

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
HASSIBA BENBOUALI UNIVERSITY-CHLEF  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH**

**Language Needs for Hotel Receptionists:  
The Case of Gourara Hotel in Timimoun**

DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN  
PARTIAL FULFILMENT OF THE DEGREE OF MAGISTER IN ENGLISH  
FOR SPECIFIC PURPOSES (ESP)

**Submitted by:**

**Mrs. Nacèra BENALI REGUIEG**

**Supervised by:**

**Prof. Mohamed MILIANI**

**Board of Examiners:**

Dr.	Mohamed MELOUK ( MC )	(President)	Djillali Liabes University	(Sidi Bel Abbes)
Prof.	Mohamed MILIANI (Prof)	(Supervisor)	Oran University	(Oran)
Dr.	Zouaoui MERBOUH ( MC )	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)
Dr.	Belabbes OUERRAD (MC )	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)

**Academic Year: 2011/2012**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
HASSIBA BENBOUALI UNIVERSITY-CHLEF  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH**

**Language Needs for Hotel Receptionists:  
The Case of Gourara Hotel in Timimoun**

DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN  
PARTIAL FULFILMENT OF THE DEGREE OF MAGISTER IN ENGLISH  
FOR SPECIFIC PURPOSES (ESP)

**Submitted by:**

**Mrs. Nacèra BENALI REGUIEG**

**Supervised by:**

**Prof. Mohamed MILIANI**

**Board of Examiners:**

Dr.	Mohamed MELOUK (MC)	(President)	Djillali Liabes University	(Sidi Bel Abbes)
Prof.	Mohamed MILIANI (Prof)	(Supervisor)	Oran University	(Oran)
Dr.	Zouaoui MERBOUH (MC)	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)
Dr.	Belabbes OUERRAD (MC)	(Examiner)	Djillali Liabes University	(Sidi Bel Abbes)

**Academic Year: 2011/2012**

# **Dedication**

To the ONE!

## **Acknowledgements**

This work has made me to owe three debts which I will never be able to repay in my present life to those people who have kindly helped me academically, socially and financially.

I would like to give my deepest gratitude to my supervisor, Prof. Mohamed MILIANI, who has helped me through all the stages of this research with inspiration, enthusiasm and invaluable guidance and for being kind enough to accept directing this work with his hectic schedule.

I am also indebted to all the members of the jury, my teachers and the pillars of the Doctoral School including Dr. Mohamed MELOUK, Dr. Zouaoui MERBOUH and Dr. Belabbes OUERRED who have accepted to read, evaluate and comment on this present dissertation.

I am grateful to Dr. Leila BOUSSENA, the Head of the Doctoral School at Hassiba Benbouali University, who adopted me and other colleagues since the first year of postgraduate studies. She has been extremely patient and ready to provide us with guidance, help and advice as and when required. Many thanks are due to all my teachers including Mrs. Joséphine REMON, Dr. Driss MARJANE, Mr. Mohamed BOUNOUA, Mr. KASSOUL, Dr. Fethi HADDOUCHE and Mr. Kamal ELKORSO for their great efforts to teach us and give us a good solid educational background.

Thanks are also due to the participants of this study (Gourara Hotel staff and their clients), who generously shared their experiences and feedback thereby made this dissertation possible.

Special thanks also go to my friends: Miss Karima DAOUD, Miss Dalila SAYEH EUDDA, Mrs. Malika ZOURGUI, Mrs. Khadija BENAICHA MATTI and Miss Samia ZIDANE who gave me the incentive to pick up and stay focused when I almost gave up. My deepest gratitude also goes to my online friends who deserve recognition, as their help and true friendship provided me with endless encouragement.

Warm thanks also go to my family for their patience, understanding, and support. It is with gratitude that I acknowledge the encouraging role of their loving support, faith and pride. I thank you all for all the time you accepted me whilst I have ignored you.

It would have been extremely difficult to collect all the data without the assistance of my husband who supported me by all means and rearranged his life so that I could finish the work on time.

Last but not least, I have to thank my dearest parents whose everlasting love has always been my greatest support.

## **Abstract**

English for Specific Purposes (Henceforth, ESP) is widely used in English language programmes, yet in Algeria few studies have been conducted to improve ESP courses so that they suit the Algerian context. Hotel Management field represents this challenge for English is the most used language when hotel receptionists interact with their clients at the front office. Receptionists graduate from training centres after having a two-year training. When they join the workplace, they encounter some communicative difficulties for tourists are from different backgrounds.

The purpose of this study is to investigate the English language needs of Gourara Hotel-Timimoun receptionists in the workplace. This investigation was based on the hotel clients' expectations, perceptions, satisfaction and opinions about the front desk staff communicative performance in listening, speaking, hospitality, intercultural communication and speech-acts. The findings might provide empirical data serving the Algerian context.

The Needs Analysis framework was used to explore the hotel clients' satisfaction with receptionists' performance. The sample group was sixty English-speaking tourists who stayed at Gourara Hotel in Timimoun from December 25<sup>th</sup>, 2010 to January 2<sup>nd</sup>, 2011. About sixty five-Likert Scale questionnaires were distributed and sixty structured interviews were conducted using probability sampling. Collected Data were analysed using percentages, descriptive statistics of means and standard deviations and gap analysis. The results were represented in tables and figures.

The dissertation consists of four main chapters. The first chapter explains the methodology of the research and the learning situation of English in Hotel Management Training Centres. The second chapter states the literature review related to the study. It included three main parts: communication at the workplace, English in Tourism and Hotel Management field, and Needs Analysis in ESP courses. The third chapter deals with the analysis of the collected data. The fourth and last chapter discusses the findings and suggested some recommendations that might contribute to developing English for hotel receptionists' courses and/or training.

## List of Abbreviations

**CNP:** Communicative Needs Processor

**EAP:** English for Academic Purposes

**EBP:** English for Business Purposes

**EDT:** Expectations Disconfirmation theory

**EGBP:** English for General Business Purposes

**EOP:** English for Occupational Purposes

**ESBP:** English for Specific Business Purposes

**ESP:** English for Specific Purposes

**ESS:** English for Social Studies

**EST:** English for Science and Technology

**NA:** Needs Analysis

**PSA:** Present Situation Analysis

**SIL:** Summer Institute of Linguistics

**TSA:** Target Situation Analysis

## List of Tables

	Pages
Table 1.1: Training Period .....	8
Table 1.2: Results of the Sample Size.....	13
Table 1.3: Questionnaire Piloting .....	20
Table 1.4: Interview Piloting .....	21
Table 3.1: Distribution of Clients by Nationality .....	60
Table 3.2: Native versus Non-native Speakers of English .....	60
Table 3.3: Customers' Expectations and Perceptions towards Communicative Skills .....	62
Table 3.4: Customers' Expectations and Perceptions towards Hospitality.....	63
Table 3.5: Customers' Expectations and Perceptions towards Intercultural Communication .....	64
Table 3.6: Customers' Expectations and Perceptions towards the Used Speech-acts....	64
Table 3.7: Summary of Customers' Expectations and Perceptions .....	65
Table 3.8: Clients' Satisfaction with Communicative Skills .....	66
Table 3.9: Clients' Satisfaction with Hospitality .....	67
Table 3.10: Clients' Satisfaction with Intercultural Communication .....	67
Table 3.11: Clients' Satisfaction with Speech-acts .....	68
Table 3.12: Summary of Clients' Satisfaction .....	68
Table 3.13: Potential for Customers' Return to the Hotel .....	73
Table 3.14: Motives behind Clients' Return to Hotel .....	74
Table 3.15: Clients' Suggestions .....	75
Table 3.16: Malaysians' Satisfaction .....	76
Table 3.17: Italians' Satisfaction .....	77
Table 3.18: Portuguese' Satisfaction.....	78
Table 3.19: Japanese Satisfaction.....	79
Table 3.20: US Satisfaction .....	80
Table 3.21: British' Satisfaction .....	81



## List of Figures

	Pages
Figure 1.1: English Language around the World .....	5
Figure 1.2: Sample Size, Confidence Levels and Sampling Error .....	12
Figure 1.3: Research Methodology.....	25
Figure 2.1: Structure of Communication .....	29
Figure 2.2: Disconfirmation Theory .....	57
Figure 3.1: Importance of Communicative Requirements .....	83
Figure 3.2: Summary of Required Levels .....	84
Figure 3.3: Importance of Hospitality, Intercultural Communication and Hotel Vocabulary .....	85
Figure 3.4: What Motivates Clients to Return to the Hotel .....	86
Figure 4.1: Interlanguage Continuum.....	92

# Table of Contents

	Pages
<b>Dedication</b> .....	I
<b>Acknowledgements</b> .....	II
<b>Abstract</b> .....	IV
<b>List of Abbreviations</b> .....	V
<b>List of Tables</b> .....	VI
<b>List of Figures</b> .....	VII
<b>Table of Contents</b> .....	VIII
<b>General Introduction</b> .....	01
<b>Chapter One: An Overview of the Research Methodology</b> .....	04
<b>1.1. Introduction</b> .....	04
<b>1.2. Situation Analysis</b> .....	04
1.2.1. English in Tourism and Hotel Management.....	04
1.2.2. Tourism and Hotel Management Training in Algeria.....	06
<b>1.3. Research Methodology</b> .....	11
1.3.1. Population and Sampling.....	11
1.3.2. Research Instruments.....	14
1.3.3. Pilot Study.....	18
1.3.4. Data Collection Procedures.....	21
1.3.5. Data Analysis Procedures.....	23
<b>1.4. Conclusion</b> .....	25
<b>Chapter Two: Literature Review Related to the Research</b> .....	27
<b>2.1. Introduction</b> .....	27
<b>2.2. Communication at the Workplace</b> .....	27
2.2.1. Communication .....	27
2.2.2. Communicative Purposes of ESP.....	29

2.2.3. Communicative Skills.....	31
2.2.4. Cross-cultural Communication .....	35
2.2.5. Speech-acts .....	37
2.2.6. Communicative Competence.....	38
<b>2.3. Needs Analysis.....</b>	<b>40</b>
2.3.1. Definition of Needs Analysis.....	40
2.3.2. Nature of Needs.....	41
2.3.3. Frameworks of Needs Analysis.....	44
2.3.4. Needs Analysis Purposes.....	47
2.3.5. Needs Analysis Procedures.....	48
<b>2.4. English for Tourism.....</b>	<b>49</b>
2.4.1. Listening and Speaking Skills.....	49
2.4.2. Hospitality Language.....	51
2.4.3. Speech-acts .....	52
2.4.4. Service Quality – Customer’s Satisfaction versus Customer’s Expectation .....	55
<b>2. 5. Conclusion.....</b>	<b>58</b>
<b>Chapter Three: Analysis of Clients’ Responses.....</b>	<b>59</b>
<b>3.1. Introduction .....</b>	<b>59</b>
<b>3.2. Analysis of Clients’ Questionnaire.....</b>	<b>59</b>
3.2.1. Clients’ Nationalities.....	60
3.2.2. Clients’ Satisfaction.....	61
3.2.2.1. Clients’ Expectation and Perception.....	61
3.2.2.2. Gap between Clients’ Expectations and Perceptions .....	66
3.2.2.3. Clients’ Satisfaction According to their Nationalities. ....	69
3.2.3. Return to Hotel.....	73
3.2.4. Clients’ Suggestions.....	74
<b>3.3. Analysis of Clients’ Interview.....</b>	<b>82</b>
3.3.1. Required Level of Language Skills for Hotel Reception Job.....	82

3.3.2. Importance of Intercultural Communication, Hospitality and Hotel Vocabulary.....	85
3.3.3. Return to Hotel .....	86
<b>3.4. Conclusion.....</b>	<b>87</b>
<b>Chapter Four: Discussions and Recommendations .....</b>	<b>88</b>
<b>4.1. Introduction.....</b>	<b>88</b>
<b>4.2. Questionnaires Discussion and Conclusions.....</b>	<b>88</b>
4.2.1. Clients' Nationalities.....	88
4.2.2. Clients' Satisfaction.....	89
4.2.3. Return to Hotel.....	94
4.2.4. Clients' Suggestions.....	95
<b>4.3. Interviews Discussion and Conclusions.....</b>	<b>96</b>
4.3.1. Required Level of Language Skills for Hotel Receptionist Job .....	96
4.3.2. Importance of Intercultural Communication and Hospitality Language...98	
4.3.3. Return to Hotel .....	99
<b>4.4. Recommendations and Implications.....</b>	<b>99</b>
<b>4.5. Limitations of the Study.....</b>	<b>104</b>
<b>4.6. Conclusion.....</b>	<b>106</b>
<b>General Conclusion.....</b>	<b>108</b>
<b>Bibiolgraphy.....</b>	<b>112</b>
<b>Appendices.....</b>	<b>01</b>
Appendix A: Clients' Questionnaire.....	01
Appendix B: Clients' Interview.....	04
Appendix C: Lesson Plan Sample.....	06
Appendix D: English Programme Sample.....	07
Appendix E: Entry Requirements.....	10
<b>Glossary.....</b>	<b>12</b>

# GENERAL INTRODUCTION

### General Introduction

It is commonly known that language is taught to achieve a certain communicative competence in a given target language and culture. This competence refers to the learners' ability to recognise the different language uses and to perform them appropriately in a particular social and cultural context. Thus, promoting the learners' competence is an important issue, particularly in the context of English for Specific Purpose (Henceforth, ESP) where learners are in contact with the target language. In regard to this, it is necessary to provide learners with both specific language needs and contextual (or pragmatic) knowledge required at the workplace.

There is an increasing need for English as a means of communication between different nations. People around the world are eager to learn English to a good level of competence because English has become a requirement in many fields. Business companies employ the power of the English language to develop their trade. Researchers and scientists present their discoveries and inventions in English to disseminate them to everyone. Internet users participate in chat rooms and websites in English. Therefore, English has become a means of communication either in daily life or professional usage.

Hotel Management is a field where the English language is highly used. Communicating effectively is a key to success in a receptionist's profession. Hotel receptionists are faced with problems in using language when they deal with their clients' different accents and cultures. Their performance has an impact on their clients' satisfaction and attitudes. The lack of effective communication is a problem that hotel receptionists confront at the workplace because language is not only a matter of accuracy but also a matter of appropriate language use and fluency, which is part of service quality. Hence, what is at stake here is language efficiency. Receptionists need to use the language appropriately to satisfy the expectations of their clients, thus keep them coming back.

## GENERAL INTRODUCTION

---

Being a hotel receptionist in Algeria requires a special training in one of the Tourism and Hotel Management Training Centres. The Hotel Management field relies on these centres to qualify trainees in terms of language proficiency. However, there has never been a study conducted to identify the language needs of the hotel reception profession in Algeria that might serve as the basis for an ESP syllabus. When language needs are not determined, the efforts made by trainees, teachers and administrators will be useless, and trainees will end up being helpless when they join the workforce, or, at least, the efficiency of the whole act will not be worth the efforts and energy. This results in poor service quality and low clients' satisfaction.

Additionally, hotel receptionists personify the hotel service quality. They are the first hotel representatives to contact the clients. They greet and welcome them at their arrival; they give the last impressions when clients leave the hotel; they respond to their requests for information or for hotel services, and they deal with their complaints in case anything goes wrong. Therefore, the clients' level of satisfaction is the target of Hotel Management Business. Measuring customers' satisfaction can serve as a tool to evaluate the service quality as well as to improve the front desk performance.

In order to improve the English communicative performance of the front desk staff at Gourara Hotel in Timimoun, this research investigated clients' satisfaction with receptionists' use of English language communication skills, (listening and speaking), hospitality, intercultural communication and language functions (speech-acts). It aimed at providing some empirical data about the English language needs of hotel receptionists based on clients' expectations, perceptions and insights. It sought which language uses need to be improved.

The study was based on two main research questions:

1. To what extent are clients satisfied with the front desk staff English language use?
2. Which receptionists' language use needs to be improved?

On the grounds of the above questions, it was hypothesized that:

1. Gourara Hotel's clients were dissatisfied with the communicative performance of receptionists at the front desk.

2. Their dissatisfaction was due to some very specific pragmatic failure in the receptionists' communicative performance, that is to say; some receptionists' speech-acts (such as: greeting, dealing with complaints ...) are not performed in the appropriate way.

The dissertation is divided into four chapters. The first chapter aims at providing an overview of the study. It consists of two main parts. The first part tackles the situation of English in Tourism as well as its status in Tourism and Hotel Management Training Centres in Algeria. The second part describes the research methodology that was followed in the study.

The second chapter aims at presenting the literature review relevant to the subject serving as a background for the study. This chapter includes three parts. The first part is an overview of communication at the workplace, the importance of communicative tasks in accomplishing workplace goals and the vital importance of communicative competence in establishing effective communication. The second part focuses on Needs Analysis and its importance as a key concept in English for Specific Purposes courses. The third part provides information about English for Tourism in general and Hotel Reception in particular. It discusses previous studies in the field of Tourism, the skills needed in the profession, the required speech-acts, and the role of clients in improving service quality.

The third chapter represents the analytical part of the research .It targets the presentation of the results obtained from the questionnaires and the structured interviews that were administered in the fieldwork. Both the questionnaires and the structured interviews sought to collect information about hotel receptionists' communicative needs through clients' expectations, perceptions and opinions. The findings were summarized and presented in tables and figures.

The fourth chapter focuses on the conclusions drawn from the data analysis. It provides discussions of the obtained results. Practical implications are presented with suggestions for training actions that could be taken by teachers, course designers, Gourara Hotel managers or authorities to improve the front desk staff communicative competence and satisfy the hotel clients. In addition, the chapter points out a number of limitations to the study that should be taken into consideration.



# CHAPTER ONE

## Chapter One: An Overview of the Research

<b>1.1. Introduction</b> .....	04
<b>1.2. Situation Analysis</b> .....	04
1.2.1. English in Tourism and Hotel Management.....	04
1.2.2. Tourism and Hotel Management Training in Algeria.....	06
<b>1.3. Research Methodology</b> .....	11
1.3.1. Population and Sampling.....	11
1.3.2. Research Instruments.....	14
1.3.3. Pilot Study.....	18
1.3.4. Data Collection Procedures.....	21
1.3.5. Data Analysis Procedures.....	23
<b>1.4. Conclusion</b> .....	25

## Chapter One

### An Overview of the Research

#### 1.1. Introduction

With the spread of English as a global language and as a means of communication between different nations, this language (English) is becoming more and more vital and needed either in academic contexts or vocational ones. Tourism and Hotel Management is one of the fields where the English language is highly used. This chapter is a description of the importance of English in the Tourism sector. It contains two main parts: the first part describes the role of English in Tourism generally as well as its situation in Tourism Training Centres in Algeria. The second part explains the research methodology that was adopted in the present study.

#### 1.2. Situation Analysis

The World market has noticeably changed from product to service marketing and Algeria is not an exception. Service businesses compete to improve the service quality especially the Tourism and Hotel Management. Hence, it is essential to shed the light on this field which relies mostly on the English language for it has become a universal language.

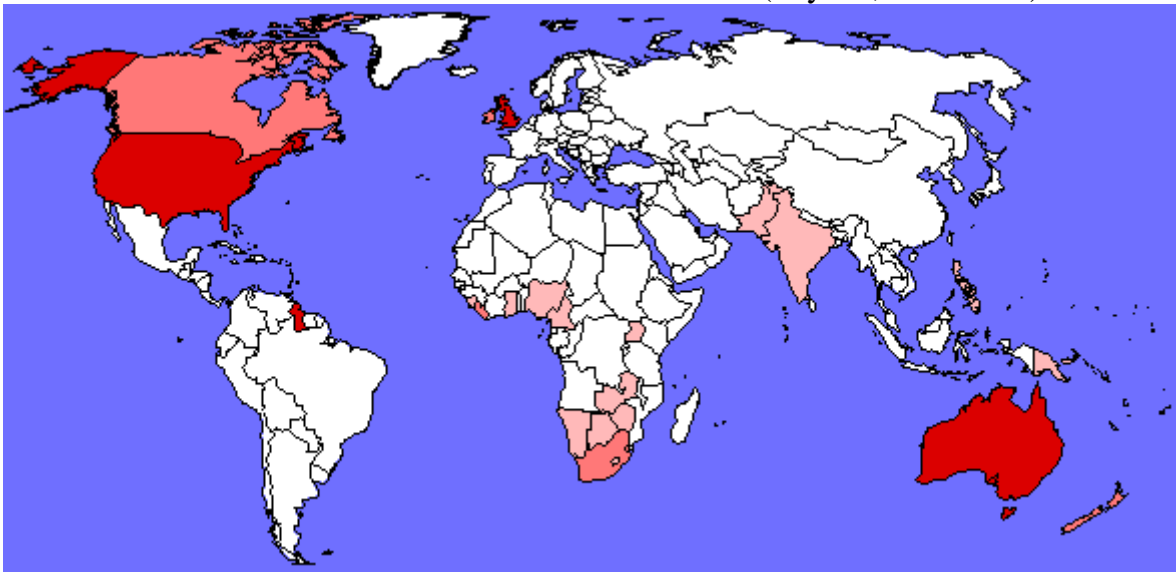
##### 1.2.1. English in Tourism and Hotel Management

Tourism is changing due to technology and new life styles. Today, many tourists are more sophisticated, making their own plans and holiday bookings. They are what tourism specialists call Free and Independent Travellers. Consequently, tourism has become a hot spot of business competitiveness. Even with high service, success relies on marketing, monitoring, and continuous improvement.

Among the vocational and professional areas that highly use English at the workplace are Tourism and Hotel Management. When discussing the development of Tourism in the world, it is essential to mention that English has become a global language. According to Crystal (1997), English at present is the dominant or official language in over 100 countries and is represented in each of the five continents:

*“Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English”*

(Crystal, 1997: 106)



	countries where English is the first and often only language of most people
	countries where besides English as a native language there is at least one other significant native tongue
	countries where English is <u>not</u> native, only official language

**Figure 1.1: English Language around the World**

(Lukóczy and Guszev, 1997)

The variety of ways in which the English language relates to tourism has attracted much attention. Within a range of fields of study, English in tourism has been highlighted as:

- a factor of the process of *‘language brokerage’* (Cohen and Cooper, 1986),

- a means of promoting a global lifestyle (Thurlow and Jaworski, 2003),
- a key element of tourist destination branding (Morgan, Pritchard and Pride. eds., 2002),
- a means of enabling individuals to experience their identity through tourism (Palmer, 2005),
- a means of shaping a tourist destination (Cappelli, 2006),
- a key factor of tourists' perceptions (Phipps, 2006),
- a carrier of a destination's 'sovereign subjectivity' (Bryce ,2007), and
- crucial for the new theorizing of tourism (Ateljevic, Pritchard and Morgan. eds., 2007).

Therefore, English is the bridge between tourists and tourism operators. English skills are a daily requirement for career advancement. Satisfying customers and meeting their expectations require communicative competence and proficiency.

### **1.2.2. Tourism and Hotel Management Training in Algeria**

Realizing that tourism has the potential to develop the economy of any country, Algerian authorities are trying to emphasize the development of this sector. To give substance to this goal, authorities have been encouraging investments in the development of hotels. According to the World Tourism Organization (UNWTO) – a specialized agency of the United Nations that serves as a global forum for tourism-related issues –, Algeria has stepped up her total travel and tourism operating expenditure. The Oxford Business Group (2011) anticipated that, by the year 2017, 1.1 per cent of the total government spending in Algeria will be devoted to the development of tourism.

The government also highlighted the importance of training in the tourism sector. There is a lack of Algerian hotel schools offering specialised training. Hence, a new training chart for hotel and tourism trades is due to be set up announced the Minister of Tourism and Craft Industry on December 2010. "*It is*

*necessary to have a new training chart to assess our needs in terms of quality and quantity before deciding which trades we should focus our efforts on*"<sup>1</sup>, the Minister said at a meeting with the graduates and students of the National College of Tourism. Considering training as the "cornerstone" for tourism development, the Minister said a road map would be developed to determine the fields and activities for investments. He also stressed the importance of human resources training in tourism; a sector that can generate a considerable number of jobs (Algeria News, 2010).

In Algeria, most of the hotel receptionists graduate from the Tourism and Hotel Management Centres which are schools that provide training in four areas of concentration including Kitchen, Hotel Reception, Restaurant and Travel Agency. There are two main public Tourism Training Centres, one in Bou-saada and the other in Tizi Ouzou. The training period lasts for two years in these centres. During that time, trainees study general subjects such as foreign languages; French, English and German, and major subjects that are related to the selected major. It is required that a trainee must have finished his/her second or third year at high school without the Baccalaureate Degree. Young people between the ages of eighteen and twenty-seven are admitted only after passing an entrance exam that takes place in September each year (Appendix E).

The first year of training includes three phases. The first phase is called the Common Core. During this three-month phase, the trainees acquire general learning and study general courses. During the second phase which lasts for six months, the trainees are oriented to their major. The third step includes two months of practical training outside the Centre, in restaurants, hotels and travel agencies. The second year includes nine-months of training in the area of concentration and reinforcement training followed by two more months of practical training outside the centre. At

---

<sup>1</sup> From <http://info.endz.co.cc/2010/12/new-tourism-training-chart.html> . [Accessed 19/03/2011]

the end of the two years, trainees must pass a final exam in order to be awarded a “Certificate of Technician in Hotel Management and Tourism”.

The training includes the following theoretical and practical courses:

- Tourism techniques
- Foreign languages
- Training in cultural studies
- Practical training in real situations
- Technical visits to some touristic units such as hotels, saunas

Upon receiving the certificate, a trainee will be appointed to a post in his or her area of concentration and will begin a future career.

The following table summarizes the training period:

	<b>First Year</b>	<b>Second Year</b>
<b>Phase One</b>	Common Core ( 3 months)	Reinforcement (9 months)
<b>Phase Two</b>	Major (6 months)	Practical Training (2 months)
<b>Phase Three</b>	Practical Training (2 months)	Final Exam

**Table 1.1: Training Period**

The English course in Tourism and Hotel Management Training Centres is considered a general course but is still regarded as a very important and relevant subject. This is due to the fact that the trainees are aware of the vital importance of foreign languages in their future careers. It is important for teachers of this course to know how much time is needed for learning a language and how much time is allocated to teach it in order to plan the syllabus. English for Specific Purposes learners should be taught the English they need according to the time allocated to the English subject. *“Most ESP courses are subject to time constraints and time*

*must be effectively utilized*” (West, 1994 cited in Basturkmen, 2006: 18). In the Tourism and Hotel Management Training Centres, four hours a week are allotted to teaching the subject of English during two years of training.

Teachers of the English language at the Tourism and Hotel Management Training Centres are university graduates and are lacking the technical training except some basic knowledge in the field. Teachers thus are General English teachers and they are employed to teach ESP for Hotel Receptionist courses. During their graduation, they studied the following modules: Grammar, Written Expression, Phonetics, Linguistics, Educational Psychology, Didactics, Literature, Civilization and Oral Expression.

The teacher bases the new curriculum on labels of an old Algerian programme used during the 1970's. The course is developed according to the major, that is to say Hotel Reception, Travel Agency, and Restaurant...etc. Although English is considered as an important subject, there is no official academic ESP syllabus. The teacher must develop his/ her own syllabus on the basis of relevance to a given major. The language content of any ESP course should be based on Needs Analysis; however, no Needs Analysis has ever been conducted to identify the hotel reception trainees' needs, either at the workplace or in the training centres.

The objectives of an ESP course should be determined by a learners' Needs Analysis as Miliani (1985: 19) states, *“These objectives derive from an analysis of the students' needs which help determine the way in which a course can go”*. However, the objectives of the course at Tourism and Hotel Management Training Centres are determined by teachers that do not have sufficient knowledge about the field being taught and are not given any idea about Needs Analysis. The teachers have no idea about how to conduct Needs Analysis to determine the ESP course objectives.

It is important to mention that the syllabus begins with what is called by teachers “common courses” (Appendix D). Common courses are taught to trainees of all majors before starting the ESP courses. These courses refer to what is sometimes named English for General Business Purposes. As Hutchinson and



Waters (1998: 55) point out, “*English for General Business Purposes courses are usually for pre-experience learners or those at very early stages of their career.*”

Common courses in Algerian Tourism and Hotel Management Centres include lessons about:

- Tourism Industry
- Present and past simple tenses
- Description of past events
- Description of people’s past activities
- Food and beverages
- The kitchen and its staff
- The list of Irregular verbs

After three months of common courses, learners are divided into majors and English for Specific Purposes courses start. The type of syllabus for teaching ESP in Tourism and Hotel Management Training Centres is functional /notional (Appendix D) involving the following:

- Describing
- Instructing
- Greeting
- Welcoming
- Informing
- Explaining
- Corresponding
- Apologizing

The functional syllabus emphasizes the communicative purpose of language. The content is developed around a set of functions, such as inviting, requesting, and agreeing; and notions such as age, size, colour, and time. To evaluate trainees, the training period is accompanied with periodic written and oral tests and exams.

After graduating from the centre, the trainee is appointed to a position and starts his/her professional life. When he/she joins the workplace, communicative

problems appear. The main goal of the Tourism Industry is to satisfy clients and persuade them to come back on one hand. On the other hand, clients have different attitudes, cultures and accents. This diversity makes working in the tourism sector a difficult job especially for the front-line employees who represent the whole organization. Therefore, it is important to measure clients' satisfaction, compare their expectations to their perceptions and use the results as a tool to improve the front desk service. In other words, the front desk staff communicative language needs can be identified via their clients' expectations, perceptions and opinions about the service quality.

### **1.3. Research Methodology**

The present research was conducted in two stages. The first stage included the secondary research-reviewing relevant literature, books, and related information. The second stage involved the primary research which dealt with the collection of primary data through questionnaires and structured interviews.

#### **1.3.1. Population and Sampling**

The population of the study consisted of English-speaking tourists who stayed at Gourara Hotel in Timimoun from December 25<sup>th</sup>, 2010 to January 2<sup>nd</sup>, 2011. In determining the target situation, an important issue is that of sampling. Sampling involves asking a portion of the potential population instead of the total population and seeks to create a sample that is representative of the whole population (Richards, 2001).

According to Cohen *et al.* (2000), judgments have to be made about four key factors in sampling:

- the sample size,
- the representativeness and parameters of the sample,
- access to the sample and
- the sampling strategy to be used.

Believing that a limited sample group cannot represent all the population, this research was not meant to be generalized to the whole English-speaking tourists in Algeria. However, it was meant to be generalized for the chosen hotel customers (Gourara English-speaking clients). Thus, a probability sample was chosen in order to conduct the research. Cohen et al. argue that:

*“a probability sample, because it draws randomly from the wider population, will be useful if the researcher wishes to be able to make generalizations, because it seeks representativeness of the wider population”*

(Cohen et al., 2000: 99)

In probability samples, all people within the research population have a specifiable chance of being selected. These types of sample are used if the researcher wishes to explain, predict or generalize to the whole research population (Dawson, 2009). In order to determine the sample size of the research, the sampling error which is an approach to determining sample size for a probability sample was used.

*“Another approach to determining sample size for a probability sample is in relation to the confidence level and sampling error. For example, with confidence levels of 95 per cent and 99 per cent and sampling errors of 5 per cent and 1 per cent respectively, the following can be set as sample sizes:*

Size of total population (N)	Sampling error of 5% with a confidence level of 95%	Sampling error of 1 % with a confidence level of 99%
	Size of sample population (S)	Size of sample population (S)
50	44	50
100	79	99
200	132	196
500	217	476
1,000	278	907
2,000	322	1,661
5,000	357	3,311
10,000	370	4,950
20,000	377	6,578
50,000	381	8,195
100,000	383	8,926
1,000,000	384	9,706

**Figure 1.2: Sample Size, Confidence Levels and Sampling Error”**

(Cohen et all, 2000: 94-95)

Based on the previous citation, The Yamane (1967: 886) formula in sampling was used to determine the acceptable number of responses in accordance to the confidence level and sampling error. The following formula was used:

$$n = \frac{N}{1+N(e)^2}$$

Where n is the optimal sample size, N is the population size (the total number of tourists that visited Gourara Hotel in 2010), and e is sampling error (0.05 or 5%). That is to say, the level of confidence is 95%. Therefore:

$$\text{Sample size} = \frac{70}{1+70(0.05)^2}$$

Sample size = **59 clients.**

So the acceptable number of responses was 59 clients representing 84.28% of the whole population. The results of the sample size are shown in the following table:

Hotel Clients (Population Size)	Level of Confidence	Sampling Error	Sample Size	Type of Sampling
70	95%	0.05 or 5%	59	Yamane Formula

**Table 1.2: Results of the Sample Size**

For the representativeness of the sample, the researcher needs to “*set the parameter characteristics of the wider population—the sampling frame—clearly and correctly*” (Cohen et al, 2000: 98). In this study, it is important to consider the data collection period as a parameter characteristic of the sample. The data collection took place during the New Year period. If the study were to have been carried out in another period, the results might have been different. Participants might be affected by the joy of the New Year celebration which could influence their level of satisfaction.

Access to the sample is a problem that a researcher may encounter. “Researchers will need to ensure not only that access is permitted, but is, in fact, practicable” (ibid: 98). To get legal access to the sample, a letter was written and sent to the Ministry of Tourism to ask for permission to conduct the study. Moreover, the researcher stayed at the reception desk to be able to interview the hotel clients as well as to follow the distribution of the questionnaires.

### **1.3.2. Research Instruments**

An important partner to concurrent validity is triangulation. According to Cohen *et al.* (2000: 112), triangulation is defined as “*the use of two or more methods of data collection in the study of some aspect of human behaviour*”. Since one source of information is likely to be incomplete or partial, a triangular approach is advisable when conducting a research (Richards, 2001). Employing quantitative data collection techniques, the data collection tools chosen for this study were:

1. Questionnaire
2. Structured interview

#### **1.3.2.1. Questionnaire:**

The questionnaire is found to be the best tool to deal with the hotel clients. It was selected as a means of data collection for the following reasons:

1. The questionnaire provides the possibility of collecting data in a short period of time.
2. The questionnaire provides participants a flexible and convenient way to contribute to the study.
3. The questionnaire protects the anonymity of the participants, which encourages them to respond honestly.
4. The questionnaire provides empirical data which is the aim of this study.

In this study, the questionnaires consisted of four sections:

#### **Section 01: Clients’ Nationalities**

It was necessary to know the nationalities of the respondents in order to study the connection between the clients' expectations, perceptions and satisfactions with the front desk communicative performance and their nationalities.

### **Section 02: Clients' Perceptions**

The second section was designed to provide data to answer the first general research question, "To which extent are clients satisfied with the front desk staff English language use?" In order to answer this question, four sub-sections were included:

#### **A. Communicative Skills**

The first sub-section sought the level of clients' expectations and perceptions towards the communicative skills of the receptionists. It involved four items:

1. The front desk staff can speak clearly so that the client can understand them
2. The front desk staff can understand the client.
3. The front desk staff can listen to the client carefully and ask for further information
4. The front desk staff can provide clear directions to the client's room and other hotel services
5. The front desk staff can restate that they understand the client's needs.

#### **B. Hospitality**

The second sub-section was designed in order to find out the level of clients' expectations and perceptions about the hospitality language used by the receptionists. It contained three items:

1. The front desk staff can express courtesy through friendly manners.
2. The front desk staff can use appropriate tone of voice.
3. The front desk staff can welcome the client friendly and politely.

#### **C. Intercultural Communication**

The third sub-section was designed in order to provide data about the level of

clients' expectations and satisfaction towards the intercultural communication used by the receptionists. It comprised two items:

1. The front desk staff can make appropriate eye contact when communicating.
2. The front desk staff can use appropriate gestures to show that they understand client's needs.

#### **D. Speech-acts**

The fourth sub-section sought the level of clients' expectations and perceptions of the receptionists' use of language functions related to their job. It contained seven items:

1. The front desk staff can greet the client appropriately.
2. The front desk staff can ask appropriate questions.
3. The front desk staff can respond to clients' requests appropriately.
4. The front desk staff can settle the clients' complaints with diplomacy.
5. The front desk staff can define the problem concerning my complaints.
6. The front desk staff can ask for further information appropriately.
7. The front desk staff can use appropriate address forms.

The four sub-sections (Communicative Skills, Hospitality, Intercultural Communication and Speech –acts) were organized in a table in which two columns were drawn. The first column represented clients' expectations about the front desk communicative competencies. The second column represented clients' perceptions of receptionists' communicative performance. Both the clients' expectations and perceptions were arranged using a five-Likert scale<sup>1</sup> from 1 to 5: 5 is the highest expectation/ satisfaction; whereas 1 is the lowest expectation/perception (See Appendix A).

---

<sup>1</sup> A technique used to measure someone's attitude. It provides a range of responses to a given question or statement, for example: How important do you consider work placements to be for secondary school students?

1 = not at all - 2 = very little - 3 = a little - 4 = a lot - 5 = a very great deal (Cohen et al, 2000: 253).

**Section 03: Return to the Hotel**

The third section was generated in order to know whether or not the customers would return to the hotel another time and which factors would motivate their choices.

**Section 04: Clients' Suggestions**

Finally, the fourth section was an open-ended question about the customers' suggestions related to the service quality of the hotel front office staff.

**1.3.2.2. The Structured Interview**

The structured interview is extremely useful in evaluation and Needs Analysis (Dudley Evans and St John, 1983). For the purpose of the research, structured interviews were also conducted among the hotel clients to add validity to the study. It aimed at identifying clients' opinions about the importance of language skills, hospitality language, intercultural communication and speech-acts for a receptionist's profession. The structured interview is appropriate when the researcher is aware of what he/she does not know and can frame questions that will yield the needed answers (Dornyei, 2007). The structured interview was chosen as a research data collection tool for the following reasons:

1. statistical data were needed to answer the research question,
2. specific information was needed. That is to say, concise data were required and
3. the structured interview allows the collection of data in a short period of time from a large number of participants.

The questions in the interview session were divided into three main sections, namely Section A, Section B and Section C.

**Section A**

Questions in Section A covered the required level of language skills that enables receptionists to communicate effectively. The objectives of this section were:



- to identify what level of English is needed at the reception desk,
- to classify language skills according to their importance for hotel receptionist job and
- to know what level of each language skill (Listening, speaking, reading and writing) enables a receptionist to do his job effectively.

### **Section B**

Questions in Section B aimed to seek the importance of:

- intercultural communication ,
- hospitality language and
- hotel vocabulary in a receptionist's profession.

### **Section C**

Question in Section C aimed at identifying the language skills or speech-acts that could persuade the client to return to the hotel. The receptionists' skills that were included in the question were:

- friendliness and politeness,
- good listening,
- good speaking,
- use of appropriate vocabulary,
- response to your requests,
- dealing with your complaints,
- appropriate address forms and
- good welcome.

### **1.3.3. Pilot Study**

It is of great importance to develop a pilot study to uncover some problems in advance. A pilot study is a part of research planning. Research instruments should be piloted and their content should be refined subsequently.

*“Where a pilot study is not feasible it may be possible to arrange one or two scouting forays to assess possible problems and risks”*

(Cohen et al., 2000: 56)

### 1.3.3.1. Questionnaire Piloting

Dawson (2009: 98) states that the first step in piloting a questionnaire is to *“ask people who have not been involved in its construction to read it through and see if there are any ambiguities which you have not noticed”*. Thus, the first draft of the questionnaire was sent to three teachers of English as well as to five online friends (The online friends were from Pakistan, USA, Denmark, and Jordan, that is they were native and non-native speakers of English) for revision and feedback. The questions were revised accordingly.

Once this had been done, the researcher visited the International Book Exhibition that took place in the capital Algiers and met some English-speaking tourists there. Five questionnaires were given to randomly selected visitors in order to obtain feedback. They were informed that it was a pilot test and were asked to forward any comments they might have about the length, structure and wording of the questionnaire. The purpose was to ensure the accuracy and feedback of their understanding of the entire questions. The cover page also included the researcher’s email address in case respondents wished to provide additional feedback.

The pilot questionnaire consisted of three pages and was designed to be answered within twenty minutes. *“When you’re constructing a questionnaire, keep it as short as possible”* (ibid: 96). While designing the questionnaire, the researcher paid special attention to the layout of the questionnaire in terms of fonts, spacing, and paper quality. Dawson (2009) argues that *“layout and spacing are extremely important,”* because *“If your questionnaire looks cluttered, respondents will be less likely to fill it in”* (ibid: 97).

The third page of the pilot questionnaire was designed as a page of evaluative questions for pilot respondents based on the following criteria:

1. The questions were related to the research.
2. The questions were clear and easy to read.

3. The time taken to answer the questionnaire was moderate.
4. All items were easy to understand.

Responses to the evaluative questions went as follows:

1. All respondents indicated that the questions were related to area of research.
2. All respondents indicated that the questions were clear and easy to read.
3. Two respondents answered the questionnaire in less than 15 minutes or less and only one respondent answered the questionnaire in 20 minutes.

The table below represents the responses to the evaluative questions:

<b>Evaluative Questions</b>	<b>Respondent 1</b>	<b>Respondent 2</b>	<b>Respondent 3</b>	<b>Respondent 4</b>	<b>Respondent 5</b>
Do you think all the questions are relevant to the research?	Yes	Yes	Yes	Yes	Yes
Are the questions clear and easy to read?	Yes	Yes	Yes	Yes	Yes
How long did it take you to finish the questionnaire?	10 minutes	15 minutes	12 minutes	15 minutes	20 minutes
Is there any item that you did not understand	No	No	No	No	No
Do you have any other observations about the questionnaire?	No	No	No	Good luck with your Work!	No

**Table 1.3: Questionnaire Piloting**

**1.3.3.2. Interview Piloting**

Silverman (1985) suggests that it is important for each interviewee to understand the question in the same way. He states that the reliability of interviews can be enhanced by careful piloting of interview schedules, training of interviewers,

reliability in the coding of responses, and the extended use of closed questions. One way of controlling for reliability is to have a highly structured interview, with the same format and sequence of words and questions for each respondent (Silverman, 1985).

Oppenheim (1992) argues that wording is a particularly important factor in attitudinal questions rather than factual questions. He suggests that changes in wording, context and emphasis undermine reliability, because it ceases to be the same question for each respondent.

During the International Book Exhibition period, five English-speaking people were interviewed and were asked about their opinions. Additional questions were included in the pilot interview as a part of evaluative questions for pilot respondents. Responses to the evaluative questions went as follows:

1. All respondents indicated that the questions were related to the research.
2. All respondents indicated that the questions were clear and easy to understand.

The table below represents the responses to the evaluative questions:

Evaluative Questions	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
1. Do you think all the questions are relevant to the research?	Yes	Yes	Yes	Yes	Yes
2. Are the questions clear and easy to understand?	Yes	Yes	Yes	Yes	Yes
3. Is there any item that you did not understand?	No	No	No	No	No
4. Do you have any other observations about the interview and the way it was conducted?	No	It was well conducted	No	Good luck!	No

**Table 1.4: Interview Piloting**

### 1.3.4. Data Collection Procedures

The data collection phase was conducted as follows:

- A letter of request including the nature and the purpose of the study, along with a copy of the questionnaire and the interview, was written

and sent to the Minister of Tourism to ask for permission to distribute the questionnaires and conduct the interviews. The letter was equally sent to the General Manager of Gourara Hotel.

- The General Manager approved and informed the individuals who would participate in the data collection process such as the hotel front desk staff and the front office manager.

#### **1.3.4.1. Questionnaires**

Seventy questionnaires were distributed to the customers on their arrival at the reception desk of the hotel. These customers were requested to complete the expectation part at the commencement of their stay. Before the customers' departure, they were reminded and requested to complete the satisfaction part. The questionnaires were left at the reception desk. The clients were informed that their participation was on a voluntary basis and all information provided would be kept private and confidential. The questionnaires were prepared in a way that was as attractive as possible so that they motivated the clients and encouraged them to participate in the study. In addition, the questionnaires were put in big envelopes and participants were asked to close them firmly and deposit them at the reception desk before the 2<sup>nd</sup> of January 2011.

The researcher received the questionnaires back on January 02<sup>nd</sup>, 2011. A total of seventy (70) questionnaires were distributed. Out of these seventy questionnaires, sixty four (64) came back which represented a response rate of 91.42%. Out of the 64 received questionnaires, four (04) were disregarded due to incomplete answers. This brought the total number of usable forms to sixty (60) questionnaires representing 85.71% of Gourara Hotel clients.

#### **1.3.4.2. Structured Interviews**

The structured interviews were conducted by the researcher during the same period as follows:

As the clients completed the check-in routines, they were asked to join the researcher (who was at the desk reception) to participate in the interview. They

were informed that their contribution was on a voluntary basis and that the whole study aimed at seeking their opinions about the hotel receptionists' communicative performance. They were told that their opinions were of great importance for they would contribute to improving the front desk service quality. The researcher warmly welcomed the participants, thanked them for their help and explained to them that the interview would be short for they would just select some given answers. In other words, responses were fixed and participants chose among those fixed responses. The researcher interviewed sixty English speaking clients as the sample size of the study was fifty-nine clients.

### **1.3.5. Data Analysis Procedures**

After data were collected, they were analysed using Microsoft Excel program as explained below:

#### **1.3.5.1. Questionnaires**

The questionnaires were divided into four main sections analysed as follows:

##### **Section 01: Clients' Nationalities**

- Data about clients' nationalities in section 01 were analysed using percentages.

##### **Section 02: Clients' Expectations/Perceptions**

- Customers' expectations and perceptions were analysed using a five-Likert Scale (descriptive statistics of means and standard deviations) from 1 to 5 (5 is the highest expectation/perception, whereas 1 is the lowest expectation/perception). The obtained scores were used for describing the satisfaction level of the tourists. Results were divided into 5 levels as follows:

(Maximum - Minimum)

**Class interval of scores =** \_\_\_\_\_  
No. of Levels

$$\text{Class interval of scores} = \frac{5 - 1}{5}$$

$$\text{Class interval of scores} = 0.8$$

Hence:

- 1.00-1.80 = very low
- 1.81-2.60 = low
- 2.61-3.40 = moderate
- 3.41-4.20 = high
- 4.21-5.00 = very high

Besides using descriptive statistics of means and standard deviations, gap analysis was used in comparing means between the expectation score and the perception score of the respondents in order to measure clients' satisfaction. Davidoff (1994: 31) states that satisfaction equals perception minus expectation → (S = P - E).

### **Section 03: Return to the Hotel**

- Percentages were used to analyse this part of the questionnaire.

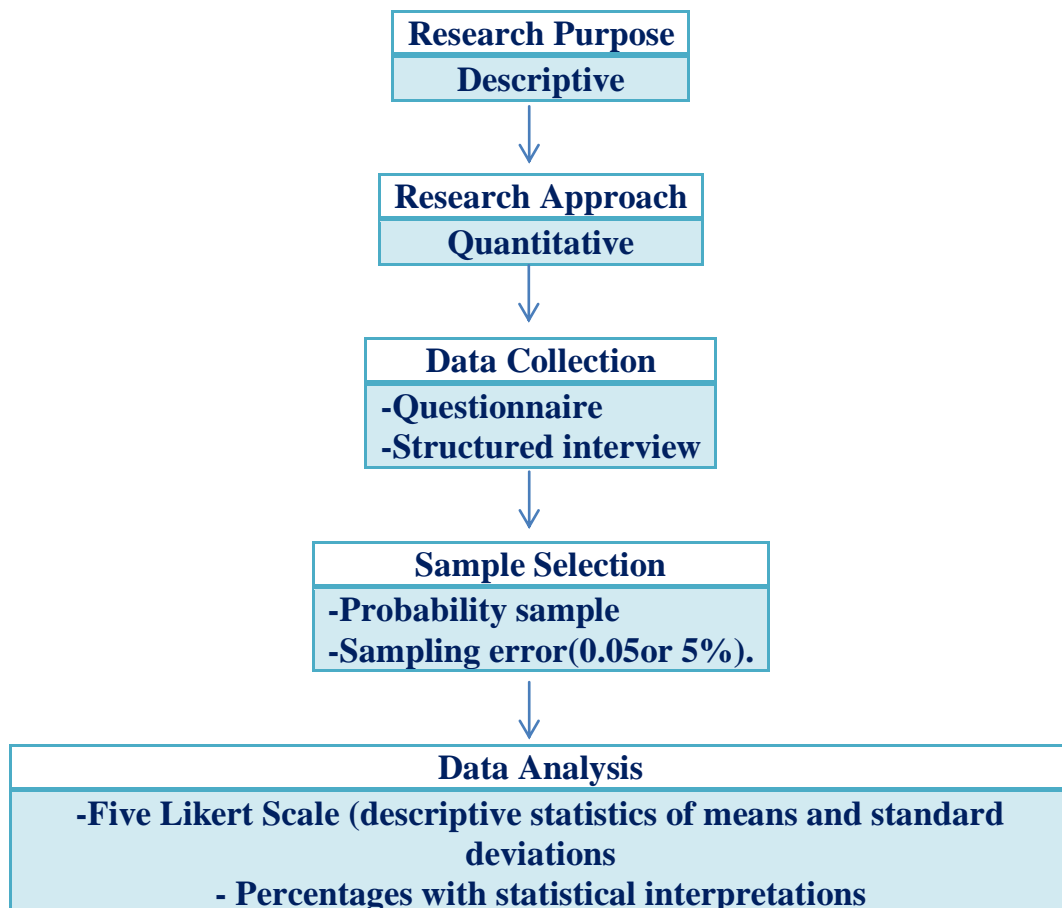
### **Section 04: Clients' Suggestions**

- This part of the questionnaire was analysed using description and clients' suggestions were summarized. The results were represented in tables.

### 1.3.5.2. Interviews

The obtained data were presented in graphs using Microsoft Excel software. The results were analysed and represented in terms of percentages with statistical interpretations.

The following diagram summarizes the methodology adopted the study:



**Figure 1.2: Research Methodology**

### 1.4. Conclusion

To sum it up, Tourism and Hotel Management field uses the power of English language to prosper. Hotel receptionists require communicative proficiency to interact effectively with their clients whose satisfaction is the target of hotel managers. Thus, it is important to explore receptionists language needs at the



workplace. Since clients are the focus of the Hotel Industry Business, they can be an efficient tool in investigating and identifying the front desk staff requirements. A quantitative research methodology was used to measure Gourara Hotel clients' satisfaction and seek their opinions in order to improve the hotel receptionists' communicative performance. The next chapter will provide some literature review related to communication in Business and the importance of Needs Analysis in identifying ESP learners' needs.

# CHAPTER TWO

**Chapter Two: Literature Review Related to the Study**

<b>2.1. Introduction</b> .....	27
<b>2.2. Communication at the Workplace</b> .....	27
2.2.1. Communication .....	27
2.2.2. Communicative Purposes of ESP.....	29
2.2.3. Communicative Skills.....	31
2.2.4. Cross-cultural Communication .....	35
2.2.5. Speech-acts .....	37
2.2.6. Communicative Competence.....	38
<b>2.3. Needs Analysis</b> .....	40
2.3.1. Definition of Needs Analysis.....	40
2.3.2. Nature of Needs.....	41
2.3.3. Frameworks of Needs Analysis.....	44
2.3.4. Needs Analysis Purposes.....	47
2.3.5. Needs Analysis Procedures.....	48
<b>2.4. English for Tourism and Business Communication</b> .....	49
2.4.1. Listening and Speaking Skills.....	49
2.4.2. Hospitality Language.....	51
2.4.3. Speech-acts .....	52
2.4.4. Service Quality – Customer’s Satisfaction versus Customer’s Expectation .....	55
<b>2. 5. Conclusion</b> .....	58

## Chapter Two

### Literature Review Related to the Study

#### 2.1. Introduction

Communicating effectively at the workplace is a key to success. To achieve an effective communication, researchers, teachers and course designers adopted the ESP approach in teaching English. This approach emphasizes some specific needed skills and speech-acts over others for the ESP training or learning is limited by time. Thus, it is of crucial importance to analyse learners' needs to determine their necessities, lacks and wants. Special fields (such as Hotel Management) need proficiency in specific skills and speech-acts to attain communicative competence and satisfy clients. This chapter deals with communication at the workplace and its importance in the service quality. It also tackles the term Needs Analysis and its value in the learning process.

#### 2.2. Communication at the Workplace

The Business workplace banks on effective communication as part of its service quality. As English is the principal language of business communication across a wide spectrum of work sectors, proficient speakers of English are utilized for client contact. Therefore, identifying the workplace English language needs helps in the betterment of the service. In the Tourism and Hotel Management field, it is challenging to recognize these needs for tourists come from different backgrounds bringing various accents and cultures.

##### 2.2.1. Communication

When communicating, two people at least are involved in the act of communication: the sender and the receiver. Scott (1986: 3) classifies communication skills into four categories:

1. Speaking is the skill of sending an oral message.
2. Listening is to concentrate on hearing what is being said and to concentrate on understanding what has been heard and what has been understood.
3. Writing is the way a writer influences a reader to understand and to accept a message.
4. Reading is the ability of the reader to read the material.

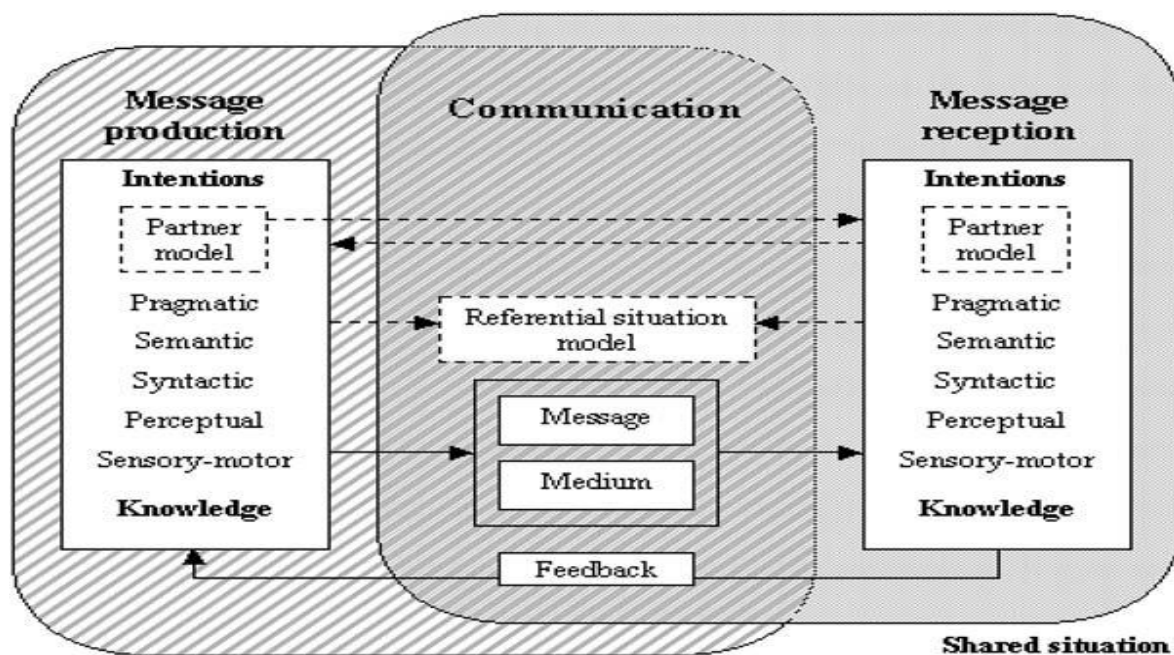
According to Worth (2004), there are four types of communication at workplace: writing, speaking, listening, and conducting meetings. Each of these skills is important to the success in the workplace. For example, a poorly written cover letter or application letter reduces chances of being employed for a job.

Lee and Hatesohl (1996) state that people spend 70-80 per cent of their working hours in communication. They use 9% of their communication in writing, 16% in reading, 30% in speaking and 45% in listening. These rates demonstrate that listening and speaking are the skills that people use more than other communication skills.

Rickheit, Strohner, and Vorweg (2008) state that in most communication situations, there are two or more communication partners with some internal knowledge who are connected to each other by the following five links (See Figure 2.1):

- Information transmission and feedback
- Informational medium
- Referential knowledge
- Partner knowledge and mindreading
- Physical and social situation.

Thus, communication at workplace is a social act that has some specific communicative purposes in a given context.



**Figure 2.1: Structure of Communication**  
 (From Rickheit, Strohner, and Vorweg, 2008: 21)

### 2.2.2. Communicative Purposes of ESP

Within the past twenty years, business and communication technology has enormously advanced. This advance influenced the field of language teaching and resulted in a shift from teaching English for general academic purposes to teaching English for more specialized purposes (Al-khatib, 2005). That is to say, language is taught and learned for practical or communicative purposes.

ESP target is to achieve communicative purposes used in professional, workplace, or academic environments. Hutchinson and Waters (1987) state that:

*“ESP is not just a matter of Science words and grammar for Scientists [...] there is much more to communication than just the surface features that we read and hear”*

(Hutchinson and Waters, 1987: 18)

According to them, we need to distinguish between what people do actually with the language and the range of knowledge and abilities which enables them to do it. The

language user does not only use the language to say a sentence or write an utterance, but he/she intends to realize a communicative purpose.

According to Davies and Elder (2004), the workplace is probably the major setting for necessary communication. They state that communication in the workplace has a dual purpose:

1. to extend our knowledge of language,
2. to provide input to the design of language-teaching materials for use in training courses on workplace communication, or to provide advice for administrators about how to minimise miscommunication.

Davies and Elder emphasise the importance of the level of grasping the overall significance of what is being said and of drawing the correct inferences that is of reading between the lines as to what is really intended. To illustrate significance of communication, he gives the example of English-English people and Asian-English people. English-English people are confused by Asian-English lack of stress patterns and by their wrong use of turn-taking, while Asian-English people are confused by apologetic or polite and repetitive uses of English and by their appearance of not listening to what is being said.

Huhta (2002: 7) says that *“several companies, governments and organizations in contemporary multilingual Europe have identified language as a crucial element of workplace communication”*. Language can be approached to improve communication in the organizations, thus avoiding miscommunication with either native or non-native speakers of that language. In this context, language is understood as the interaction system for communicating messages at work, whether verbal, non-verbal or cultural. Workplace communication can be sophisticated in the native language; plain and clear in other languages. Thoughtful organizations define language and communication as a key competence area, which needs to be in line with the organizations’ values and strategies. (ibid)

Effective communication is the terminal target of ESP courses for it has an impact on the entire service quality. Effectiveness of communication relies on the master of certain communicative skills related to the target situation.

### **2.2.3. Communicative Skills**

In The workplace people communicate with one another on daily basis. They have different opinions, values, beliefs, and needs. Business success significantly depends on how effectively employees are able to communicate with others.

#### **2.2.3.1. Listening Skills**

Forsyth (1992: 125-126) state that listening is an important skill especially in negotiation which is a complex interaction. If the listener picks up 100 per cent of the message, one will be in a much better position to respond effectively.

Moreover, Cooper (1991) states that listening competency is the ability to effectively use behaviours which show an articulate understanding of the message as well as demonstrate the relationship between communication participants.

High Beam Research Group (2005) offers an active process for listening that has three basic steps:

- Hearing: Hearing means listening enough to catch what the speaker is saying.
- Understanding.
- Judging

Moreover, the group suggests tips for being a good listener:

- Give one's full attention to the person who is speaking.
- Make sure one's mind is focused, too. It can be easy to let one's mind wander if you think you know what the person is going to say next, but you might be wrong. If you feel your mind is wandering, change the position of your body and try to concentrate on the speaker's words.



- Let the speaker finish before beginning to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
- Try to finish listening before you begin to speak. You can't really listen if you are busy thinking about what you want to say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and be repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."
- Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in his own words what the speaker said so that he can be sure his understanding is correct.
- Give feedback. Sit up straight and look directly at the speaker.
- Nod to show that someone understands. At appropriate points he may also smile, frown, laugh, or be silent.

Swindle (1980) lists the following guidelines to effective listening:

- Judge what is being said. Listen to the speaker's words rather than concentrating on what you may or may not like about the person.
- Maintain an open mind. Listen closely to see what you can learn.
- Hold your fire. Enthusiastic listening is fine, but keep it in check.
- Listen actively. Listen closely and show the speaker through your responses.

To recapitulate, listening is a complex process that involves a variety of related, but different, sub-skills. It is composed of hearing, understanding, remembering, interpreting, and evaluating. Listening takes place in four stages: perception, interpretation, evaluation, and action. It requires concentration and effort; it can be much more tiring than just hearing.

### 2.2.3.2. Speaking Skills

Beamer and Varner (2001: 51) point out that “*understanding effective face-to-face communication with non-native speakers in any language needs skill and experience*”. They suggest the following tips for being a good speaker:

- Speaking slowly.
- Avoiding slang and colloquialisms.
- Being careful about jokes.
- Being sincere.
- Keeping a sense of humour.

Additionally, Matthews (1994: 34-35) affirms that “*the ability to ask questions is an important skill in conversations and discussions*”. Questions are useful both to get information and involve others in a conversation.

Moreover, Lahiff and Penrose (1997) also state that effective oral communication should involve:

- Speaking slowly
- Avoiding the use of slang or profanity (the former may be misunderstood, while the latter may be offensive)
- Encouraging feedback from the other party (making it easy for that person to ask a question)
- Not interrupting when the other person is speaking
- Watching the other person for nonverbal cues.

Furthermore, Murphy, Hildebrandt, and Thomas (1997: 390-394) add that “*voice adds the human element to words*”. It can give extra life to one’s delivery in five well-known ways:

- Pitch: the highness or lowness of voice. Traditional problems in using pitch are monotone, high or low voice, and same word value.
- Rate: in more casual conversation some people may range from 80-250 words per minute.

- Volume: the loudness or softness of voice.
- Vocal quality: mouth, tongue, lips, teeth, vocal folds, sinuses, hard and soft palate, and nose all affect that quality.
- Pronunciation: jargon (used within one group), varied regional accents, added or omitted sounds ('uh', 'hm', 'ok', or, using 'gonna' instead of 'going to', 'watcha say?' instead of 'what did you say?').

To sum it up briefly, speaking is the fastest, most direct method of communication. The ability to ask questions is an important skill in conversations and discussions because questions are useful both to get information and to involve others in a conversation.

### **2.2.3.3. Reading Skills**

Marie, Kenneth, and Lyn (1985) say that the way in which someone reads should be determined primarily by his purpose in reading. When he reads for pleasure alone, his reading is different from those situations in which he reads to absorb information, as in studying. Therefore, one should always know his/her reading purpose so that he/she can better determine how he/can should read.

Additionally, Dwyer (1997) states that reading is a physical and intellectual exercise in which a reader is required to identify and understand what is written.

Similarly, the Summer Institute of Linguistics (SIL International, 1999) suggests that reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message.

In sum, reading is a physical and intellectual exercise in which a reader is required to identify and understand what is written. Moreover, the way in which someone reads should be determined primarily by his purpose in reading such as reading for pleasure, reading for specific information, reading to absorb information, and reading for copying and checking.

#### 2.2.3.4 .Writing Skills

According to the Summer Institute of Linguistics (SIL International, 1999), writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Worth (2004) suggests the following tips for an effective writing in business:

- Define the purpose of your writing in a few summary sentences.
- Find out who your readers are, what they need to know, what their attitudes are, and why they should care.
- Implement the four Cs into your writing: Compelling, Concise, Clear and Correct
- Write a short and clear cover letter that highlights your experience and skills and tells the employer why you are a good candidate for the job.
- Create a detailed, professional-looking resume in order to get a job interview.
- Emails should be composed using the same rules that other types of writing follow.
- Present your information in short chunks; large chunks of text do not appeal to readers.

Mind Tools Ltd (1995-2007), state that when writing, remember that once something is in written form, it cannot be taken back. Communicating this way is more concrete than verbal communication. This presents written communicators with additional challenges, including spelling, grammar, punctuation, even writing style and actual wording.

#### 2.2.4. Cross-Cultural Communication

Cross-cultural communication or intercultural communication is a *“communication process in which people from different cultures try to understand what others from different cultures try to communicate and what their messages mean”* (Reisinger, 2009: 167).

Dwyer (1997) defines Cross-cultural communication as communication between people living in the same country, but with different cultural backgrounds. Over time, a culture develops distinctive national patterns of communication and social behaviour. These patterns are the customs and conventions regarded as the characteristics of a particular culture. They affect the way people communicate and act as individuals or in groups. What information we take in, which part of the message we choose to remember, and which response we give are all results of our perception. Moreover, he states that some of the many aspects of non-verbal communication influenced by culture are tone of voice, inflection, rate of speech, facial expressions, touching, and body movement. Awareness of the different customs, rules and social behaviour in different cultures reduces the barriers caused by prejudice, stereotypes and discrimination. Additionally, different cultural groups have different rules for the use of humour, irony, courtesy in speech, the meaning of 'yes' and 'no' and rules of politeness.

Roebuck (1998) says that to be successful in business dealings, individuals must be aware of and sensitive to cultural differences (aware of an individual's background and experience), use appropriate language, correctly interpret non-verbal communication (try to closely observe the body language), and value individual and cultural differences (learn to value, appreciate, and accept individual differences).

Beamer and Varner (2001:) state that communicating with non-native speakers in any language takes skill and experience. Effective face-to-face communication includes enunciating (speak clearly), speaking slowly, avoiding slang (the use of informal unauthorised language that is more common in speech than in writing among a group of people such as buzz off, salad dodger...) and colloquialisms (words and expressions that are used in ordinary or familiar conversation; not formal or literary such as gonna, what's up?...), being careful about jokes (what one culture considers funny, another may consider not funny, crude, or rude), being sincere (creating a positive atmosphere), being culturally sensitive (the more he/she knows about the culture of the other side), keeping a sense of humour (being able to laugh at his/her own mistakes and not be offended by honest mistakes from the other side).

Reisinger (2009) states that global tourism managers and marketers must develop high levels of intercultural communication and competencies and make appropriate adjustments to their business practices to suit a particular international environment. Priorities include understanding and accommodating different world views and cultural differences among consumers and employees, and developing intercultural communication competencies to suit a particular international environment.

In brief, individuals from different cultures bring different perceptions, value systems, and languages to the workplace. Thus, cross-cultural communicative competence is necessary to succeed in one's profession.

### **2.2.5. Speech-acts**

Speech-acts are a key concept in the field of pragmatics; the study of speaker intent and what speakers mean when they use a particular linguistic in context (Hatch, 1992). Nowadays, there is an increasing interest in aspects of "paroles" and a concern to account for those particular speech-acts and individual communicative acts (Widdowson, 1983)

Basturkmen (2006) states that speech-acts (or functions) are concerned with the communicative intentions of individual speakers or writers and are defined by the purposes for which the speaker uses the language. People do not use language just to state things but to do things, in other words, to perform actions. Similarly, Richards, Platt, and Weber (1985) state that language needs to express different functions or speech-acts (e.g. requesting, suggesting, promising, describing) in language situations. Moreover, Widdowson (1983) states that speech- acts such as requests, offers, invitations, apologies and complaints are often performed over a series of strategic turns, with an initial preface for instance being used to reduce the risks involved in performing the speech-acts from "cold."

Speech-act-based research in ESP has focused on is the identification of speech-acts that occur in a target situation. Sullivan and Girginer (2002) examined authentic recordings of transactions between pilots and air traffic controllers at a nearby airport. The findings revealed that requests occurred frequently. Sullivan and Girginer

investigated what kinds of requests to develop instructional materials for pilots and air traffic controllers ESP course. Douglas (2000) adds that communicative functions used in the different academic, vocational, and professional fields have become specific in terms of syntax, morphology, semantics, phonology, vocabulary, and discourse to the extent that for anyone who is outside those fields, the language used in them may seem like an impenetrable mystery. The occurrence of speech-acts thus vary from one context to another .They are specific to the target situation. Knowing how to use speech-acts related to a context reduces miscommunication.

In the business world, some speech-acts are used more often than others. For example, directives, i.e. asking someone to get something done, have almost become daily routines within and across institutions. Commissives are also frequently used in meetings and negotiations. Declarations are more restricted and may only be used in certain personal situations, such as appointing and resigning (Chiappini, 2009).

All in all, speech-acts vary from one context to another. It is important to observe the frequent speech-acts that occur in a particular field to emphasize them when teaching the language specific to it. Identifying the speech-acts and skills required in a specific field is meant to achieve a certain communicative competence.

### **2.2.6. Communicative Competence:**

The construct of communicative competence has been of major importance in sociolinguistics, in second-language acquisition, in curriculum design and in language assessment (Davies, 2004). Communicative competence was first discussed with Dell Hymes (1971) who adopts Chomsky's distinction between competence and performance. He points out that Chomsky's notion of competence is too restrictive and does not deal with the interpersonal aspect of language in relation to the social context. Hymes includes four categories in competence; knowledge of grammar and vocabulary, knowledge of rules of speaking, knowing how to use different forms of speech-acts, and knowing how to use language appropriately (Hymes, 1971). He suggests a social dimension of language acquisition to the term "communicative competence". He bases his suggestion on both psycholinguistic and sociolinguistic

notions of language acquisition. Thus, communicative competence represents grammatical competence as well as sociolinguistic competence.

Similarly, Widdowson emphasizes Hymes' concept of communicative competence. He defines it as:

*“a set of strategies or creative procedures for realizing the value of linguistic elements in contexts of use, an ability of make sense as a participant in discourse, whether spoken or written, by the skilful deployment of shared knowledge of code resources and rules of language use”*

(Widdowson 1979: 248)

Additionally, Canale & Swain (1980, 1981) offer a theoretical framework for communicative competence which includes linguistic competence, social competence, and strategic competence.

Rickheit, Strohner and Vorweg (2008) state that the ability of people to reach their goals in social life depends to a large extent on their communicative competence. A certain amount and quality of communicative competence is needed not only in social interaction at the interpersonal level, but also at organizational and public levels, as well as for intercultural exchanges. Higher levels of communicative proficiency facilitate a better social, psychological, and physical life.

To achieve Total Quality Management<sup>1</sup> and give a good image about a company's service, Miliani (2007) states that competence is a must in the enterprise. *“Faire face à la Qualité Totale c'est appliquer, entre autres choses, l'obligation de compétence pour atténuer ou réduire l'impact des contraintes de l'entreprise (Globalisation, économie de marché, concurrence) ”*<sup>2</sup> (Miliani, 2007). He adds that this competence refers to cognitive, linguistic and pragmatic competence.

Nowadays, another dimension is considered when speaking about competence which is cultural dimension. It is important to be aware of the culture of the learnt language, because knowledge about other cultures helps to learn a language and assess

---

<sup>1</sup> Total Quality Management (TQM) is a management technique that encourages managers to look with a critical eye at processes used to deliver products and services. Managers must ask frontline employees and supervisors to question each step in the methods they use in providing hospitality for guests (Pizam, 2010: 653).

<sup>2</sup>Coping with Total Quality is to apply, among other things, the obligation of competence to mitigate or reduce the impact of business constraints (Globalization, market economy, competition) (A personal translation).



cultural values and peculiarities of the language learner's nation (Anisimova, 2006; Dirba, 2004; Ellis, 2005 and Kim & Hall, 2002).

To sum it up, communicative competence includes three main dimensions, sociolinguistic competence, communicative proficiency and intercultural competence. To help learners or employees attain the communicative competence, it is important to analyse their needs through a process called Needs Analysis.

### **2.3. Needs Analysis**

Before starting any ESP course, Needs Analyses are required to identify learners' needs. However, learners are not trustworthy resource of data. They may ignore their real needs due to lack of experience in the specialty. In the business workplace, clients and employees have different needs from those of learners. Therefore, they can be a good source of information in the Needs Analysis process.

#### **2.3.1. Definition of Needs Analysis**

Hymes' concept of communicative competence provided a new standpoint in language teaching. Researchers started analysing the communicative needs of learners to identify what they need to do with language. Consequently, Needs Analysis has become a key stage in ESP.

The term 'Needs Analysis' (Henceforth, NA) emerged as a result of hard researches made by the Council of Europe Modern Language Projects Group in 1970's. Thanks to the studies of this team, the communicative approach replaced the situational approach in language teaching. The council recognized the necessity of basing curricula on learners' needs rather than on language structures. The team proposed "*the threshold level*"<sup>1</sup>. The latter is a model that describes language structures levels that are used to meet the communicative needs of learners. It specifies what a language learner should do to communicate using the target language in a target situation. The target situation needs specific needs that differ according to the terminal

---

<sup>1</sup>A term used by the European regional organization, The Council of Europe, to refer to the minimal level of language proficiency which is needed to achieve functional ability in a foreign language. It serves as an OBJECTIVE for foreign language teaching (Richards, 2002: 553).

purpose. The work of the Council of Europe Modern Language Projects Group has opened a door for other research on NA.

Needs Analysis (or Needs Assessment) is one of the most noticeable elements of professional practice in ESP. It is a set of carefully designed procedures for determining what specifically needs to be learned in what specific way (Orr, 2010). It is all “*procedures used to collect information about learners’ needs*” (Richards, 2001: 51). Analysing learners’ needs is a key word in any ESP syllabus because ESP is “*preparing learners to use English within academic, professional or workplace environments*” (Basturkmen, 2006: 17). Special groups of learners have specific academic or professional needs. Objectives of an ESP course should be determined by learners’ Needs Analysis. Learners’ needs vary according to the purpose-oriented ESP courses such as: EST, EAP, EOP, EBP, ESS and the like.

NA is sometimes seen as a kind of educational technology designed to measure goals with precision and accountability (Berwick, 1989). According to Hyland (2006: 73), “*Needs Analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course*”. That is, NA itself needs some techniques to be reliable, precise and concise.

In short, Needs Analysis is simply all the activities that enable the teacher to gather the information on which he/she builds up the curriculum according to the needs of a specific group.

### **2.3.2. Nature of Needs**

The term “needs” is not as straightforward as it might appear. Researchers have diverse views about the nature of needs.

#### **2.3.2.1. Objective and Subjective Needs: (Richterich and Chancerel, 1977)**

Richterich and Chancerel (1977) suggest that any NA should include some

basic questions: what, why, when, who, for whom and how. They distinguish two types of needs: objective needs and subjective needs. They state that objective NA is the first step in designing a course. But as the course starts, subjective needs, which should be collected from learners themselves, appear. Nowadays there is an increasing focus on looking at learners' subjective needs, 'their self-knowledge, awareness of target situations, life goals, and instructional expectations. (Belcher, 2006: 136 cited in Brunton, 2009).

#### **2.3.2.2. Perceived and Felt Needs:** (Berwick: 1978, 84, 89)

Berwick (1989) distinguishes two types of needs: perceived needs as those the educators make judgements about in other people's experience; and felt needs which are the ones that the learners have. In his opinion, syllabus designers should take into account the following needs.

- a. Language program based on knowledge: the focus is on the intellectual development of the learner.
- b. Language program based on specific competence: it takes performance objectives and learning of skills for specific purpose.
- c. Language program based on social activities and problems: emphasis is on language as a tool to survive within a community (e.g.: immigrants.)
- d. Language program based on needs and interests of the learner cognitive or learning processes: it focuses on learners' ways of thinking and developing their analytical thinking.
- e. Language program based on feelings and attitudes: it focuses on the development of person through language i.e.: language should bring people together and learning becomes easier through one's openness to others.
- f. Language program based on needs and interests of the learner: it emphasizes the learners' language needs.

### 2.3.2.3. Process-oriented and Product-oriented Needs: (Brindley: 1989)

By adopting Richterich and Chancerel theory, Brindley distinguishes objective needs and subjective needs. He includes learners' attitudes, motivation, awareness, personality, wants, expectations and learning styles<sup>1</sup>. The process-oriented needs correspond to the learning situation; however product-oriented needs derive from a target situation. Objective needs can be derived from various kinds of factual information about learners, their real-life language use situations, their current language proficiency and difficulties. Subjective needs can be derived from information concerning their affective and cognitive factors such as personality, confidence, attitudes, learning wants, learning expectations, cognitive style and learning strategies.

### 2.3.2.4. Necessities, Wants and Lacks (Hutchinson and Waters: 1987)

Hutchinson and Waters (1987) divide the needs into: necessities, lacks and wants. Necessities refer to what the learners have to know to enable them to function effectively in the target situation. If the necessities (i.e. what they have to learn) are discovered, then it is easy to identify what they lack. Linguistic features, required for the target situation, should be identified through observation of the situation. Lacks refer to the gap between the target proficiency and the existing proficiency. Lacks are the areas of learners' weaknesses and wants are matter of perception which may vary because each individual has his own perception on how to learn. Learners' wants are a motivating issues that speedup the learning process. *“Education is intensely personal in terms of needs and interests. Our motivations are also the most reliable starting and sustaining agents in our learning”* (Grunert O'Brien. et al, 2008: 50). According to

---

<sup>1</sup>Also **cognitive strategy, cognitive style**: The particular way in which a learner tries to learn something. In second or foreign language learning, different learners may prefer different solutions to learning problems (Richards, 2002: 84).

Hutchinson and Waters (1987) what counts is not the nature of the needs but the awareness of the needs.

In short, the term ‘needs’ can be described in different ways due to its complicated nature and can be viewed differently by teachers, course designers and learners themselves. The complexity of needs nature has created a variety of frameworks or approaches to NA.

### **2.3.3. Frameworks of Needs Analysis**

As Needs Analysis is differently defined, researchers provide various approaches that enable teachers, course designers or ESP practitioners to identify their learners’ needs either in teaching situations or at the workplace.

#### **2.3.3.1. Target Situation Analysis (TSA) or Communicative Needs**

##### **Processor (CNP)**

The term Target Situation Analysis (TSA) was introduced by Chambers (1980) as an equivalent to Munby’s (1978) Communicative Needs Processor (CNP). Munby’s CNP is the most well-known procedure in NA and is highly used by teachers of ESP. Munby divides NA into two levels priori and posteriori. He proposes parameters for the priori level that are: participants, purposive domain, setting, interactions and instrumentality. At the posteriori level, he specifies other parameters such as dialect, target level, communicative event, and communicative key. Munby’s framework is an influential sociolinguistic model for defining the content of purpose-specific language programmes. Though a majority uses Munby’s model, it is criticized for being too mechanistic and collecting data about learners rather than from them.

#### **2.3.3.2. Present Situation Analysis (PSA)**

PSA (It is also known as Deficiency Analysis) is a process of analysing what learners know at the beginning of a course (Jordan 1997: 24). It concerns “*starting where the students are*” and refers to

*“information about learners’ current proficiencies and ambitions:  
what they can do and what they want at the beginning of the course;*

*their skills and perceptions; their familiarity with the specialist subject; and what they know of its demands and genres”*

(Hyland, 2006: 74).

It is generally the learners' background and what they are like at the beginning of the course. Thus, the sources of information are learners themselves, the teaching establishment available and the user-institution (Jordan, 1997). It can be carried out by tests.

### **2.3.3.3. Strategy Analysis (Learning Needs Analysis)**

Strategy Analysis deals with learners' views of learning and how they wish to learn rather than what they need to learn. Learners' motivation is a vital issue in the learning process. Hutchinson & Waters (1987: 62) regard that TSA determines the destination, but the route should be chosen according to the vehicles, the existing roads (i.e. Condition of learning and learners' skills and strategies) and learners' motivation. However, according to them, learning Needs Analysis tells us “*what the learner needs to do in order to learn*” (ibid: 54).

### **2.3.3.4. Learner-centred Approach**

The Learner-centred Approach, suggested by Nunan (1988), is similar to “subjective and objective needs analysis. Nunan claims that in subjective and objective needs, the subjective needs form the basis of objective needs. However, in Learner-centred Approach, learners are the basis of the syllabus. In other words, skills are taught because learners want them to be taught, not because they are part of the academic discipline (Nunan, 1988: 22). For Nunan, objective data are biographical information about learners and subjective data are learners' attitudes and their views as well as goals, perceptions and priorities. “*The best way to make effective learners or students is to consider their individual needs and interests and design learning activities*” (Ouakrime, 1991: 43).

### **2.3.3.5. Means Analysis**

Means Analysis takes into account information regarding contextual constraints

which include cultural attitudes, resources, materials, equipment and methods (Jordan, 1997). Means Analysis identifies the limitations in the actual teaching context. It attempts to adapt to ESP course to the cultural environment in which it will be run. In Means Analysis, what works well in one situation may not work in another (Dudley and St John, 1998). According to Holliday and Cook (1982), Means Analysis refers to learning context “*and involves consideration of the teachers, methods, materials, facilities and relationship of the course to its immediate environment*” (Holliday and Cook, 1982).

#### 2.3.3.6. Language Audit

Language Audits or Linguistic Auditing is a recent concept used to refer to the whole development procedure of a language programme from the beginning of recognizing a need to implementing a language programme (Reeves and Wright, 1996). Language Audit tries to define language needs for companies, regions or countries (Jordan, 1997: 27). Pilbeam suggests that NA should establish both “*a target profile of language skills*” and “*a profile of personal ability*” (Pilbeam, 1992 found in Dudley-Evans, T & St John, M. J. 1996: 2). According to West (1994), Language Audit basically includes:

*“any large-scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by or for 1) individual companies, 2) professional sectors, 3) countries or regions”*  
(West, 1994: 12)

West indicates that language Audits may simply be used to identify and describe the current state of language teaching. They may also be used to help a certain country or organization to formulate a new strategy based on the clients' needs that may take months or even years to implement (Kandil, 1997). In other words, clients can be included as outsiders in NA process because they are the focus of business and their satisfaction indicates how successful the company or the organization is. Language Audit results remain unpublished in the majority of cases for companies consider them confidential (Robinson, 1991 found in Dudley Evans and St John, 1996).

### 2.3.4. Needs Analysis Purposes

Determining the needs of a group of learners may be an easy or hard task depending on the learners' purposes and the learning situation. In a situation where English is a compulsory subject, learners' needs are part of general education. Purposes are determined by the syllabus planners and what they see best for the learners. In other cases, where English is required for specific purposes, learners' needs are easier to be identified like in employment in specific fields such as: tourism, business, nursing and the like. Needs Analysis in these cases is considered the basis of the training curriculum. It can be used for a variety of purposes such as:

- To identify the language skills needed for the performance of a particular role, e.g. Tour guide, receptionists.
- To determine whether an existing course meets learners' needs or not.
- To determine the learners who need more training in a particular language skill.
- To make a change in syllabus so that it suits new changes.
- To distinguish between what learners can do and what they need to do.
- To collect information about a particular problem learners are experiencing.
- To collect an extensive range of input into the content, design and implementation of language programmes through involving all the stakeholders (Richards, 1990: 1).
- To set goals, objectives and content for a language programme by determining general and specific language needs.
- To provide with data that can be used for reviewing and evaluating an existing program.

Therefore, any syllabus should take into account the learners' needs; otherwise it cannot result in fruitful learning experience because needs are related to learners' motivation that has an effect on learning.



### **2.3.5. Needs Analysis Procedures**

According to Richards (2001), a variety of procedures can be used in NA and the results may vary regarding the chosen procedure. Thus, a triangular approach is advisable.

**2.3.5.1. Questionnaires:** Questionnaires are common instruments used in NA. They can provide information about many kinds of issues such as language use, communication difficulties, preferred learning styles/classroom activities, attitudes; beliefs...etc. They can be either close-ended or open-ended. Questionnaires are easy to analyse, however the information obtained may be fairly superficial or imprecise.

**2.3.5.2. Self-ratings:** Self ratings are scales that learners may use to rate their knowledge or abilities. The disadvantage of this instrument is that the information obtained are impressionistic and imprecise.

**2.3.5.3. Interviews:** Interviews allow in depth exploration of issues. They take a long time to administer and they are feasible only with small groups. They can be conducted face-to-face or over the telephone.

**2.3.5.4. Meetings:** A large amount of information can be collected in a short time through a meeting. However, the information obtained may be subjective and reflect the ideas of outspoken members in the meeting.

**2.3.5.5. Observation:** Observing learners' behaviour in a target situation can provide information about their needs. However, people generally don't perform well when they are observed and a good observer needs a specialized training.

**2.3.5.6. Task Analysis:** Task analysis refers to the study of different tasks the learners will have to carry out in English in a future professional or educational setting.

**2.3.5.7. Collecting Learner Language Samples:** collecting learner language samples refers to the process of gathering data about learners' performance in different language tasks and documenting the problems they have. Language samples can be collected through: written or oral tasks, simulations or role plays, tests...etc.

**2.3.5.8. Case Studies:** A selected group of learners can be followed through an experience in order to determine the characteristics of that situation. Though a case study cannot be systematically generalized, it provides a rich source of information.

All in all, NA can take place before, during or after a language program. It can be conducted for variety of users depending on who the learners are. Among the NA users are: officers of ministry of education, teachers, learners, writers, trainers and employers....etc. In NA, outsiders and insiders could be involved. Outsiders can be perceived as more objective since they provide a fresh or alternative viewpoint and are not stakeholders (Dudley Evan and St John, 1983). Needs Analysis aims at determining the needs of learners including necessities, lacks and wants in order to improve the learning process or companies' service quality. It is important to know which skills and speech-acts occur frequently in a specific field to facilitate the Needs Analysis process.

## **2.4. English for Tourism and Business Communication**

The front desk staff (Or the front line staff, the front office staff, the hotel receptionists, the service encounter) is the nerve centre of Business Communication in general and in Hotel Industry in particular. Communicating effectively with clients is the main role of the front line staff. Greeting clients warmly, answering and meeting their requests and dealing smoothly with their complaints require proficiency and communicative competency. The hotel receptionists are supposed to perform some required language uses appropriately to meet their clients' expectations.

### **2.4.1. Listening and Speaking**

Among the first approaches applied in teaching ESP is the "skills-centred

approach” which emphasises particular communication skills in the learning process. However, at that time the focus was almost exclusively on reading skills and written text (West, 1997). By the 1980’s, this “skills-approach” had developed to cover the other two skills, that is to say to cover speaking and listening skills. This development has greatly influenced Business English teaching materials. From the 1980’s onwards, many books have focused on skills work, for example, *Negotiating* (O’Connor et al.1992) and *Telephoning* (Bruce, 1992).

Stevens (1988) states that one of the variable characteristics of ESP is restricted as to the language skills to be learned (e.g. reading only). This is due to the fact that the ESP course is limited by time. Nunan (1987) recognizes that issues of time, skills and support are keys for teachers faced with the very real task of developing curricula. Thus, learners should be taught the skills they need at the workplace.

Al-Khatib (2005) conducted a study about Needs Analysis of travel agency and banking workers. He examined their communication needs in the English language. The findings showed that English communication skills were very important for travel agency and banking workers. However, travel agency workers are heavier users of English than their banking counterparts and this is clearly manifested through their uses of the four language skills. According to him, this could be due to the fact that English serves a variety of functions in the Tourism Industry. For example, interpersonal communication skills including, handling telephone inquiries, examining destination guides, making on-line-ticketing, and on-line-hotel reservations, composing appropriate and accurate e-mail messages and faxes, dealing with tourists and co-workers in various situations, all are carried out in English.

Another study conducted by Coskun (2009) aimed at developing a course based on the level and the needs of second-grade tourism students at a vocational school in Turkey. He found out that listening and speaking skills were perceived as the most needed skills at work for tourism students. The majority of students marked their speaking and listening skills as either very weak or weak.

Findings from an empirical research led by Luka (2009) revealed that students working in tourism establishments most often used speaking and listening skills;

60.29% of the situations, the language use in all tourism spheres was similar.

In a research led by Brunton (2009) to investigate hotel employees' attitudes toward two components in an 8-week course of English studies. One component was hotel English, the other general English; it was found out that the general English classes practised all four skills. However, the hotel English classes focused on just two (listening and speaking skills).

Based on the previous studies which revealed that Tourism and Hotel Management workers need listening and speaking more than other skills, this research focused on Gourara Hotel receptionists' listening and speaking competence.

### 2.4.2. Hospitality Language

Through a better understanding of the provision of hospitality and acts of hospitableness, commercial organizations are better able to recognize the emotional experiences involved and ensure that management practice focuses on their production. Hospitality creates an impression of hosting and hospitableness, which prioritizes guest experiences. Hospitality also suggests a commitment to meeting guests' needs as the key focus in these essentially commercial operations and a nobility of purpose beyond the more venal commercial relationship implied in the hotel, the bar, or the restaurant (Lashley, 2008)

Derrida (2002: 361) says, "*Not only is there a culture of hospitality, but there is no culture that is not also a culture of hospitality. All cultures compete in this regard and present themselves as more hospitable than the others. Hospitality – this is culture itself*". In this context, an understanding of hospitality as a human relationship involving people in host and guest roles is essential to better inform the marketing of hospitality and tourism operations.

Chon and Sparrowe (1995) state that in hospitality the front desk representatives will be mostly concerned with business communication. To communicate effectively, it is important to follow these guidelines:

- Have a clear message. He/she should also know exactly what he/she wants the listeners to do with the information;

- Speak clearly. Carefully pronounce words and use proper grammar to help relay the message. For clients, contraction, slang, and vague language can prove impossible to comprehend;
- Speak at a moderate rate. Words that are spoken at a moderate rate let the audience focus more easily on the message;
- Be enthusiastic. Never yell, cry, or laugh in a way that would indicate that the speaker might be out of control;
- Be sure the listeners understand. Ask listeners to restate what has been said. If some listeners don't understand, apologize for not being clear and repeat the message.

The findings from a study conducted by Akkakoson (1993) who investigated the role and importance of English in Thai Business Communication indicated that the role of English is viewed as an additional factor in doing the job well and in the advancement of a career. Most customers were moderately satisfied with friendliness and courtesy of the front desk staff, and feel they expressed sincerity through their friendly and polite manner, used an appropriate tone of voice, and followed up guest requests in a timely manner. In some situations, the customers felt that a member of staff worked with many customers and treated them badly, or no one at the front desk smiled. The front desk staff did not take care of customers as they checked in. Some of the staff in the executive lounge were very inefficient.

This result is consistent with those of previous studies done by Dwyer (1997) and Roebuck (1998), which indicated that for customer-contact, the front desk staff must be courteous as customers expect to be treated in a professional manner. Likewise, Gourara Hotel receptionists' hospitality communication with their clients was investigated.

### **2.4.3. Speech-acts**

A study by Blue and Harun (2002) set out to identify common patterns and regularities found in language for hospitality purposes. By examining the interactions between hotel staff and customers at hotel receptions, the researchers identified speech-acts frequently occurring in this environment. Whether in English or another

language, there is an identifiable cluster of language skills which staff dealing with hotel guests should have already acquired. At the very minimum, these skills include:

- how to address a person;
- how to solicit and give the necessary information;
- how to respond to questions/requests;
- how to use prompts;
- how to use gestures ;
- how to deal with difficult customers;
- how to appease complainants.

In short, the main speech-acts that occur at the hotel reception are greeting, dealing with complaints and responding to clients' requests for information or for services. Hence, these speech-acts were the main focus in this study.

Greeting the guest may go a long way toward establishing a rapport with the person that the guest may judge all other services during a stay by this first encounter (Pizam, 2010). Bardi (2003) says that the first contact between clients and the front desk staff is important. The first impression a guest receives of a lodging facility during registration is extremely important in setting the tone for hospitality and establishing a continuing business relationship. The guest who is warmly welcomed with a sincere greeting will respond positively to the hotel and will expect similar hospitality from other hotel employees. If the guest receives a half-hearted welcome, he or she will not be enthusiastic about the lodging facility and will be more likely to find fault with the hotel during his or her visit. Today's guest expects to be treated with respect and concern, and many hotels make the effort to meet those expectations.

Requests for information or services often begin with hotel receptionists because these employees are the most visible to the guest and are perceived to be the most knowledgeable. Their responses to the guests' requests for information and hotel services indicate how well the hotel has prepared the front office staff for this important role. Ricarda, Boucken and Pyo (2002) say that the interrelation at the service encounter enables the hotel receptionists to know the expectations and requests of their clients. Receptionists should know:

- what a specific customer actually wants,

- what a specific customer of the hotel chain wishes in the future, and
- what customers in a hotel's target group generally desire.

According to Mattila and Ro (2008) customers' requests consist of four types:

1. special needs such as taking care of individual requests(e.g., medical requests),
2. customer preferences (e.g., menu item substitutions involve modifications based on customer preferences),,
3. customer errors which include steps taken to correct problems e.g., lost theatre tickets or lost hotel keys), and
4. disruptive others which involves requesting customers to refrain from smoking in the restaurant's non-smoking sections.

The front office staff is the first personnel that deals with clients' complaints in case something goes wrong. Receptionists should be competent enough to handle some problems. Good communication proficiency is required in dealing with clients complaints. Examples of recommendations for dealing with complaints are found in Dale & Oliver textbook *Travel & Tourism (Vocational A-Level)*. Some of them include the following: "*maintain eye-contact; keep a positive, even, tone of voice; use positive non-verbal body language; listen actively; let the client talk*" (Dale & Oliver, 2000: 343).

In short, the front desk staff represents the whole services of the hotel because it is the contact point between the organization and the outside world. The receptionists should make their guests happy and satisfied so that they keep coming back to the hotel. To satisfy clients' needs and exceed their expectations, some communicative proficiency and competence are needed at the front reception desk. The present study investigates the English language communicative difficulties that face Gourara hotel receptionists and that may lead to miscommunication between them and their temporary guests.

#### 2.4.4. Service Quality: Customer's Expectation Versus Customer's Perception

Quality is what customers seek in products or services. King (1992), in his unpublished doctorate dissertation entitled '*Organizational Characteristics, Service Encounters and Guest Satisfaction in Hotels*', found out that interactions between customers and service employees, or "*service encounters, are a factor in customer evaluations of service quality and satisfaction*".

The term service quality refers to the differences or gaps between customers' expectations of services and their perceived service experience (Parasuraman et al, 1985). When the expectation exceeds the perception, the customers are dissatisfied and the service quality is not appropriate. Asubonteng et al. (1996) define service quality as the extent to which a service meets customers' need and expectation. According to Vavra (1995), quality is "*Consistently delivering products and services that fully meet consumer needs and expectations*".

Service quality depends on the front office staff communicative performance to a certain extent.

*"Service quality delivery is, therefore, based on a service-oriented approach in which the quality of front-line staff is essential for the successful business. In a sense, it might be argued customers' satisfaction depends more upon front-line staff than upon management."*

(Bowie and Chi Chang, 2005: 305)

Clients' satisfaction has a crucial role in service quality. According to Fornell et al (1992), the determinants of satisfaction must be analysed and compared. To measure clients' satisfaction, many models or theories have been developed. The Expectations Disconfirmation Theory<sup>1</sup> (or EDT), which was used in this study can be used to measure the gap between the customers' expectations and perceptions. This theory

---

<sup>1</sup> This construct is also labeled Expectation Confirmation Theory or ECT.



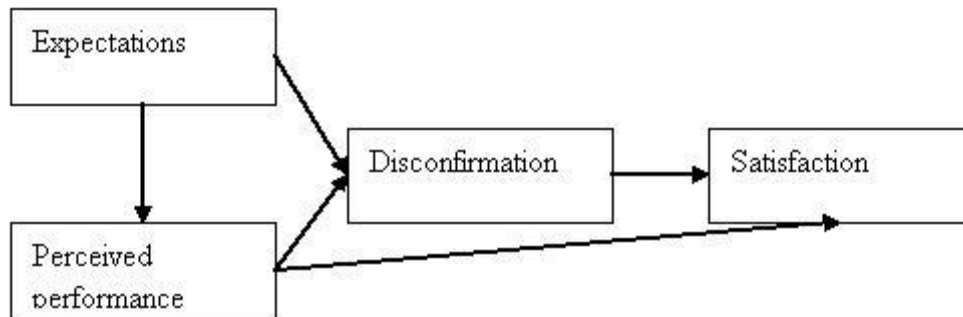
consists of four main constructs: expectations, performance, disconfirmation, and satisfaction. In the marketing context, customer's satisfaction is a collective outcome of perception, evaluation, and psychological reactions to the consumption experience with a product/service (Yi, 1990). According to this theory, which has been studied widely used in the consumer behaviour literature to study consumer's satisfaction (Oliver and DeSarbo, 1988; Tse and Wilton, 1988), customers purchase goods and services with pre-purchase expectations about anticipated performance. Once the product or service has been purchased and used, outcomes are compared against expectations. When outcomes match expectations, confirmation occurs. Disconfirmation occurs when there are differences between expectations and outcomes.

To elucidate EDT, it is necessary to define customers' satisfaction, customer expectation and the disconfirmation theory. Satisfaction is defined by Kotler (2003: 36) as "*a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance in relation to his or her expectation*". Yi (1990) also states that customer's satisfaction is a collective outcome of perception, evaluation and psychological reactions to the consumption experience with a product/service. Therefore, customer's satisfaction is a result of customer's evaluation to the consumption experience with the services. However, customers have different levels of satisfaction for they have different attitudes.

Davidow and Uttal (1989) propose that customers' expectation is based on many factors such as previous experience with other companies, customers' psychological condition at the time of service delivery, customers' backgrounds and values and the images of the purchased product. In Tourism sector, Santos (1998) states that customers' expectations are formed when they plan to go to a destination where they have never been and so they anticipate something about which they have no previous experience. Thus, Expectation is what the customers wish to receive.

In marketing literature (Churchill and Surprenant, 1982; Oliver, 1980) as well as in recent information system studies (McKinney et al., 2002); the disconfirmation theory emerges as the primary foundation for satisfaction models in marketing. According to this theory, satisfaction is mainly determined by the gap between

perceived performance and cognitive standards, such as expectations and desires (Khalifa and Liu, 2003). Disconfirmation is defined as consumer's subjective judgments resulting from comparing their expectations and their perceptions of performance received (McKinney et al., 2002).



**Figure 2.2: Disconfirmation Theory from Oliver (1977, 1980)**

The extent to which perceptions of the performance or experience match expectations determines the type of disconfirmation. Expectation Disconfirmation theory occurs in three forms (Oliver, 1980):

1. Positive disconfirmation results when perceived performance or experience exceeds expectations.
2. Negative disconfirmation occurs when perceived performance does not meet and is less than the expectations.
3. Zero disconfirmation (also, known as confirmation) ensues when performance matches expectations.

Expectation Disconfirmation theory proclaims that satisfaction is mainly defined by the gap between perceived performance, expectations and desires. Davidoff (1994: 31) states that satisfaction equals perception minus expectation  $\rightarrow (S = P - E)$ . It is important to use EDT to measure customers' satisfaction which is a key in business prosperity.

## 2.5. Conclusion

Hotel industry relies on receptionists' communicative competency at the front office to attract tourists and entice their stay or return to the hotel. This competency refers to the skills of welcoming clients, listening carefully to them, speaking effectively with them, asking the appropriate questions, respecting their cultures, using hospitality language, responding to their requests, dealing with their complaints to meet their needs. Needs Analysis is vital to identify clients' needs, lacks and wants that derive from their clients'. The front desk staff's performance can be evaluated via their guests' satisfaction. The Disconfirmation Theory, which was used in the actual study, based on the gap between clients' expectations and perceptions can be an efficient instrument that helps measuring clients' satisfaction. Based on clients' expectations, perceptions and the level of their satisfaction, receptionists' communicative needs can be determined.

# CHAPTER THREE

**Chapter Three:****Analysis of Clients' Responses**

<b>3.1. Introduction</b> .....	59
<b>3.2. Analysis of Clients' Questionnaire</b> .....	59
3.2.1. Clients' Nationalities.....	60
3.2.2. Clients' Satisfaction.....	61
3.2.2.1. Clients' Expectation and Perception.....	61
3.2.2.2. Gap between Clients' Expectations and Perceptions .....	66
3.2.2.3. Clients' Satisfaction According to their Nationalities.....	69
3.2.3. Return to Hotel.....	73
3.2.4. Clients' Suggestions.....	74
<b>3.3. Analysis of Clients' Interview</b> .....	82
3.3.1. Required Level of Language Skills for Hotel Reception Job.....	82
3.3.2. Importance of Intercultural Communication, Hospitality and Hotel Vocabulary.....	85
3.3.3. Return to Hotel .....	86
<b>3.4. Conclusion</b> .....	87

## Chapter Three

### Analysis of Clients' Responses

#### 3.1. Introduction

This chapter deals with the data findings and presents them in tables and figures. It analyses the hotel clients' expectations, perceptions and opinions about the communicative performance of the hotel receptionists. It tries to find out to what extent the hotel visitors were satisfied with the front office staff communication and which English language uses need to be improved.

#### 3.2. Analysis of Clients' Questionnaire

The questionnaire's results were analysed by using the following statistics:

##### **Section 01: Clients' Nationalities**

The data in this section were analysed using percentages and presented in tables.

##### **Section 02: Clients' Expectations/Perceptions**

Customers' expectations and perceptions were analysed using a five-Likert scale (descriptive statistics of means and standard deviations) from 1 to 5 (5 is the highest expectation/perception, whereas 1 is the lowest expectation/ perception). Additionally, gap analysis was used to measure the level of satisfaction using the equation: Satisfaction= Perception - Expectation (Davidoff ,1994: 31).

##### **Section 03: Return to the Hotel**

Percentages were used to analyse this part of the questionnaire and results were presented in tables.

##### **Section 04: Clients' Suggestions**

This part of the questionnaire was analysed using description and clients' suggestions were summarized in a table as well.

### 3.2.1. Clients' Nationalities

All the data obtained from the questionnaires concerning clients' nationalities were analysed using percentages and are presented in table 3.1 below:

Nationality	Number of respondents	Percentage
US	10	16.66%
British	9	15.00%
Japanese	9	15.00%
Malaysian	7	11.66%
Italian	11	18.34%
Portuguese	14	23.34%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.1: Distribution of Clients by Nationality**

Table 3.1 shows that the majority of Gourara Hotel English-speaking customers were Portuguese (23.34%), 18.34% of them were Italians; 16.66% were Americans, 15.00% were Japanese, 15.00% were British and only 11.66% were Malaysians.

The hotel clients were regrouped into two groups: native speakers and non-native speakers of English as shown in table 3.2 below:

Nationality	Number of respondents	Percentage
English Native Speakers	19	31.66%
Non-native English Speakers	41	68.34%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.2: Native versus Non-native Speakers of English**

Table 3.2 shows that most of Gourara Hotel customers were non-native speakers of English (68.34%).

### 3.2.2. Clients' Satisfaction

This part of data analysis presents three main parts: the first part deals with the participants' expectations and perceptions towards Gourara hotel receptionists' communicative performance. The second part provides the gap between clients' expectations and perceptions in order to measure their satisfaction. The third part describes the participants' satisfaction according to their nationalities.

#### 3.2.2.1. Clients' Expectation and Perception

This section presents guests' expectations and perceptions towards the communication service quality of the front office staff at Gourara Hotel in Timimoun. Service quality in this study was composed of four dimensions; communicative skills (Listening and speaking skills), hospitality language, intercultural communication and speech-acts. The sixty respondents were asked to rate each statement regarding their expectations and perceptions towards the service quality of the front office staff (see Appendix A) at Gourara Hotel in Timimoun. The obtained scores were used for describing the satisfaction level of tourists whose satisfaction was divided into 5 levels:

- 1.00-1.80 = very low
- 1.81-2.60 = low
- 2.61-3.40 = moderate
- 3.41-4.20 = high
- 4.21-5.00 = very high

The findings of the front office staff service quality of each dimension were as follows:

#### A. Communicative Skills:

The previous studies revealed that listening and speaking are the most used skills in the field of Tourism and Hotel Management. Therefore, the communicative skills section in the questionnaire included statement related to listening and speaking.

Table 3.3 shows that the total average mean of guests' expectations towards English communicative skills of the front desk staff was 3.57 (High level). The



standard deviation was 0.77. Their perception of communicative skills dimension was ranked at high level (3.53). The standard deviation was 0.61.

As far as the English communicative skills are concerned, the customers expected that the front desk staff could carefully listen to them and ask for further information representing the maximum mean score (3.78). In addition, they expected that the front desk staff could speak clearly so that the English guests could understand them (3.58) and that they could provide clear direction to their rooms and other hotel services (3.65) at a high level. However they expected a moderate level of service when they rated the receptionists' restating that they understood their needs (3.35).

It is noticeable that the front desk staff could not understand their clients. The perception was ranked at a low level (2.52). However, their perception met their expectation in terms of the following points which were all ranked at high level:

- The front desk could speak clearly so that I can understand them
- The front desk could listen to them carefully and ask for further information
- The front desk could provide clear direction to rooms and other hotel services
- The front desk could restate that they understood customers' needs.

Communicative skills: The front desk staff can:	Customers' Expectations			Customers' satisfaction		
	M <sup>1</sup>	SD <sup>2</sup>	L <sup>3</sup>	M	SD	L
1. speak clearly so that I can understand them	3,58	0,65	high	3,72	0,49	high
2. understand me	3,48	0,70	high	2,52	0,93	low
3. listen to me carefully and ask for further information	3,78	0,92	high	3,58	0,54	high
4. provide clear direction to my room and other hotel services	3,65	0,74	high	3,83	0,37	high
5. restate that they understand my needs.	3,35	0,85	moderate	4,00	0,70	high
<b>Overall mean score</b>	<b>3,57</b>	<b>0,77</b>	<b>high</b>	<b>3,53</b>	<b>0,61</b>	<b>high</b>

**Table 3.3: Customers' Expectations and Perceptions towards Communicative Skills**

<sup>1</sup>**M= Mean:** it is the simple average of the numbers.

<sup>2</sup>**SD= Standard Deviation:** the dispersion of a set of data from its mean.

<sup>3</sup>**L= Level of Expectation or Perception.**

### B. Hospitality:

Table 3.4 shows that the total average mean of customers' perception towards friendliness and courtesy of the hotel receptionists was 3.92 (High level). The standard deviation was 0.44 which indicates that the participants' answers were almost similar. Their perception exceeded their expectation which was 3.22 (Moderate level). As for hospitality language, it was found out that the front desk staff welcomed the guests friendly and politely, which was the maximum score at 4,08. The staff also expressed courtesy through friendly manners and used appropriate tone of voice at a high level.

Hospitality: The front desk staff can:	Customers' Expectations			Customers' satisfaction		
	M	SD	L	M	SD	L
1. express courtesy through friendly manners.	3,04	1,21	moderate	3,79	0,58	high
2. use appropriate tone of voice.	3,18	1,36	moderate	3,88	0,67	high
3. welcome me friendly and politely.	2,93	1,89	low	4,08	0,08	high
<b>Overall mean score</b>	<b>3,22</b>	<b>1,40</b>	<b>moderate</b>	<b>3,92</b>	<b>0,44</b>	<b>high</b>

**Table 3.4: Customers' Expectations and Perceptions towards Hospitality**

### C. Intercultural Communication

As shown in table 3.5, the total average mean of clients' perception towards intercultural communication of the front desk staff was 4.10 (high level). The standard deviation was 0.88. As for the intercultural communication, it was found out that the customers expected a moderate level (4.23) of receptionists' using appropriate gestures to show that they understood clients' needs, but they perceived a high level (4.08). The receptionist could make appropriate eye contact when communicating at a high level of 4.13. This level met their expectation which was ranked at a high level too (3.54).

<b>Intercultural Communication: The front desk staff can:</b>	<b>Customers' Expectations</b>			<b>Customers' satisfaction</b>		
	<b>M</b>	<b>SD</b>	<b>L</b>	<b>M</b>	<b>SD</b>	<b>L</b>
1. make appropriate eye contact when communicating.	3,54	0,63	high	4,13	0,44	high
2. use appropriate gestures to show that they understand my needs.	3,25	0,72	moderate	4,08	0,83	high
<b>Overall mean score</b>	<b>3,40</b>	<b>0,68</b>	<b>moderate</b>	<b>4,10</b>	<b>0,64</b>	<b>high</b>

**Table 3.5: Customers' Expectations and Perceptions towards Intercultural Communication**

#### **D. Speech -acts:**

As shown on table 3.6, the overall mean score of perception was 4.08 with a standard deviation of 0.74, that is to say guests perceived a high level of service quality regarding the speech-acts performed by the hotel receptionists.

<b>Speech -acts: The front desk staff can:</b>	<b>Customers' Expectations</b>			<b>Customers' Satisfaction</b>		
	<b>M</b>	<b>SD</b>	<b>L</b>	<b>M</b>	<b>SD</b>	<b>L</b>
1. greet me appropriately.	3,42	0,67	high	4,34	0,92	very high
2. ask appropriate questions.	2,85	1,37	moderate	3,68	0,85	high
3. respond to my requests appropriately .	3,98	0,91	high	4,31	0,51	very high
4. settle my complaints with diplomacy.	4,40	0,96	very high	4,97	0,07	very high
5. define the problem concerning my complaints.	4,13	1,02	high	4,59	0,73	very high
6. ask for further information appropriately	3,98	0,95	high	3,58	0,82	high
7. use appropriate address forms.	3,45	0,68	high	3,13	1,25	moderate
<b>Overall mean score</b>	<b>3,75</b>	<b>0,94</b>	<b>high</b>	<b>4,08</b>	<b>0,74</b>	<b>high</b>

**Table 3.6: Customers' Expectations and Perceptions towards the used Speech-acts**

This level met their expectation which was rated at a high level as well (3.75). It is important to point out that clients perceived a moderate level towards receptionists' use of appropriate address forms (3.13) though they expected a high level (3.45). The standard deviation of perception was 1.25 which indicates that receptionists' answers varied from one participant to another. Guests' perception was at very high level in the following speech-acts:

- greet clients appropriately.
- response to clients' requests appropriately .
- defining problems concerning customers' complaints.

### **E. Summary of Overall Customers Expectation and Perception Towards Service Quality**

Table 3.7 shows that the overall mean score of expectation towards the four dimensions was at a moderate level (3.48). The results of customers' expectation showed that use of speech-acts was rated at high level (3.75), followed by communications skills (3.57), intercultural communication (3.40) and hospitality language (3.22).

The overall mean score of perception towards the four dimensions was at a high level (3.90). The dimension that was highly perceived was the intercultural communication (4.10), followed by speech-acts (4.08), hospitality (3.92) and communicative skills (3.53).

Summary	Customers' Expectations			Customers' satisfaction		
	M	SD	L	M	SD	L
Communications Skills	3,57	0,77	high	3,53	0,61	high
Hospitality Language	3,22	1,40	moderate	3,92	0,44	high
Intercultural Communication	3,40	0,68	moderate	4,10	0,64	high
Speech-acts	3,75	0,94	high	4,08	0,74	high
<b>Overall mean score</b>	<b>3,48</b>	<b>0,94</b>	<b>moderate</b>	<b>3,90</b>	<b>0,60</b>	<b>high</b>

**Table 3.7: Summary of Customers' Expectations and Perceptions**

These results rejected the first hypothesis of the study. That is to say, the hypothesis that Gourara Hotel's clients were dissatisfied with the communicative performance of the receptionists was rejected because the level of satisfaction was high with an overall mean of 3.90.

### 3.2.2.2. Gap between Clients' Expectations and Perceptions

The discrepancy between clients' expectations and perceptions measures their satisfaction and discloses if they are satisfied or not.

#### A. Communications Skills

Table 3.8 shows that clients were dissatisfied with the communicative skills performed by the hotel receptionists. Applying the disconfirmation theory, this dissatisfaction appeared in the negative gap (-0.4) between their expectations and their perceptions. Clients' dissatisfaction was due to the fact that receptionists could not understand their clients (-0.97) and they didn't listen to them carefully and ask for further information (-0.20).

<b>Communication Skills: The front desk staff can:</b>	<b>C.E<sup>1</sup></b>	<b>C.P<sup>2</sup></b>	<b>Gap</b>
1. speak clearly so that I can understand them	3,58	3,72	0,13
2. understand me	3,48	2,52	-0,97
3. listen to me carefully and ask for further information	3,78	3,58	-0,20
4. provide clear direction to my room and other hotel services	3,65	3,83	0,18
5. restate that they understand my needs.	3,35	4,00	0,65
<b>Overall mean score</b>	<b>3,57</b>	<b>3,53</b>	<b>-0,04</b>

**Table 3.8: Clients' Satisfaction with Communicative Skills**

<sup>1</sup> C.E = Customers' Expectation.

<sup>2</sup> C.P = Customers' Perception.

### B. Hospitality

Table 3.9 shows that the perceived performance was more than the expected performance with a discrepancy of 0.52. Thus, the hotel guests were satisfied with the hospitality language of the receptionists.

<b>Hospitality: The front desk staff can:</b>	<b>C.E</b>	<b>C.P</b>	<b>Gap</b>
1. express courtesy through friendly manners.	3,04	3,79	0,26
2. use appropriate tone of voice.	3,18	3,88	0,40
3. welcome me friendly and politely.	2,93	4,08	0,91
<b>Overall mean score</b>	<b>3,22</b>	<b>3,92</b>	<b>0,52</b>

**Table 3.9: Clients' Satisfaction with Hospitality –**

### C. Intercultural Communication

Table 3.10 shows that the perceived performance exceeded the expected performance resulting in clients' satisfaction with the intercultural communication of the front office staff (gap = 0.58).

<b>Intercultural Communication: The front desk staff can:</b>	<b>C.E</b>	<b>C.P</b>	<b>Gap</b>
4. make appropriate eye contact when communicating.	3,54	4,13	0,40
5. use appropriate gestures to show that they understand my needs.	3,25	4,08	0,75
<b>Overall mean score</b>	<b>3,40</b>	<b>4,10</b>	<b>0,58</b>

**Table 3.10: Clients' Satisfaction with Intercultural Communication -**

### D. Speech-acts

Table 3.11 shows that guests were satisfied with the speech -acts dimension with 0.36 discrepancy between their expectations and their perceptions. However, it was remarkable that they were dissatisfied with the receptionists' use of appropriate

address forms (-0.33) and asking for further information (-0.41). Taking into account this dissatisfaction, the second hypothesis of the research was partially confirmed. That is to say, the hypothesis that clients' dissatisfaction was due to some very specific pragmatic failure in the receptionists' communicative performance. Some receptionists' speech-acts were not performed in the appropriate way.

<b>Speech-acts: The front desk staff can:</b>	<b>C.E</b>	<b>C.P</b>	<b>Gap</b>
1. greet me appropriately.	3,42	4,34	0,93
2. ask appropriate questions.	2,85	3,68	0,83
3. respond to my requests appropriately .	3,98	4,31	0,33
4. settle my complaints with diplomacy.	4,40	4,97	0,57
5. define the problem concerning my complaints.	4,13	4,59	0,46
6. ask for further information appropriately	3,98	3,58	-0,41
7. use appropriate address forms.	3,45	3,13	-0,33
<b>Overall mean score</b>	<b>3,75</b>	<b>4,08</b>	<b>0,36</b>

**Table 3.11: Clients' Satisfaction with Speech-acts**

#### **E. Summary of Clients' Satisfaction**

<b>Summary</b>	<b>C.E</b>	<b>C.P</b>	<b>Gap</b>
Communications Skills	3,57	3,53	-0,04
Hospitality Language	3,22	3,92	0,52
Intercultural Communication	3,40	4,10	0,58
Speech-acts	3,75	4,08	0,36
<b>Overall mean score</b>	<b>3,49</b>	<b>3,91</b>	<b>0,36</b>

**Table 3.12: Summary of Clients' Satisfaction**

Table 3.12 summarizes Gourara hotel guests' satisfaction with the front desk staff communication performance. Generally speaking, customers were satisfied

because the gap between their expectations and their perceptions was positive (0.36). The highest satisfaction occurred at the level of receptionists' performance of intercultural communication (0.58), followed by hospitality (0.52), then speech-acts (0.36). However, they were dissatisfied with listening and speaking skills. Once more, it is necessary to point out that the first hypothesis of this study which suggested that clients were dissatisfied with the communicative performance of Gourara Hotel receptionists was rejected.

### **3.2.2.3. Clients' Satisfaction According to their Nationalities.**

This part of analysis presents Gourara hotel guests' satisfaction according to their nationalities in order to find out if they were similarly satisfied or not with the different communication skills performed by the front desk staff.

#### **i. Malaysian Satisfaction**

Table 3.13 (page 76) summarizes Malaysians' satisfaction with Gourara Hotel receptionists' performance of communicative skills (listening and speaking), hospitality, intercultural communication and speech-acts. The results showed a negative gap between customers' perception and expectation in hospitality and speech -acts dimensions. However, it was positive in communicative skills and intercultural communication. The overall mean of both their expectation and their perception was at a high level, yet they were dissatisfied because the gap between what they expected and what they perceived was negative ( $3.84 - 4.02 = -0.17$ ). Here is a detailed description of Malaysians' questionnaire results:

Regarding the communicative skills, mainly listening and speaking, performed by the hotel receptionists, Malaysians' expectations and perceptions were at a high level (3.5 and 3.7). They reported that the front desk staff provided clear direction to their rooms and other hotel services, and that they (the front desk staff) kindly understood their needs more than they (the clients) expected (Expectation 3.5- Perception 4.00). Malaysians were satisfied with the



listening and speaking skills. The gap between their expectation and their perception was positive (0.20).

The overall expectation concerning hospitality was ranked at the highest level (4.80) with a standard deviation of 0.50. However the overall perception was at a high level (3.83) with a standard deviation of 0.33. The perceived performance was less than the expected performance with a discrepancy of -0.75. Thus, Malaysians were dissatisfied with the hospitality language of the receptionists.

The findings revealed that Malaysians' overall expectation and perception towards the intercultural communication were at a high level (3.80-3.88). Malaysians' perception of the intercultural communication exceeded their expectation. The result was a positive gap of 0.19.

Though their overall expectation and perception were ranked at a high level (4.07-3.96), Malaysian clients of the hotel were dissatisfied with the speech-acts performed by the front desk staff. This appears in the negative gap between their perception which exceeded their expectation (-0.11).

## **ii. Italians' Satisfaction**

The overall mean score shows (See table 3.17 on page 77) that Italians were highly satisfied. Their perception which was 3.96 (high level) exceeded their expectation which was 2.82 (moderate) resulting in a positive gap of 1.14. Italians' satisfaction was very high in the intercultural communication dimension (4.25), followed by speech-acts dimension (4.09), hospitality dimension (3.83) and communicative skills dimensions (3.68).

It was remarkable that the only negative gap (dissatisfaction) was at the level of understating Italians (-0.20), that is to say; Italians perceived that receptionist could not understand them. The highest satisfaction was at the

level of welcoming them friendly and politely (gap between what they expected and what they perceived was 2.25).

### **iii. Portuguese' Satisfaction**

The overall mean scores shown in table 3.18 (page 78) indicate that Portuguese clients were highly satisfied with receptionists' communicative performance. Their perceptions (4.04) exceeded their expectations (3.43) resulting in a positive disconfirmation with a gap of 0.61. Their satisfaction appeared at the level of all dimensions. However, there are some aspects in which Portuguese were dissatisfied with. These aspects were:

- Receptionists could not understand them.
- Receptionists could not ask for further information appropriately.
- Receptionists could not use appropriate address forms.

The Portuguese' lowest satisfaction was marked in the use of speech-acts with a positive disconfirmation of a 0.17 difference between their expectations and perception.

### **iv. Japanese Satisfaction**

Table 3.19 (page 79) shows that Japanese expected and perceived a high level of service quality at the front desk. The gap between their perceptions and expectations was positive (0.49). Thus, they were satisfied with the communicative performance of the hotel receptionists.

At the level of communicative skills , though they expected a high level of service quality and perceived a high level as well, Japanese were dissatisfied for the discrepancy between what they perceived and what they expected was negative (-0.40). They perceived that that the front office staff could not:

- understand them

- listen to them carefully and ask for further information
- provide clear direction to their rooms and other hotel service

Additionally, there was a negative gap (-0.20) between Japanese' perception and expectation in one aspect of the used speech-acts. They perceived that the front desk staff could not ask for further information appropriately.

#### **v. US Satisfaction**

US customers were highly satisfied with receptionists' communicative performance as shown in the overall mean scores on table 3.20 (page 80). Their perceptions (3.95) met and even exceeded their expectations (3.71) resulting in a positive gap of 0.24.

Regarding the communicative skills (listening and speaking) dimension, it was remarkable that US guests were dissatisfied. Though both perception level and expectation level were high, the discrepancy between them was negative -0.75. Receptionists could not understand them (the gap between what they expected and what they perceived was -2.00). Moreover, receptionists could not listen to them carefully and ask for further information (the gap between what they expected and what they perceived was - 1.00).

At the level of speech-acts, US tourists were dissatisfied with the following language functions:

- The front desk staff could not ask for further information appropriately.
- The front desk staff could not use address forms appropriately.

#### **vi. British Satisfaction**

Table 3.21 (page 81) shows that the overall mean score of satisfaction obtained from British clients' responses was positive. Their perceptions (3.92) exceeded their expectations (3.38) creating a positive gap of 0.25.

Regarding communicative skills performed by the hotel receptionists, clients were dissatisfied. They expected a high level 3.64, but they perceived a moderate level 3.40 with a negative discrepancy of -0, 24. Their dissatisfaction appeared in the following sub-skills:

- The front desk staff could not understand them
- The front desk staff could not listen to them carefully and ask for further information
- The front desk staff could not provide clear direction to their rooms and other hotel services

Concerning hospitality, British were totally satisfied for their perceptions exceeded their expectations.

At the level of speech-acts, it is important to point out that though British were satisfied, they perceived that receptionists could not use appropriate address forms as they expected.

### 3.2.3. Return to Hotel

This part of the questionnaire deals with two main results: Gourara Hotel clients' return to the hotel and their motives to do so.

#### 3.2.3.1. Potential for Customers' Return to the Hotel

Table 3.19 shows that most of customers (78.34%) would return to the hotel. This finding might be caused by their appreciation of the service quality provided by the receptionists.

Return to the Hotel	Number of Respondents	Percentage
Yes	47	78.34%
No	13	21.66%
Not sure	00	00%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.13: Potential for Customers' Return to the Hotel**

### 3.2.3.2. Incentives for Clients' Return

Table 3.20 (page 80) shows that receptionists' hospitality language (50.00%) is the factor that highly motivates clients to come back to the hotel, followed by the intercultural communication (30.00%). This indicates that guests were satisfied with the front office staff performance of these two skills.

Potential for repeat visit	Number of respondents	Percentage
Listening and Speaking Skills	5	08.34%
Intercultural Communication	18	30.00%
Hospitality or Courtesy.	30	50.00%
Other: beautiful place to visit again-Nice natural scenes-	4	06.66%
Other: Transport problem ( Hotel access, long time to respond requests)	3	05.00%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.14: Motives behind Clients Return to Hotel**

### 3.2.4. Clients' Suggestions

Customers also enhanced this research by adding valuable compliments and complaints. To make it clear, the compliments and complaints were further separated into groups as presented in table 3.21. Table 3.21 shows that twenty-one customers provided compliments and complaints. Seventeen out of twenty-one customers complimented the front desk staff, saying they were friendly, helpful and polite making creating a good impression. In addition; they said that they were very professional and well-informed. However, four out of twenty-one customers

complained that the front desk staff should improve their English communication skills and should provide prompt responses to guests' requests.

<b>English Skill</b>	<b>Suggestions</b>	<b>Number of respondents</b>	<b>Percentage</b>
Compliments	- The front desk staff was very professional.	7	33.33%
	-The front desk staff was friendly, helpful and polite making creating a good impression/Warm welcome.	11	52.38%
<b>Total</b>		<b>17</b>	<b>80.95%</b>
Complaints	-The front desk staff should improve English communication	1	04.79%
	-The front desk staff did not provide prompt service.	3	14.28%
<b>Total</b>		<b>4</b>	<b>19.05%</b>
<b>Overall Total</b>		<b>21</b>	<b>100%</b>

**Table 3.15: Clients' Suggestions**

	Clients' Expectation			Clients' Perception			Gap
	M	SD	L	M	SD	L	
<b>A. Communicative Skills:</b>							
1. speak clearly so that I can understand them	3,50	0,58	High	3,50	0,58	High	0,00
2. understand me	3,50	0,58	High	3,50	0,58	High	0,00
3. listen to me carefully and ask for further information	3,50	0,58	High	3,50	0,58	High	0,00
4. provide clear direction to my room and other hotel services	3,50	1,00	High	4,00	0,00	High	0,50
5. restate that they understand my needs.	3,50	0,58	High	4,00	0,82	High	0,50
<b>Mean</b>	<b>3,50</b>	<b>0,66</b>	<b>High</b>	<b>3,70</b>	<b>0,51</b>	<b>High</b>	<b>0,20</b>
<b>B. Hospitality:</b>							
6. express courtesy through friendly manners.	4,75	0,50	Very high	3,75	0,50	High	-1,00
7. use appropriate tone of voice.	4,75	0,50	Very high	3,75	0,50	High	-1,00
8. welcome me friendly and politely.	4,75	0,50	Very high	4,00	0,00	High	-0,75
<b>Mean</b>	<b>4,75</b>	<b>0,50</b>	<b>Very high</b>	<b>3,83</b>	<b>0,33</b>	<b>High</b>	<b>-0,92</b>
<b>C. Intercultural Communication:</b>							
9. make appropriate eye contact when communicating.	4,00	0,00	High	4,00	0,00	High	0,00
10. use appropriate gestures to show that they understand my needs.	3,50	0,58	High	3,75	0,96	High	0,25
<b>Mean</b>	<b>3,75</b>	<b>0,29</b>	<b>High</b>	<b>3,88</b>	<b>0,48</b>	<b>High</b>	<b>0,13</b>
<b>D. Speech-acts:</b>							
11. greet me appropriately.	3,50	0,58	High	4,25	0,96	Very high	0,75
12. ask appropriate questions.	2,50	1,73	Low	3,50	0,58	High	1,00
13. respond to my requests appropriately .	4,50	0,58	Very high	4,25	0,96	Very high	-0,25
14. settle my complaints with diplomacy.	5,00	0,00	Very high	3,50	0,58	Very high	0,00
15. define the problem concerning my complaints.	5,00	0,00	Very high	4,25	0,50	Very high	-0,25
16. ask for further information appropriately.	4,50	0,58	Very high	5,00	0,00	Moderate	-1,25
17. use appropriate address forms.	3,50	0,58	High	4,75	0,50	High	-0,75
<b>Mean</b>	<b>4,07</b>	<b>0,58</b>	<b>High</b>	<b>3,96</b>	<b>0,50</b>	<b>High</b>	<b>-0,11</b>
<b>Overall Mean Score</b>	<b>4,02</b>	<b>0,50</b>	<b>High</b>	<b>3,84</b>	<b>0,45</b>	<b>High</b>	<b>-0,17</b>

Tables 3.16: Malaysians' Satisfaction

	Clients' Expectation			Clients' Perception			Gap
	M	SD	L	M	SD	L	
<b>The front desk staff can:</b>							
<b>E. Communicative Skills:</b>							
1. speak clearly so that I can understand them	3,00	1,00	moderate	3,80	0,45	high	0,80
2. understand me	3,00	1,00	moderate	2,80	1,30	moderate	-0,20
3. listen to me carefully and ask for further information	3,20	1,30	moderate	3,80	0,45	high	0,60
4. provide clear direction to my room and other hotel services	2,80	1,64	moderate	3,80	0,45	high	1,00
5. restate that they understand my needs.	2,60	1,52	moderate	4,20	0,45	high	1,60
<b>Mean</b>	<b>2,92</b>	<b>1,29</b>	<b>low</b>	<b>3,68</b>	<b>0,62</b>	<b>high</b>	<b>0,76</b>
<b>F. Hospitality:</b>							
6. express courtesy through friendly manners.	2,50	1,00	low	3,75	0,50	high	1,25
7. use appropriate tone of voice.	2,50	1,00	low	3,75	0,50	high	1,25
8. welcome me friendly and politely.	1,75	1,50	Very low	4,00	0,00	high	2,25
<b>Mean</b>	<b>2,25</b>	<b>1,17</b>	<b>low</b>	<b>3,83</b>	<b>0,33</b>	<b>high</b>	<b>1,58</b>
<b>G. Intercultural Communication:</b>							
9. make appropriate eye contact when communicating.	3,00	0,82	moderate	4,50	0,58	Very high	1,50
10. use appropriate gestures to show that they understand my needs.	2,75	1,26	moderate	4,00	0,82	high	1,25
<b>Mean</b>	<b>2,88</b>	<b>1,04</b>	<b>low</b>	<b>4,25</b>	<b>0,70</b>	<b>Very high</b>	<b>1,38</b>
<b>H. Speech-acts:</b>							
11. greet me appropriately.	3,00	1,22	moderate	4,60	0,89	Very high	1,60
12. ask appropriate questions.	2,60	1,52	low	3,60	0,89	high	1,00
13. respond to my requests appropriately .	3,40	1,52	moderate	4,20	0,45	high	0,80
14. settle my complaints with diplomacy.	3,80	1,79	high	5,00	0,00	very high	1,20
15. define the problem concerning my complaints.	3,60	1,67	high	4,80	0,45	very high	1,20
16. ask for further information appropriately.	3,40	1,52	moderate	3,60	0,89	high	0,20
17. use appropriate address forms.	2,80	1,10	moderate	2,80	1,30	moderate	0,00
<b>Mean</b>	<b>3,23</b>	<b>1,48</b>	<b>moderate</b>	<b>4,09</b>	<b>0,70</b>	<b>high</b>	<b>0,86</b>
<b>Overall Mean Score</b>	<b>2,82</b>	<b>1,24</b>	<b>moderate</b>	<b>3,96</b>	<b>0,58</b>	<b>high</b>	<b>1,14</b>

Table 3.17: Italians' Satisfaction



The front desk staff can:	Clients' Expectation			Clients' Perception			Gap
	M	SD	L	M	SD	L	
<b>I. Communicative Skills:</b>							
1. speak clearly so that I can understand them	3,40	0,89	moderate	3,80	0,45	high	0,40
2. understand me	3,20	0,84	moderate	2,40	1,14	moderate	-0,80
3. listen to me carefully and ask for further information	3,60	1,14	moderate	3,60	0,55	high	0,00
4. provide clear direction to my room and other hotel services	3,40	1,34	moderate	3,80	0,45	high	0,40
5. restate that they understand my needs.	3,00	1,22	moderate	4,00	0,71	high	1,00
<b>Mean</b>	<b>3,32</b>	<b>1,09</b>	<b>moderate</b>	<b>3,52</b>	<b>0,66</b>	<b>high</b>	<b>0,20</b>
<b>J. Hospitality:</b>							
6. express courtesy through friendly manners.	3,25	1,50	moderate	4,00	0,82	high	0,75
7. use appropriate tone of voice.	3,25	1,50	moderate	4,25	0,50	very high	1,00
8. welcome me friendly and politely.	2,75	2,06	moderate	4,25	0,50	very high	1,50
<b>Mean</b>	<b>3,08</b>	<b>1,69</b>	<b>moderate</b>	<b>4,17</b>	<b>0,61</b>	<b>high</b>	<b>1,08</b>
<b>K. Intercultural Communication:</b>							
9. make appropriate eye contact when communicating.	3,50	0,58	high	4,25	0,50	very high	0,75
10. use appropriate gestures to show that they understand my needs.	3,25	0,50	moderate	4,50	0,58	very high	1,25
<b>Mean</b>	<b>3,38</b>	<b>0,54</b>	<b>moderate</b>	<b>4,38</b>	<b>0,54</b>	<b>very high</b>	<b>1,00</b>
<b>L. Speech-acts :</b>							
11. greet me appropriately.	3,60	0,55	high	4,40	0,89	very high	0,80
12. ask appropriate questions.	3,20	1,30	moderate	3,80	0,84	high	0,60
13. respond to my requests appropriately .	4,20	0,84	high	4,40	0,55	very high	0,20
14. settle my complaints with diplomacy.	4,60	0,89		4,80	0,45	very high	0,20
15. define the problem concerning my complaints.	4,40	0,89		4,60	0,55	very high	0,20
16. ask for further information appropriately.	4,20	0,84	high	3,60	0,89	high	-0,60
17. use appropriate address forms.	3,40	0,55	moderate	3,20	1,30	moderate	-0,20
<b>Mean</b>	<b>3,94</b>	<b>0,84</b>	<b>high</b>	<b>4,11</b>	<b>0,78</b>	<b>high</b>	<b>0,17</b>
<b>Overall Mean Scores</b>	<b>3,43</b>	<b>1,04</b>	<b>high</b>	<b>4,04</b>	<b>0,64</b>	<b>high</b>	<b>0,61</b>

Table 3.18: Portuguese' Satisfaction

The front desk staff can:	Clients' Expectation			Clients' Perception			Gap
	M	SD	L	M	SD	L	
<b>M. Communicative Skills:</b>							
1. speak clearly so that I can understand them	3,80	0,45	high	3,80	0,45	high	0,00
2. understand me	3,60	0,55	high	2,00	0,71	low	-1,60
3. listen to me carefully and ask for further information	4,20	0,84	high	3,60	0,55	high	-0,60
4. provide clear direction to my room and other hotel services	4,00	0,00	high	3,80	0,45	high	-0,20
5. restate that they understand my needs.	3,60	0,55	high	4,00	0,71	high	0,40
<b>Mean</b>	<b>3,84</b>	<b>0,48</b>	<b>high</b>	<b>3,44</b>	<b>0,57</b>	<b>high</b>	<b>-0,40</b>
<b>N. Hospitality:</b>							
6. express courtesy through friendly manners.	3,25	1,50	moderate	4,00	0,82	High	0,75
7. use appropriate tone of voice.	3,25	1,50	moderate	4,25	0,50	Very high	1,00
8. welcome me friendly and politely.	2,75	2,06	moderate	4,25	0,50	Very high	1,50
<b>Mean</b>	<b>3,08</b>	<b>1,69</b>	<b>moderate</b>	<b>4,17</b>	<b>0,61</b>	<b>High</b>	<b>1,08</b>
<b>O. Intercultural Communication:</b>							
9. make appropriate eye contact when communicating.	3,75	0,96	high	4,25	0,50	Very high	0,50
10. use appropriate gestures to show that they understand my needs.	3,50	0,58	high	4,50	0,58	Very high	1,00
<b>Mean</b>	<b>3,63</b>	<b>0,77</b>	<b>high</b>	<b>4,38</b>	<b>0,54</b>	<b>Very high</b>	<b>0,75</b>
<b>P. Speech-acts:</b>							
11. greet me appropriately.	3,40	0,55	moderate	4,40	0,89	Very high	1,00
12. ask appropriate questions.	3,00	1,22		3,80	0,84	High	0,80
13. respond to my requests appropriately .	3,80	0,84	high	4,40	0,55	Very high	0,60
14. settle my complaints with diplomacy.	4,20	1,10	high	5,00	0,00	Very high	0,80
15. define the problem concerning my complaints.	4,00	1,00	high	4,60	0,55	Very high	0,60
16. ask for further information appropriately.	3,80	0,84	high	3,60	0,89	high	-0,20
17. use appropriate address forms.	3,20	0,45	moderate	3,20	1,30	Moderate	0,00
<b>Mean</b>	<b>3,63</b>	<b>0,86</b>	<b>high</b>	<b>4,14</b>	<b>0,72</b>	<b>High</b>	<b>0,51</b>
<b>Overall Mean Score</b>	<b>3,54</b>	<b>0,95</b>	<b>high</b>	<b>4,03</b>	<b>0,61</b>	<b>High</b>	<b>0,49</b>

Table 3.19: Japanese Satisfaction

The front desk staff can:	Clients' Expectation			Clients' Perception			Gap
	M	SD	L	M	SD	L	
<b>Q. Communicative Skills:</b>							
1. speak clearly so that I can understand them	4,20	0,45	high	3,80	0,45	high	-0,40
2. understand me	3,60	1,14	high	2,00	0,71	low	-2,00
3. listen to me carefully and ask for further information	4,40	0,55	very high	3,60	0,55	high	-1,00
4. provide clear direction to my room and other hotel services	4,20	0,45	high	3,80	0,45	high	-0,40
5. restate that they understand my needs.	4,00	0,71	high	4,00	0,71	high	0,00
Mean	4,08	0,66	high	3,44	0,57	high	-0,76
<b>R. Hospitality:</b>							
6. express courtesy through friendly manners.	3,25	1,50		3,75	0,50	high	0,50
7. use appropriate tone of voice.	3,25	1,50		3,75	0,50	high	0,50
8. welcome me friendly and politely.	2,75	2,06		4,00	0,00	high	1,25
Mean	<b>3,08</b>	<b>1,69</b>		<b>3,83</b>	<b>0,33</b>	high	<b>0,75</b>
<b>S. Intercultural Communication:</b>							
9. make appropriate eye contact when communicating.	3,75	0,96	high	4,25	0,50	very high	0,50
10. use appropriate gestures to show that they understand my needs.	3,50	0,58	high	4,50	0,58	high	1,00
Mean	<b>3,63</b>	<b>0,77</b>	high	<b>4,38</b>	<b>0,54</b>	very high	<b>0,75</b>
<b>T. Speech-acts:</b>							
11. greet me appropriately.	3,60	0,55	high	4,40	0,89	very high	0,80
12. ask appropriate questions.	3,20	1,30		3,80	0,84	high	0,60
13. respond to my requests appropriately .	4,20	0,84	high	4,40	0,55	very high	0,20
14. settle my complaints with diplomacy.	4,60	0,89	very high	5,00	0,00	very high	0,40
15. define the problem concerning my complaints.	4,40	0,89	very high	4,60	0,55	very high	0,20
16. ask for further information appropriately.	4,20	0,84	high	3,60	0,89	high	-0,60
17. use appropriate address forms.	3,40	0,55		3,20	1,30		-0,20
Mean	<b>3,94</b>	<b>0,84</b>	high	<b>4,14</b>	<b>0,72</b>	high	<b>0,20</b>
<b>Overall Mean Score</b>	<b>3,71</b>		high	<b>3,95</b>		high	<b>0,24</b>

Table 3.20: US Satisfaction

The front desk staff can:	Clients' Expectation			Clients' Perception			Gap
	M	SD	L	M	SD	L	
<b>U. Communicative Skills:</b>							
1. speak clearly so that I can understand them	3,60	0,55	high	3,60	0,55	high	0,00
2. understand me	3,60	0,55	high	2,40	1,14	low	-1,20
3. listen to me carefully and ask for further information	3,60	1,14	high	3,40	0,55	moderate	-0,20
4. provide clear direction to my room and other hotel services	4,00	0,00	high	3,80	0,45	high	-0,20
5. restate that they understand my needs.	3,40	0,55	moderate	3,80	0,84	high	0,40
<b>Mean</b>	<b>3,64</b>	<b>0,56</b>	<b>high</b>	<b>3,40</b>	<b>0,70</b>	<b>moderate</b>	<b>-0,24</b>
<b>V. Hospitality:</b>							
6. express courtesy through friendly manners.	3,25	1,50	moderate	3,50	0,58	high	0,25
7. use appropriate tone of voice.	3,25	1,50	moderate	3,50	1,00	high	0,25
8. welcome me friendly and politely.	2,75	2,06	moderate	4,00	0,00	high	1,25
<b>Mean</b>	<b>3,08</b>	<b>1,69</b>	<b>moderate</b>	<b>3,67</b>	<b>0,53</b>	<b>high</b>	<b>0,58</b>
<b>W. Intercultural Communication:</b>							
9. make appropriate eye contact when communicating.	3,25	0,50	moderate	3,50	0,58	high	0,25
10. use appropriate gestures to show that they understand my needs.	3,00	0,82	moderate	3,25	1,50	moderate	0,25
<b>Mean</b>	<b>3,13</b>	<b>0,66</b>	<b>moderate</b>	<b>3,38</b>	<b>1,04</b>	<b>moderate</b>	<b>0,25</b>
<b>X. Speech-acts :</b>							
11. greet me appropriately.	3,40	0,55	moderate	4,00	1,00	high	0,60
12. ask appropriate questions.	2,60	1,14		3,60	1,14	high	1,00
13. respond to my requests appropriately	3,80	0,84	high	4,20	0,45	high	0,40
14. settle my complaints with diplomacy.	4,20	1,10		5,00	0,00	very high	0,80
15. define the problem concerning my complaints.	3,40	1,67	moderate	4,20	1,79	high	0,80
16. ask for further information appropriately.	3,80	1,10	high	3,80	0,84	high	0,00
17. use appropriate address forms.	4,40	0,89	Very high	3,60	1,34	high	-0,80
<b>Mean</b>	<b>3,66</b>	<b>1,04</b>	<b>high</b>	<b>4,06</b>	<b>0,94</b>	<b>high</b>	<b>0,40</b>
<b>Overall Mean Score</b>	<b>3,38</b>		<b>moderate</b>	<b>3,62</b>		<b>high</b>	<b>0,25</b>

Table 3.21: British' Satisfaction

### 3.3. Analysis of Clients' Interview

The interviews analysis describes the participants' opinions about the use of the English communicative skills in Hotel Reception profession and what language use affects their coming back to the hotel.

#### 3.3.1. Required Level of Language Skills for Hotel Reception

##### Job

Section A provided an insight in clients' beliefs about the needed level of English and of each communicative skill (Listening, Speaking, Reading and Writing) for hotel receptionists to perform their job effectively. Moreover, it aimed at knowing clients' opinions about the importance of some language uses at the workplace.

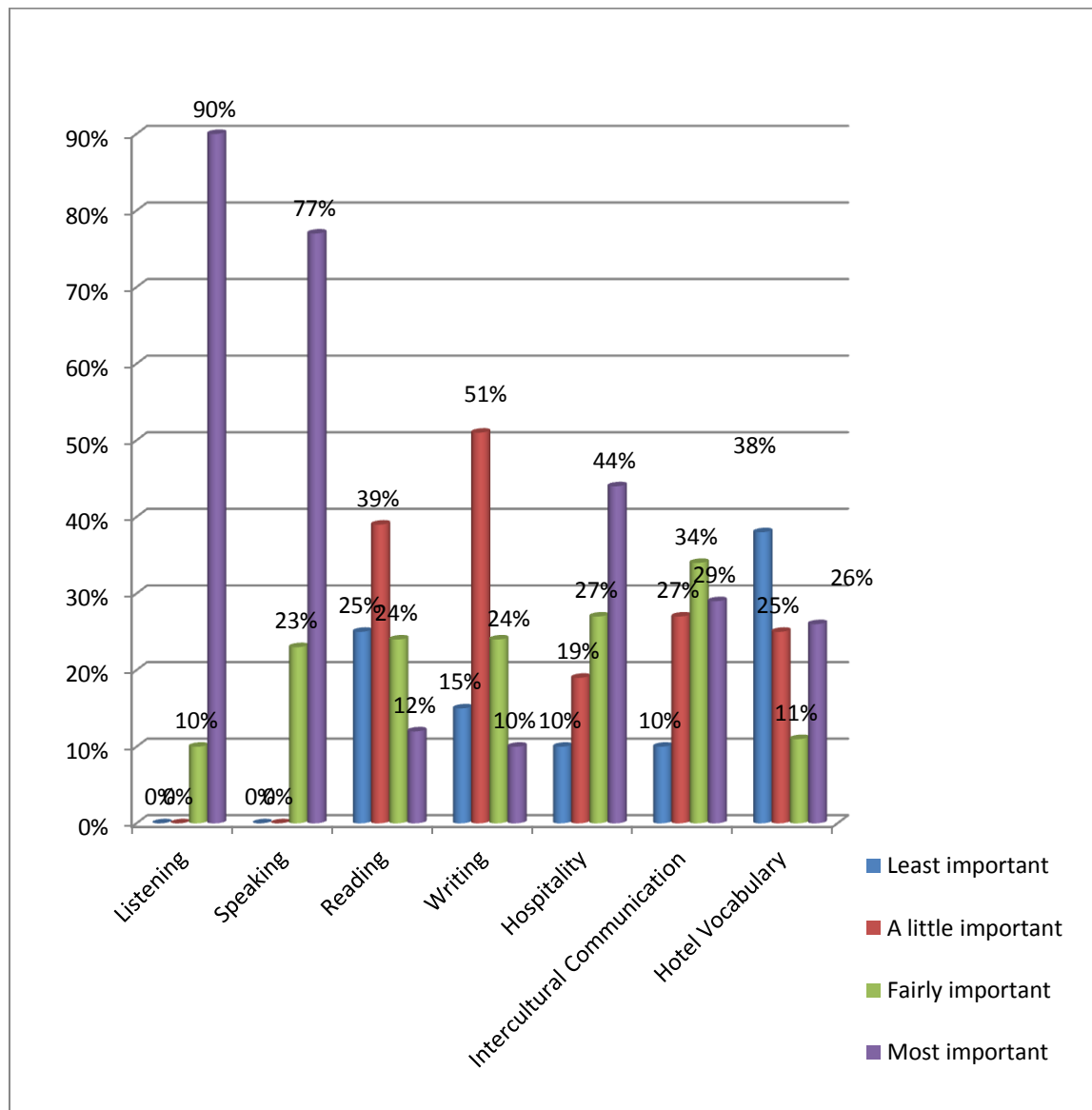
**Question 01:** Is a good level of English required to satisfy you at the front desk?

The aim of question 01 was to determine the importance of having a good level of English language at workplace. The more English is important at work; the more emphasis should be given to the English course in the training period. The results show that all tourists (100%) said that it was important for a hotel receptionist to have a good level of English.

**Question 02:** Which of the following language skills you think are important for a receptionist to communicate effectively with clients?

Question 02 aimed at knowing clients' views about the importance of some communicative requirements for the front desk staff to communicate effectively with clients. Figure 3.1 is self-explanatory. Regarding listening skill, the majority of participants (90%) said that it was a very important requirement at workplace. Concerning speaking, 77% of respondents agreed that it was a very important skill in hotel reception profession. As for Reading, 39% of them opted for the little importance of this skill for the front desk staff. 51% answered that writing was of a little importance for the front office staff. 44% of clients said that hospitality language was the most important aspect needed at hotel reception job. Intercultural communication

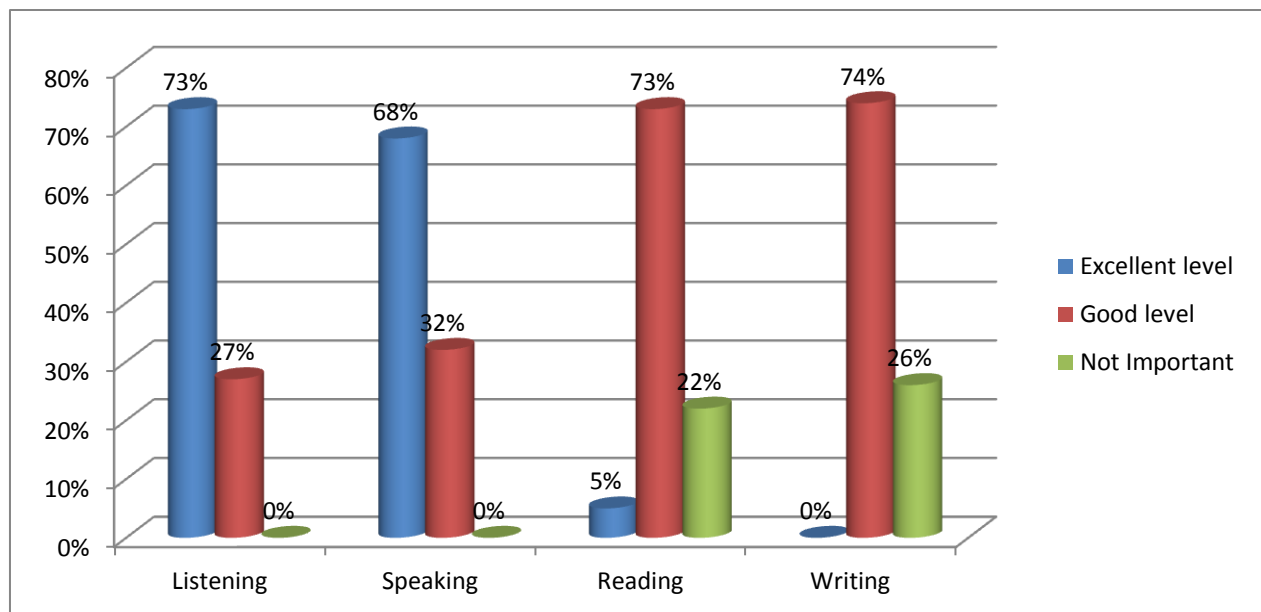
was opted by 34% of participants as fairly important for hotel receptionists. Knowing hotel vocabulary was ranked as the least important skill by 38% of hotel guests.



**Figure 3.1: Importance of Communicative Requirements**

**Question 03, 04, 05 and 06:** Which level of the English language listening, speaking, and reading and writing skills enables a receptionist to do his job effectively?

Question 03, 04, 05 and 06 provided an insight in clients' beliefs about the needed level of each communicative skill (Listening, Speaking, Reading and Writing) for hotel receptionists to perform their job effectively.



**Figure 3.2: Summary of Required Levels**

Figure 3.2 summarises Clients' views about the required levels of communicative skills in Hotel reception profession. It is obvious that clients opted for listening and speaking skills and said that an excellent level in these skills is needed to enable the front desk staff to perform their job effectively. As for reading and writing, having a good level is quite enough.

Concerning listening skill, 73% of the respondents said that an excellent level of listening skill was required in hotel reception profession; only 27% of them said that a good level was required. However, none of them said that it was not important. As for speaking skill, most participants (68%) answered that an excellent level of speaking skill is needed to enable hotel receptionists to carry out their job effectively, 32% of them responded that a good level is needed, however none of them opted for the non-importance of speaking at workplace. Regarding reading skill, 73% of hotel guests opted for having a good level of reading enables receptionists to do their job effectively, 22 % said that having a certain level is not important in hotel reception job and 5% only answered that an excellent level is required. 74% of participants agreed that a good level of writing is required in hotel reception profession and 24 % thought that having some level of writing is not important at the workplace.

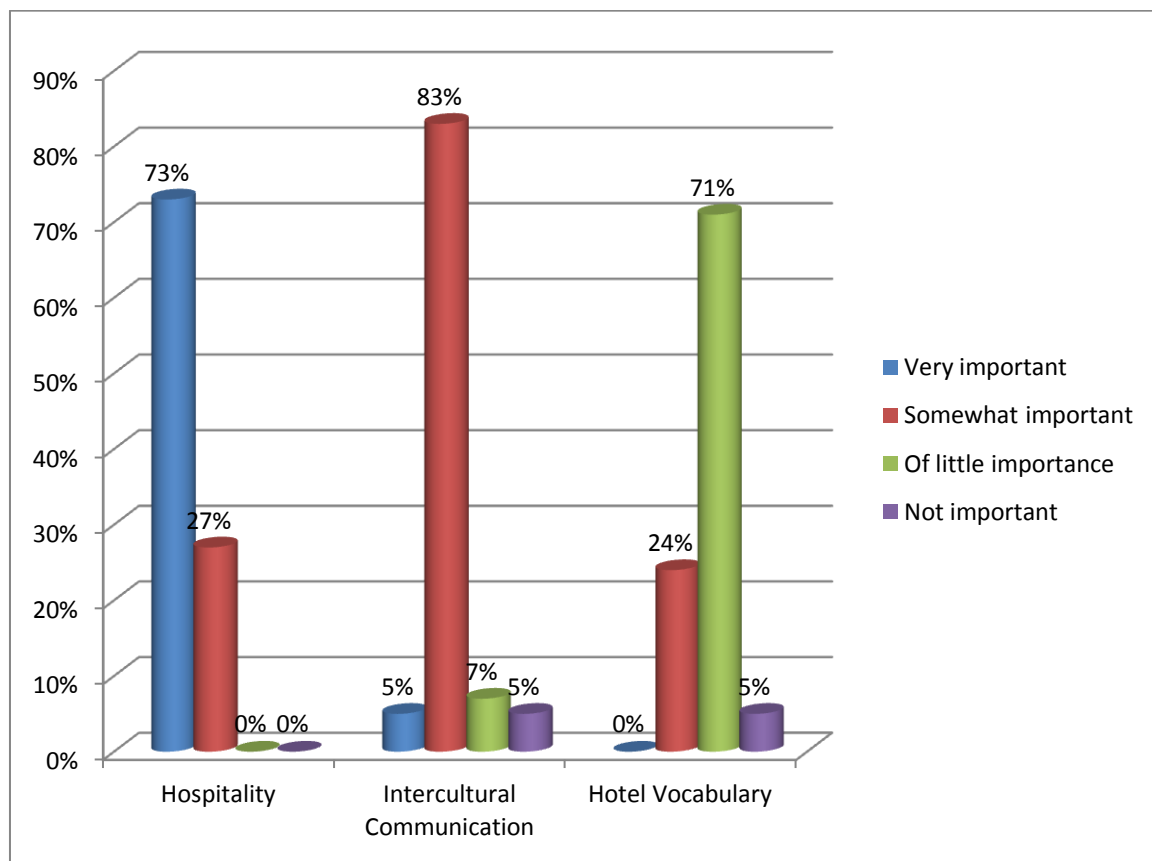
### 3.3.2. Importance of Intercultural Communication and Hospitality

#### Language and Hotel Vocabulary

The aim of section B was to elicit clients' opinions about the importance of hospitality, intercultural communication and the use of hotel vocabulary for hotel receptionists to do their job effectively.

**Question 07, 08 and 09:** How important is hospitality language, intercultural communication and hotel vocabulary for a receptionist to carry out his job effectively?

Most of participants (73%) said that the hospitality language is very important at the front office. 83% of respondents said that intercultural communication is somewhat important. 71% of the hotel guests agreed that the use of hotel vocabulary is of little importance in Hotel Reception job.



**Figure 3.3: Importance of Hospitality, Intercultural Communication and Hotel Vocabulary**

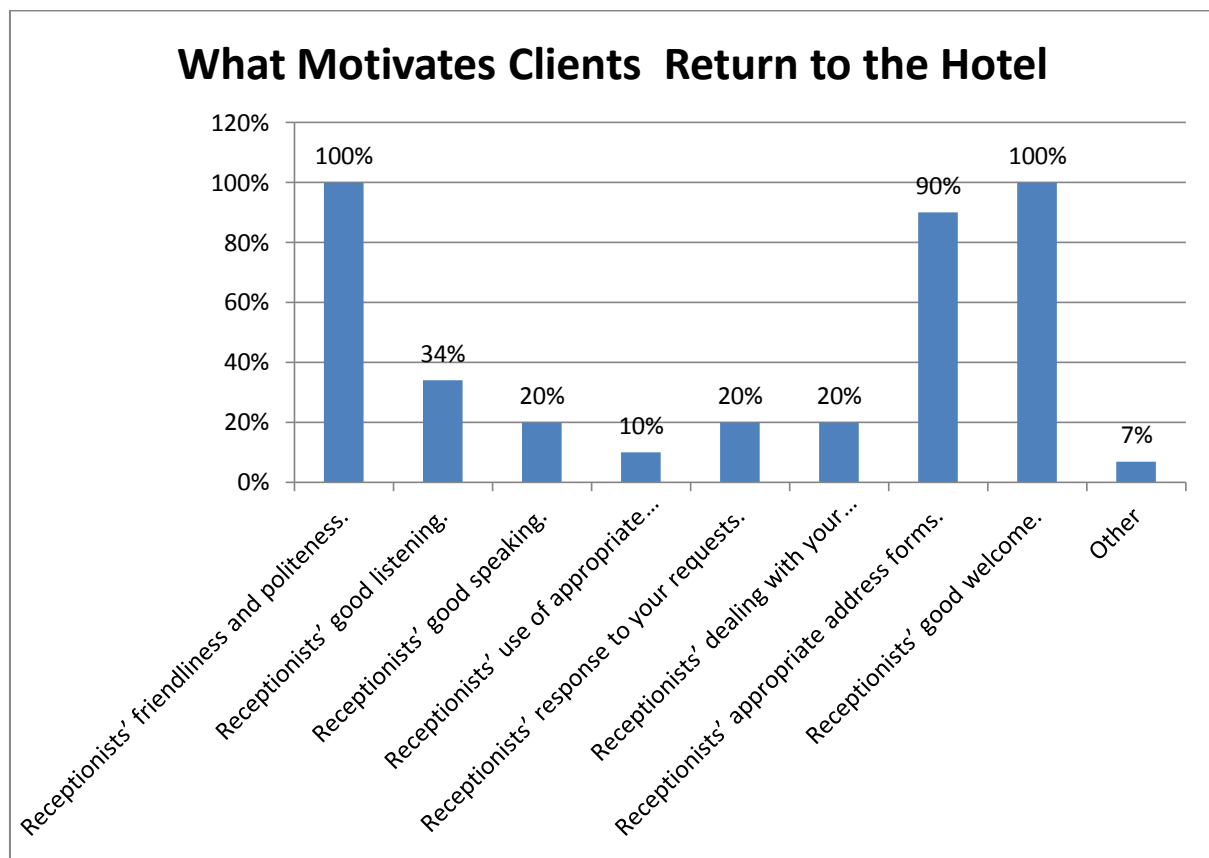


### 3.3.3. Return to Hotel

Section C sought the reasons that might motivate tourists to come back to the hotel.

**Question 10:** Which qualities, skills or speech-acts might encourage you to return or stay longer at the hotel?

As shown on figure 3.4, all participants said that friendliness, politeness and the good welcome of receptionist motivated them to return to the hotel. 90% of them opted for the receptionists' use of appropriate address forms. 34% selected receptionists' good listening to them. 20% of them said that receptionists' good speaking, response to their requests and dealing with their complaints stimulated their interest of coming back to the hotel. Only 10% of them chose receptionists' appropriate use of hotel vocabulary. 7% of participants added another motive that has nothing to do with communication (the beautiful nature and scenes).



**Figure 3.4: What Motivates Clients to Return to the Hotel**

### 3.4. Conclusion

In conclusion, the results showed that clients were satisfied with service quality of the front office staff. Conversely, there was a negative gap between customers' expectations and perceptions at the level of speaking and listening performance. That is to say, the hotel guests were not satisfied with the communicative skills of the receptionists. This dissatisfaction did not impair communication. Gourara hotel guests' satisfaction varied according to their nationalities. However, all participants agreed that hospitality is the most important quality at the hotel reception desk and that it was the most important reason which might motivate their return to the hotel. These results are discussed, conclusions are drawn and recommendations are suggested in the next chapter.

# CHAPTER FOUR

**Chapter Four: Discussions and Recommendations**

<b>4.1. Introduction</b> .....	88
<b>4.2. Questionnaires Discussion and Conclusions</b> .....	88
4.2.1. Clients' Nationalities.....	88
4.2.2. Clients' Satisfaction.....	89
4.2.3. Return to Hotel.....	94
4.2.4. Clients' Suggestions.....	95
<b>4.3. Interviews Discussion and Conclusions</b> .....	96
4.3.1. Required Level of Language Skills for Hotel Receptionist Job...96	
4.3.2. Importance of Intercultural Communication and Hospitality Language.....	98
4.3.3. Return to Hotel .....	99
<b>4.4. Recommendations and Implications</b> .....	99
<b>4.5. Limitations of the Study</b> .....	104
<b>4.6. Conclusion</b> .....	106

## Chapter Four

### Discussions and Recommendations

#### 4.1. Introduction

This final chapter presents a discussion of the results. Based on data analysis and findings, it includes conclusions of the study and it consists of some implications that may contribute to teaching English for hotel receptionists. It also includes a brief discussion of the limitations to the study that may open doors for future researches.

#### 4.2. Questionnaires Discussion and Conclusions

The questionnaire responses are discussed according to the order of the different sections the questionnaire contained.

##### 4.2.1. Clients' Nationalities

Gourara hotel clients were asked about their nationalities. Their responses indicated that most of the hotel guests were non-native speakers of English (68.34%). Only 31.66% of the hotel customers were English native speakers. It was concluded that the hotel clients included a diversity of backgrounds, accents, cultures, lifestyles and rituals. This diversity creates a real challenge for the front desk staff that has to deal with these differences appropriately.

Dudley-Evans and St John (1998) state that in business English non-native speakers want to communicate effectively, but not necessarily like native speakers; and native speakers also need to learn to use International English. Algerian hotel receptionists are non-native speakers of English and they are supposed to communicate effectively with English native and non-native speakers customers, satisfy their communicative needs and meet their expectations.

*“Employees who have cross-border responsibilities and / or cross-cultural relationships need to be prepared to effectively handle the inevitable intercultural tasks and challenges involved”*

(Clarke and Chen, 2007: 32).

### **4.2.2. Clients' Satisfaction**

The hotel guests were asked to rate their expectations and perceptions towards the communication performance of the front desk staff using a five-Likert scale. Their satisfaction was measured by calculating the gap between their expectations and perceptions.

The hotel clients' results showed that they were highly satisfied with the service quality of the hotel receptionists. Their perceptions were ranked at a high level with a mean of 3.90. This average exceeded their expectations mean which was moderate with a mean of 3.78. Thus, the first hypothesis of the study which supposed that Gourara Hotel clients were dissatisfied with the communicative performance of receptionists at the front desk was rejected. However they were not totally satisfied. There appeared some dissatisfaction at the level of some language uses performance which implies that the hotel receptionists need to improve their communicative performance.

#### **4.2.2.1. Communicative Skills**

Though hotel guests perceived a high level of service quality in listening and speaking skills, their perceptions did not meet their expectations. There was a negative gap between what they perceived and what they expected. This gap suggests that the front desk staff should improve their listening and speaking skills to perform their job more effectively. Otherwise, there may be a misunderstanding between clients and hotel receptionists. This misunderstanding may create some troubles, for instance, some clients complained about the long-time taken in handling their requests. This complaint might be caused by the misunderstanding between receptionists and clients.

Italian, Portuguese, Japanese, US and British clients perceived that the hotel receptionists could not understand them. This might be caused by the different accents of guests, the diverse pronunciations including stress pattern and the lack of some sounds in certain language systems. For example, Japanese, being non-native speakers of English, cannot differentiate between the /l/ and the /r/ sounds. Words such as lot/rot or glimmer are impossible for some of them to pronounce correctly. Moreover, Japanese struggle with the (/θ/-/ð/) sounds, such as in the words month, thirteenth and

clothes. The /v/ sound is also difficult for some, who say berry instead of very or ban instead of van (Shoebottom, 1996). Hotel receptionists should be aware of these differences in language systems so that to interact effectively with clients.

It is important to mention that US and British clients expected a high level of receptionists' understanding of what they said, yet they perceived a low level. The discrepancy between their (US and British guests) expectations and perceptions was bigger than others'. This suggests that native speakers of English expect a high service quality. This may be due to their competency in English as it is their native language. However, they could not be understood by the hotel receptionists who are non-native speakers of English. Medgyes (1992) describes the native speaker as someone who may be able to come close to a perfect and unattainable ideal, but who will never actually be able to reach that ideal.

Japanese, US and British guests perceived that the front desk staff could not listen to them carefully, ask for further information and provide clear direction to their rooms and other hotel services. This suggests that the hotel receptionists are not good listeners. Being a good listener is a key to successful communication. Cooper (1991) states that listening competency demonstrates the relationship between communication participants. Good listening is vital in spoken interactions, particularly in business. Dudley Evan and St John (1998) describe active listening as verbal (such as *back-channelling* 'uh, that's interesting, right') and non-verbal (such as physical movements and gestures) encouragement given to a speaker. It involves paraphrasing and summarizing so that the speaker knows his message is heard and understood.

Contrary to all other customers, Malaysians were satisfied with the speaking and listening skills performed by the hotel receptionists. It was suggested that they might be frequent visitors of the hotel and might be used to the front desk staff communication performance. A phone call to the hotel manager confirmed that suggestion. The four Malaysians are employees in that region (Timimoun). They always speak to the receptionists who became acquainted with their accent as well.

In short, listening and speaking are important skills to communicate effectively. Gourara hotel receptionists should improve these two skills. To communicate effectively, it is important to have a clear message, have job knowledge, speak clearly,

restate the front desk representative's understanding and listen to the answers, and pay attention to the guest's needs (Chon and Sparrowe, 1995).

#### **4.2.2.2. Hospitality**

Most of the hotel customers were highly satisfied with the hospitality language performed by the front office staff. They perceived that receptionists expressed courtesy through friendly manners, used appropriate tone of voice and welcomed them friendly and politely. However, Malaysians were dissatisfied with the hospitality communication. It was suggested that receptionists treated Malaysians in a less friendly manners because they are regular visitors. This resulted in their dissatisfaction. The front desk staff has to meet customers' expectations. They should be courteous as all customers expect to be treated in a professional manner (Dwyer, 1997; Roebuck, 1998).

#### **4.2.2.3. Intercultural Communication**

All customers were highly satisfied with the front desk staff intercultural communication in terms of making appropriate eye contact when communicating and using appropriate gestures to show that they understand customers' needs. The results of the US clients showed that they perceived a very high level of eye contact maintaining. These results agree with the findings of Jasso-Aguilar (1999) who noticed that the interactions between the guests and her usually occurred after she made eye contact with them and smiled while keeping eye contact. In the United States, the cheapest, most effective way to connect with people is to look them into the eye (Clarke and Chen, 2007). Maintaining eye contact is an excellent way not only to show respect but also to keep your attention focused on clients as well. *"If you are not looking directly at your clients, you are missing an excellent opportunity to absorb as much information as you possibly can"* (Buckingham, 2001: 131). Lustig and Koester (1993) state that cultures vary in the degree of acceptable eye contact. Europeans and North Americans look directly into the eyes of the other person when they are listening, whereas African-Americans look away.



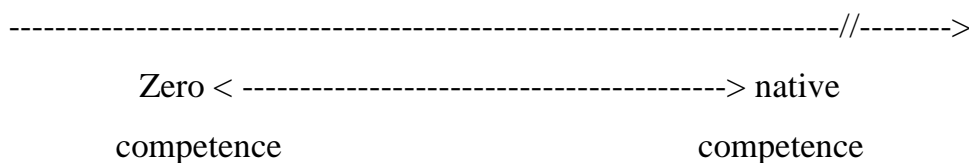
#### 4.2.2.4. Speech-acts

The findings of the study revealed that the hotel customers were highly satisfied with the speech-acts used by receptionists. They perceived a high level of service quality. However, some dissatisfaction occurred at the level of some speech-acts use. This might be due to the little attention paid to such socio-pragmatic skills in textbooks designed for non-English-speaking backgrounds workers.

*“A small survey which I undertook of 50 textbooks aimed at teaching English for the workplace revealed that most devoted less than 15% of their content to social and interpersonal aspects of workplace interaction such as small talk. More advanced textbooks often ignored this area completely; apparently small talk is considered too basic to deserve serious attention in such books”*

(Holmes, 2005: 347)

There is a difference between the use of speech-acts by native speakers and non-native speakers of English. *“There is a considerable body of research showing that non-native speakers differ from native speakers in their use of speech-acts”* (Basturkmen, 2006: 50). For instance, it is perfectly appropriate to ask a Euro-American male tourist about his wife. However, this would be a breach of social etiquette for a male from the United Arab Emirates (Reisinger, 2009). Medgyes (1992) remarked that the best non-native speakers of English will never reach *“native competence”* in spite of all their efforts. As demonstrated in figure 4.1, non-native speakers will always be *“halted by a glass wall”* a kind of invisible *“plateau”* where their language competence will stay blocked (Medgyes, 1992,: 342).



**Figure 4.1: Interlanguage Continuum, (Medgyes, 1992: 341)**

Research has shown that despite high levels of grammatical competence, non-native speakers may still have difficulties in communicating because of a lack of

ability to express speech-acts appropriately (Bardovi- Harlig, 1990; Thomas, 1983 found in Basturkmen, 2006)

This study revealed that clients agreed that the front office staff (who are non-native speakers of English) could not ask for further information appropriately and that they could not use appropriate address forms. However, this did not impair the whole quality of communication for the hotel clients were generally satisfied with the speech-acts used by their hosts. This implies that there is kind of cross-cultural linguistic politeness that needs formal forms of address. Linguistic politeness varies from one language to another. Brown and Levinson's (1978;1987) state that the most important elements influencing speakers in their choice of words for indicating politeness are the rate of the speech-acts in the culture , the distance between speakers and the power relations between them . Speech acts are related to one's culture. If the hotel receptionists do not know much about the speech acts used in a foreign culture, there might be a miscommunication with their clients. In Europe, addressing other people by their second names and professional titles, such as "Dr" or "Mr" is expected. In Asian cultures the appropriate and formal address forms are very finely differentiated, according to social status, age and gender (Reisinger, 2009:175).

Furthermore, Malaysian clients perceived that the hotel receptionists could not respond to their requests appropriately and that they could not define the problem concerning their complaints. This implies that Malaysians are sensitive when interacting with others. They care a lot about speech-acts performed by their addressers. Malaysians and Koreans are more concerned with the group of people with whom they work or interact socially (Reisinger, 2009).

Italian guests were satisfied with the speech-acts used by the front line staff. This might be due to the fact that Italians "*are very creative and can find solutions to any problem; they are very good at getting around and beating the system*" (ibid: 362).

As a conclusion, the front desk staff should learn how to use eye contact properly taking into account that culture of the client. Besides, they should improve their use of different speech-acts according to the culture of their clients. The use of linguistic politeness is significant in hotel reception profession. Thus, receptionists should care about the forms of address when speaking when asking questions and

dealing with clients' complaints and/ or requests. So, the second hypothesis supposing that clients' dissatisfaction was due to some very specific pragmatic failure in the receptionists' communicative performance was partially confirmed.

#### 4.2.3. Return to Hotel

Participants were asked if they would come back to the hotel and they were requested to select the incentives that motivate their return in order to draw a conclusion about what attracts clients more and what language uses receptionists need to focus on. The majority of guests said that they would return to the hotel. Their overall satisfaction towards the front desk staff communicative performance was positive. It was suggested that they might appreciate the service quality.

Receptionists' hospitality was the main motive that clients opted for. Thus, the hotel receptionists should have good command of acts of courtesy, friendly manners and polite behaviour when dealing with their visitors. These findings supported the results of Lertanaprechasakul (2002), who published '*Customer Satisfaction toward the Nongkhai Grand Thani Hotel*'. She found out that customers were not satisfied with the quality of product such as design and decoration of the lobby, but they were satisfied with the friendliness, greetings, and courtesy of staff. This satisfaction affected the overall customer satisfaction and enhanced their return to the hotel. The most successful hoteliers reported that their quality reputation was based on the courtesy of their employees (Carper, 1991).

The second selected motive that could enhance customers' return to the hotel was the intercultural communication of the front line staff. This shows how important the use of eye contact and appropriate gestures when dealing with tourists is. Non-verbal behaviour and body language are key concepts in Tourism and Hospitality Management.

*“High context communicators, on the other hand, tend to communicate more implicitly. They expect you to be able to interpret what they mean from your knowledge of the cultural values that lie behind the words, what they're actually talking about at the time, their tone of voice and, of course, their eye and body language”*

(Carté and Fox, 2008:18)

As a conclusion, it is suggested that the hotel receptionists should pay more attention to hospitality language and intercultural communication.

#### **4.2.4. Clients' Suggestions**

To reinforce the questionnaire, clients were asked to add any compliments or complaints about the communicative performance of the hotel receptionists. Most of respondents praised the service quality at the front desk mainly at the level of hospitality, courtesy and the good welcome. This explains their overall satisfaction. Some guests marked few complaints at the level of speaking and listening skills as well as the long-time taken to respond to their requests. This shows that these customers did not receive good help when needed. The inability to respond to their requests reflected their suggested complaints. Prompt service is another key to success in the field of Hotel Management.

From the questionnaire results, the followings conclusions were drawn:

- 1) Gourara hotel receives guests from different backgrounds that makes receptionists' duties challenging for they deal with different cultures and accents. Receptionists need to know more about others cultures to perform their job effectively.
- 2) Tourists' dissatisfaction occurred at the level of speaking and listening skills. The front desk staff should improve their communicative competence in listening and speaking. They need to be active listeners and good speakers as well to meet their clients' requirements and avoid miscommunication.
- 3) Hospitality communication is significant in Hotel Management. It affects clients' satisfaction more than any other services and /or products do. Hotel guests, either they are frequent visitors or not, prefer to be treated in a professional way. Hospitality seems to be the motive that enhances clients to come back to the hotel.

- 4) Intercultural competence, including eye contact, body language and behavioural manners, has an impact on clients' satisfaction. Hotel receptionists should absorb much information through eye contact and use appropriate gestures to interact effectively with their clients.
- 5) Some speech-acts were not used appropriately which led to a certain extent of guests' dissatisfaction. Hotel receptionists need to know more about the use of speech-acts by native speakers and non-native speakers of English, cross-cultural linguistic politeness and the use of appropriate address forms.
- 6) Receptionists' slow responsiveness to clients' requests was a problem suggested by clients. Hence, they should provide prompt responses to their clients' requests.

### **4.3. Interviews Discussion and Conclusions**

Data obtained from the client's interview are discussed paving the way to some conclusions related to the research purpose.

#### **4.3.1. Required Level of Language Skills for Hotel Receptionist Job**

All the interviewed clients in Gourara hotel agreed that a good level of English is required in hotel reception profession. English has become a global language as stated by many researchers. It is now officially considered as an international language. Companies and large businesses need to employ people who can speak English fluently, effectively and appropriately. This implies that the English for Hotel Reception course should be given much importance during the training period. In Tourism and Hotel Management Training Centres, the English course is not given much value though teachers, administrators and trainees are aware that a successful receptionist is the one who can communicate effectively with customers and enhance them to come back to the hotel through his proficiency.

According to the interviewees, listening skill, speaking skill, hospitality language and intercultural communication were the most important skills that the front desk staff should have a good command of in order to satisfy their clients and meet their needs. This result is similar to Reisinger (2009) study in which he states that observing the behaviour of international tourists, talking to them, listening to their needs and preferences, and learning about their habits can help the locals avoid cultural mistakes. This suggests that importance should be given to the mentioned skills during training. This finding conforms to the questionnaire's results which revealed that the incompetency of the receptionists in listening and speaking resulted in clients' dissatisfaction.

From clients' views, the study findings revealed that an excellent level of listening and speaking are required in hotel reception profession to enable the front desk staff do their job perfectly, or at least effectively. The incompetency in listening and speaking skills that was perceived by some clients (such as: the US, the Japanese and the British guests) resulted in their dissatisfaction. It was concluded that interactions between the front desk staff and clients need competence in listening and speaking skills. Many researches in the field of Hotel Management came to the same conclusion. Coskun (2009) found out that listening and speaking skills were perceived as the most needed skills at work for tourism students. It is important to mention that the front desk staff graduated from Tourism Training Centres where teachers are non-native speakers of English. That is to say, trainees did not have the opportunity to listen to or speak with native speakers of English. This might affect their level in these two skills.

As for reading and writing, most of the interviewed clients said that a good level at these two skills is enough for a hotel receptionist. This finding conforms to El-khatib's (2005) research which revealed that all four communication skills were very important for tourism workers. It was suggested that teachers or trainers of English for hotel reception trainees should focus on listening and speaking skills without ignoring reading and writing skills.

### 4.3.2. Importance of Intercultural Communication and Hospitality Language

Most of the interviewees selected hospitality as a very important skill that hotel receptionists should perform appropriately. Through their courtesy, friendly behaviour and politeness, Gourara hotel receptionists convey trust and confidence. Therefore, a successful hotel relies on its employees' courtesy in general and the front desk staff's in particular. Shangri-La Hotel (London) was illustrated as a good example of hospitality in Clarke and Chen's book entitled *International Hospitality*.

*“As with every property in the group, the Shangri-La Hotel at London Bridge Tower will operate on a simple yet powerful philosophy of Shangri-La hospitality from warm, caring people. This uniquely Asian view of service embodies the core values of respect, helpfulness, courtesy, sincerity and humility, and has been the cornerstone of the Shangri-La success”*

(Clarke and Chen, 2007:148)

In a hotel environment, the front-line staff interacts the most with customers which means that they have to ensure not only that information is transmitted, but also that this is done in a way that complies with courtesy expectations of different cultures (Kyriakidou & Gore, 2005).

As for intercultural communication, most respondents reported that it is somewhat important at the workplace. Hotel receptionists should be aware of the importance of cross-cultural competence in their profession. They should possess a high level of intercultural competence as they have to use language in different socio-cultural contexts.

Regarding hotel vocabulary, clients agreed that the use of hotel lexis is of little important. ESP courses use specialized vocabulary. It was suggested that the clients' opinions about hotel vocabulary was due to the fact that most of them were non-native speakers of English. They might not know words related to hotels. They might need general English to understand the front desk staff. Their opinions might emerge from their dissatisfaction with the speaking skill of the receptionist. Receptionists might use some specialized words that were not understood by all clients.

### **4.3.3. Return to Hotel**

This part of the interview aimed at confirming clients' responses to section four in the questionnaire. All participants agreed that friendliness, politeness and the good welcome of receptionists would enhance their coming back to the hotel. 90% of them said that the appropriate use of address forms would motivate them to return. All these language uses belong to the hospitality communication. This result confirms with section two of the questionnaire where 48.78% of clients reported that receptionists' hospitality and courtesy were the factors that highly would motivate them to come back to the hotel. Only 10% of them chose receptionists' appropriate use of hotel vocabulary which supported their answer that vocabulary is of little importance at the front office. These results suggested that receptionists should give importance to hospitality and polite address forms.

To sum it up, the following conclusions were drawn from the interview results:

1. Hotel receptionists require a good level of English to satisfy their customers. Trainees or receptionists should give more attention to learning English.
2. Listening, speaking, hospitality language and intercultural communication are the most important skills that receptionists should have a good level at to meet their clients' needs. Hence, the front desk staff should be good listeners, fluent speakers, hospitable when welcoming their guests and knowledgeable about the cultures of them.
3. Hospitality; which includes courtesy, friendly manners, politeness and the use of the appropriate address form is the most important skill that motivates customers to return to the hotel.

### **4.4. Recommendations and implementations**

Measuring Gourara hotel clients' satisfaction with the front desk staff communicative performance, exploiting their expectations, perceptions and their



opinions, some of the receptionists' English Language needs at the workplace were identified, here are some recommendations and guidelines based on the study findings. These suggested recommendations are meant to contribute to the improvement of ESP for Hotel Management.

- **A Continuous Needs Analysis**

One of the key stages in ESP courses is Needs Analysis. The latter is not a one-off activity; it should be on-going. A repeated Needs Analysis can be transformed into a formative evaluation (Dudley Evans and St John, 1998). To identify hotel receptionists' English language needs at the workplace, a Needs Analysis is required. Hutchinson and Waters (1987) promote a "learning-centred approach" while dismissing a "learner-centred approach" to ESP as a "theoretical attack on established procedures" rather than a "practical approach to course design". Learners' needs cannot determine the target situation; factors concerned with learning must be brought into play at all stages of the design process. Similarly, the focus in any business is the client whose attitudes reflect the whole enterprise or company. Customers' expectations, perceptions, satisfaction or dissatisfaction and opinions can all be used as good tools to gauge feedback and measure the service quality. Hotel clients can be an effective source in Needs Analysis process where the hotel receptionists are the target population. Business English is meant to increase business prosperity and enable employees to perform their job effectively.

Based on clients' feedback, teachers or course designers can evaluate the ESP syllabus for hotel receptionists taught in training centres on one hand. On the other hand, hotel managers / owners can improve the service quality provided by their service encounter. Gourara hotel administrators should be aware of the importance of continuous Needs Analysis. They should assign ESP practitioners the task of conducting Need Analysis for their employees. Such Needs Analysis is known as Language Auditing. It is particularly relevant to Business Communication in companies. According to Huhta (2002), Language Auditing is the first step diagnosing language challenges and analysing the potential of the staff on a strategic level. To this

aim ESP practitioners can conduct negotiations with senior management. They need to identify the hotel communication environment and its needs, by asking key questions. Needs Analysis should be conducted repeatedly throughout the training period so that to get a feedback on the effect of the syllabus.

#### - **An On-going Training**

A training course should be arranged for the front desk staff before starting work and also for on-the-job training. Hotel owners/managers should be aware of the importance of training. General courses taught in Tourism and Hotel Management Training Centres do not emphasize English for Specific Purposes. Hotel receptionists need specific English skills. Many researches proved the effectiveness of the on-going training at workplace in business. Gourara hotel managers should plan on-going trainings for their reception employees. A teacher or an ESP practitioner should be assigned the role of providing them with practical English language training, focusing on the language used at the front office where the interactions between the receptionists and their clients occur. Hard situations (such as dealing with complaints, responding to requests and the like) that the front desk employees may encounter should be included as part of the training. Furthermore, the receptionists can be sent to English-speaking countries for an on –going training to develop their communicative skills and abilities when dealing with native speakers.

#### - **Designing a Syllabus**

When dealing with English for Vocational or Professional Purposes, syllabus designers should take into account the business aim. The ultimate business target is business itself and effective communication is the key to successful business. In most Business English courses, syllabus designers focus on the learner-centred approach to build up syllabi, however, the centre of attention in any business is the customer and his satisfaction. Customers' expectations and perceptions of goods or services give a verdict about the service quality and affect the whole business process. Dudley-Evans and St John (1998) divide Business English into English for General Business

purposes (EGBP) and English for Specific Business Purposes (ESBP). EGBP courses are usually for pre-experienced learners. They focus on presentation through listening and /or reading, followed by exercises to practise grammar and vocabulary. They aim at achieving accuracy and correct answers. In contrast, ESBP courses are run for job-experienced learners. They focus on one or two language skills specific to business communication events. They are frequently intensive and groups are small. A more deep-end approach is followed, starting from a fluency activity, progressing to language and skills work based on outcome, and leading to further fluency practice. Hence, Gourara hotel managers should ask an ESP practitioner to give their reception employees ESBP on-going training courses after conducting a Needs Analysis and identifying their lacks. English for Hotel Reception is a very specific discipline where English is not a matter of language accuracy but of effective communication that has an impact on business. There is a necessity for designing a syllabus based on clients' satisfaction and insights. This syllabus can be based on clients-centred approach. On the ground of the study finding as well as previous literature review, syllabus designers should take into account the following:

- All four skills are important in hotel reception courses. However, speaking and listening should be given more importance compared to reading and writing. The syllabus thus should focus on listening and speaking activities for clients were dissatisfied with these two interactive communicative skills.
- Hospitality, courtesy, friendly manners, intercultural communication should be included in the syllabus as significant issues for the hotel business flourishing. Findings of this research could be implemented in current training programmes to create more in-depth training, focused on possible intercultural misunderstandings, and hospitality that are relevant to front-line staff.
- Speech-acts that frequently occur at the hotel reception desk should be emphasized to enable receptionists interact effectively with their clients.

Hotel receptionists should be taught the differences between English native speakers and the non-native speakers' various uses of speech-acts.

- Hotel vocabulary should be explained clearly to hotel receptionist so that they can explain the specialized words in case clients cannot understand them.
- The syllabus should include different accents of English, such as American English.

#### - **Improving Listening and Speaking Skills**

When the hotel reception trainees join the workplace, they deal with English native and non-native speakers that have different accents. Gourara hotel receptionists could not satisfy their clients in terms of listening and speaking skills. Thus, during the on-going training, it is preferable to make trainees aware of this problem and try to expose them to various English accents. This exposure can be done through bringing some CD-ROMs or Podcasts which contain conversations and interactions between hotel receptionists and native or / and non-native speakers of English. Gourara Hotel receptionists need to be exposed to the different accents of English speaking countries especially those that are related to the workplace. To be good listeners, trainees should practise their listening ability because effective listening is a skill. Like any other skill, competency in listening is achieved through learning and practice. The scarcity of good speakers is self-perpetuating; if the learner does not have good speakers to learn from and models to emulate, he/she probably may not master neither speaking nor listening. Technology has created new opportunities to improve the listening and speaking skills. Face-to-face meetings and telephone conversations are being replaced by emails and electronic meeting rooms.

The internet provides a variety of audio or video material that can be useful in training. Moreover, it makes it possible for trainees to interact with other people through emails and online chat programs. For instance Paltalk, which is an Internet chat service that allows users to communicate via instant messaging, voice and video

chat. It offers thousands of chat rooms and the ability for users to create their own virtual chat room on any topic and category. The hotel reception trainer can create his own chat room in Paltalk and invite some native and/ or non-natives speakers to be virtual attendees of the course. Trainees and virtual attendees can interact creating an authentic situation. Consequently, trainees might improve their listening and speaking abilities.

- **Administrative Actions**

Some measures should be taken by the administration of Hotel Management and Tourism Training Centres, the Ministry of Tourism or the hotel managers to facilitate English for Hotel the Management learning:

- Assigning an ESP practitioner the task of conducting a Needs Analysis based on clients insights.
- Finding a trainer who knows the problems and requirements of the front desk staff and who is able to train them according to the results of Needs Analysis.
- Providing the trainer with the necessary equipment such as, computers, data show, cassette player, DVD, an Internet room (a kind of cyber classroom) that can be used to allow trainees to listen to/ or speak with native and non-native speakers of English in organized sessions.

#### **4.5. Limitation of the Study**

Due to the limitations imposed by the length of this dissertation the following study must thus be rightly seen as a small exploratory investigation rather than an in-depth study. It is necessary to consider a number of limitations to the study that should be kept in mind for further research. In terms of data collection, what should be pointed out is that data collection period was short. Data were collected during the New Year period. The region (Timimoun, the context of the study) is well known for

its Ahellil celebrations <sup>1</sup>during the New Year Period. The results might be different if data were collected in different periods of time due to the effect of psychological factors. The tourists might be psychologically influenced by festivals. Festivals could affect their attitudes, satisfaction and opinions. Moreover, data collection period was so short and limited. If time had permitted, more tourists could have been participated in the study. A truly random sample could also be used.

Another limitation relates to the selected research instruments. In a study which involves an evaluation of attitudes, perceptions and beliefs, there is a possibility that people may respond with a complimentary intention. Questionnaires and structured interviews are subjective data by definition, and they can be biased for a number of reasons. One is the cooperative principle. Respondents very often tend to cooperate with the workers that serve them and be as helpful as possible so that they are rated positively. But the point is that these results reflect only subjective opinions. What would have been interesting to see is whether these opinions concord with other more objective data such as the results of observations about the appropriateness of the speech-acts produced by workers and the like. Respondents might be reluctant to speak their minds and keep to the idea that everything is fine with the front-desk staff (the cooperative principle). Another source of information could be recording or judging their interactions with clients more objectively. To find out whether the responses were true or just an effort to compliment the hotel receptionists, multiple sources for collecting data is needed. This could not be done due the time span available and the distance

In addition, the study was not able to provide a bigger sample. Working with one hotel is not enough; a deeper research could be done dealing with hotels in Algeria. It is not easy to deal with tourists. Many of them refused to take part in the study. To collect data from an acceptable number of participants, researchers need sufficient time. Besides, some hotel managers do not allow researchers to disturb their customers'. During the pilot study, a hotel manager did not accept to distribute the

---

<sup>1</sup> The Ahellil is a poetic and musical genre emblematic of the Zenete population of Gourara during their collective ceremonies. It the values and the history of the Zenete population in a language that is at risk of disappearing.

pilot questionnaires to the hotel guests believing that such deeds bother the hotel visitors. Getting access to any hotel customers seems to be an obstacle for researchers. Furthermore, when regrouping respondents into subgroups according to their nationalities, it was impossible to get the same number of participants in each subgroup.

Triangulation is a key concept in research. Triangulation can take place on different levels and have different meanings depending on the paradigmatic choice. In this study, methodological triangulation, which refers to the use of more than one method for gathering data, was selected. Two research tools, questionnaire and structured interview, were used to provide validity and reliability to the results. However there exist other types of triangulation such as data triangulation which involves time, space, and persons. Data in this study were collected from only one hotel clients and in one period of time. Different results could be obtained if other persons or hotels were involved in the study. For instance, receptionists have their own needs that might differ from the customers' and hotel managers' need to develop their business and they have opposite views to their employees. Hotel Management trainees might have other needs, wants and lacks. It is not possible to design a course for hotel receptionists without taking into account learners', clients' employees' and employers' needs by conducting a set of Needs Analyses on one hand. On the other hand, to design a common syllabus for hotel receptionists, Needs Analyses should take place in many hotels and/or many training centres.

Moreover, the research was not an in-depth study. It was a kind of general investigation of clients' satisfaction with the front desk staff's performance of speaking skill, listening skill, hospitality communication, intercultural communication and some speech-acts. Each language use could be examined solely and profoundly.

#### **4.6. Conclusion**

The findings of this study revealed that listening and speaking skills should be improved through continuous Needs Analyses, on-going training for employees, and inclusion of technology in training and/or teaching ESP for hotel receptionists. Hospitality language is the most important skill that attracts clients to return to the

hotel and that affect their overall satisfaction. Moreover, Hotel Receptionists should use appropriate linguistic politeness to satisfy their clients. Added to hospitality, intercultural competence is significant in hotel reception profession. Hence, teachers or trainers of ESP for Hotel receptionist should provide their trainees with an idea about the different cultures that they may face at the workplace. The front desk staff should know how to use the speech acts related to their clients' cultures. A syllabus based on clients', trainees, employers and employees should be designed to achieve communicative competency or at least, to satisfy customers.



# GENERAL CONCLUSION

### General Conclusion

English for hotel receptionists is considered as a purely ESP course. It emphasizes some skills over others, it contains specific vocabulary related to hotels and it includes particular language uses. When joining the workplace, hotel receptionists are supposed to have a good command of English to interact effectively and appropriately with their customers. They represent their organization and their performance is part of the service quality. Their ability to communicate with their clients, satisfy their needs and meet their expectations is the ultimate objective of their profession. ESP courses are based on Needs Analysis; however, in Algeria teachers of English for Hotel Management have no idea about how to identify their trainees' needs and design a syllabus accordingly.

This study aimed at determining the English language communicative needs of the hotel receptionists who encounter some difficulties when dealing with the native and non-native speakers tourists at the front office. Gourara hotel (in Timimoun) clients were used as an objective tool to identify those needs. The focus was on clients because they are the nerve centre of the hotel business and their satisfaction or dissatisfaction affects the whole body. Moreover, learners provide subjective needs. *"Subjective and felt needs are derived from insiders and correspond to cognitive and affective factors"* (Dudley Evans and St John, 1998: 123). To recognise Gourara hotel receptionists' incompetency, it was suggested that the hotel customers were not satisfied with the performance of the receptionists' communication due to the inappropriateness of some language functions used by the front desk staff. Therefore, the hotel customers' satisfaction was measured and their opinions were sought in order to find out to what extent they were satisfied and what language use should be improved.

Before being appointed posts as hotel receptionists, trainees aged between eighteen and twenty-seven with at least High School Education level have to join one of the Tourism and Hotel Management Training Centres in Algeria, located in Tizi

## **GENERAL CONCLUSION**

---

Ouzou and Bou-saada. There, they start the training by General English courses; followed by specific courses related to their major four hours a week. Their teachers are General English teachers who have licence degree in English and who have little knowledge about English for hotel receptionists. No common syllabus exists in the training centres. Teachers of English set the course objectives according to what they think is relevant to the trainees' major. The syllabus generally includes hotel vocabulary and is based on some language functions such as: greeting, apologising...etc. Teachers build up their course upon an old syllabus from the 1970's and they have never conducted a Needs Analysis to identify their trainees' requirements either in the training or in the workplace.

In this study, the workplace was the selected context in which Gourara hotel English native and non-native speaking clients were the participants. About sixty out of seventy tourists who were the hotel guests from December, 25<sup>th</sup>, 2010 to January 2<sup>nd</sup>, 2011, were questioned and interviewed about their opinions, expectations and perceptions of the front desk staff communicative performance including, listening skill, speaking skill, hospitality, intercultural communication and speech-acts use. The participants were selected using probability sampling. To get the number of the acceptable responses, the sampling error approach was used.

Effective communication at the workplace is the target of ESP course for it has an impact on business service quality. It is a hard social act that has some specific communicative purposes in a given context. It relies on communicative competence related to the target situation. ESP courses should start with a Needs Analysis to determine the terminal objectives. The nature of the Needs Analysis varies from one situation to another according to the final target of the learning process. Needs are described as objective and subjective (Brindley, 1989: 65), perceived and felt (Berwick, 1989: 55), product-oriented and process-oriented (Brindley, 1989: 63), in addition, there are necessities, wants and lacks (Hutchinson and Waters, 1987: 55). There is a plethora of approaches to conducting Needs Analysis: Target Situation Analysis introduced by Munby (1978) and Chambers (1980), Present Situation Analysis, Strategy Analysis, Learner-centred Approach, Means Analysis and Language Audit.

## **GENERAL CONCLUSION**

---

To establish a successful interaction with their customers, previous studies have revealed that hotel receptionists should listen carefully and speak clearly to them. They should be hospitable and know about their clients' cultures so that they use the appropriate speech-acts. Proficiency and competence are needed at the front office because quality is what customers seek in products or services. If their perceptions exceed their expectations, they will be satisfied and they may come back to the hotel and vice versa.

The findings of the study indicated that the hotel clients were highly satisfied with the receptionists' communication. The gap between their expectations and perceptions was positive. However, they were dissatisfied with the listening and speaking skills performed by the front desk staff. Moreover, some speech-acts were not used appropriately, such as asking for further information and the use of address forms. Hospitality and intercultural communications were selected to be the incentives that might motivate customers to come back to the hotel. Customers agreed that hotel vocabulary was not of great importance at the front office. Additionally, the results revealed that clients' satisfaction differed from one nationality to another. While Malaysians were dissatisfied with the receptionists' communication, all the other clients were satisfied.

These results suggested that an on-going training based on clients' needs should be planned for hotel reception employees. It was also recommended that the reception employees may go to English -speaking countries as part of their training. In case the training is in Algeria, a teacher or an ESP practitioner can be asked to design a syllabus for the hotel employees. The syllabus should focus on listening and speaking as the main skills used at the workplace; however little emphasis should be given to reading and writing which should be part of the training syllabus as well. In order to improve the receptionists' listening and speaking skills, teachers should introduce technology in the class such as the Internet, CDs, and podcasts to expose them to English native and non-native speakers and help them interact with them or at least listen and understand them. The training syllabus should also focus on hospitality language, intercultural communication and the diverse speech-acts used by native and non – native speakers of English. Administration and hotel managers should be aware

## **GENERAL CONCLUSION**

---

of their employees' needs and should provide them with the necessary materials to facilitate the learning or training process.

The insufficient time allotted for the data collection, dependency on clients' needs only, the period of collecting data, the subjectivity of the selected tools of research (questionnaires and structured interviews), the focus on general language uses and the small sample of participants made this study a superficial research rather than an in-depth one. The obtained findings might have been different and more accurate than the actual ones if the mentioned limitations had been taken into account.

# BIBLIOGRAPHY

.

## **Bibliography**

### **Books**

- Ateljevic, I., Pritchard, A. and Morgan, N. 2007: (eds.), *The Critical Turn in Tourism Studies: Innovative Research Methodologies*. Amsterdam, Elsevier.
- Bargiela-Chiappini, F. 2009: *The Handbook of Business Discourse*. Edinburgh University Press: Ltd 22 George Square, Edinburgh.
- Basturkmen, H. 2006: *Ideas and Options in English for Specific Purposes*. Lawrence Erlbaum Associates. Inc.
- Beamer, L and Varner, I. 2001: *Intercultural Communication in the Global Workplace*. 2nd ed. Chicago: McGraw-Hill Irwin.
- Belcher, D. 2004: *Trends in Teaching English for Specific Purposes*. Annual Review of Applied Linguistics, 24, 165-186. Cambridge University Press.
- Berwick, R. 1989: *Needs Assessment in Language Programming: From Theory to Practice*. In R. K. Johnson (Ed.), *The Second Language Curriculum*. Cambridge: Cambridge University Press, 48–62.
- Brindley, G. 1989: *The Role of Needs Analysis in Adult ESL Programme Design*. In R. K. Johnson (Ed.), *The Second Language Curriculum*. Cambridge: Cambridge University Press, 63–77.
- Brown, P. and Stephen, L .1987: *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Bruce, K. 1992: *Telephoning*. Harlow: Longman.
- Buckingham, R and Brown, P.B. 2001: *Customer Once, Client Forever*. Kiplinger: Washington.
- Cappelli, G. 2006: *Sun, Sand, Sex and the Unspoilt Countryside: How the English Language Makes Tourists out of Readers*. Pari: Pari.

## BIBLIOGRAPHY

---

- Carté, P. and Fox, C. 2002: *Bridging the Culture Gap: A Practical Guide to International Business Communication*. Alistair Williams Linacre House, Jordan Hill, Oxford OX2 8DP.
- Chon, K. S and Sparrowe, R. T. 1995: *Welcome to Hospitality-Introduction*. New York: South-Western Publishing.
- Clarke and Chen. 2007: *International Hospitality Management* .Elsevier Ltd. USA.
- Cohen et al. 2008: *Research Methods in Education*. RoutledgeFalmer: London.
- Cooper, L.O. 1991: *Toward a Theory of Listening Competency: The Development of a Two-factor Model of Listening in Organizations (Communication)*. University of Illinois: Urbana-Champaign.
- Crystal, D. 1997: *English as Global Language*. Cambridge University Press, UK.
- Dale, G. and Oliver, H. 2000: **Travel & Tourism (Hodder Vocational A-Level)**. London: Hodder and Stoughton Educational.
- Davidoff, D. M. 1994: *Contact Customer Service in the Hospitality and Tourism Industry*. New York: Prentice-Hall.
- Davidow, W. H. and Uttal, B. 1989: Service Companies: Focus or Falter. Harvard Business Review, July-August, 77-85.
- Davies, A., and Elder, C. 2004: *An Introduction to Applied Linguistics*. Edinburgh University Press: Ltd 22 George Square, Edinburgh.
- Dawson, C. 2009: *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project*. How To Books: UK.
- Derrida, J. 2002: *Acts of Religion*. New York: Routledge.
- Dornyei, Z. 2007: *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford University Press: NY.
- Douglas, D. 2000: *Assessing Language for Specific Purposes*. Cambridge University Press.



## BIBLIOGRAPHY

---

- Dudley-Evans, T & St John, M. J. 1998: *Development in ESP: A Multi-disciplinary Approach*. Cambridge University Press: The Edinburgh Building, UK.
- Dudley-Evans, T & St John, M. J. 1996: *Report on Business English: A Review of Research and Published Teaching Materials*. Educational testing service: Princeton, USA.
- Dwyer, J. 1997: *The Business Communication Handbook*. 4th ed. Sydney: Prentice Hall.
- Ellis, R. 2005: *Instructed Second Language Acquisition*. Wellington: Ministry of Education, New Zealand.
- Forsyth, P. 1992: *Agreed! Making Management Communication Persuasive*. 1st Ed. Singapore: Kin Keong Printing.
- Grunert O'Brien, J et al. 2008 : *Course Syllabus* : John Wiley & Sons, Inc.
- Hatch, E. 1992: *Discourse and Language Education*. Cambridge: Cambridge University Press.
- Holmes, J. 2005: *When Small Talk is a Big Deal: Sociolinguistic Challenges in the Workplace*. In Michael H. Long (ed.), **Second Language Needs Analysis**. Cambridge: Cambridge University Press. 344 -371.
- Huhta, M. 2002: *Tools for Planning Language Training*. Council of Europe: Strasbourg.
- Hutchinson, T. and Waters, A. 1996: *English for Specific Purposes: A Learning-centered Approach*. Cambridge: Cambridge University Press.
- Hyland, K. A. 2006: *English for Academic Purposes: An Advanced Resource Book*. Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN.
- Hymes, D. H. 1971: *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Jasso-Aguilar, R. 1999: *Sources, Methods and Triangulation*. In Michael H. Long (ed.), **Second Language Needs Analysis**. Cambridge: Cambridge University Press, 27-46.

## BIBLIOGRAPHY

---

- Jordan, R. R. 1997: **English for Academic Purposes: A Guide and Resource Book for Teachers**. Cambridge: Cambridge University.
- Kotler, P. 2003: **Marketing Management**. (11<sup>th</sup> ed.) NJ: Prentice Hall, Inc.
- Lee, D. and Hatesohl, D. 1996: **Listening: Our Most Used Communication Skill**. Communications Publication CM0150: University of Missouri-Columbis, Extension and Agricultural Information.
- Lahiff, James M. and Penrose, John M. 1997: **Business Communication Strategies and Skills**, (5th Ed.). London: Simon & Schuster.
- Lashley, C. 2008: **Marketing Hospitality and Tourism Experiences**. In ed Oh, H., **Marketing Management in Hospitality and Tourism**. New York, Sage.
- Lustig, M. & Koester, J. 1993: **Intercultural Competence: Interpersonal Communication across Cultures**. Harper Collins: New York.
- Marie, M. Stewart, Ph.D., Kenneth Zimmer, Ed. D., and Lyn R. Clark, Ed. D. 1985. **Business English and Communication**. 6th Ed. New York: McGraw-Hill.
- Matthews, C. 1994: **Speaking Solutions-Interaction, Presentation, Listening, and Pronunciation Skills**. New York: Prentice Hall.
- Mattila, A.S and Ro, H. 2008: **Customer Satisfaction, Service Failure, and Service Recovery**. **Handbook of Hospitality & Tourism Marketing**, Ed. A. Pizam & H. Oh, Elsevier: NY. 296- 323.
- Morgan, N., Pritchard, A. and Pride, R. 2002: **Destination Branding: Creating the Unique Destination Proposition** (eds.). Oxford: Butterworth-Heinemann.
- Munby, J. 1978: **Communicative Syllabus Design**. London: Cambridge University Press.
- Murphy, Herta A., Hildebrandt, Herbert W., and Thomas, Jane P. 1997: **Effective Business Communications**. New: McGraw-Hill.
- Nunan, D. 1987: **The Teacher as Curriculum Developer: An Investigation of Curriculum Processes within the Adult Migrant Education Program**. South Australia: National Curriculum Resource Centre.

## BIBLIOGRAPHY

---

- Nunan, D. 1988: *The Learner-Centered Curriculum* .Cambridge: Cambridge University Press.
- O'Connor, P., Pilbeam, A. and Scott-Barrett, F. (1992: *Negotiating*. Harlow: Longman.
- Oppenheim, A. N. 1992: *Questionnaire Design, Interviewing and Attitude Measurement*. London, UK: Pinter Publishers.
- Orr, T. 2010: *English Language Education for Science and Engineering Students*. In Ruiz-Garrido, M. F, Palmer-Silveira, J.C, and Fortanet-Gómez, I. (eds) , **English for Professional and Academic Purposes** . Amsterdam: New York.
- Phipps, A. M. 2006: *Learning the Arts of Linguistic Survival: Languaging, Tourism, Life*. Clevedon: Channel View Publications
- Pizam, A. 2010: *International Encyclopedia of Hospitality Management*. Elsevier Ltd.
- Reisinger, R. 2009: *International Tourism: Cultures and Behavior*. Elsevier Ltd.
- Richards, J. C., Platt, J. T., and Weber, H. 1985: *Longman Dictionary of Applied Linguistics*. Harlow, Essex, England: Longman.
- Richards, J. C.1990: *The Language Matrix* .Cambridge: Cambridge University Press.
- Richards, J.C. 2001: *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C et al. 2002: *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited.
- Rickheit, G., Strohner, H. and Vorwerg, C. 2008: *Handbooks of Applied Linguistics Communication Competence Language and Communication Problems Practical Solutions*. Walter de Gruyter GmbH & Co. KG, D-10785 Berlin.
- Richterich, R., and Chancerel, J. L. 1977: *Identifying the Needs of Adults Learning a Foreign Language*. Oxford: Pergamon Press.

## BIBLIOGRAPHY

---

- Reeves, N. and Wright, C. 1996: *Linguistic Auditing*. Clevedon: Multilingual Matters.
- Robinson, P. 1991: *ESP Today: A Practitioner's Guide*. Hemel Hempstead; Prettice Hall International.
- Roebuck, D. B. 1998: *Improving Business Communication Skills*. 2nd ed. New York: Prentice-Hall.
- Scott, B. 1986: *The Skills of Communicating*. Cambridge: Gower.
- Strevens, P. 1988: *ESP after Twenty Years: A Re-appraisal*. In M. Tickoo (Ed.), **ESP: State of the Art**. Singapore: SEAMEO Regional Centre. 1-13
- Swindle, Robert E. 1980: *The Business Communicator*. New York: Prentice-Hall.
- Silverman, D. 1985: *Qualitative Methodology and Sociology: Describing the Social World*. Brookfield, VT: Gower.
- Vavra, Terry, G. 2002: *Customer Satisfaction Measurement Simplified: A Step-by-step Guide for ISO 9001: 2000 Certification*. Milwaukee: ASQ Quality Press.
- West, R. 1997: *ESP - the State of the Art*. In McLean, A. (ed) SIG Selections, Whitstable: IATEFL.
- Widdowson, H.G. 1979: *Explorations in Applied Linguistics*. Oxford: Oxford University Press.
- Widdowson, H. G. 1983: *Learning Purpose and Language Use*. Oxford: Oxford University Press.
- Worth, R. 2004: *Communication Skills*. 2nd ed. New York: J.G. Ferguson Publishing Company. Series HF5718.W67 2004.
- Yamane, T. 1967: *Statistics, an Introductory Analysis*. 2nd ed. New York: Harper and Row.
- Yi, Y. 1990: *A Critical Review of Consumer Satisfaction*. In Zeithaml, V. (Ed.), **Review of Marketing**. American Marketing Association: Chicago, IL. 68-123.

### Articles

- Asubonteng, P. Mc Cleary, K.J., and Swan, J.E. 1996: *SERVQUAL Revisited: a Critical Review of Service Quality*. The Journal of Services Marketing, Vol. 10, No. 6, 62-81.
- Bowie, D and Chi Chang, J. 2008: *Tourist Satisfaction: A View from a Mixed International Guided Package Tour*. Journal of Vacation Marketing, Vol. 11, No.4, 303–322.
- Brunton, M. W. C. 2009: *An Evaluation of Students' Attitudes to the General English and Specific Components of Their Course: A Case Study of Hotel Employees in Chiang Mai*. ESP World, Vol. 8, Issue 4 No. 25.
- Bryce, D. 2007: *Repackaging Orientalism: Discourses on Egypt and Turkey in British Outbound Tourism*. Tourist Studies, Vol.7, N° 2, 165-191.
- Canale, M. & Swain, M. 1980: *Theoretical Bases for communicative approaches to language teaching and testing*. Applied Linguistics, Vol. 1, N° 1, 1-47.
- Carper, J. 1991: *Hoteliers of the World: Southern Hospitality the Right Way*. Hotels, Vol. 25, N°. 11, 44–45.
- Churchill, G. A. and Suprenant, C. 1982: *An Investigation into the Determinant of Customer Satisfaction*. Journal of Marketing Research, Vol. 19, N° 25, 491-504.
- Cohen, E. and Cooper, R. L. 1986: *Language and Tourism*. Annals of Tourism Research, Vol. 13, N° 4, 533-563.
- Coskun, A. 2009: *An ESP Course for Tourism Students*. ESP World, Vol.8, N° 2, Issue 4.
- Dirba, M. 2004: *Intercultural Learning and Language Teacher Education*. Collection of the Selected Papers presented at the ATEE 7th Spring University. European added value in teacher education (pp. 23-28). Tartu: University of Tartu.
- Fornell, C. 1992: *A National Customer Satisfaction Barometer: The Swedish Experience*. Journal of Marketing; Vol. 56, N° 1, 6-21.
- Fox, R. 2008: *English in Tourism: A Sociolinguistic Perspective*. Tourism and Hospitality Management, Vol. 14, N°. 1, 13-22.

## BIBLIOGRAPHY

---

- Holliday, A., and Cook, T. 1982: *An Ecological Approach to ESP*. Issues in ESP. Lancaster Papers in ELT, Vol. 5, 123–43.
- Khalifa, M. and Liu, V. 2003: *Satisfaction with Internet-based Services: The Role of Expectations and Desires*. International Journal of Electronic Commerce, Vol. 7, N° 2, 31-49.
- Kim, D. & Hall, J. K. 2002: *The Role of an Interactive Book Reading Program in the Development of Second Language Pragmatic Competence*. The Modern Language Journal, Vol. 86, N° 3, 132-348.
- Kyriakidou, O., & Gore, J. 2005. *Learning by Example: Benchmarking Organizational Culture in Hospitality, Tourism and Leisure SMEs*. Benchmarking: An International Journal, Vol. 12, N° 3, 192-206.
- Miliani, M. 1985: *Course Design: An Experiment*. UNESCO Alsed –LSP Newsletter, Vol .8 N°2 (21): LSP Center, CBS Denmark.
- Miliani, M. 2007: *L'Obligation de Compétence dans L'Entreprise: Pour une Certification en Langues*. Revue LAROS : Les Langues en Entreprise, 02, 173-178.
- McKinney, V., Yoon, K. and Zahedi, F. M. 2002: *The Measurement of Web-customer Satisfaction: An Expectation and Disconfirmation Approach*. Information System Research, Vol. 13, N°. 3, 296-315.
- Medgyes, P. 1992: *Native or Non-native: Who's Worth More?* ELT Journal, Vol. 46, N°. 4, 340-349.
- Oliver R. L, 1977: *Effect of Expectation and Disconfirmation on Post Exposure Product Evaluations - an Alternative Interpretation*. Journal of Applied Psychology, Vol. 62, N°4, 480 -486.
- Oliver, R. L. 1980: *A Cognitive Model of the Antecedents and Consequences of Satisfaction Decisions*. Journal of Marketing Research, Vol. 17, 460-469.
- Oliver, R.L., and DeSarbo, W.S. 1988: *Response Determinants in Satisfaction Judgments*. The Journal of Consumer Research, Vol. 14; N.° 4, 495-507
- Ouakrime, M. 1991: *Teaching Learners or Helping them to Learn: That is the Question?* In ElHaddad.E and Najbi .M.(ed) ,Proceedings of the XII th MATE. Annual Conference, Tetouan, 22-26.
- Palmer, C. 2005: *An Ethnography of Englishness: Experiencing Identity through Tourism*. Annals of Tourism Research, Vol. 32, N°.1, 7-27.

## BIBLIOGRAPHY

---

- Parasuraman, A., Zeithaml, V.A. and Berry, L.L. 1985: *A Conceptual Model of Service Quality and its Implication*. Journal of Marketing, Vol.49, Fall, 41-50.
- Pilbeam, A.1992: *In this Issue: Beyond Language Training*. Language and Training, Vol. 13, N°. 3.
- Ricarda, B., Boucken, and Pyo, S. 2002: *Knowledge Management in Hospitality and Tourism*. The Journal of Quality Assurance in Hospitality & Tourism, Vol. 7, N°. 3-4.
- Santos, J. 1998: *The Role of Tour Operators' Promotional Material in the Formation of Destination Image and Consumer Expectations: The Case of the People's Republic of China*. Journal of Vacation Marketing, Vol.4, N°3, 282-97.
- Sullivan, P. & Girginer, and H. 2002: *The Use of Discourse Analysis to Enhance ESP Teacher Knowledge: An Example of Aviation English*. English for Specific Purposes Journal, Vol. 21, N°. 4, 397-404.
- Tse, D.K., Wilton, P.C. 1988: *Models of Consumer Satisfaction Formation: An Extension*. Journal of Marketing Research, Vol. 25, N°. 2, 204-212
- Thurlow, C. and Jaworski, A. 2003: *Communicating a Global Reach: In Flight Magazines as a Globalizing Genre in Tourism*. Journal of Sociolinguistics, Vol. 7, N°.4, 579-606.
- West, R. 1994: *Needs Analysis in Language Teaching*. Language Teaching Journal, Vol. 27, N°.1, 1-19

### Webliography

- Algeria News, 2010. From <http://info.endz.co.cc/2010/12/new-tourism-training-chart.html> . [Accessed 19/03/2011]
- Al-Khatib, M. 2005: *English in the Workplace: An Analysis of the Communication Needs of Tourism and Banking Personnel*. *Asian EFL Journal*, Vol.7, No. 2, Article11. Available at <http://www.asian-efl-journal.com> [Accessed 22/04/2011]
- Anisimova, A. 2006: **Strategic Competence in the Context of Cultural Awareness**. Available at <http://www.tesolgreece.com> [Accessed June 26, 2011].
- Blue, M. B. & Harun, M. 2002: *Hospitality Language as a Professional Skill*. *English for Specific Purposes*, Vol. 22, N°.1, 73-91. Available at <http://www.sciencedirect.com/science/journal/08894906>. [Accessed 19/03/2011]
- Brunton, M. W. C. 2009: *An Account of ESP – with Possible Future Directions*. *English for Specific Purposes*, Vol. 8, Issue 3 (24). Available at <http://www.esp-world.info>. [Accessed 23/03/2011]
- Gatehouse, K. 2001: *Key Issues in English for Specific Purposes (ESP) : Curriculum Development*. *The Internet TESL Journal*, Vol. 6, N°. 10, Available at <http://iteslj.org/Articles/Gatehouse-ESP.html> . [Accessed 03/03/2011].
- High Beam Research, LLC. 2005: *Listening Skills* [Online]. Available at: <http://www.infoplease.com/homework/listeningskills1.html>.
- Kandil, A. 1997: *Needs Analysis and the Arab Learners*. MLI: UAE <http://ilearn.20m.com/research/needs.htm>. [Accessed July 07, 2010].
- Luka, I. 2009: *Development of Students' English for Special Purposes Competence in Tourism Studies at Tertiary Level*. *ESP World*, Vol. 28, N°8, [online serial]. Available at [http://www.espworld.info/Articles\\_25/Ineta\\_Luka\\_ESP\\_World.htm](http://www.espworld.info/Articles_25/Ineta_Luka_ESP_World.htm)
  - o [Accessed 23/06/2009].
- Lukóczy, O., and Guszlev, A. 1997: *English Language - around the World* [Online]. Available at: <http://lazarus.elte.hu/~guszlev/gb/english.htm>
- Mind Tools Ltd. 1995-2007: *Improving Writing Skills, Reading Strategies* [On-line]. Available at: [www.mindtools.com/CommSkill/WritingSkills.htm](http://www.mindtools.com/CommSkill/WritingSkills.htm).



## BIBLIOGRAPHY

---

- Oxford Business Group, 2011: *Algérie: Objectif Tourisme* Available at [/http://www.oxfordbusinessgroup.com/economic\\_updates/alg%C3%A9rie-objectif-tourisme](http://www.oxfordbusinessgroup.com/economic_updates/alg%C3%A9rie-objectif-tourisme). [Accessed 23/01/2011].
- Shoebottom, P. 1996: **The Differences between English and Japanese**. Available at: <http://esl.fis.edu/grammar/langdiff/japanese.htm> [Accessed 18/08/ 2011].
- SIL International Co., Ltd. 1999. *What are Reading Skills? What are Writing Skills?* [Online]. Available at: <http://www.sil.org/lingualinks/literacy/ReferenceMaterials/glossaryofliteracyterms/whatarereadingskills.htm> .

### Unpublished Theses

- Akkakoson, Songyut. 1993: *A Study of the Role and Importance of English in Thai Business Communication*. Master's Thesis, Faculty of Arts of Linguistics, Graduate School, Mahidol University.
- King, C. A. 1992: *Organizational Characteristics, Service encounters and Guest Satisfaction in Hotels*. Doctoral Dissertation, Business Administration, New York University.
- Lertanaprechasakul, Mayuree. 2002: *The Customer Satisfaction toward the Nongkhai Grand Thani Hotel*. Master's Thesis, Faculty of Business Administration, Assumption University.

# APPENDICES

**Appendices**

Appendix A: Clients’ Questionnaire..... 01

Appendix B: Clients’ Interview..... 04

Appendix C: Lesson Plan Sample..... 06

Appendix D: English Programme Sample..... 07

Appendix E: Entry Requirements..... 10

## Appendices

### Appendix A: Questionnaire

Dear Sir/Madam,

This questionnaire is part of a study for a Magister (M.A.) Degree in English for Specific Purposes. The objective of the study is to investigate the hotel receptionists' English language needs using English-speaking clients' satisfaction with the hotel front desk staff **communicative performance**. I would like to know your opinion on this issue. I would be very grateful if you could devote some of your time to fill in this **anonymous** questionnaire. Your contribution is highly appreciated.

**Remark: Your responses are of great importance in contributing to the improvement of the communicative performance of the front desk staff .Please after filling in the questionnaire, put it in the envelope, close it firmly and deposit it at the reception desk before the 2nd of January 2011.**

#### Section 01: Nationality

1. What is your nationality?

.....

#### Section 02: Clients' Expectations/Perceptions:

Please, put a tick (√) in the column which mostly describes your attitudes towards the receptionists' communicative performance (Based on your experience as a client of Gourara Hotel).

\*Numbers 1,2,3,4 and 5 are levels of expectation /or perception towards the front desk staff communicative service quality

The score levels are described as:

1 = clients' expectation / perception at the lowest level

## APPENDICES

2 = clients' expectation / perception at a low level.

3 = clients' expectation/ perception a moderate level.

4 = clients' expectation/ perception at a high level.

5 = clients' expectation / perception at the highest level.

	YOUR EXPECTATION					YOUR PERCEPTION				
	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
<b>A. Communicative Skills: The front desk staff can...</b>										
1. speak clearly so that I can understand them										
2. understand me										
3. listen to me carefully and ask for further information										
4. provide clear direction to my room and other hotel services										
5. restate that they understand my needs.										
	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
<b>B. Hospitality: The front desk staff can...</b>										
6. express courtesy through friendly manners.										
7. use appropriate tone of voice.										
8. welcome me friendly and politely.										
	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
<b>C. Intercultural Communication: The front desk staff can...</b>										
9. make appropriate eye contact when communicating.										
10. use appropriate gestures to show that they understand my needs.										

**APPENDICES**

	1 Lowest	2 Low	3 Moderate	4 High	5 Highest	1 Lowest	2 Low	3 Moderate	4 High	5 Highest
<b>D. Speech-acts: The front desk staff can...</b>										
11. greet me appropriately.										
12. ask appropriate questions.										
13. respond to my requests appropriately .										
14. settle my complaints with diplomacy.										
15. define the problem concerning my complaints.										
16. ask for further information appropriately.										
17. use appropriate address forms.										

**Section 03:Return to the Hotel.**

1. Do you think you might return to the same hotel again?

Yes  No  Not sure .

2. Which of the following could motivate your decision?

A. The receptionists' communicative skills in listening and speaking are satisfactory /not satisfactory .

B. Intercultural communication between you and the receptionists is rather difficult /easy .

C. The receptionists show very little /much hospitality or courtesy.

D. Other, please specify

.....  
 .....

**Section 04: Clients' Suggestions:**

Will you please make any other suggestions for a better service quality of the hotel front desk staff? Example: Compliment/Complain...etc

.....

*Thank you for your kind cooperation!*

**Appendix B: The Structured Interview**

**1. Is a good level of English required to satisfy you at the front desk?**

Yes	No	<b>2.</b>

**Which of the following language skills you think are important for a receptionist to communicate effectively with clients? Please rank them using numbers from 1 to 4.**

**(1: Most important; 2: Fairly important; 3: A little important; 4: Least important)**

Listening	Speaking	Reading	Writing	Hospitality language	Intercultural communication	Hotel Vocabulary

**3. Which level of the English language *listening* skill enables a receptionist to do his job effectively?**

Excellent level	Good level	Satisfactory level	Not Important

**4. Which level of the English language *speaking* skill enables a receptionist to do his job effectively?**

Excellent level	Good level	Satisfactory level	Not Important

**5. Which level of the English language *reading* skill enables a receptionist to do his job effectively??**

Excellent level	Good level	Satisfactory level	Not Important

**6. Which level of the English language *writing* skill enables a receptionist to do his job effectively?**

Excellent level	Good level	Satisfactory level	Not Important



**7. How important is *hospitality language* for a receptionist to carry out/do his job effectively?**

Very important	Somewhat important	Of little importance	Not important

**8. How important is it for a receptionist to know about your culture so that he can carry out his job effectively?**

Very important	Somewhat important	Of little importance	Not important

**9. How important is the use of hotel vocabulary for a receptionist so that he can carry out his job effectively?**

Very important	Somewhat important	Of little importance	Not important

**10. Which of the following qualities, skills or speech-acts might encourage you to return or stay longer at the hotel?**

- Receptionists' friendliness and politeness.
- Receptionists' good listening.
- Receptionists' good speaking.
- Receptionists' use of appropriate vocabulary.
- Receptionists' response to your requests.
- Receptionists' dealing with your complaints.
- Receptionists' appropriate address forms.
- Other, please

specify:.....

...

**11. Is there any other quality/skill that you think is important for a hotel receptionist? Please specify!**

Appendix C: Lesson Plan Sample

Ministère de l'Environnement, de l'Aménagement du Territoire et du Tourisme  
 Centre de l'Hôtellerie et du Tourisme  
 Bou-Saïda

Professeur : Teacher's name was erased due to anonymity reason  
 Département : ... G.S.T. ....

Fiche d'animation N° No

Titre de la leçon

Matière: English	Describing the situation of the hotel.	Référence 08-03-2010 Cycle: Reception Durée: 2h
---------------------	--	---

Contrôle:  
My trainees will be able to define the different items of the hotel.

Objectif  
Have an idea about all the items that can be found in the hotel.

Plan de la leçon	Supports et Matériel à prévoir	Termes Techniques nouveaux
<p>Pré-requis: A question 2</p> <ul style="list-style-type: none"> <li>- What is your hotel of the application like?</li> <li>- Can you describe it to me.</li> </ul> <p>Séquences du cours:</p> <ul style="list-style-type: none"> <li>- Hotel vocabulary.</li> <li>- Discuss them and explain each one of them.</li> <li>- A visit to the application hotel</li> <li>- personal work: describe the hotel according to what did you learn in the lesson.</li> </ul>	<p>a real visit to the application hotel</p>	<p>- Indoor pool - kitchenette</p>
<p>Contrôle et consolidation:</p> <p>My trainees can now define the several places that can be found in the hotel</p>		
<p>Mémoire de la leçon: - single bed - hallway - suit - - This room is with king size bed.</p>		

# APPENDICES

## Appendix D: English Programme Sample

B  
ANGLAIS (COMMON LECTURES)

N°	INTITULES	VOLUMES HORAIRES
	- USUAL FORMS/	02 HEURES
01	- THE TOURISM INDUSTRY / THE SIMPLE PRESENT TENSE.	04 HEURES
02	- PAST EVENTS/ - DESCRIPTION OF AN OLD TOWN (OLD BOU-SAADA). - DESCRIPTION OF PEOPLE'S PAST ACTIVITIES. - THE FIRST PERIODIC TEST.	02 HEURES 02 HEURES 01 HEURE
03	- ASKING FOR INFORMATION ABOUT A TOPIC / WAITING.	04 HEURES
04	- FOOD AND BEVERAGE AREA. - A VISIT TO THE RESTAURANT AND THE BAR.	02 HEURES 02 HEURES
05	- THE KITCHEN AND ITS STAFF.	02 HEURES
06	- ENGLISH MEALS. - A VISIT OF THE KITCHEN IS PROGRAMMED.	02 HEURES 02 HEURES
07	- THE RECEPTION AREA / A VISIT TO THE FRONT DESK.	04 HEURES
08	- THE LIST OF IRREGULAR VERBS. - THE FIRST TERM EXAMINATION.	02 HEURES

**APPENDICES**

20.03.10.

**ANGLAIS (SECTION RECEPTION)**

N°	INTITULES	VOLUMES HORAIRES
01	THE DIFFERENT KINDS OF ACCOMMODATIONS.	02 HEURES
02	DESCRIBING : THE RECEPTION AREA.	04 HEURES
03	A VISIT TO THE RECEPTION AREA.	02 HEURES
04	INSTRUCTING : THE RECEPTIONIST'S DUTIES. THE FIRST PERIODIC TEST.	02 HEURES
05	GREETINGS : A PERSON, COUPLE/ GROUP.	02 HEURES
06	WELCMING : HABITUAL, NEW VISITORS. PRACTICE AT THE RECEPTION DESK + 2 ND = P.T.	04 HEURES 02 HEURES
07	INFORMING. THE GUEST ABOUT THE OPENING x CLOSING TIME.	04 HEURES
08	INFORMING. THE GUEST ABOUT THE TOURISTIC PLACES IN THE COUNTRY/TOWN.	04 HEURES
09	INFORMING. THE GUEST ABOUT THE WEATHER. HORARIES. PROCTICE AT THE RECEPTION DESK. + 3RD = P.T.	04 HEURES 04 HEURES
10	DESCRIBING / THE SITUATION OF THE HOTEL.	04 HEURES
11	THE RELATION OF THE RECEPTIONIST OF A HOTEL WITH THE OTHER EMPLOYEES.	02 HEURES
12	THE DIFFERENT WAYS OF TAKING BOOKING. PRACTICE / FREE-PRACTICE. + 4 TH - PERIODIC TEST /	04 HEURES
13	BOUKING BY TELEPHONE (DIALOGUE). BOUKING BY VISIT (DIALOGUE). PRACTICE AT THE RECEPTION DESK.	02 HEURES 02 HEURES 04 HEURES
14	GENERAL REVISION.	02 HEURES
15	INFORMING / THE PRICE.	04 HEURES
16	THE CURRENCY CONVERSION. PRACTICE AT THE RECEPTION. THE FIRST PERIODIC TEST.	04 HEURES 04 HEURES 01 HEURE
17	INFORMING THE GUEST ABOUT THE HOTEL FACILITIES.	02 HEURES
18	INSTRUCTING / SHOWING THE WAY. PRACTICE AT THE RECEPTION DESK. + P.T. N°2.	04 HEURES 02 HEURES

# APPENDICES


B

## ANGLAIS (SECTION RECEPTION)


N°	INTITULES	VOLUMES HORAIRES
19	-DESCRIBING/ THE CONTENT OF THE ROOM.	04 HEURES
20	- INFORMING / THE GUEST ABOUT THE RESTAURANT.	04 HEURES
21	- EXPLAINING / TO THE GUEST (THE DISH). - PRACTICE AT THE RECEPTION DESK. - THE 3RD PERIODIC TEST.	04 HEURES 02 HEURES 01 HEURE
22	- COMPLAINING / A DISATISFIED GUEST.	04 HEURES
23	- A POLOGISING/ A TROUBLE IN THE HOTEL.	06 HEURES
24	- SAYING GOOD BYE. - THE 4 <sup>TH</sup> PERIODIC TEST. - PRACTICE AT THE RECEPTION DESK.	04 HEURES 01 HEURE 02 HEURES
25	- THE TRAVEL AGENCY. - PRAITICE OF THE DIALOGUE.	04 HEURES 02 HEURES
26	- THE LANGUAGE OF HOTELS IN ENGLISH (SPECIAL TERMS). - THE 5 <sup>TH</sup> PERIODIC TEST.	02 HEURES 01 HEURE
27	- CORRESPONDANCE / a) REPLY TO A PRICE INQUIRY. b) BETTER RECALLING AU UNSWERED LETTER. c) LETTER (REOPENING OF A HOTEL). d) OFFER FOR AN ACOMMODATION. e) REPLY TO A CONCELLATION. f) CONFIRMATION OF A RESERVATION. - GENERAL RECALL.	02 HEURES 02 HEURES 02 HEURES 02 HEURES 04 HEURES 04 HEURES 04 HEURES

Appendix E: Entry Requirements


**الجمهورية الجزائرية الديمقراطية الشعبية**  
**وزارة التهيئة العمرانية والبيئة والسياحة**



**مركز الفنادق والسياحة**  
**ببوسعادة**



**مركز الفنادق والسياحة - رقم: 1/332 حي نصر الدين ديني بوسعادة 28201**  
**البريد الإلكتروني: Com : www.ecole\_hotelier@hotmail.com**



**دورة التكوين مدتها سنتان (02) :**  
**السنة الأولى :** جنغ مشترك ب: 03 أشهر، يتم بعدها التوجيه. السنة أشهر الموالية للتخصص وشهران ترمص تطبيقي خارج المركز في مواقع حقيقية.  
**السنة الثانية :** تخصص و تقوية 09 أشهر ثم ترمص تطبيقي لمدة شهران (02) خارج المركز.

تختتم دورة التكوين بامتحان نهاية التكوين للحصول على شهادة :

**\* تقني في الفندقة والسياحة\*:**

يتضمن التكوين بطريقة التناوب (نظري/ تطبيقي) :

- دروس نظرية و تطبيقية في التقنيات الفندقية.
- دروس في اللغات الأجنبية : فرنسية ، إنجليزية ، ألمانية.
- تكوين في الثقافة العامة (تاريخ، جغرافيا ...).
- ترمصات تطبيقية في أماكن حقيقية.
- زيارات تقنية للوحدات السياحية (فنادق، مراكز راحة) و رحلات دراسية.

إضافة لهيئة الرئيسية، يضمن مركز الفندقة و السياحة ببوسعادة ، رسكلة و تحسين المستوي على مدار السنة للمستخدمين السياحيين و خارج قطاع السياحة للقطاعين العام و الخاص.

التكوين المتواصل يضمن تكوين خاص بعد الدراسة حسب طلب المتعامل. يمكن وضع برامج مدة مسبقا تماشيا و احتياجات المتعامل.

**التسجيلات كل سنة لدى أمانة مديرية الدراسات.**

**تشكيل الملف :**

- \* طلب خطي موجه إلى السيد مدير المؤسسة.
- \* شهادة ميلاد.
- \* شهادة مدرسية (2 أو3 ثانوي)
- \* شهادتان طبيتان (عالم / أمراض صدرية).
- 02- صور شمسية.
- 02- ظرفان بريديان عليهما الطابع و العنوان.

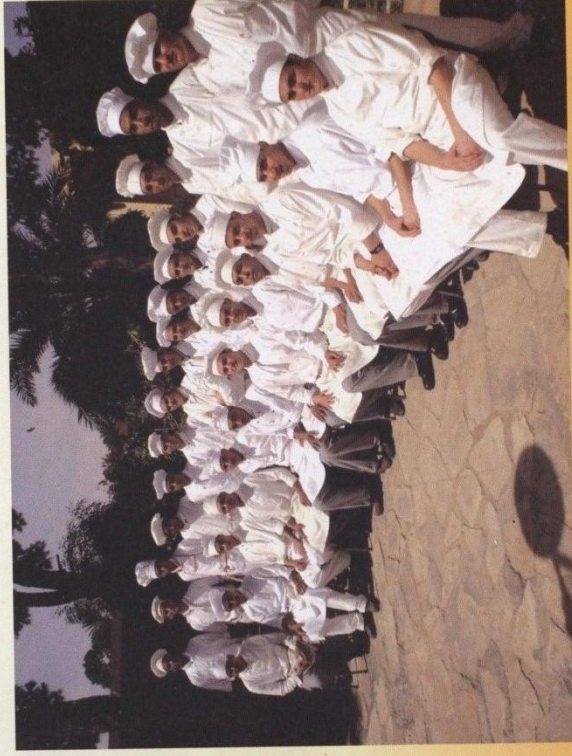
## مركز الفنادق و السياحة ببوسعادة

مركز الفنادق و السياحة مؤسسة تكوين مفتوحة للشباب و الشبابات الذين لهم مستوى السنة الثانية (02) أو الثالثة (03) ثانوي، الراغبين في تحقيق مستقبل في مهنة الفنادق و السياحة.  
الدخول للمركز مفتوح في حدود سن 18 إلى 27 سنة، مع النجاح في مسابقة الدخول المفتوحة كل سنة خلال شهر سبتمبر.

### بطاقة المركز

يضمن مركز الفنادق و السياحة ببوسعادة تكويناً في الشعب التالية :

\* مطبخ - حليويات \*



## \* استقبال - إدارة فندقية و في السياحة \*



\* مطعم - مقهى \*



# GLOSSARY



### Glossary\*

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

**Attitude:** the way that somebody thinks and feels about somebody /something, and behaves towards somebody /something.

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

**Cognitive:** From the Latin cogito; "I think". The mental processes of perception, memory, judgment, and reasoning.

**Commissive:** a speech-act that commits the speaker to doing something in the future, such as a promise or a threat. For example: If you don't stop fighting, I'll call the police (Threat). I'll take you to the movies tomorrow (Promise).

**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, a MESSAGE which is transmitted, and a person or persons for whom this message is intended (the receiver).

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

**Competency:** (1) Areas of personal capability that enable people to perform successfully in their jobs by completing task effectively. A competency can be knowledge, attitudes, skills, or values. Competency can be acquired through talent, experience, or training. (2) Competency comprises the specification of knowledge and

## **GLOSSARY**

---

skill and the application of that knowledge and skill to the standard of performance required in employment.

**Complaint:** a reason for not being satisfied; a statement that somebody makes saying that they are not satisfied.

**Concept:** A mental picture of a group of things that have common characteristics. A generalization is a person's idea of the relationships between two or more concepts. Concepts represent a group of solid objects, such as an airplane or book; or abstract ideas, such as leadership and honesty. A concept is an idea about a group of things. A concept involves thinking about what it is that makes those things belong to that one group.

**Constraint:** Any element or factor that prevents a person from reaching a higher level of performance with respect to her goal.

**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. In schools, a curriculum spans several grades, for example, the math curriculum. In business, it can run for days, weeks, months, or years. Learners enter it at various points depending on their job experience and the needs of the business.

**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.

**Directive:** a speech-act that has the function of getting the listener to do something, such as a suggestion, a request, or a command. For example: Please sit down. Why don't you close the window?

**Effectiveness:** Degree to which objectives are achieved and the extent to which targeted problems are resolved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

**Efficiency:** A measure (as a percentage) of the actual output to the standard output expected. Efficiency measures how well someone is performing relative to expectations.

**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. For example courses in **English for Academic Purposes, English for Science and Technology**, and English for Nursing. These courses may be compared with those which aim to teach general language proficiency, **English for General Purposes**.

**Employee:** person who works for compensation, whether direct or indirect, for another in return for stipulated services. An employee may work on an hourly, daily, or annual wage basis

**Employer:** someone who hires and pays wages, thereby providing a livelihood to individuals who perform work. The employment relationship confers authority on the employer, who has the right to control and direct the work to be performed. An employer also has the right to engage or discharge and furnish the working location and supplies. An employer is responsible for the collection and remission of federal income and Social Security taxes from employees' compensation.

**Enterprise:** a business firm. The term often is applied to a newly formed venture

## GLOSSARY

---

**Evaluation:** The process of gathering information in order to make good decisions. It is broader than testing, and includes both subjective (opinion) input and objective (fact) input. Evaluation can take many forms including memorization tests, portfolio assessment, and self-reflection.

**Feedback:** Providing learners with information about the nature of an action and its result in relation to some criterion of acceptability. It provides the flow of information back to the learner so that actual performance can be compared with planned performance. Feedback can be positive, negative, or neutral. Feedback is almost always considered external while reinforcement can be external or intrinsic (i.e., generated by the individual).

**Fluency** : the features which give speech the qualities of being natural and normal, including native-like use of PAUSING, rhythm, INTONATION, STRESS, rate of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

a - the ability to produce written and/or spoken language with ease

b - the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar

c - the ability to communicate ideas effectively

d - the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

It is sometimes contrasted with **accuracy**, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

**Function:** the purpose for which an utterance or unit of language is used. In language teaching, language functions are often described as categories of behaviour; e.g. requests, apologies, complaints, offers, compliments. The functional uses of language cannot be determined simply by studying the grammatical structure of sentences.

## **GLOSSARY**

---

**Functional Syllabus:** (in language teaching) a SYLLABUS in which the language content is arranged in terms of functions or SPEECH-ACTS together with the language items needed for them. For example, the functions might be identifying, describing, inviting, offering, etc., in different types of DISCOURSE (i.e. speech or writing). The language skills involved might be listening, speaking, reading, or writing. The language items needed for these functions are called **exponents** or realizations.

**Gap Analysis:** a comparison between the products, skills, etc. that are available and what is needed, used to decide what products, skills, etc. to develop.

**Guest:** a person who is visiting a place, for example a company, or country, usually after being invited to go there.

**Hospitality:** friendly and generous behaviour towards guests.

**Job:** What a person does at work to satisfy an employer's needs and expectations in exchange for pay. A job consists of responsibilities, duties, and tasks that are defined and can be accomplished, measured, and rated. It is used as an employment tool for classifying work and for selecting employees.

**Knowledge :** 1. The sum of what is known; a body of truths, principles, and information. 2. Specific information required for the student to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

**Learning:** a relatively permanent change in behavioural potentiality, that can be measured, that occurs as a result of reinforced practice; gaining knowledge, skills, or developing behaviour through study, instruction, or experience.

**Intercultural Communication** also **interdiscourse communication/intercultural discourse:** an interdisciplinary field of research that studies how people communicate

## GLOSSARY

---

and understand each other across group boundaries or discourse systems of various sorts including national, geographical, linguistic, ethnic, occupation, class or gender-related boundaries and how such boundaries affect language use. This could include the study of a corporate culture, a professional group, a gender discourse system, or a generational discourse system

**Learning Style :** A composite of the cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. Included in this definition are perceptual modalities, information processing styles, and personality patterns.

**Likert Scale:** A way of generating a quantitative value (numerical) to a qualitative questionnaire (e.g. poor, fair, good, very good, excellent). Sometimes used on end of course evaluation. (Smile sheets). For an ascending five point scale incremental values are assigned to each category and a mean figure for all the responses is calculated. (via the sum of the products of the categories' assigned value times the number of respondents for that category, divided by the total number of respondents). Example: Total number of respondents = 25, assigned values are; poor = 1, fair = 2, good = 3, very good = 4, excellent = 5; respondents selecting following categories are; good=9, very good = 10, excellent = 6. The quantitative mean =  $((9*3) + (10*4) + (6*5))/25 = 3.9$

**Mastery:** Meeting all of the specified minimum requirements for a specific performance.

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

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

## **GLOSSARY**

---

**Perception:** an idea, a belief or an image you have as a result of how you see or understand something.

**Population:** (in statistics) any set of items, individuals, etc. that share some common and observable characteristics and from which a **SAMPLE** can be taken.

Thus, one can speak of comparing test scores across a sample of a population of students.

**Proficiency:** Ability to perform a specific behaviour (e.g., task, learning objective) to the established performance standard in order to demonstrate mastery of the behaviour.

**Quality:** characteristic or standard measure of excellence; basic character of something. Quality is a measure of the degree to which something meets a standard.

**Request:** the action of asking for something formally and politely.

**Sample:** (in statistics and testing) any group of individuals that is selected to represent a **POPULATION**.

**Sampling Error:** in testing and research, the difference between the data obtained on a specific sample selected for a test or an experimental study and the data that would have been obtained if the entire population had been tested or studied.

**Satisfaction:** 1.the good feeling that you have when you are happy with sth that you have done, that you have bought, that has happened, etc.2. an acceptable way of dealing with a complaint, a debt, an injury, etc.

**Service:** a business whose work involves doing sth for customers but not producing goods; the work that such a business does.

## GLOSSARY

---

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

**Speech-act:** an UTTERANCE as a functional unit in communication.

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

**Tourism:** the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure: \_

**Validity:** The degree to which a test measures what it is intended to measure. Although there are several types of validity and different classification schemes for describing validity there are two major types of validity that test developers must be concerned with, they are content-related and criterion-related validity.

**\*Note:** The glossary definitions were taken from the following sources:

- Clark, D. R. 2005: *Learning and Performance Glossary*. Available at: <http://nwlink.com/~donclark/leader/leader.html> [Accessed 04/08/2011].
- Jafar, J. 2000: *Encyclopedia of Tourism*. Routledge, London.
- Oxford University Press. 2008: *Oxford Business English Dictionary*. OUP.
- Pizam, A. 2010: *International Encyclopedia of Hospitality Management*. Elsevier Ltd.
- Richards, J. C et al. 2002: *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited.



### الملخص

دروس اللغة الإنجليزية لأهداف خاصة تهدف إلى التوصل إلى تمكن المتعلمين من أداء وظائفهم بفعالية و بشكل مناسب . و بالتالي، تحليل احتياجات المتعلمين في مكان العمل سر النجاح المهني. بحثت هذه الدراسة الاحتياجات التواصلية في اللغة الإنجليزية لموظفي الاستقبال في الفنادق من خلال توقعات, تصورات وآراء زبائنهم. اقترحت بعض التوصيات التي يمكن أن تساعد في تصميم برنامج متربصي موظفي الاستقبال وتحسين أدائهم التواصلية مع ضيوفهم.

**الكلمات المفتاحية:** اللغة الإنجليزية لأغراض محددة ، تحليل الاحتياجات ، موظفو الاستقبال في الفنادق والاتصالات التواصل بين الثقافات، المهارات الاتصالية، الأفعال على الكلام والضيافة , الزبائن

### Résumé

Cours d'Anglais sur Objectifs Spécifiques visent à atteindre une certaine compétence pour permettre aux apprenants d'effectuer leur travail efficacement et de manière appropriée. Ainsi, l'analyse des besoins des apprenants est un élément clé de la réussite professionnelle. Cette étude a examiné les besoins communicatifs des réceptionnistes d'hôtel en considérant les prévisions, les perceptions et les opinions de leurs clients. Un nombre de recommandations qui pourraient aider à concevoir un programme pour les stagiaires ou les réceptionnistes d'hôtel et à améliorer leur performance communicative a été suggéré.

**Mots-clés:** Anglais sur Objectifs Spécifiques, Analyse des besoins, Réceptionnistes, Communication, Communication interculturelle, Compétences communicatives, Actes de Parole, Accueil, Clients, Satisfaction.

### Summary

English for Specific Purposes courses aim at attaining a certain competency to enable learners perform their job effectively and appropriately. Hence, analyzing learners' needs is a key to success in the workplace. This study investigated hotel receptionists' English communicative needs at the front desk through considering their clients' expectations, perceptions and opinions. It suggested a set of recommendations that might help in designing a syllabus for hotel receptionist trainees and improve receptionists' communicative performance.

**Keywords:** English for Specific Purposes, Needs Analysis, Hotel Receptionists, Communication, Intercultural Communication, Communicative Skills, Speech-acts, Hospitality, Clients, Satisfaction.

**SUMMARY**

---

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH  
HASSIBA BENBOUALI UNIVERSITY-CHLEF  
FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF ENGLISH**

**Language Needs for Hotel Receptionists:  
The Case of Gourara Hotel in Timimoun**

**RESUME**

**Submitted by:**

**Mrs. Nacèra BENALI REGUIEG**

**Supervised by:**

**Prof. Mohamed MILIANI**

**Academic Year: 2011/2012**

## SUMMARY

---

It is commonly known that language is taught to achieve a certain communicative competence in a given target language and culture. This competence refers to the learners' ability to recognise the different language uses and to perform them appropriately in a particular social and cultural context. Thus, promoting the learners' competence is an important issue, particularly in the context of English for Specific Purpose (Henceforth, ESP) where learners are in contact with the target language. In regard to this, it is necessary to provide learners with both specific language needs and contextual (or pragmatic) knowledge required at the workplace.

There is an increasing need for English as a means of communication between different nations. People around the world are eager to learn English to a good level of competence because English has become a requirement in many fields. Business companies employ the power of the English language to develop their trade. Researchers and scientists present their discoveries and inventions in English to disseminate them to everyone. Internet users participate in chat rooms and websites in English. Therefore, English has become a means of communication either in daily life or professional usage.

Hotel Management is a field where the English language is highly used. Communicating effectively is a key to success in a receptionist's profession. Hotel receptionists are faced with problems in using language when they deal with their clients' different accents and cultures. Their performance has an impact on their clients' satisfaction and attitudes. The lack of effective communication is a problem that hotel receptionists confront at the workplace because language is not only a matter of accuracy but also a matter of appropriate language use and fluency, which is part of service quality. Hence, what is at stake here is language efficiency. Receptionists need to use the language appropriately to satisfy the expectations of their clients, thus keep them coming back.

Being a hotel receptionist in Algeria requires a special training in one of the Tourism and Hotel Management Training Centres. The Hotel Management field relies

## SUMMARY

---

on these centres to qualify trainees in terms of language proficiency. However, there has never been a study conducted to identify the language needs of the hotel reception profession in Algeria that might serve as the basis for an ESP syllabus. When language needs are not determined, the efforts made by trainees, teachers and administrators will be useless, and trainees will end up being helpless when they join the workforce, or, at least, the efficiency of the whole act will not be worth the efforts and energy. This results in poor service quality and low clients' satisfaction.

Additionally, hotel receptionists personify the hotel service quality. They are the first hotel representatives to contact the clients. They greet and welcome them at their arrival; they give the last impressions when clients leave the hotel; they respond to their requests for information or for hotel services, and they deal with their complaints in case anything goes wrong. Therefore, the clients' level of satisfaction is the target of Hotel Management Business. Measuring customers' satisfaction can serve as a tool to evaluate the service quality as well as to improve the front desk performance.

In order to improve the English communicative performance of the front desk staff at Gourara Hotel in Timimoun, this research investigated clients' satisfaction with receptionists' use of English language communication skills, (listening and speaking), hospitality, intercultural communication and language functions (speech-acts). It aimed at providing some empirical data about the English language needs of hotel receptionists based on clients' expectations, perceptions and insights. It sought which language uses need to be improved.

The study was based on two main research questions:

1. To what extent are clients satisfied with the front desk staff English language use?
2. Which receptionists' language use needs to be improved?

On the grounds of the above questions, it was hypothesized that:

1. Gourara Hotel's clients were dissatisfied with the communicative performance of receptionists at the front desk.

## SUMMARY

---

2. Their dissatisfaction was due to some very specific pragmatic failure in the receptionists' communicative performance, that is to say; some receptionists' speech-acts (such as: greeting, dealing with complaints ...etc) are not performed in the appropriate way.

The dissertation is divided into four chapters. The first chapter aims at providing an overview of the study. It consists of two main parts. The first part tackles the situation of English in Tourism as well as its status in Tourism and Hotel Management Training Centres in Algeria. The second part describes the research methodology that was followed in the study.

The second chapter aims at presenting the literature review relevant to the subject serving as a background for the study. This chapter includes three parts. The first part is an overview of communication at the workplace, the importance of communicative tasks in accomplishing workplace goals and the vital importance of communicative competence in establishing effective communication. The second part focuses on Needs Analysis and its importance as a key concept in English for Specific Purposes courses. The third part provides information about English for Tourism in general and Hotel Reception in particular. It discusses previous studies in the field of Tourism, the skills needed in the profession, the required speech-acts, and the role of clients in improving service quality.

The third chapter represents the analytical part of the research .It targets the presentation of the results obtained from the questionnaires and the structured interviews that were administered in the fieldwork. Both the questionnaires and the structured interviews sought to collect information about hotel receptionists' communicative needs through clients' expectations, perceptions and opinions. The findings were summarized and presented in tables and figures.

The fourth chapter focuses on the conclusions drawn from the data analysis. It provides discussions of the obtained results. Practical implications are presented with

## SUMMARY

---

suggestions for training actions that could be taken by teachers, course designers, Gourara Hotel managers or authorities to improve the front desk staff communicative competence and satisfy the hotel clients. In addition, the chapter points out a number of limitations to the study that should be taken into consideration.

The World market has noticeably changed from product to service marketing and Algeria is not an exception. Service businesses compete to improve the service quality especially the Tourism and Hotel Management field. Hence, it is essential to shed the light on this field which relies mostly on the English language for it has become a universal language.

Realizing that tourism has the potential to develop the economy of any country, Algerian authorities are trying to emphasize the development of this sector. To give substance to this goal, authorities have been encouraging investments in the development of hotels. The government also highlighted the importance of training in the tourism sector. In Algeria, most of the hotel receptionists graduate from the Tourism and Hotel Management Centres which are schools that provide training in four areas of concentration including Kitchen, Hotel Reception, Restaurant and Travel Agency. There are two main public Tourism Training Centres, one in Bou-saada and the other in Tizi Ouzou. The training period lasts for two years in these centres. The English course in Tourism and Hotel Management Training Centres is considered a general course but is still regarded as a very important and relevant subject. This is due to the fact that the trainees are aware of the vital importance of foreign languages in their future careers. Teachers of the English language at the Tourism and Hotel Management Training Centres are university graduates and are lacking the technical training except some basic knowledge in the field. The teacher bases the curriculum on labels of an old Algerian programme used during the 1970's. The course is developed according to the major, that is to say Hotel Reception, Travel Agency, and Restaurant...etc. Although English is considered as an important subject, there is no official academic ESP syllabus. The teacher must develop his/ her own syllabus on the basis of relevance to a given major. The content is developed around a set of functions,

## SUMMARY

---

such as inviting, requesting, and agreeing; and notions such as age, size, colour, and time. To evaluate trainees, the training period is accompanied with periodic written and oral tests and exams. After graduating from the centre, the trainee is appointed to a position and starts his/her professional life. When he/she joins the workplace, communicative problems appear.

Tourism and Hotel Management field uses the power of English language to prosper. Hotel receptionists require communicative proficiency to interact effectively with their clients whose satisfaction is the target of hotel business. Thus, it is important to explore receptionists language needs at the workplace. Since clients are the focus of the Hotel Industry Business, they can be an efficient tool in investigating and identifying the front desk staff requirements.

The quantitative research methodology was used to measure Gourara Hotel clients' satisfaction and seek their opinions in order to improve the hotel receptionists' communicative performance. The target population of the study was the English-speaking tourists who stayed at Gourara Hotel in Timimoun from December 25th, 2010 to January 2nd, 2011. However it was impossible to deal with all these tourists. Hence, a probability sample with sampling error of 0.05 was used which brought the sample to 59 clients out of the whole population that was 70. The quantitative approach was used as empirical data were needed for the purpose of the study. Consequently, the research tools that were selected were the questionnaire and the structured interview. The questionnaire aimed at providing data to answer the first general research question, "To which extent are clients satisfied with the front desk staff English language use?" and the interview aims were to identify the level of each language use needed at the reception desk and to classify them uses according to their importance for hotel receptionist job.

In order to analyse the collected data, a five Likert scale including descriptive statistics of means and standard deviation was used. Moreover, percentages and a gap analysis were used in order to measure the difference between clients' expectations and perception to assess their satisfaction.

## SUMMARY

---

Communicating effectively at the workplace is a key to success in hotel industry. To achieve an effective communication, researchers, teachers and course designers adopted the ESP approach in teaching English. This approach emphasizes some specific needed skills and speech-acts over others for the ESP training or learning is limited by time. Thus, it is of crucial importance to analyse learners' needs to determine their necessities, lacks and wants. Special fields (such as Hotel Management) need proficiency in language uses to attain communicative competence and satisfy clients.

Effective communication at the workplace is the target of ESP course for it has an impact on business service quality. It is a hard social act that has some specific communicative purposes in a given context. It relies on communicative competence related to the target situation. ESP courses should start with a Needs Analysis to determine the terminal objectives. The nature of the Needs Analysis varies from one situation to another according the final target of the learning process. Needs are described as objective and subjective (Brindley, 1989: 65), perceived and felt (Berwick, 1989: 55), product-oriented and process-oriented (Brindley, 1989: 63), in addition, there are necessities, wants and lacks (Hutchinson and Waters, 1987: 55). There is a plethora of approaches to conducting Needs Analysis: Target Situation Analysis introduced by Munby (1978) and Chambers (1980), Present Situation Analysis, Strategy Analysis, Learner-centred Approach, Means Analysis and Language Audit. Hotel industry relies on receptionists' communicative competency at the front office to attract tourists and entice their stay or return to the hotel. This competency refers to the skills of welcoming clients, listening carefully to them, speaking effectively with them, asking the appropriate questions, respecting their cultures, using hospitality language, responding to their requests, dealing with their complaints to meet their needs. The front desk staff's performance can be evaluated via their guests' satisfaction. The Disconfirmation Theory, which was used in the actual study (based on the gap between clients' expectations and perceptions) can be an efficient instrument that helps measuring clients' satisfaction. Based on clients' expectations, perceptions and the level of their satisfaction, receptionists' communicative needs can be determined.



## SUMMARY

---

From the questionnaire results, the followings conclusions were drawn:

- 7) Gourara hotel receives guests from different backgrounds that makes receptionists' duties challenging for they deal with different cultures and accents. Receptionists need to know more about others cultures to perform their job effectively.
- 8) Tourists' dissatisfaction occurred at the level of speaking and listening skills. The front desk staff should improve their communicative competence in listening and speaking. They need to be active listeners and good speakers as well to meet their clients' requirements and avoid miscommunication.
- 9) Hospitality communication is significant in Hotel Management. It affects clients' satisfaction more than any other services and /or products do. Hotel guests, either they are frequent visitors or not, prefer to be treated in a professional way. Hospitality seems to be the motive that enhances clients to come back to the hotel.
- 10) Intercultural competence, including eye contact, body language and behavioural manners, has an impact on clients' satisfaction. Hotel receptionists should absorb much information through eye contact and use appropriate gestures to interact effectively with their clients.
- 11) Some speech-acts were not used appropriately which led to a certain extent of guests' dissatisfaction. Hotel receptionists need to know more about the use of speech-acts by native speakers and non-native speakers of English, cross-cultural linguistic politeness and the use of appropriate address forms.
- 12) Receptionists' slow responsiveness to clients' requests was a problem suggested by clients. Hence, they should provide prompt responses to their clients' requests.

The following conclusions were drawn from the interview results:

## SUMMARY

---

4. Hotel receptionists require a good level of English to satisfy their customers. Trainees or receptionists should give more attention to learning English.
5. Listening, speaking, hospitality language and intercultural communication are the most important skills that receptionists should have a good level at to meet their clients' needs. Hence, the front desk staff should be good listeners, fluent speakers, hospitable when welcoming their guests and knowledgeable about the cultures of them.
6. Hospitality; which includes courtesy, friendly manners, politeness and the use of the appropriate address form is the most important skill that motivates customers to return to the hotel.

The findings of the study indicated that the hotel clients were highly satisfied with the receptionists' communication. The gap between their expectations and perceptions was positive. However, they were dissatisfied with the listening and speaking skills performed by the front desk staff. Moreover, some speech-acts were not used appropriately, such as asking for further information and the use of address forms. Hospitality and intercultural communications were selected to be the incentives that might motivate customers to come back to the hotel. Customers agreed that hotel vocabulary was not of great importance at the front office. Additionally, the results revealed that clients' satisfaction differed from one nationality to another. While Malaysians were dissatisfied with the receptionists' communication, all the other clients were satisfied.

Measuring Gourara hotel clients' satisfaction with the front desk staff communicative performance, exploiting their expectations, perceptions and their opinions, some of the receptionists' English Language needs at the workplace were identified, here are some recommendations and guidelines based on the study findings. These suggested recommendations are meant to contribute to the improvement of ESP for Hotel Management.

### - **An On-going Training**

A training course should be arranged for the front desk staff before starting work and also for on-the-job training. Hotel owners/managers should be aware of the importance of training. General courses taught in Tourism and Hotel Management Training Centres do not emphasize English for Specific Purposes. Hotel receptionists need specific English skills. Many researches proved the effectiveness of the on-going training at workplace in business. Gourara hotel managers should plan on-going trainings for their reception employees. A teacher or an ESP practitioner should be assigned the role of providing them with practical English language training, focusing on the language used at the front office where the interactions between the receptionists and their clients occur. Hard situations (such as dealing with complaints, responding to requests and the like) that the front desk employees may encounter should be included as part of the training. Furthermore, the receptionists can be sent to English-speaking countries for an on –going training to develop their communicative skills and abilities when dealing with native speakers.

### - **Designing a Syllabus**

When dealing with English for Vocational or Professional Purposes, syllabus designers should take into account the business aim. The ultimate business target is business itself and effective communication is the key to successful business. In most Business English courses, syllabus designers focus on the learner-centred approach to build up syllabi, however, the centre of attention in any business is the customer and his satisfaction. Customers' expectations and perceptions of goods or services give a verdict about the service quality and affect the whole business process. Dudley-Evans and St John (1998) divide Business English into English for General Business purposes (EGBP) and English for Specific Business Purposes (ESBP). EGBP courses are usually for-pre experienced learners. They focus on presentation through listening and /or reading, followed by exercises to practise grammar and vocabulary. They aim at achieving accuracy and correct answers. In contrast, ESBP courses are run for job-experienced learners. They focus on one or two language skills specific to business

## SUMMARY

---

communication events. They are frequently intensive and groups are small. A more deep-end approach is followed, starting from a fluency activity, progressing to language and skills work based on outcome, and leading to further fluency practice. Hence, Gourara hotel managers should ask an ESP practitioner to give their reception employees ESBP on-going training courses after conducting a Needs Analysis and identifying their lacks. English for Hotel Reception is a very specific discipline where English is not a matter of language accuracy but of effective communication that has an impact on business. There is a necessity for designing a syllabus based on clients' satisfaction and insights. This syllabus can be based on clients-centred approach. On the ground of the study finding as well as previous literature review, syllabus designers should take into account the following:

- All four skills are important in hotel reception courses. However, speaking and listening should be given more importance compared to reading and writing. The syllabus thus should focus on listening and speaking activities for clients were dissatisfied with these two interactive communicative skills.
- Hospitality, courtesy, friendly manners, intercultural communication should be included in the syllabus as significant issues for the hotel business flourishing. Findings of this research could be implemented in current training programmes to create more in- depth training, focused on possible intercultural misunderstandings, and hospitality that are relevant to front-line staff.
- Speech-acts that frequently occur at the hotel reception desk should be emphasized to enable receptionists interact effectively with their clients. Hotel receptionists should be taught the differences between English native speakers and the non-native speakers' various uses of speech-acts.
- Hotel vocabulary should be explained clearly to hotel receptionist so that they can explain the specialized words in case clients cannot understand them.

- The syllabus should include different accents of English, such as American English.

### - **A Continuous Needs Analysis**

One of the key stages in ESP courses is Needs Analysis. The latter is not a one-off activity; it should be on-going. A repeated Needs Analysis can be transformed into a formative evaluation (Dudley Evans and St John, 1998). To identify hotel receptionists' English language needs at the workplace, a Needs Analysis is required. Hutchinson and Waters (1987) promote a "learning-centred approach" while dismissing a "learner-centred approach" to ESP as a "theoretical attack on established procedures" rather than a "practical approach to course design". Learners' needs cannot determine the target situation; factors concerned with learning must be brought into play at all stages of the design process. Similarly, the focus in any business is the client whose attitudes reflect the whole enterprise or company. Customers' expectations, perceptions, satisfaction or dissatisfaction and opinions can all be used as good tools to gauge feedback and measure the service quality. Hotel clients can be an effective source in Needs Analysis process where the hotel receptionists are the target population. Business English is meant to increase business prosperity and enable employees to perform their job effectively.

Based on clients' feedback, teachers or course designers can evaluate the ESP syllabus for hotel receptionists taught in training centres on one hand. On the other hand, hotel managers / owners can improve the service quality provided by their service encounter. Gourara hotel administrators should be aware of the importance of continuous Needs Analysis. They should assign ESP practitioners the task of conducting Need Analysis for their employees. Such Needs Analysis is known as Language Auditing. It is particularly relevant to Business Communication in companies. According to Huhta (2002), Language Auditing is the first step diagnosing language challenges and analysing the potential of the staff on a strategic level. To this aim ESP practitioners can conduct negotiations with senior management. They need to identify the hotel communication environment and its needs, by asking key questions.

## **SUMMARY**

---

Needs Analysis should be conducted repeatedly throughout the training period so that to get a feedback on the effect of the syllabus.

### **- Improving Listening and Speaking Skills**

When the hotel reception trainees join the workplace, they deal with English native and non-native speakers that have different accents. Gourara hotel receptionists could not satisfy their clients in terms of listening and speaking skills. Thus, during the on-going training, it is preferable to make trainees aware of this problem and try to expose them to various English accents. This exposure can be done through bringing some CD-ROMs or Podcasts which contain conversations and interactions between hotel receptionists and native or / and non-native speakers of English. Gourara Hotel receptionists need to be exposed to the different accents of English speaking countries especially those that are related to the workplace. To be good listeners, trainees should practise their listening ability because effective listening is a skill. Like any other skill, competency in listening is achieved through learning and practice. The scarcity of good speakers is self-perpetuating; if the learner does not have good speakers to learn from and models to emulate, he/she probably may not master neither speaking nor listening. Technology has created new opportunities to improve the listening and speaking skills. Face-to-face meetings and telephone conversations are being replaced by emails and electronic meeting rooms.

The internet provides a variety of audio or video material that can be useful in training. Moreover, it makes it possible for trainees to interact with other people through emails and online chat programs. For instance Paltalk, which is an Internet chat service that allows users to communicate via instant messaging, voice and video chat. It offers thousands of chat rooms and the ability for users to create their own virtual chat room on any topic and category. The hotel reception trainer can create his own chat room in Paltalk and invite some native and/ or non-natives speakers to be virtual attendees of the course. Trainees and virtual attendees can interact creating an

authentic situation. Consequently, trainees might improve their listening and speaking abilities.

### - **Administrative Actions**

Some measures should be taken by the administration of Hotel Management and Tourism Training Centres, the Ministry of Tourism or the hotel managers to facilitate English for Hotel the Management learning:

- Assigning an ESP practitioner the task of conducting a Needs Analysis based on clients insights.
- Finding a trainer who knows the problems and requirements of the front desk staff and who is able to train them according to the results of Needs Analysis.
- Providing the trainer with the necessary equipment such as, computers, data show, cassette player, DVD, an Internet room (a kind of cyber classroom) that can be used to allow trainees to listen to/ or speak with native and non-native speakers of English in organized sessions.

Due to the limitations imposed by the length of this dissertation the following study must thus be rightly seen as a small exploratory investigation rather than an in-depth study. It is necessary to consider a number of limitations to the study that may open doors for further research. In terms of data collection, what should be pointed out is that data were collected during the New Year period. The tourists might be psychologically influenced by festivals. Festivals could affect their attitudes, satisfaction and opinions. Moreover, data collection period was so short and limited. If time had permitted, more tourists could have been participated in the study. A truly random sample could also be used. Another limitation relates to the selected research instruments. In a study which involves an evaluation of attitudes, perceptions and beliefs, there is a possibility that people may respond with a complimentary intention. Questionnaires and structured interviews are subjective data by definition, and they can be biased for a number of reasons. In addition, the study was not able to provide a

## SUMMARY

---

bigger sample. Working with one hotel is not enough; a deeper research could be done dealing with hotels in Algeria. Triangulation is a key concept in research. Triangulation can take place on different levels and have different meanings depending on the paradigmatic choice. In this study, methodological triangulation, which refers to the use of more than one method for gathering data, was selected. Two research tools, questionnaire and structured interview, were used to provide validity and reliability to the results. However there exist other types of triangulation such as data triangulation which involves time, space, and persons. Data in this study were collected from only one hotel clients and in one period of time. Different results could be obtained if other persons or hotels were involved in the study. Moreover, the research was not an in-depth study. It was a kind of general investigation of clients' satisfaction with the front desk staff's performance of speaking skill, listening skill, hospitality communication, intercultural communication and some speech-acts. Each language use could be examined solely and profoundly. The obtained findings might have been different and more accurate than the actual ones if the mentioned limitations had been taken into account.

As a conclusion, it is necessary to come back to the research hypotheses and questions. The first hypothesis which hypothesised that Gourara hotel client were dissatisfied with the communicative performance of the hotel receptionists was rejected. The answer to the first research question is that the hotel guests were highly satisfied with the front desk staff English language use. The second hypothesis which supposed that the customers dissatisfaction was due to some of the speech acts failure in the receptionists' communication was partially confirmed for the guests were not satisfied with their hosts' asking for further information and using the appropriate address forms. Therefore, the answer to the second research question is that the language use that needs to be improved is listening and speaking because the clients' satisfaction occurred at the level of these two skills.



### الملخص

دروس اللغة الإنجليزية لأهداف خاصة تهدف إلى التوصل إلى تمكن المتعلمين من أداء وظائفهم بفعالية و بشكل مناسب . و بالتالي، تحليل احتياجات المتعلمين في مكان العمل سر النجاح المهني. بحثت هذه الدراسة الاحتياجات التواصلية في اللغة الإنجليزية لموظفي الاستقبال في الفنادق من خلال توقعات, تصورات وآراء زبائنهم. اقترحت بعض التوصيات التي يمكن أن تساعد في تصميم برنامج متربصي موظفي الاستقبال وتحسين أدائهم التواصلية مع ضيوفهم.

**الكلمات المفتاحية:** اللغة الإنجليزية لأغراض محددة ، تحليل الاحتياجات ، موظفو الاستقبال في الفنادق والاتصالات التواصل بين الثقافات، المهارات الاتصالية، الأفعال على الكلام والضيافة , الزبائن

### Résumé

Cours d'Anglais sur Objectifs Spécifiques visent à atteindre une certaine compétence pour permettre aux apprenants d'effectuer leur travail efficacement et de manière appropriée. Ainsi, l'analyse des besoins des apprenants est un élément clé de la réussite professionnelle. Cette étude a examiné les besoins communicatifs des réceptionnistes d'hôtel en considérant les prévisions, les perceptions et les opinions de leurs clients. Un nombre de recommandations qui pourraient aider à concevoir un programme pour les stagiaires ou les réceptionnistes d'hôtel et à améliorer leur performance communicative a été suggéré.

**Mots-clés:** Anglais sur Objectifs Spécifiques, Analyse des besoins, Réceptionnistes, Communication, Communication interculturelle, Compétences communicatives, Actes de Parole, Accueil, Clients, Satisfaction.

### Summary

English for Specific Purposes courses aim at attaining a certain competency to enable learners perform their job effectively and appropriately. Hence, analyzing learners' needs is a key to success in the workplace. This study investigated hotel receptionists' English communicative needs at the front desk through considering their clients' expectations, perceptions and opinions. It suggested a set of recommendations that might help in designing a syllabus for hotel receptionist trainees and improve receptionists' communicative performance.

**Keywords:** English for Specific Purposes, Needs Analysis, Hotel Receptionists, Communication, Intercultural Communication, Communicative Skills, Speech-acts, Hospitality, Clients, Satisfaction.