The Development of Hotel English Training Program Focusing on Task-based Instruction to Enhance Communication Skills*

การพัฒนาหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรมโดยใช้รูปแบบการสอนแบบเน้นภาระงานเพื่อส่งเสริมทักษะในการสื่อสาร

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Abstract

The purposes of the research were; 1) to analyze stakeholders' needs toward Hotel English Training Program, 2) to develop and test the efficiency of English Hotel English Training Program for 3rd year hotel students, 3) to compare students' ability in English for hotel communicative skills, and 4) to investigate the students' satisfactions toward the Hotel English Training Program. The sample, selected by simple random sampling technique, comprises 30 of 3rd year hotel students in the faculty of hospitality and tourism, Rajamangala University of Technology Rattanakosin. The students did the pretest, attended 10 units of hotel English training program for 30 hours, did the posttest and answered the questionnaire on satisfactions toward Hotel English Training Program within the total of 36 hours. The instruments used for gathering data consisted of; 1) table of content analysis from literature reviews and stakeholders, 2) Hotel English Training Program which included 10 units of materials, 3) pretest and posttest of the achievement on communication skills in English for hotel, and 4) a questionnaire on satisfactions toward the Hotel English Training Program. The paired-sample t-test and effect size were used to analyze the data in order to assess the students' ability in English for hotel communication skills before and after attending the training program. Mean and standard deviation of items were used to evaluate the students' satisfactions toward the training program. The results of the study were; 1) Stakeholders' needs toward Hotel English Training Program included content, language functions, language skills, learning activities, and evaluation which suitable for real-life hotel situations. 2) the efficiency score of the Hotel English Training Program was 83.13/78.48 which was higher than the expected criterion (75/75), 3) the students' ability in English for hotel communication skills was significantly higher at the 0.05 level and the effect size of ability was 6.06, 4) the students' satisfactions toward the Hotel English Training Program were highly positive.

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บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) สำรวจความต้องการหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรม, 2) พัฒนาและหาประสิทธิภาพของหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรม 3) เปรียบเทียบความสามารถในการสื่อสารภาษาอังกฤษในงานการโรงแรมก่อนและหลังการฝึกอบรมด้วยหลักสูตรภาษาอังกฤษเพื่อการโรงแรมที่ผู้วิจัยสร้างขึ้น และ 4) ศึกษาความพึงพอใจของนักศึกษาที่มีต่อหลักสูตรฝึกอบรม กลุ่มตัวอย่างคือนักศึกษาการโรงแรม ชั้นปีที่ 3 คณะอุตสาหกรรมการโรงแรมและการท่องเที่ยว มหาวิทยาลัยเทคโนโลยีราชมงคลรัตนโกสินทร์ จำนวน 30 คนได้มาจากการสุ่มอย่างง่าย (Simple Random Sampling) ทำการทดลองโดยให้นักศึกษาทำแบบทดสอบก่อนเรียน การฝึกอบรมตามหลักสูตรภาษาอังกฤษเพื่อการโรงแรม 10 บท ใช้เวลาเรียน 30 ชั่วโมง ตอบแบบสำรวจความพึงพอใจ แล้วจึงสอบหลังเรียน รวมทั้งสิ้น 36 ชั่วโมง โดยเครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) ตารางวิเคราะห์ข้อมูลการสำรวจเอกสารและความต้องการของผู้มีส่วนเกี่ยวข้อง 2) เอกสารและสื่อประกอบการสอนภาษาอังกฤษเพื่อการโรงแรม 3) แบบทดสอบความสามารถการสื่อสารภาษาอังกฤษเพื่อการโรงแรม 4) แบบสอบถามความพึงพอใจต่อหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรมที่ผู้วิจัยสร้างขึ้น การวิเคราะห์ข้อมูลใช้ t-test และค่าอิทธิพลความต่างของผลคะแนน (effect size) เพื่อเปรียบเทียบความสามารถในการสื่อสารภาษาอังกฤษเพื่อการโรงแรมของนักศึกษากลุ่มตัวอย่างทั้งก่อนและหลังเรียน ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานในการหาค่าระดับความพึงพอใจของนักศึกษาที่มีต่อหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรมที่ผู้วิจัยสร้างขึ้น ผลการวิจัยพบว่า 1) ผู้มีส่วนเกี่ยวข้องมีความต้องการหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรมในด้านเนื้อหาสาระ หน้าที่ภาษา การใช้ภาษา กิจกรรมการเรียนการสอน วิธีการประเมินผล ที่เหมาะสมกับการนำไปใช้ในสถานการณ์จริง 2) ประสิทธิภาพของเอกสารและสื่อประกอบการสอนของหลักสูตรฝึกอบรมภาษาอังกฤษเพื่อการโรงแรมมีค่าเท่ากับ 83.13/ 78.48 ซึ่งถือว่าสูงกว่าเกณฑ์ที่กำหนดไว้คือ 75/75 3) ความสามารถในการสื่อสารภาษาอังกฤษเพื่อการโรงแรมของกลุ่มตัวอย่างสูงขึ้นหลังผ่านการฝึกอบรมอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และมีค่าอิทธิพลผลต่างของคะแนนเท่ากับ 6.06 และ 4) กลุ่มตัวอย่างมีความพึงพอใจระดับมากต่อหลักสูตรฝึกอบรมที่ผู้วิจัยสร้างขึ้น

Key Word(s) Hotel English Training Program, task-based Instruction, communication skills

Introduction

English communication skill is a basic skill of proficiency for human resources in tourism and hospitality as English is a common language in tourism industry. In Thailand, English language is broadly used as language for communication with tourists and travelers from around the world who come to visit the country. Thailand is also one of the most popular destinations attracted by a lot of tourists who come to visit each year (World Travel and Tourism Council – WTTC, 2001, pp 8-9), so English is essential for the tourism industry. Moreover, the government policy helped to reach 7.2 % growth in the tourism industry during 2000-2010 (The Council of Thailand Tourism Industry, 2011, pp 5 - 11) and this brought large numbers of travelers to Thailand.

Apart from rich supplies of tourist attractions and products, an ability of tourism professionals in English communication and services skills are key factors to attract tourists and travelers to choose Thailand as their travel destination. The quality of services and proficiency in English communication are important for an employment of staff in the tourism industry. The employment in the tourism industry included transportation, hotels and accommodation, food and restaurant operation, entertainment, tourism product operation and so on, needs a lot of staff who have the capacity of both career skills and English language or other foreign languages skills (WTTC, 2001, pp 13-17). The growth in the tourism industry and the requirements for the tourism professionals impacted Thai educational policy. Educational institutes have in particular provided education and establishing appropriate curriculum for tourism education and foreign language education especially English.

The force for the development of English language communication skills for hotel and tourism staff became an important issue when Thailand had signed an agreement with World Trade Organization (WTO, 2000, pp 5 - 9) entitled "the Specific Commitments of the General Arrangement on Trade and Services" stated that the member countries have to open up for freedom in service industry competition of 10 industrial business groups including the tourism industry by 2015. This agreement identified a certain needs, especially the needs for the development of English language communication skill for human resources in the tourism industry.

Another force for English language education in tourism and hospitality is the agreement of 10 South-East Asia countries which are members of the Association of South East Asia Nations – ASEAN who announced the use of English language as the official language for communication among the 10 countries of ASEAN members. The ASEAN committee blueprint of agreement has stressed the importance of human resource development especially in tourism and hospitality industry within the phenomenon of workforce migration between the 10 member countries. And this evidence brought the development of Competency ASEAN Tourism Standard Curriculum- CATS and the ASEAN Common Competency Standard for Tourism Professions –ACCSTP. The CATC covers 6 divisions of labors in hospitality industry: front office, housekeeping, food and beverage production, food and beverage services, travel agencies, and tour operation. The curriculum framework includes 5 levels of complexity encompass 32 job titles. For each job title, there is a core component of English competency stated as the ability to "Speak English at a basic operational level."

The importance of English Language in the competency standard menu for all 6 divisions provides the rationale for the development of English Curriculum for human resource

in hospitality industry. This curriculum should help complete the needs of hotel personnel as well as the ASEAN core competency standards. Most educational institutions in Thailand will have developed their curriculum in Tourism and Education by 2015 and will have operated for the students in order to meet the standard criteria of ASEAN commitment because in that year the ASEAN member countries will operate the free zone for work force transferring and deploy the standard criteria for the employment of the human resource in tourism and hospitality industry.

Background and Rationale of the study

Education for the tourism and hospitality sector should be initiated as a training course (Leslie and Russell, 2006, pp 1397-1407) because it was considered as a specific skill for a group of people who worked in specific careers. It was mainly operated as short or intensive courses. After the revolution of air transportation in tourism industry, higher education for human resource in tourism and hospitality was required for the management position in those businesses. Since then, the tourism education has spread outside the USA to other countries. Along with the tourism and hospitality education, English language has been taught as it is needed by learners who have to communicate with foreign tourists and travelers (Scotland, 2006, pp 801 - 807).

In Asia region, teaching English for tourism and hospitality staff boomed in China in the past few decades, in term of huge requirement for tourists and travelers to China after the reformation and the opening of the country (WTO, 2010, pp 40-44). According to the report of WTO on the Asia's tourism situation also referred to tourism industry in China which needed staff who are able to speak English language as a basic skill for operation of their works.

In Thailand, teaching English for tourism and hospitality has operated in different levels of educational institutions such as school, vocational college, and higher education. At the school level, English for tourism and hospitality is taught as an elective subject and vocational colleges mostly teach English for tourism and hospitality for the students majoring in tourism or hospitality (Ministry of Education, Thailand, 2004, pp 22 - 36). In higher education, 38 of 99 private and public universities have operated tourism or hospitality as a major field of study in different levels of degree including bachelor, master and doctor and in different faculties such as business or business administration, liberal arts, humanities, sciences, education, and tourism and hospitality industry (The Office of Higher Education Commission, 2004, pp 67 - 83).

English language for communication in tourism and hospitality has its unique characteristics which distinguish it from general communication or from other specific areas.

English in tourism and hospitality is used to communicate in the international and inter-cultural context so the staff need to be trained in cross-cultural understanding, tourism and hotel operation, manners, and courtesy in order to enable them to provide effective service. English using in these areas must help workers who consider working in different cultural contexts as the staff may need to work outside their own countries or in a multi-cultural context. The well trained staff in both career skills and English skills can contribute to the industry (Katz, 2001, pp 309-343). The English language skills of staff should include listening, speaking, reading and writing in tourism and hospitality contexts as well as the effective communication skills, and cross-cultural understanding.

In the specific area of hospitality industry, Blue and Harun (2003, pp 73 - 91) who studied the sophisticated English language used in hotel in order to develop a suitable English training program for hotel staff, found that English in the hospitality should integrate general English and hospitality English. They specified 2 types of hospitality English: English for specific hospitality purposes – ESHP and English for general hospitality purposes – EGHP. The ESHP deals directly with the hotel work functions such as check-in, check-out, and hotel enquiry, while the EGHP deals with general conversation which may not be related to the hotel functions. To use English language for communication in hotel, the staff has to consider the interpersonal relations and cross-cultural situations as well. Moreover, the body language has an important role in hotel communication as the staff has to use all the skills of communication to impress guests and to operate their job successfully.

English for specific purpose- ESP as a main theory of this study, at first was developed by the inspiration of creating the language for communication in specific careers (Mackay and Mouthford, 1978). It has been developed for a long time and has been expanded the specific areas according to the changing of world situation. Finocchiaro and Brumfit (1980) stated that requirement of teaching ESP was established from at least 2 factors; the requirement for language learning in limited time and the requirement for the communication in specific area. There was no need for learners to learn the language as a whole but to choose what was needed for use in working situations or in a specific area. Hutchinson and Waters (1994) and Richards (1998) also focused on the characteristics of the ESP curriculum which emphasized that the development of the curriculum should consider the language needed for specific purposes, the selection of language skills, functions and language forms which are required to be used in specific situations.

There is evidence of the problem surrounding English communication of hotel staff in Thailand. According to the studies of Anothai (1989), Sureewan (1994), Wannana (2005),

Rujiporn (2006), and Traiger (2008), the lack of English communication skills of staff were the barriers for the operation of appropriate services for hotels' guests. When the tourists' expectations of satisfaction in service are not fulfilled, they can bring into dilemma for both guests and staff. Frequent misunderstanding between guests and hotel staff occurs and this could cause from little excuses to serious problems. The studies also identified that most hotels in Thailand are in shortage of effective staff who could operate the qualified and satisfied service suitable for their reputation as one of the most desirable tourism destinations for travelers around the world.

Besides the problem of English communication among in-service human resource in the hospitality industry, the pre-service education is in a worse condition. The English curriculum operated by educational institutions is obscure and isn't relevant to the real situation in hotel workplaces. Preecha (2006, pp 21 - 27) pointed out that the English language communication skills of the hotel staff should be practical and be relevant to the real-life situations. The knowledge and understanding of hotel context should be deployed in the curriculum.

The development of this English for hotel training program was based on the concept of task-based learning theory and English for specific purposes learning and teaching. This program also considered the real-life situation in hotels, the specific purposes of using English for communication in specific working career, the practical and authentic classroom activities and materials leads to the typical characters of task-based teaching approach –TBA. The key concepts were derived from the studies of Nunan (1987), Bygate (2000), Willis and Willis (2000), Richards (2001), and Ellis (2003) as well as the study for the use of authentic materials and assessment (Widowson and Brumfit, 1981), (Yuk-chun Lee, 1995), Zhou, 2006). Skehan (1996, pp 95-97) stated characteristics of "task" as; 1) meaning is primary, 2) there is some sort of relationship to comparable real-world activities, 3) task completion has some priority, 4) the assessment of tasks is in terms of outcome. Considering the characteristics of task, the task-based instruction was suitable to use as teaching methods in this Hotel English Training Program because it was more relevant to hotel working situation and the ACCSTP standard criteria outcome.

To perform tasks in hotel works, staff need to know specific information and to have English language knowledge and skills to communicate in order to get jobs done. Task-based instruction provides specific input, task, and output from the real-life which can be evaluated precisely. The process of doing task activity through task cycle; pre-task, doing task, language analysis and practice encourages learners to learn the same as when they try to communicate

in their real-life (Willis and Willis, 2000). The authentic materials and authentic assessment help learners to be familiar to the real-life situation and reduce their anxiety of performing real task in hotels.

Purposes of the study

1. To analyze needs for use of English communication in hotel.
2. To develop Hotel English Training Program for Front office staff focusing task-based approach within the efficiency level of 75/75 (E1/E2).
3. To evaluate the developed Hotel English Training Program for front office staff by comparing the English language communication skills (listening, speaking, reading and writing) of the participants before and after the training program as well as the effect size of results.
4. To declare the participants' satisfactions and opinions toward the Hotel English Training Program in content, materials, instruction and assessment as well as the efficiency of Task-based Instruction.

Sample

The sample group for the research experiment was 30 hotel students in the 3rd year from the Faculty of Hospitality and Tourism Industries, Rajamangala University of Technology Rattanakosin, Wang Klai Kangwon Campus, Hua Hin, Thailand.

Materials and Methods

The methodology used in this study was a Research and Development type (R&D) which was a mixed-method including qualitative and quantitative research studies. The type of the study was an experimental research for one-group independent pretest-posttest method.

The implementation of the training program was established within the sample group of 30 hotel students. The Tuckman's experimental type (Tuckman, 1975) was used as the experimental method for the training program as in the following figure.

Figure 1: type of experiment

Group	Pretest: Before the training program	Hotel English Training Program	Posttest: After the training program
Experiment group	T1	X	T2

The Instruments of the research study

1. The questionnaire with some open-ended questions for the 4 groups of stakeholders in order to gather needs analysis data according to the development of the training curriculum, course materials and other components

2. The 10 units hotel English textbook and course materials which were developed based on authentic materials used in the hotel industries

3. The pretest and posttest papers

4. The questionnaire to survey the satisfaction of the participants

The implementation of the Hotel English Training Program was operated in 3 stages; 1) needs analysis, 2) development of Hotel English Training Program,
3) implementation and evaluation.

Stage 1: Needs Analysis

The researcher had investigated many secondary sources of the related documents including ESP textbooks of English for hotel and tourism. The interview and questionnaires for 40 hotel students, 40 hotel staff, 3 tourism and hospitality specialists as well as 3 ESP teachers of English for hotel and tourism were conducted in order to gather basic needs analysis of those stakeholders. After the analysis of the data, the training program and course materials were developed from the data.

Stage 2: The development of Hotel English Training Program

The curriculum and course materials were developed from the needs data to establish the training program and course materials. The 10-unit hotel English textbook which was operated through the task-based instruction was divided into units' task exercise parts and role-play parts. Both of course materials and the pretest and posttest paper in this training program were developed and evaluated the content validity by the specialists. The course materials and the test were improved and tried out within group of 3 and 10 hotel students before the true implementation.

Each unit of course materials integrated 4 communication skills; listening, speaking, reading and writing focusing on task-based instruction and task cycle activities; pre-task, task, and language analysis. The 10-unit course materials including unit exercises and role-play activities was operated in class for 30 hours training which took 5 days full time training and 6 hours for pretest and posttest that added up the total time of 36 hours for the whole training program. The units' specifications were shown in the following figure.

Figure 2: Hotel English Units' Specification

unit	Content	Language Function	Task
1	Hotel Enquiry	- Giving information about hotel types, facilities, rooms, rates, Suggesting accommodations to suit different guests	- Reading; types of accommodations - Problem solving
2	Hotel Reservation	- Asking & giving personal information - Making reservation - Writing email for reservation and confirmation, arranging for change - Offering alternative, - Taking reservation	- Reading and filling the reservation form - Listening and fill in the reservation form - Problem solving, change the reservation and write Email to reconfirm
3	Welcome to hotel	- Greeting and welcoming - introducing oneself - Spelling name and number - filling registration form - Introducing facilities and services	- List the expression of the hotel staff to check in guest - Listen to the dialogue and fill in the registration form
4	Telephone Operation	- Answering telephone call - Transferring call - Taking telephone message, - Filling in message form - Leaving voice mail	- Reading and list the telephone operator skills - Listening to dialogue and fill in the information
5	Food and Beverage Services	- Making polite request and offer - Starting everyday conversation - Answering telephone - Taking order on the phone - Telling time	- Classifying Classify food and drinks from the menu - Listening to dialogue and write down the order for drinks
6	Restaurant Operation	- Greeting and seating customers in the restaurant, Suggesting food and drinks - Taking order for food and drinks - Reply to complaints, Describe the bill, Thanking, saying goodbye	- Listening to table reservation on the phone and fill the information - listening to restaurant conversation and answer questions

Figure 2 (Continued)

unit	Content	Language Function	Activity
7	Housekeeping Services	- Asking for permission - Requesting and offering housekeeping services - Explaining, maintenance	- Listening and state the housekeeping services and guests requirements
8	Tourism Services	Offering advice, giving information about places, trips, etc... giving direction, reading map and details	- Read the trip itinerary and fill the information - Problem solving - Filling the information
9	Complaint and Emergency	- Responding to problems and suggesting solution in hotel - offering help - Giving instruction - Providing warning and caution	- Put the complaints and problem in their category - Make appropriate respond to complaints
10	Hotel Departure	- Describing bill - Asking for method of payment - giving advice for transportation - Saying Goodbye, Thanking	- Pick up the problems from the reading dialogues - Late check-out and charging - Identify situations from listening dialogues

Stage 3: Implementation and Evaluation

The experimental process was consequently carried out; the participants did the pretest paper including 4 skills and role-play testing before attending the 10 units within 30 hours of the training program which was operated by focusing on the task-based instruction activities as well as the role-play tasks of the situations in real life hotel works. After that, they did the posttest paper and the final role-play testing in order to compare their communication skills before and after the training program. The questionnaire to evaluate the participants' satisfaction toward the training program was completed by the participants as final.

The evaluation of the training program efficiency was carried on in 3 periods of times: before the implementation, during the implementation and after the implementation. The first

period was testifying the training program curriculum by the specialist for the content validity of the course materials and the test paper. Especially the test paper was evaluated degree of difficulties before placing it to the participants of the training curriculum. Each unit's exercise was evaluated in its efficiency of how it is practical to use. The effectiveness of the curriculum was compared by the pretest and posttest. The questionnaire of satisfaction was answered by the participants in the sample group after the training program in order to assess the satisfaction.

The variables

There are 3 variables; 1) the Hotel English Training Program, 2) the hotel English communication skills, and 3) the satisfaction of the participants in the training program.

The Collecting of Data

The data collection process was divided into three periods; before the development of the training program, during the implementation, and after the implementation. The collected data were; 1) needs of stakeholders and review of 10 commercial books of English for hotel and tourism provided principle information on the reality of target language which the hotel staff used to perform in their everyday works.

2) communication skills and satisfactions of participants in the sample group toward the Hotel English Training Program.

The analysis of Data

The statistics used to analyze data from this study were the basic statistics such as percentage, mean, and standard deviation. The efficiency of course materials and the teaching textbook were analyzed by E1/E2 at the level of 75/75. The pretest and posttest data were analyzed by using t-test and the evaluation of the effect size.

The results

The results from the needs analysis which analyzed by content analysis methods reported that the hotel staff in Thailand were lack of English communication skills to perform their jobs effectively as in the studies of Anothai (1989), Sureewan (1994), Wannana (2005), Rujiporn (2006), and Traiger (2008) which stated that the lack of English communication skills of staff were the barriers for the operation of appropriate services for hotels' guests. So the hotel staff need to improve their English language communication skills to meet the requirement of customers and to perform their job effectively. In order to develop the training program for English communication in hotel, the developer should consider teaching methods, contents,

materials, language skills and language functions which suitable to real-life use, fulfill the requirement and also meet the career standards in hotel context.

The result from the implementation of the training program among the sample group was shown in the following figure.

Figures 3: Mean and S.D. and range of average scores of 10 units.

Unit	Unit Title	Unit score	Mean	S.D.	%	Range
1	Hotel Enquiry	25	18.56	1.45	74.26	8
2	Hotel Reservation	25	19.86	1.38	79.46	7
3	Welcome to Hotel	25	20.03	1.13	84.13	5
4	Telephone Operation	25	21.26	0.98	85.06	3
5	Bar and Room Services	25	21.40	1.00	85.60	2
6	Restaurant Operation	25	21.26	1.07	85.06	3
7	Housekeeping Service	25	21.06	1.01	84.26	4
8	Tourism Service	25	20.60	0.93	84.13	5
9	Complaint and Emergency	25	20.60	0.77	82.4	6
10	Hotel Departure	25	22	0.89	88	1

Figure 3 shows that unit 10 hotel departure gained the top range of mean score at 88 %, the second range was unit 5 bar and room services at 85.60%, the third was unit 4 telephone operation and unit 6 Restaurant operation at 85.06%. The last range was unit 1 hotel enquiry at 74.26%. The change of participants in level of English communication skills before and after attending the Hotel English Training Program was shown in the following figure.

Figure 4: Mean, S.D., D, D, and t-test of Participants' English communication skills

test	Total Score	Mean	S.D.	D	D	t	df	Sig.
Pretest	100	34	0.78					
				44.48	1.56	33.190	29	.000
Posttest	100	78.48	0.46					

*sig. .05

Figure 4 shows that the participants' efficiency in English for hotel communication skills after the training program was significantly higher than before the entry of the training program at the 0.05 level and the effect size of efficiency was 6.06 which pointed to the greater difference of the participants' scores before and after attending the training program. The listening-speaking outcome of participants was shown in figure 5.

Figure 5: Mean, S.D., D, D, and t-test of Participants' English listening – speaking skills from role-play test

test	Total Score	Mean	S.D.	D	D	t	df	Sig.
Pretest	25	8.50	0.65	8.16	1.89	31.055	29	.000
Posttest	25	16.67	0.34					

*sig. .05

Figure 5 shows the participants' ability in listening – speaking of English for hotel communication skills from the direct- speaking test (role-play). After the training program was significantly higher than before their entry into the training program at the 0.05 and the effect size of efficiency was 5.67 which pointed to the greater difference of the participants' listening speaking scores before and after attending the training program. The participants' satisfaction toward the Hotel English Training Program was shown in figure 6.

Figure 6: Mean and S.D. of participants' opinions toward the Hotel English Training Program

item	Topic	Mean	S.D.
1	Contents	4.43	0.68
2	Language Functions	4.48	0.53
3	Teaching& Learning methodology	4.53	0.38
4	Evaluation	4.08	0.64
5	Course materials	4.34	0.44
6	Instructor	4.40	0.48
	total	4.37	0.53

The success of the program according to the participants' opinions was clearly stated in figure 6 that the participants had positive high satisfaction in the appropriateness of teaching and learning methodology of task-based instruction (4.53), language function (4.48), contents (4.43), instructor (4.40), course materials (4.34) and evaluation (4.08). The participants felt that they gained more English knowledge and skills from the training program. The overall success of the training program was also at a high level with total mean of 4.37.

Conclusion and Discussion

This training program focused on task-based approach which encouraged learners to practice English communication more in pairs and in groups. The target tasks also involved the real-life situations in hotels so the learners felt the training program was very practical. The participants required more time to practice their hotel English communication skills since they felt that 30 hours of training was not enough for them. The task-based approach in ESP teaching and learning worked effectively with teaching English for hotel communication according to the training program evaluation.

The achievement of the participants in experimental group after the training program was higher than before their entry to the program. Also the satisfaction of classroom activities was at a high level.

The success of the development of this training program was from the appropriate needs analysis studies toward hotel students, hotel staff, hotel specialists, ESP specialists, the analysis of ACCSTP criteria, and the analysis of 10 English for hotel and tourism textbooks which help identify the fine contents and communication skills for the training program materials. This needs analysis also provided realistic information for the development of the training program which suitable to the real-life situations in hotels and meet the requirement of the hotel staff.

The suggestion from the participants stated that the Hotel English Training Program is in need and very important for the hotel staff. The program should be consisted of language knowledge and skills which enhance English communication competency and relate to real work situation. Also, the teaching and learning activities should help learners to become more competent in both English communication skills and knowledge of hotel contents. The duration of the training program should be appropriately planned for once or twice a week instead of intensive 5 days.

Suggestion for further study

1. True experiment on the real hotel staff group should be conducted in order to confirm that this hotel English training program could work well within the in-service group.

2. There should be more research studies which focus on genre and concordance using in hotel English or even the discourse analysis which relate to the appropriateness of English language communication in hotels.

3. There should be some problem-based focus involved in the training program for hotel staff as they always face problems in communication with customers. So this will provide advantage in dealing with English language communication problems when the hotel staff perform their jobs.

4. The study of task-based approach as a teaching and learning methods in other ESP context should be operated more in order to examine the effectiveness of this approach in ESP teaching and learning.

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