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### **Orientation Training Course for Tourism and Hotel Student Internship on English Listening and Speaking Skills**

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#### **ABSTRACT**

This research aimed to conduct an orientation training course based on needs analysis to develop tourism and hotel undergraduate students at King Mongkut's University of Technology North Bangkok. The purposes of this study were: 1) to investigate the English communication problems and needs in English communication of tourism and hotel undergraduate students with foreign customers and superiors during internship, 2) to provide database as a guideline for developing the English internship course for tourism and hotel, and 3) to provide orientation training course for tourism and hotel undergraduate students. Questionnaires, an orientation English internship course, and pre- and post-test were research tools to collect data in this study. The samples were divided into two groups, 1) 64 students completing the questionnaire, and 2) 50 students participating in an orientation training course and taking pre- and post-test. It was found that they had fair ability in listening and speaking. Most of them used English for work and the majority groups of them had an internship at the front office of the hotel. To improve their skills, an orientation English internship course focusing on listening and speaking skills was designed and developed. Pair-work and role-plays were employed in the training. The results showed that these methods can help them improve their skills. It can be concluded that the content in this course meets the students' needs and will be useful to train students in the field of tourism and hotel.

*Keywords:* English for specific purposes (ESP), needs analysis, training, tourism and hotel internship

#### **1. Background of the Study**

English is an international language. Millions of people around the world are using it as the official language in their communication. It is the first language to use between people from diverse countries with different language communication. There is no doubt that most tourists and personnel who work in service industry use English for communication. In addition, English communication between Thai hotel personnel and foreign customers is an essential skill required by any hotel staffs.

In terms of working in tourism and hotel, McGrath (2008) states that communication is the key because "In travel and tourism, you need to communicate with lots of different tourists and not let small hassles get you down. You need to have very good communication skills because you have to negotiate and accommodation deals with a lot of different hotels and companies. They require English language skills i.e. listening, speaking, reading, and writing for communication." Nowadays traveling business has become important sources of income in Thailand. Anyone who can communicate and understand English well will be more successful in their job. Thus, in tourism and hotel industries, it is required that employees must have a particular experience and be able to communicate in English well. The most important English skills used in tourism and hotel industries are speaking and listening.

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However, English communication has been a big problem of Thai students. Research shows that Thais' low-level of English fails to meet the demand for English in the workplace, especially in hospitality sector (Wiriyachitra, 2004). In order to investigate students' problems and their needs, the researcher conducted needs analysis as a database to design suitable course for the sample groups.

English for Specific Purposes is known as a learner-centered approach, since it meets the needs of learners who need to learn a foreign language for use in their specific fields such as tourism and hotel. Gao (2007) said that "the demand for English for Specific Purpose is expanding, especially in countries where English is taught as a Foreign Language." Therefore, many universities manipulate an internship program to help students use their experience of learning in the real situation. The analysis of learners' needs is the basis of establishing a new course. It could be claimed that needs analysis is advantageous for ESP practitioners in special purposes program design and is also fundamental to the planning of any language courses.

Siritaratn (2007: 71) says that "needs analysis is defined as the identification of language elements and language skills the learners already know and what they think they need to know. Needs analysis is conducted to set language goals, course objectives, and expected outcomes of the course, instructional activities, and evaluation." Therefore, the researcher believes that communication for specific purposes should be designed with a thorough needs analysis because needs analysis and ESP course should go together.

In conclusion, tourism and hotel students have to use English as a medium language to communicate with foreign customers and superiors in tourism and hotel industries. This study is designed to find out and reflect the English proficiency used by tourism and hotel student and to echo their problems and needs. The results obtained from this study will be used as guidelines for course designers to develop a specific English course for students who would like to work in tourism and hotel industries effectively. Moreover it can be used with Thai hotel personnel to develop themselves in their job.

### 1.1 Purposes and Research Questions

All the tourism and hotel students are required to go for internship at the hotel and they need English to communicate with foreign customers and superiors. Needs analysis is important in this study to indicate their current needs to make the suitable orientation English course on specific English skills focusing on listening and speaking to help the students improve themselves and work in hotel industries effectively. The main purposes of the study are as follows:

- 1) To investigate the English communication problems and needs in English communication of tourism and hotel undergraduate students.
- 2) To provide basic information to use as a guideline for developing the English internship course for tourism and hotel.
- 3) To provide orientation training course for tourism and hotel undergraduate students.

This study was conducted to answer the following research questions:

- 1) What language function in listening and speaking do the students use during internship?
- 2) What are their communication problems in English listening and speaking during internship?
- 3) What are their needs for English listening and speaking training methods?
- 4) Do the students gain higher scores in listening and speaking tests after the training course?

## 2. Literature Review

### 2.1 English for Specific Purposes (ESP) Course Design

English for Specific Purposes (ESP) course design can be defined as designing a course to meet learner needs and requirements. Course designers should prepare syllabus content and teaching method by investigating the student's expectation and then constructing the suitable course for them. ESP is a branch of English Language Teaching (ELT) and English as a Foreign Language (EFL).

Hutchinson and Water (1987: 21-22) state that "Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis the subsequent process of syllabus design, materials writing, classroom teaching and evaluation." We need to ask a very range of questions. It can be concluded that the stage of preparation leading from an investigation of the student's needs to a definition of learning objectives and syllabus content of an ESP course are:

1. Who are the students and what are their expectations?
2. What is the subject matter, and how broadly or narrowly should it be defined?
3. What are the language requirements which follow from this in terms of:
  - 3.1 communicative acts required of the learner
  - 3.2 language skills
  - 3.3 situations and contexts

Theories above show that design of ESP course is an important part of the improvement of English skills and competences essentially required for tourism and hotel. The developing and establishing the tourism and hotel ESP courses should be prepared for tourism and hotel students for internships as their requirements. In this study the researcher will develop an orientation training course for tourism and hotel student internship on English concentration on listening and speaking skills through the investigation of students needs analysis.

### 2.2 Training Program

It is a process of developing knowledge and skills of learners to success in their job. In order to prepare the training program there are many steps to do such as identifying the training needs, preparing the trainer and trainee, creating the training course, explaining the operations, and following up the course effectiveness by evaluation. Training program is not only necessary for students but also company staff in order to improve skills.

Training is another way to help people improve themselves. According to Chittavitti (2005: 20), "training is the process of teaching, information, or educating people so that they may become as possible to do their work and so that they may become qualified to perform in positions of greater difficulty and responsibility." It can be concluded that training is an element in the process of developing knowledge and skills to help learners develop and improve their behavior and performance to pursuit success in their job.

However, it is the best way to train the specific language used during their study in the university by following the step created by Yalden (1987: 92-93) who suggested the needs survey as the first step in language program development used as a guideline for course designers. The needs survey is used for investigating learners' needs and the purposes for the design of second language program or course.

In conclusion, tourism and hotel fields are very popular for students who are interested in service industries to prepare themselves for future job. However, if they only learn in the classroom and from the books, it is insufficient to use in the real situation. Thus, orientation training course is a choice for preparing the students for service industries.

### **2.3 Listening and Speaking Skills in English**

Communication, especially listening and speaking skills are important for everyday conversation in workplace and pedagogical functions. Speaking is the mode of communication that is often used to express opinions, make arguments, offer explanations, transmit information, and make impressions on communication. Communication plays an important role in meetings and attending class, making a presentation and discussion arguments and participating with group works. On the other hand, listening skill cannot be separated from speaking because it is a two-way communication. We cannot talk without listeners. Therefore, communication requires both listening and speaking. It is undeniable that effective communication needs speaking and listening class.

This is an important reason why the study focuses on listening and speaking skills. Listening skill is used more than other language skills in daily life. It is not easy to teach and difficult to test the skills. On the other hand, speaking skill is a main character of human communication. In order to teach English language, teacher must provide students to practice speaking by using group work activities. This activity can make students improve themselves very well. In service industry, listening and speaking skills play an important role because lingua Franca requires English communication skill.

In this study, the researcher focused on surveying English listening and speaking needs for working purposes. The researcher obtains a lot of knowledge from many previous studies. In this study the information obtained from the survey of needs will be used as a guideline for developing English listening and speaking training course to train students before their internship.

## **3. Methodology**

This study has been designed as a research and development study. It aims to develop an orientation course for tourism and hotel English communication by investigating the communication problems and needs in English communication between tourism and hotel undergraduate students with foreign customers and superiors during the internship. The information from the study is then used to develop the English orientation course for tourism and hotel students before their internship.

### **3.1 Participants**

The populations in this study were fourth year students divided in to two groups. They study in tourism and hotel industry at King Mongkut's University of Technology North Bangkok. The survey was also conducted on superiors and teachers in the field.

1) The first group included 64 fourth year students from academic year 2014. They were asked to complete the questionnaires about their problems and needs in English listening and speaking.

2) The second group consisted of 50 fourth year students from academic year 2015. They participated in an orientation training course. They also took pre-test and post-test in order to check their background knowledge and to see the progress of the scores after the training course. The researcher can check their perception and the course effectiveness by comparing their scores between pre-test and post-test.

Additionally, two superiors and two teachers were purposively selected to participate in semi-structured interview sessions to collect more information.

### **3.2 Collection of Data**

Data collection started in the second semester of the academic year 2014 (during January, 2015). The researcher collected data from the participants by conducting semi-structured interview and trying out with pilot group. Then, hand out the questionnaires with the first

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group. After that the implementation was carried out with the second group before their internship.

### **A. Questionnaires**

The copies of questionnaire were distributed to 64 fourth year students, who study in tourism and hotel at King Mongkut's University of Technology North Bangkok during June, 2015. All copies of the questionnaire were collected by the researcher to analyze. The findings were employed as the data to develop English listening and speaking training course.

### **B. Implementation of the Training Course**

An orientation training course was implemented with 50 fourth year students, who study in tourism and hotel at King Mongkut's University of Technology North Bangkok during September, 2015. It was designed as a short training course for one day to prepare them for the internship.

### **C. Test**

The English proficiency test on listening and speaking skills was developed to use for pre-test and post-test. The tests were distributed to 50 fourth year students before and after the implementation of the training course. Then the researcher would analyze to check the difference of their scores and evaluate quality of an orientation training course.

## **4. Construction of Research Instrument**

The questionnaires, an orientation English course and listening and speaking test were used as instruments to collect data in this study. There were two sets of questionnaires. The first questionnaire was for the students and the second one is a set of semi-structure interview questions which were carried out with superiors and teachers in the field.

### **4.1 Questionnaires**

To construct the questionnaires, the researcher studied on related research and texts to develop the questionnaire. The components of the questionnaire for this study consisted of four parts.

1) Part 1 comprises 6 checklist items about general information of the respondents such as genders, level of English listening proficiency, level of English speaking proficiency, experience in using English, position at work, and duration of English training course appropriate for them.

2) Part 2 comprises 2 main parts of 18 items to survey the language function in listening and speaking that they often use. The respondents were asked to rate their opinions based on five point Likert scales.

3) Part 3 comprises 13 items concerning the problems in English listening and speaking during their internship. The respondents were asked to rate their opinions based on five point Likert scales.

4) Part 4 comprises 5 main parts concerning the expectations in English listening and speaking methods and their needs in tourism and hotel orientation course. The respondents were asked to rate their opinion based on five point Likert scales.

After creating the questions, the researcher conducted the semi-structured interview with the stakeholders: two teachers who teach in the field of tourism and hotel and two hotel superiors in order to match the content in the questions. A Semi-structured Interviews included the perception of listening and speaking in English communication needs and problems during the internship. Moreover, content and appropriate methods were mentioned to develop the training course and its content. The questionnaires were piloted with 30 students for the reliability. The pilot results showed that part 2 and part 3 are reliable and all the items in the questionnaires could be used to investigate the students on their language functions and

problems in English listening and speaking with the overall reliability at .975 and .984, respectively.

Regarding the expectation part in English listening and speaking methodology and their needs in tourism orientation course, the reliability was .699. Thus, some questions were revised based on the comments from the advisors before administering in the main study. The findings obtained from the results of the pilot study reported that they had fair ability in listening and good in speaking. They also report some problems in English use during the internship. The findings showed that they have a problem in the speed of foreigner's conversation. The complete questionnaires were then administered to the target group in the field.

## 5. Data analysis

### 5.1 The findings

The findings obtained from the results of the needs analysis were summarized as follows:

#### A: Language function in listening

The results showed that the students reported listening to customers order/requests (4.03) as the most usage during their internship, followed by listening to customers' questions (4.00), and listening to figures e.g. telephone number, address (3.92). The results also showed that function with the least usage was listening to news or information (3.67), as shown in Table 1.

**Table 1:** The use of language functions in listening during their internship

Functions	Mean	S.D.
<b>1. Listening</b>		
1.1 Listening to description / explanation	<b>3.73</b>	<b>0.648</b>
1.2 Listening to news or information	<b>3.67</b>	<b>0.757</b>
1.3 Listening to customers' questions	<b>4.00</b>	<b>0.797</b>
1.4 Listening to figures e.g. telephone number, price and address	<b>3.92</b>	<b>0.848</b>
1.5 Listening to suggestions / comments	<b>3.72</b>	<b>0.845</b>
1.6 Listening to superiors' commands	<b>3.89</b>	<b>0.737</b>
1.7 Listening to announcements	<b>3.77</b>	<b>0.729</b>
1.8 Listening to customers' orders / requests	<b>4.03</b>	<b>0.689</b>
1.9 Listening to customers' complaints	<b>3.80</b>	<b>0.876</b>

#### B: Language function in speaking

For the use of speaking function, the results show that the functions they reported high usage included English in different social occasions e.g. greeting, giving thanks and asking for information/explanation/description about services provided by front office (3.94). The second rank is informing figures e.g. price/expense (3.88), followed by giving direction (3.78), and the lowest speaking function was encouraging customers to buy product or to use service (3.58), as shown in Table 2.

**Table 2:** The use of language functions in speaking during their internship

Functions	Mean	S.D.
<b>1. Speaking</b>		
2.1 Giving and asking for information / explanation / description about services provided by front office	<b>3.94</b>	<b>0.889</b>
2.2 Informing figures e.g. price / expense	<b>3.88</b>	<b>0.826</b>

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2.3 Telephoning	<b>3.66</b>	<b>0.946</b>
2.4 Introducing product / service	<b>3.72</b>	<b>0.863</b>
2.5 Giving direction	<b>3.78</b>	<b>0.934</b>
2.6 Encouraging customers to buy product or to use service	<b>3.58</b>	<b>0.922</b>
2.7 Informing the prohibition	<b>3.59</b>	<b>0.921</b>
2.8 Contacting with colleagues and superiors	<b>3.67</b>	<b>0.856</b>
2.9 Using English in different social occasions e.g. greeting, giving thanks	<b>3.94</b>	<b>0.941</b>

### C: Problem on English listening and speaking

With regard to problems in English listening and speaking during internship, the results indicated that the students have most problem in speaking English fluently (3.78), followed by speed conversation (3.72), and the ability to understand what the foreigners say but cannot communicate appropriately (3.67). However, they have less problem with the communication conversing with foreigners face to face (3.27), as illustrated in Table 3.

**Table 3:** Problems in English listening and speaking during internship

<b>Problems</b>	<b>Mean</b>	<b>S.D.</b>
1. Unable to converse with foreigners face to face	<b>3.27</b>	<b>1.102</b>
2. Unable to communicate on the telephone	<b>3.33</b>	<b>1.085</b>
3. Unable to give suggestions or explanations to customer	<b>3.38</b>	<b>0.984</b>
4. Unable to understand what the foreigners say	<b>3.31</b>	<b>0.985</b>
5. Able to understand what the foreigners say but cannot communicate appropriately	<b>3.67</b>	<b>0.892</b>
6. Difficult to communicate with foreign customers / superiors using different accents / or pronunciation	<b>3.59</b>	<b>0.988</b>
7. Unable to understand words and idioms	<b>3.44</b>	<b>0.963</b>
8. Unable to express correct grammar	<b>3.65</b>	<b>1.050</b>
9. Unable to speak English fluently	<b>3.78</b>	<b>0.881</b>
10. Unable to pronounce accurately	<b>3.50</b>	<b>0.836</b>
11. Unable to express suitable words and idioms	<b>3.55</b>	<b>0.872</b>
12. Speed conversation is a problem	<b>3.72</b>	<b>0.881</b>
13. Unable to perform well with foreign customers / superiors	<b>3.39</b>	<b>0.919</b>

### D: Needs on language choice for training

For English listening and speaking training methodology needs in tourism and hotel industries training course, the questions were asked about language which should be used in the training course. Most students preferred both Thai and English (4.21) as the highest rank of training methodology needs and should be included in the training course, followed by only English (4.06). However, students' preference of only Thai (3.88) is at the lowest rank, as presented in Table 4 below.

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**Table 4:** What language should be used in the training course?

Training Methodology needs	Mean	S.D.
1. What language should be used in the training course?		
1.1 Thai	3.88	0.895
1.2 English	4.06	0.827
1.3 Both Thai and English	4.21	0.750

### E: Needs on training methods

With regard to teaching methods that most students preferred, the highest rank is role play or workshop (3.93), the second rank is only lecture (3.92), and the lowest rank is assignment (3.82), as presented in Table 5 below.

**Table 5:** Which teaching method do you prefer?

Training Methodology needs	Mean	S.D.
2. Which teaching method do you prefer?		
2.1 Only lecture	3.92	0.772
2.2 Role play / workshop	3.93	0.660
2.3 Assignment	3.82	0.735
2.4 Pair work / group work	3.86	0.736

### F: Needs on listening context

Furthermore, the student reported that listening skills should be concerned in the training course. It was found that the students preferred needs in the training course of listening skills as follows: listening for communication with foreign customers (4.20), listening for daily life (4.15), and the last listening for work in each hotel department (4.03), as shown in Table 6.

**Table 6:** Which listening skills should be concerned in the training course?

Training Methodology needs	Mean	S.D.
3. Which listening skills should be concerned in the training course?		
3.1 Listening for communication with foreign customers	4.20	0.819
3.2 Listening for daily life	4.15	0.709
3.3 Listening for work in each hotel department	4.03	0.809

### G: Needs on communication context

Regarding questions asking students which speaking skills should be concerned in the training course, the findings showed that they preferred English for hotel industry and tourism (4.25) as the highest rank, followed by conversation for career purpose (4.20). The lowest speaking skill needed is telephoning (4.17), as shown in Table 7.

**Table 7:** Which speaking skills should be concerned in the training course?

Training Methodology needs	Mean	S.D.
4. Which speaking skills should be concerned in the training course?		
4.1 English for hotel industry and tourism	4.25	0.751
4.2 Telephoning	4.09	0.683
4.3 Conversation for career purpose	4.20	0.714

### H: Type of English

The last question was about the aspect of English for making the training course. The students indicated that English for hotel industry (4.39) is the most suitable for the training course, followed by studying technical terms of hotel industry and tourism (4.21), and the least suitable is English for daily life (4.18), as shown in Table 8 below.



**Table 8:** Which is suitable for making the training course?

<b>Training Methodology needs</b>	<b>Mean</b>	<b>S.D.</b>
5. Which is suitable for making the training course?		
5.1 English for hotel industry	<b>4.39</b>	<b>0.639</b>
5.2 English for daily life	<b>4.18</b>	<b>0.666</b>
5.3 Studying technical terms of hotel industry and tourism	<b>4.21</b>	<b>0.720</b>

## 5.2 Summary of Findings

The results of this study can be divided into four parts: general information, functions in listening and speaking, problems in English listening and speaking and English listening and speaking training methodology needs in tourism and hotel industries training course.

On the general information it was found that the total numbers of the subjects were 64, 51 students were female and 13 students were male. They reported that they had fair ability in listening and speaking. Most of them preferred using English for work at the highest language functions. The majority groups had an internship at the front of house more than the back of house. They also preferred the course of listening and speaking training with the length of 3 hours in one day.

For the functions of listening and speaking skills they use most during internship including, listening to customers' orders/requests, using English in different social occasions e.g. greeting, giving thanks, and asking for information/explanation/ description about services provided by front office. They also reported some problems in English use during the internship, the findings showed that they reported their problems on English speaking at the highest level, followed by speed conversation.

According to training methodology needs, most students preferred both Thai and English in training course. Role-play or workshop is the first rank of activities they preferred in class. They required their listening skill training course to be a listening for communication with foreign customers. They also preferred English for hotel industry and tourism for speaking skill training course. Lastly, they reported that the suitable content for making the training course is English for hotel industry.

## 6. Conclusion and Discussion

1) What language function in listening and speaking do the students use during internship?

From the results of the study, most students reported the function they always use in listening skill which included listening to customers' orders and requests, followed by listening to customers' questions. Whereas the functions of speaking skills they always used consisted of two similar functions; the first one is using English in different social occasions e.g. greeting, giving thanks. The other function is asking for information/explanation/description about services provided by front office. It implies that students always contact with foreign customers. In order to design the training course the researcher should develop content focusing on conversation and activities between the students and customers to prepare them with the situation in the hotel internship. Chittavitti (2005) said that "training is the process of teaching, information, or educating people so that they may become as possible to do their work and so that they may become qualified to perform in positions of greater difficulty and responsibility." Moreover, Beebe, Mottet and Roach (2004) indicated that "training is the process of developing skills in order to more effectively perform a specific job or task." Therefore, the situation practice will have some benefit for them, such as remember the sentences and keywords to respond the customers. Moreover it can reduce their fear to speak

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English. Everyone should practice with friends in class and the researcher may randomly choose them to speak in front of the class.

2) What are their communication problems in English listening and speaking during internship?

They reported that they have most problems in speak English fluently, followed by speed of conversation. The results indicated that students lack speaking and listening skills. There are many reasons that make the students lack ability in speaking and listening. For example, they do not know what to say due to their deficiency of vocabulary and sometimes speed of conversation is a problem so they cannot catch keywords of the sentences making it is hard to understand the customer' pronunciation, accent, and speech. As mentioned in the studies of Nimnuch (2011), and Gass (2012), they stated that accents and pronunciation are the major difficulty that caused English communication problems. The students also mentioned that it is different from what they study in the classroom. To solve these problems the researcher developed the training course by including the conversation activities in paired work and role-play in the class. Moreover, the researcher used the track of real hotel conversation to practice their listening skills. Students can practice to speak and listen English by making an English conversation with their friends in the class. These methods can increase their experience and improve their skills together.

3) What are their needs for English listening and speaking training methods?

From the results of the study, most students preferred both Thai and English during the training course more than only English or only Thai. These findings indicated that the students preferred to study in bilingual because they are not fluent in English and they feel more secure and more comprehensive with mother tongue. Moreover, they preferred role-play and workshop as a teaching method in a class. It is not surprising because the study of Lohruengsub (2005) revealed that hotel employees prefer to be trained bilingually by the Thai or native speakers and they preferred workshop as the suitable method in their training course. Furthermore, the students required their listening skill training course to be a listening for communication with foreign customers, and also preferred English for hotel industry and tourism for speaking skill training course. At last they reported that English for hotel industry is suitable for making the training course. With the information gained from their needs, the researcher designed a course by including real hotel conversation and role-paly activities in each unit, in order to practice them to speak and listen to the real situation.

The component of orientation course

To improve their skills, an orientation English training course focusing on listening and speaking skills was designed and developed from the problems and needs analysis data to establish the training course and course materials. It was divided into 2 main parts; listening and speaking and in each part divided into units' task exercise parts and role-play parts. Both curriculums and course materials in this training program were developed and evaluated the content validity by advisors and specialists.

Each unit of an orientation training course consisted of 2 communication skills; listening and speaking. The unit of course materials including exercise and role-play activities was conducted in class as a one-day course for 6-hour training. The unit's specifications were shown in Table 9.

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**Table 9:** Orientation English Training Course Unit's Specification

Unit	Content	Language Function	Task
1	Hotel Reservation	<ul style="list-style-type: none"> <li>- Greeting and welcoming</li> <li>- Asking &amp; giving personal information</li> <li>- Making information</li> <li>- Spelling name and number</li> <li>- Responding to thanks and leave-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing yourself and others</li> <li>- Practice speaking with partner</li> <li>- Listen to the dialogue and fill in the blank</li> </ul>
2	Restaurant	<ul style="list-style-type: none"> <li>- Conversation functions in restaurant</li> <li>- Making polite request and offer</li> <li>- Answering telephone</li> <li>- Taking order for food and beverage</li> <li>- Dealing with customer problems and complaints</li> </ul>	<ul style="list-style-type: none"> <li>- Classify vocabulary of restaurant</li> <li>- Practice speaking with partner</li> <li>- Listening to table reservation on the phone and answer the questions</li> <li>- Listen to the dialogue and fill in the blank</li> <li>- Role-play with reservation situation</li> </ul>
3	Giving Direction	<ul style="list-style-type: none"> <li>- Asking for and giving direction</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pair asking and giving direction</li> <li>- Listen to the conversation and answer the questions</li> <li>- Role-play with giving directions situation</li> </ul>
4	Handling Complaints	<ul style="list-style-type: none"> <li>- Dealing with complaints in each hotel department</li> <li>- Answering guest complaints on telephone call</li> </ul>	<ul style="list-style-type: none"> <li>- Matching guest complaints to hotel department</li> <li>- Listening to dialogue and fill in the blank</li> <li>- Practice by role-play with situations dialogues</li> </ul>
5	Hotel Departure	<ul style="list-style-type: none"> <li>- Asking for payment method</li> <li>- Saying goodbye, Thank you</li> </ul>	<ul style="list-style-type: none"> <li>- Students read some expressions from the dialogues and repeat them individually to check their pronunciation</li> </ul>

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**Table 9** (Continued)

			<ul style="list-style-type: none"><li>- Fill the dialogue with appropriate word</li><li>- Role-play in group with hotel check-out situations</li></ul>
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4) Do the students gain higher scores in listening and speaking tests after the training course? The researcher used listening test and indirect-speaking test to check their scores improvement. The development of the test was adapted from the English textbook and TOEIC test for the suitable content and related to the course. The results from the test reported that the students had higher scores after implementation training course as shown in Table 10.

**Table 10:** Mean, S.D., and t-test of students English listening and speaking training course

Test	Total Score	Mean	S.D.	t	df	Sig.
Pre-test	55	26.46	5.64	-4.97	49	.000
Post-test	55	30.68	7.37			

\*sig .05

From the table, after the implementation course, the students gained higher scores at the statistically significant .05 level. The success of the training course, according to the student scores, can be clearly shown in their higher scores. In other words, it can be said that they gained more hotel English listening and speaking knowledge and skills from the training course.

The results showed that the content was useful and it can help students improve their skills. According to Taraporn (2014), the success of the development of the training program was from the appropriate needs analysis toward students and the hotel staff including ESP specialists, and the analysis of English for hotel textbooks. Therefore, it can be concluded that the method and content used in the orientation English training course meets the students' needs and it will be useful to train students in the field of tourism and hotel.

### 6.1 Recommendations for further studies

- 1) This study has achieved its objectives; however, the findings from this study only focused on the development training program on English listening and speaking. It is recommended that further studies should focus on 4 skills in communication to develop the training course with more benefits to students.
- 2) In this study, the semi-structured interview sessions were conducted only with superiors and teachers who teach in this field. For further studies, students should be included in the interview on their needs and problems to gain more depth information.
- 3) For further studies, there should be more studies which focus on students self-learning in hotel English communication in order to develop the students' skills and their improvement.

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