسة إلى إبراز مدى فعالية تدريس اللغة الإنجليزية كلغة مشتركة في ميدان الفنادق و السياحة ، كما تهدف أيضا إلى مساعدة الطلبة في اكتساب كفاءة اللغة و التواصل.
إن هذا البحث يكشف عن بعض نقائص التدريس كعدم وجود منهاج موحد ، ولإنجاح هذه العملية طرحت بعض الاقتراحات كتجديد طرق و منهاج تدريس اللغات الأجنبية وفق متطلبات طلبة الفنادق و السياحة قسم الاستقبال بمركز بوسعادة لتحسين مستوى التعليم و التدريب و تكيفه وفق احتياجات السوق الدولي.

الكلمات المفتاحية :

الإنجليزية كلغة مشتركة ، الإنجليزية كلغة أجنبية ، منهاج السياحة و الفنادق ، طلبة الاستقبال ، اقتراحات تربوية.

Résumé

Cette étude a comme objectif de mettre en exergue l'apprentissage de l'anglais comme étant langue commune dans un domaine spécifique du tourisme. Elle a pour but d'installer chez le stagiaire en premier lieu deux habilités langagières (compréhension et production orales). Pour rendre cette apprentissage plus efficace on a jugé utile de réviser et d'analyser le processus d'apprentissage de la langue anglaise. Cette étude a recensé quelques lacunes d'enseignement, la non- corrélation entre le programme et les besoins réels des stagiaires. Par conséquent ce travail de recherche suggère des recommandations pour améliorer la pédagogie d'apprentissage des stagiaires au sein de centre d'hôtellerie de Bou-Saada.

Mots Clefs : L'Anglais comme langue commune, L'Anglais comme langue étrangère, Programme de réceptionnistes d'hôtel, implications pédagogiques.

Summary

The actual state of English as a lingua franca (ELF) used in international communication between non-native speakers of English urge a change in the way English is learned and taught.

Hence, English has still been considered and learned as a foreign language. This study attempts to scrutinize and review the current curriculum of hotel management receptionist in Bou-saada Centre to draw some pedagogical implications and adjust it with the trainees' needs.

Key words: English as a Lingua franca (ELF), English as a foreign language, Curriculum of Hotel Management receptionist, Pedagogical implications.