

## **The Creation of an Online Pre-employment English Listening Test for Hotel Front Office Staff**

Therranuch Pattarakeatcharoen\*<sup>a</sup>, Supalak Nakhornsri<sup>b</sup>

<sup>a</sup>Master of Arts in English for Business and Industry Communication,  
King Mongkut's University of Technology North Bangkok,  
Pracharat 1 Road, Bangkok, Thailand  
P.Therranuch@hotmail.com

### **Abstract**

Generally, English proficiency is one of the important required qualifications for hotel front office staff. The tools used for the assessment of English proficiency in each hotel can vary. If the hotels do not have their own assessment tools, TOEIC is commonly used. However, TOEIC is designed for general international communication, not specifically for hotel jobs. A test tailored for this specific purpose is required. Regarding language skills, listening is very important for hotel staff because they are required to listen to guests' needs which can affect guests' satisfaction. Therefore, the purposes of this study were 1) to create the test specification for an online Pre-employment English Listening Test for Hotel Front Office Staff (PeETFOS), 2) to develop the online PeETFOS, 3) to evaluate the test's quality and 4) to create ability bands for describing English listening levels. The study was conducted with 31 undergraduate students who studied in the Hotel and Lodging Business Management major. The front office task analysis was implemented by distributing an online open-ended questionnaire. The statistical procedures employed to analyze the data included 1) content analysis which was applied for task analysis, 2) validity, reliability, and item analysis which were implemented for the test quality and 3) the Angoff method used for creating the ability bands for describing English listening levels. The findings from the online open-ended questionnaire were reported according to the 4 language task characteristics aspects. The online PeETFOS can be divided into 7 tasks which comprised 5 multiple-choice items each, 35 test items in total. In addition, the ability bands for describing English listening levels were divided into 4 levels. Therefore, the online PeETFOS could be used as one of the important tools for selecting the right applicants for job positions.

*Keywords:* English listening test, English for hotel, an online test, ability bands

### **Introduction**

#### **Background of the Study**

A hotel has one of the most important roles in supporting the development of the tourism industry (Namira, 2010). Today, hotel businesses may increase their possibility of success by multiplying the number of their branches and improving the potential of their employees.

In each hotel, there is an important department whose responsibilities are to impress the guests and organize appropriate services. A hotel front office department is the nervous system of the hotel, since it is the first as well as the last sector that interacts with the clients (Consol, 2012). Moreover, it can be an indicator in the measurement of the guests' levels of satisfaction, the standard of hotel and the hospitality of the people in the organization (Guzzo, 2010). For these reasons, English for Hotels is required by the front office as a specific language used for business transaction and interaction in the context of hotel properties.

Due to Globalization, English has become the international language of communication. This language has brought big changes to many countries, including Thailand. Therefore, English is one of

the important tools for communication, especially in an organization and workplace where international cooperation is taking place (Srikitcharoensak, 2015).

Thailand Professional Qualification Institute or TPQI divides qualifications of hotel front office staff into five levels (Thailand Professional Qualification Institute, 2016). Generally, important skills for the staff include greeting, dealing with customers, telephoning, and dealing with customers' complaints. Besides these skills, language skill is one of important skills since language competencies can lead to the continuous development of personal selection in a career.

Listening is one of the most important communication skills that requires the listener to give feedback to the speaker. Thus, the staff should be good at listening in order to understand guests' needs. Moreover, listening skills can affect customer satisfaction.

Generally, the methods for recruiting staff used in hotels are different. If they do not have their own assessment tools, TOEIC or Test of English for International Communication, which is a test designed to measure English skills of people working in international workplaces (Rogers, 2006) may be used. TOEIC is a standard test, but it is not specifically designed for a particular career. Many hotels may need a standard tool for measuring potential staff's English listening skill. The scores from the language tests can refer to individual ability in English listening performances.

To develop the English listening test, the situations in the test should be related to performances in real situations. Performances on the test are important because they should include more specific situations than in general language tests (Bachmann, 1996). Therefore, the framework concept is necessary to be applied in the design of the language test for hotel front office staff.

Furthermore, today an online service can allow users to deliver content quickly and conveniently. An online website can be designed to collect paperless data. Moreover, the application of an online website will provide many benefits such as saving time, reducing costs, while increasing convenience and speed. Thus, an online test will be created so the test results will be quickly reported.

For all these reasons, this study created a specific English listening test for hotel front office staff namely, the online Pre-employment English Listening Test for Hotel Front Office Staff (PeETFOS).

### **Purposes of the Study**

1. To create the test specification for the online PeETFOS.
2. To evaluate the test quality.
3. To create ability bands for describing English listening levels.
4. To develop the online PeETFOS

### **Definitions of Terms**

1. *Task analysis* refers to the needs of informants working in the hospitality industry regarding the use of English listening skills for hotel front office staff.
2. *Front Office Staff* refers to the staff working in the front office department of hotels which are located at the beginning of Sukhumvit Road, Bangkok.
3. PeETFOS refers to an online Pre-employment English Listening Test for Hotel Front Office Staff.
4. *Ability bands* refer to the descriptors providing details of the English listening abilities of front office staff in each listening ability level.

### **Significance of the Study**

1. Theoretically, the open-ended questionnaire findings could provide information about the English listening skills needed for the hotel front office staff.
2. Pedagogically, this study would provide beneficial information for the preparation of hotel front office staff. The findings can be applied to instructional content enhancing students' knowledge and entrepreneurial skills.

3. Practically, the online PeETFOS would be beneficial to analyze and select the right applicants for front office staff positions regarding English listening skill. Additionally, the findings may be applied to other businesses such as resorts, etc.

### **Literature Review**

#### **English for Occupational Purposes (EOP)**

English for hotel front office staff is considered as English for Occupational Purposes (EOP), since the main aspects of EOP are to emphasize the language of job performances (Knight, Lomperis, Naerssen, and Westerfield, 2010). EOP is specifically designed for each target group, so that the grammar, lexis, register, study skills, discourse and genre may differ.

Therefore, English for hotel front office staff will mainly include language use which is relevant to the main responsibilities of hotel staff. One of their main responsibilities is to impress hotel guests or clients so grammar, lexis, register, study skills, discourse and genre are essentially designed for various situations or tasks.

#### **English Listening Skills**

Listening is one of the important skills required in daily life and job descriptions. Bolton (1979) mentioned that talking is the most important means of communication. However, to have successful communication, one requires good listening skills. Central to receiving messages efficiently is listening. Therefore, hotel front office staff should be good at listening in order to understand customers' needs because their listening abilities may affect customers' satisfaction regarding hotel services.

#### **Task Analysis**

Task analysis is the analytical method to observe actions or opinions in order to understand how people perform their tasks and achieve their intended goals. Hackos & Redish (1998) suggested that a task analysis should be implemented early during a process, particularly to design work. It helps to support several other aspects of the user-centered design, including performing usability testing.

#### **Language Task Characteristics**

Target language use is a specific setting that requires a test taker to perform. Bachman & Palmer (1996) provided a basis for language test development which consists of five aspects of language task characteristics as follows:

1. The setting is the physical circumstance where the test takes place.

The characteristics comprise physical characteristics, participants and time of task.

2. The input is materials contained in the target language use task which language users are expected to process in some way and to which they are expected to respond. The characteristics include format and language characteristics (organizational, pragmatic and topical characteristics)

3. The expected response is certain expectations about the characteristics of the respective responses. There are format and type of response.

4. The relationship between input and response is how the input and response are related to each other. The characteristics comprise of reactivity, scope and directness of relationship.

5. The rubric is the context for the tasks that provide the structure for the task. The characteristics are instruction, structure, time allotment and scoring method.

These aspects were applied to the development of this online PeETFOS.

### Google Forms and Sites

Google has been establishing worldwide information and the services provided by Google are very useful. It now provides free tools for transmitting information, such as email, documents, drive, docs, sheets, slides, forms and sites.

Google Forms is an easy tool to create online research instruments, such as online questionnaires and tests. The created instruments can be used to collect data for surveys or giving students a quiz (Education On Air, 2016). Besides Google Forms, Google Sites is one application that can be used to quickly and easily to create websites (Google Sites Blog, 2009).

Accordingly, Google applications, including Google Form and Google Sites, are mainly used to create the online PeETFOS.

## Research Methodology

### Research Design

This study is Research and Development (R&D) with an aim to create the online PeETFOS. This study employed R&D since it is one of the action researches usually used on job, professional and lifestyle development.

### Participants

According to the purposes of this study, the sample consisted of two groups.

1. Informants: five human resources staff and five hotel front office staff who were from hotels located at the beginning of Sukhumvit Road. Moreover, this study included 5 teachers teaching in the field of Tourism and Hotel Business Industrial Management at King Mongkut's University of Technology North Bangkok (KMUTNB). For the sampling, a simple random sampling technique was used.

2. Test takers for the pilot study: 31 undergraduate students studying in the field of Hotel and Lodging Business Management. The purposive sampling technique was employed.

### Research Procedures

The research was developed through these phases.

1. The task analysis was conducted by using the online open-ended questionnaire asking about the use of English listening skill for hotel front office staff. The validity of the open-ended questionnaire was evaluated by using Item Objective Congruence (IOC) (See appendix 1: The sample of the open-ended questions' IOC). The findings from this task analysis were used to develop the modified Target Language Use (TLU) domain.

2. The test specification of the PeETFOS was developed from the modified TLU domain and the cognitive levels of Bloom's Taxonomy.

3. The paper-based PeETFOS test was created. The test quality was evaluated. IOC was used to analyze the test validity. The Kuder-Richardson (KR20) coefficient was employed to specify the test reliability. After that, item analysis (item difficulty levels and item discrimination index) were examined.

4. Once the test had been developed, the ability bands for describing English listening levels were analyzed by means of the Angoff method.

5. The online PeETFOS was created by Google Forms and delivered by the Google Sites application.

### Instrumentations

The following steps illustrate how the online PeETFOS was developed.

**The online open-ended questionnaire asking about the use of English listening skills for hotel front office staff**

## THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR

To create the online PeETFOS, the test contents were developed through the findings obtained from the online open-ended questionnaire. It was developed according to the following steps.

Related literature about characteristics of language tasks and the theories relevant to English listening skills for hotel front office staff were reviewed.

The online open-ended questionnaire was divided into two main parts: part 1 - personal information and part 2 - information concerning English listening skills for hotel front office staff. Four aspects of language tasks: 1. setting; 2. input; 3. expected response; 4. relationship between input and response were applied to create the open-ended questionnaire questions (Bachman & Palmer, 1996). The findings regarding these four aspects could be used for the test design. However, the rubric or the context for the tasks, which includes instruction, structure, time allotment and scoring method is not included in this open-ended questionnaire since rubric is the aspect applied after the test is developed.

Three experts considered the validity of the contents by considering a framework of language task characteristics. The open-ended questions' of the IOC form were used.

The online open-ended questionnaire was created using Google forms and distributed to two groups of informants. All of the informants returned the open-ended questionnaire.

The findings from the online open-ended questionnaire were summarized and used to modify the English listening tasks.

### **An online PeETFOS**

The online PeETFOS was created according to the following steps.

A TLU domain was created from the findings of task analysis. After that it was modified to create the test tasks.

The modified TLU domain and cognitive levels of Bloom's Taxonomy were applied to create the test specifications of the English listening test.

English listening texts were developed as monologues and dialogues according to the functions derived from the task analysis findings.

The listening passages and test items were evaluated by three experts using the Pre-employment English Listening Test IOC form. (See appendix 2: The sample of the PeETFOS's IOC).

Videos and audios were created for the listening tasks. A paper-based PeETFOS was developed. It was tried with 31 students. After that, the reliability value and the item analysis were analyzed.

Once the test quality was accepted, the ability bands were created. The descriptions of the abilities of hotel front office staff, determined by Thailand Professional Qualification Institute (TPQI), were reviewed. TPQI includes required abilities in the descriptors, so only the descriptors related to listening skills were used.

The Angoff method or the method to set the cutting off of scores for creating abilities bands was employed. Six specialists were asked to consider the cutting off of scores for establishing listening levels. They considered the descriptors of listening abilities and the contents of PeETFOS items by specifying the number of correct items for each listening level. The numbers of correct items in each level determined by these experts were calculated for the arithmetic mean to set the cutting off score of each ability band. Once the cutting off scores of all bands were set, the ability bands were created and could be used to explain a test taker's listening ability.

The online PeETFOS was created. Each task was developed on Google Forms and delivered on Google Sites. The ability bands were included on the site, so test takers got reported scores and the description of their listening abilities quickly.

**Data Analysis and Statistical Procedures**

The data was analyzed according to the following research purposes:

**Research Purpose 1:** To create the test specification for the online PeETFOS.

The test specification of the PeETFOS was developed from the modified TLU domain and the cognitive levels of Bloom’s Taxonomy.

**Research Purpose 2:** To evaluate the test quality.

The test quality was evaluated by analyzing validity (IOC), reliability (KR20) and item analysis (item difficulty and item discrimination analysis).

**Research Purpose 3:** To create ability bands for describing English listening levels obtained from PeETFOS.

The ability bands were created by means of the Angoff method.

**Research Purpose 4:** To develop the online PeETFOS.

Once a paper-based PeETFOS was developed, it was transformed into an online test by using Google Forms and the test was delivered using Google Sites.

**Findings**

The findings were presented according to the research purposes below.

**Research Purpose 1:** To create the test specification for the online PeETFOS.

The task analysis was conducted by using the online open-ended questionnaire asking about the use of English listening skills for hotel front office staff. The table below shows the findings of the task analysis.

Table 1  
*The findings of the task analysis*

<b>A framework of language task characteristics</b>	<b>Characteristics of the findings of task analysis</b>	<b>Modifications to the test task</b>
<b>SETTING</b>	<b>LOBBY</b>	<b>HOTEL LOBBY</b>
Physical Characteristics	Location: lobby in hotel Noise: not too loud, hotel music Number of people: 2-5 persons, Temperature: air-conditioned	Location: setting the scene like hotel lobby Noise level: hotel music, background noise
Participants	Guests, colleagues	Actor as a guest in monologue
Time of task	2 minutes, 4 minutes	Approximate 1-2 minutes
<b>INPUT</b>		
Format		
Channel	Face to face, on the phone	Talks - face to face
Language	1. Formal 2. Informal	Formal language
Speed	- Fast when communicating with Asians and Europeans - Neutral when commutating with native speakers of English	- Fast with Asian and European speakers - Neutral with speakers native speakers of English

**THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR**

<b>A framework of language task characteristics</b>	<b>Characteristics of the findings of task analysis</b>	<b>Modifications to the test task</b>
Language characteristics		
Organizational characteristics	Room types, hotel amenities & facilities, check-in and check-out, travel information	Room types, hotel amenities & facilities, check-in and check-out, travel information
Pragmatic characteristics		
Functional	Greeting, room reservation, handling guest inquiries and complaints, asking guests' information, helping guests find local attractions	Room reservation, handling guest inquiries and complaints, asking guests' information, helping guests find local attractions
Sociolinguistic	- Asians (Chinese, Indian, Singaporean, Malaysia) - Europeans (French, German) - Native speakers of English (American, British)	- Actor as a guest with accents which are Asian, European, and native English speakers.
Topical characteristics		
Occupational	Business worker, tourist	Business worker, tourist
Education	Bachelor Degree	Bachelor Degree
Nationality	- Asians (Chinese, Indian, Singaporean, Malaysia) - Europeans (French, German) - Native speakers of English (American, British)	Actor as a guest who are Asians, Europeans, and native speakers of English.
<b>EXPECTED RESPONSE</b>		
Format		
Channel	Oral response	Oral response
Language	1. Formal 2. Informal (when they are familiar with the guest)	Formal language: respond to a guest in a formal conversation
Speed	Neutral	Neutral
Type of response	Longer than a single sentence or utterance	Respond longer than a single sentence or utterance
<b>RELATIONSHIP BETWEEN INPUT AND RESPONSE</b>		

**THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR**

<b>A framework of language task characteristics</b>	<b>Characteristics of the findings of task analysis</b>	<b>Modifications to the test task</b>
Reactivity	1. Respond immediately 2. Leave the listening task for a while and handle it later	Respond immediately
Scope	Focusing on a specific detail	Focusing on a specific detail
Directness	Using clearly mentioned detail in the message (direct)	Clearly mentioned detail in the message

From the above table, the findings from the task analysis are shown. The findings obtained were used to design the test specifications, which includes the design of the listening passages for hotel front office staff and the test tasks.

Table 2 summarizes the important information of the seven tasks included in the test. Each task comprised five multiple-choice items. In total, 35 test items were created. English listening passages were developed as monologues and dialogues as follows:

Table 2  
*Test specification of the PeETFOS*

<b>Task</b>	<b>Task characteristics</b>	<b>Types</b>	<b>Number of test items</b>
Task 1	Lobby (Face to face)	Monologue - Video	5
Task 2	Lobby (On the phone)	Monologue - Audio	5
Task 3	Lobby (On the phone)	Dialogue - Audio	5
Task 4	Guest room (Face to face)	Monologue - Video	5
Task 5	Guest room (Face to face)	Dialogue - Audio	5
Task 6	Club lounge (Face to face)	Monologue - Video	5
Task 7	Club lounge (Face to face)	Dialogue - Audio	5
Total			35

Regarding the difficulty levels of test items, six cognitive domain levels of Bloom’s Taxonomy were applied. The table below illustrates the application in the test items of Task 1 Lobby: Face to Face communication (monologue).

Table 3  
*An example of levels of Bloom’s Taxonomy of Task 1 Lobby: Face to face communication (monologue)*

<b>Task type</b>	<b>Bloom’s taxonomy</b>	<b>Number of test item</b>
- Question and Response	Remembering: Recognizing or recalling knowledge from memory.	3

**THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR**

<b>Task type</b>	<b>Bloom’s taxonomy</b>	<b>Number of test item</b>
- Multiple choice (4 choices) - 5 video scripts per 5 responses	Understanding: Explaining ideas or concepts.	1
	Applying: Carrying out or using a procedure through executing	1
Number of items		5

From the above, the findings of task analysis were used to design listening contents or listening passages while the cognitive domain levels of Bloom’s Taxonomy were applied to create the test items.

**Research Purpose 2:** To evaluate the test quality.

The paper-based PeETFOS was tried out with 31 undergraduate students majoring in Hotel and Lodging Business Management. To evaluate the test quality the following values were analyzed.

**Validity:** The congruence between the contents and the objectives of the test were checked and evaluated by three experts before using them with 31 students.

To judge if the validity value is acceptable, Brown (2004) mentioned that the validity value will be accepted when it is equal to or higher than 0.50. For this estimation result, it was found that the IOC values of all the items were acceptable. Therefore, all the test items were valid or test items and objectives were congruent.

**Reliability:** This is the degree to which an assessment tool produces stable and consistent results. The value used to measure the whole PeETFOS. The acceptable value is 0.70, which is a high reliability level (Garson, 2016). The reliability value of this test is 0.85. It can therefore be concluded that the test reliability is acceptable.

**Item analysis:** The values were used to check the quality of each test item. The item analysis reports the value of item difficulty levels and the item discrimination index. The results of this item analysis are as follows:

*Item difficulty levels:* This is the proportion of test takers answering an item correctly, which indicates the difficulty level of the item. The more test takers that got the item right, the less difficult the item was. The accepted difficulty level values are 0.25-0.75 (Kelley, 1939). The table below shows the interpretation of the difficulty index and the results of the analysis.

Table 4  
*The number of test items in each difficulty index*

<b>Difficulty Index</b>	<b>Interpretation</b>	<b>Number of test items</b>
0.75 - 1.0	Easy	0
0.25 - 0.75	Average	35
0.25 - 0.00	Hard	0

The table shows that the difficulty level values of all 35 items were acceptable because they fall in the range of 0.25 – 0.75. This means that the difficulty level of the test items is at an average level.

*Item discrimination levels:* This is the relationship between how well test takers did on the items and their total score. If items with a discrimination value are near or less than zero, they should

## THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR

be removed from the test. The acceptable discrimination index value ranged from 0.20-1.00 (Ebel, 1979). The values can be interpreted according to the following criteria.

Table 5

*The number of test items in each discrimination index*

Discrimination Index	Interpretation	Number of test items
0.40 or higher	Very good items	35
0.30 to 0.39	Good items	0
0.20 to 0.29	Fairly good items	0
0.19 or less	Poor items	0

Table 5 shows that the discrimination index of all 35 items were acceptable since they fall in the range of 0.40 or higher. This means the discrimination index of the test items is at very good level.

**Research Purpose 3:** To create ability bands for describing English listening levels obtained from the PeETFOS.

By means of Angoff method, the ranges of the scores and the ability descriptors were developed. Table 6 illustrates four levels of the PeETFOS ability descriptors.

Table 6

*The Ability descriptors of the online PeETFOS*

Level	Score	Position	Ability descriptors
Level 1	12-17 points	Basic-skilled hotel front office staff	You have the ability to perform routine tasks and resolve the common daily problems in your work under supervision. You can listen to basic English, short messages, instructions and guest's requirements in order to establish good relationships with your guests.
Level 2	18-26 points	Skilled hotel front office staff	You have the ability to perform assigned practical skills and able to resolve basic routine conflicts by applying tools and basic information under a supervisor's observation. You can complete the following 1 <sup>st</sup> level. Additionally, you can listen to guests' reservations and give information about hotel amenities & facilities. You have the ability to comprehend the requests of foreign guests.

## THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR

Level	Score	Position	Ability descriptors
Level 3	27-34 points	Specialized skilled hotel front office staff	You have the ability to perform specialized and technical skills and various other skills. You can solve problems by referring to guidelines and related information under qualified staff. You can complete the 1 <sup>st</sup> and 2 <sup>nd</sup> level. You can also listen to basic instructions, guests' complaints and transmit the guest's requests to other staff. Additionally, you can listen to more complicated conversations.
Level 4	35 points	Qualified hotel front office staff	You can make decisions to solve problems. You have the ability to perform various necessary conceptual and practical skills. You can complete all 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> levels. You can also listen to advanced English. You are able to listen to guests' requirements and problems comprehensively.

In summary, once the PeETFOS score is reported, the test taker will know their listening level regarding front office staff's listening ability and understand the descriptors explaining what they can do.

### **Research Purpose 4:** To develop the online PeETFOS

After the test qualities were evaluated, Google Forms was used to create the online PeETFOS and Google Sites was used to deliver the test. This created a test website comprising of a homepage, instructions, the PeETFOS and the ability descriptors.

Therefore, the test is available online. This allows anyone to easily and quickly take the test and get the test results.

### **Discussion**

The discussions from the findings of the study are presented as follows:

1. The findings from the front office task analysis according to the four language task characteristics: setting; input; expected response; relationship between input and response (Bachman & Palmer, 1996). They can be used to design particular test contents for assessing front office staff's tasks.

These findings are similar to Namira's study (2010), which reported important roles and activities of the front office department at Sahid Jaya Hotel Solo. The study found that giving information, answering quickly, being friendly, and speaking clearly are important tasks. To provide language training those objectives should be included. 2. The test specification of the online PeETFOS was developed from the modified Target Language Use (TLU) domain and levels of Bloom's Taxonomy. Regarding modified TLU domain, it is a specific setting outside the test itself that requires the test taker to perform language use tasks (Bachman&Palmer, 1996). The test developed by applying the modified TLU domain can represent authentic task characteristics. The test results can then be used to explain test takers' performances in relation to real world tasks. That means the test results will be more meaningful, not just numerical data. Therefore, it is suggested that a modified TLU domain should be used to design test content corresponding to real situations.

The revised Bloom's taxonomy was applied to create the PeETFOS test items. This taxonomy illustrates the cognitive domain or the level of comprehension ranging from the simplest behaviors (remembering) to the most complex behaviors (creating) (Bloom, 1956 as cited in Wilson, 2016).

Thus, the application of Bloom's taxonomy can designate the difficulty level of each test item. This can allow the test items to effectively assess test takers' listening ability.

Thus, the test results can explain the front office staff or those who would like to work as front office staff's listening ability in particular. This can be achieved by adopting Bachman's (1996) suggestion that to develop the English listening test, the situations in the test should be related to performances in real situations. Then the performances on the test can be explained because the test includes more specific situations than in general language tests.

3. Regarding the evaluation of PeETFOS quality, there are the three values showing the test quality.

3.1 Validity: the quality of the test which illustrates the congruence between the contents and the objectives as considered by the experts of the study field (Brown, 2004).

3.2 Reliability: the measurement of consistent responses from test takers. Garson (2016) suggested the acceptable value of the reliability as 0.70. From this study, the value of test reliability is 0.85 which shows that the test has a high degree to produce stable and consistent results.

3.2 Item analysis: the analysis for checking the quality of each test item. Each item is analyzed in terms of difficulty level and the discrimination index.

3.3.1 The item difficulty is the percentage of students who answered a test item correctly. The difficulty level values of all 35 items were acceptable since they fall within the range of 0.25 – 0.75. This means that the difficulty level of the test items is at average level (Kelley, 1939).

3.3.2 The values of item discrimination levels or the relationship between how well test takers did on the items and their total score shows that the discrimination index of all 35 items were acceptable since they fall in the range of 0.40 or higher. This means that the discrimination index is at a very good level (Ebel, 1979).

From the findings, the validity values, reliability values, item difficulty levels and item discrimination levels were at acceptable levels. This confirms that the test is valid. In other words, the test contents and the objectives of the test are congruent. The test can assess the expected ability (Brown, 2004). The value of test reliability (0.85) shows that the test is able to produce stable and consistent results (Garson, 2016).

4. The ability bands for describing English listening levels were created by means of the Angoff method or the experts' considerations. The four listening ability levels start from the basic-skilled staff level to the highest level of qualified staff. The descriptors applied from the ability descriptors of front office staff created by the Thailand Professional Qualification Institute (TPQI) are applicable to front office staff's listening abilities in Thailand. The world standard descriptors can be developed further.

Generally, the standardized test does not only report the numerical score but also provides the test takers' abilities. Likewise, the TOEIC score provides a common basis for describing the skills needed to achieve different levels of language proficiency (Educational Testing Service, 2018). It also provides scores and explains the test takers' strengths and weaknesses within each score range.

Therefore, the ability descriptor in the PeETFOS is able to describe a test takers' performance regarding hotel front office staff's English listening ability.

### References

- Air, E. O. (2016). *Google for Education*. Retrieved November 10, 2016, from Education On Air: <https://www.google.com/edu/trust/>
- Bachman, L., & Palmer, A. (1996). *Language Testing in Practice*. New York: Oxford University Press.
- Blog, G. S. (2009, April 3). *Google Sites Blog*. Retrieved November 10, 2016, from [googlesitesblog.blogspot.](http://googlesitesblog.blogspot.com/): <http://googlesitesblog.blogspot.com/>
- Bolton, R. (1979). *People Skills*. Simon & Schuster: New York.
- Brown, H. Douglas. (2004). *Language assessment: Principles and classroom practices*. London: Longman.

## THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR

- Consol, M. (2012, May 11). *Why our front desk is the hotel's nerve center*. Retrieved July 12, 2016, from rosehotel.net: <http://www.rosehotel.net/blog/article/why-our-front-desk-is-the-hotels-nerve-center>
- Ebel, R.L. *Essentials of education measurement*. 3. New Jersey: Prentice Hall; 1979.
- Educational Testing Service. (2018). *ETS*. Retrieved February 24, 2018, from ets.org: <https://www.ets.org/>
- Garson, G. D. (2016). *Validity & Reliability*, 2016 Edition. Asheboro, NC: Statistical Associates Publishers.
- Guzzo, R. (2010). *Customer Satisfaction in the Hotel Industry: A Case Study from Sicily*. Customer Satisfaction in the Hotel Industry: A Case Study from Sicily, 3.
- Hackos, J. T., & Redish, J. (1998). *User and task analysis for interface design*
- Kelley, T. L. (1939). *The selection of upper and lower groups for the validation of test items*. *Journal of Educational Psychology*. 30, 17-24.
- Knight, K., Lomperis, A. E., Naerssen, M. V., & Westerfield, K. (2010). *An Overview for Practitioners and Clients (Academic & Corporate)*. Retrieved November 2, 2016, from English for Specific Purposes: [http://community.tesol.org/library/105081/1/1564\\_Knight\\_ESPPPTforTRC.pdf](http://community.tesol.org/library/105081/1/1564_Knight_ESPPPTforTRC.pdf)
- Namira, D. M. (2010). *The important roles and activities of front office department at Sahid Jaya Hotel Solo*. Sebelas Marey University.
- Rogers, B. (2006). *Introductory Guide to the TOEIC Test*. Boston: Thomson.
- Srikitcharoensak, T. (2015). *Development of the Training Course for the Formal Letter Writing through Google Classroom Application*. A Development of the Training Course for the Formal Letter Writing through Google Classroom Application, 1.
- Thailand Professional Qualification Institute. (2016). *Professional Qualifications for Front Office Staff*. Retrieved July 12, 2016, from TPQI-NET: [http://tpqi-net.tpqi.go.th/tpqi\\_sa/index.php?page=Pathway.php&stdID=18938&OCC=HOH](http://tpqi-net.tpqi.go.th/tpqi_sa/index.php?page=Pathway.php&stdID=18938&OCC=HOH)
- Wilson, L. O. (2016). Retrieved from <https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

**Appendix 1: The sample of open-ended questionnaire questions Item Objective Congruent (IOC) rating**

**Instructions:** Please tick (✓) in the rating box according to your opinions and specify comments or suggestions if there is any. Rate the congruence between the items with the investigating points according to the scheme.

Open-ended questionnaire questions	Target Language Use (TLU) framework	Is the item congruent with TLU framework?		
		Yes	No	Maybe
1. Where in a hotel do front office staff use English listening skill? Please specify exact places.	Setting - Physical characteristics			

**Appendix 2: Item Objective Congruence (IOC) form of Pre-employment English Listening Test rating**

**1. Listening passages**

**Instructions:** Please tick (✓) in the rating box according to your opinions and specify comments or suggestions if there are any. Rate the congruence between the listening passages and expected characteristics

Expected characteristics	Does the listening passage possess the expected characteristics?			
	Yes	No	Maybe	Comment
<b>Physical Characteristics</b>				
Location: setting the scene like a hotel lobby				
Noise level: record video conversations of participants, then add sound effects (hotel music, background noise)				

**2. Listening test items**

**Instructions:** Please tick (✓) in the rating box according to your opinions and specify comments or suggestions if there are any. Rate the congruence between the items with the investigating points according to the scheme.

**THE CREATION OF AN ONLINE PRE-EMPLOYMENT ENGLISH LISTENING TEST FOR**

Item	Ability Measured	Does the item measure the expected ability?			Comment
		Yes	No	Maybe	
<b>Task 1: Lobby - Face to face communication (monologue)</b>					
Q1	Bloom's Taxonomy: Level 1 Remembering: Recognizing or recalling knowledge from memory				