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Developing a Theme-based Language Course For Hotel Front-Line Staff

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ABSTRACT

This paper reports on a project to develop an ESP (English for Special Purposes) course for a group of hotel front-line staff at an island resort in Malaysia. The course makes use of a theme-based module focusing on language associated with host-guest interaction. The paper describes in detail three phases of the project as well as the results of the needs analysis. Qualitative and quantitative data were gathered through questionnaires and observations. Findings indicate that multifunctional language skills are needed for the hotel staff particularly in relation to understanding and giving information, asking questions and practicing simple hospitality etiquette. Furthermore, activities to enhance staff confidence in speaking English are also equally important. The paper concludes with some practical implications for ESP teachers and trainers who wish to develop an English Language training module for hotel staff.

Keywords: English for Specific Purposes (ESP); hotel industry; front-line staff; theme-based module

INTRODUCTION

The increase in international travel in recent years has seen the hotel industry experiencing rapid growth. This industry has now become an important source of revenue in many parts of the world. A crucial aspect for the success of this industry rests in maintaining effective communication between the hotel staff and the international guests of different linguistic backgrounds (Leslie & Russell, 2006). Thus, hotel managements place great importance on having a communicatively competent staff. Indeed, there is a good demand for conducting

language communication courses because some hotels see such courses as an important part of staff training. These courses are seen as essential particularly for the front-line staff. Therefore, to ensure that the courses are suitable for the target organization, course developers would need to carefully plan and develop the course content so that it matches the needs of the hotel staff and their workplace.

BACKGROUND

Planning and developing language courses for organizations can be a challenging experience. In a busy hotel or resort where productivity is a matter of concern, these challenges can be daunting. For example, the hotel management sees such courses as crucial for their business and staff development. However, these courses are considered short activities thus very limited planning time is given before the instructors start teaching the course. Additionally, the hotel management is ever concerned about the rating or performance of the hotel; so, they also tend to impose certain conditions that challenge the instructors' abilities to provide conducive and engaging lessons for their staff. Course instructors often struggle to design language courses that are effective and pertinent to the students or the sponsoring organization. There have been instances where these courses are developed ad-hoc, without a comprehensive needs analysis. This often results in a course that is disappointingly irrelevant to the students.

The discussion above shows that there is a need for an approach to develop ESP (English for Special Purposes) courses that can accommodate the inclinations of the hotel industry and the constraints faced by the instructors. The courses need to be learner-centered and meet the immediate needs of the students. With this as a point of departure, the current study looks at the process whereby an ESP course was developed for a group of hotel front-line staff at an island resort in Malaysia. The course was based on a theme-based module focusing on language associated with host-guest interactions. The paper first describes the results of the needs analysis and then it describes how the course module was planned, developed and evaluated. Several insights gained by the authors during the project are also highlighted.

LITERATURE REVIEW

ESP is English language teaching that is designed to meet specified needs of the learner (Dudley-Evans, 2001). ESP emphasizes on the needs of professional and employment-oriented learners. In

the case of ESP for the hospitality industry, the learning outcomes of such courses are not only affected by the coordination of teaching and learning, but also by the demands of the industry on the English competencies of employees (Man & Xi, 2012). The assumption underlying ESP is that when the language needs of a group of learners are accurately specified, then the content of the language programme will be developed to meet those needs (Munby, 1978). This assumption brought about the use of a needs analysis which has been the initial process of specifying learner needs to this day.

Needs analysis is commonly used in language teaching and training. It is often seen as the basis of ESP and leads to a focused course. Although there are various ways of interpreting needs, the concept of learner needs is often interpreted in two ways: 1) what the learner *wants* to do with the language and 2) what the learner *needs* to do to actually acquire the language (Dudley-Evans & St. John, 1998). In most instances, the content of any ESP course should only be determined by a comprehensive needs analysis as this first step is seen as being absolutely crucial if ESP practitioners wish to design a course that will maximally benefit their learners (Wright, 2001). ESP researchers are of the view that once learners specialized needs and special language registers are identified, then relevant teaching materials can be used to teach the course more effectively. The pedagogical aims such as the features of language to be mastered and the means of delivering the content such as the use of texts or activities are then determined (Dudley-Evans & St. John, 1998; Belcher, 2006). Allwright (1982, quoted in West, 1994) says that the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning. For Johns (1991), needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities. Hence, it is important to consider the learners' needs analysis before embarking on the teaching activities and module. Jordan (1997, pg. 26) has noted the importance of learning needs:

*If we accept...that a student will learn best if what he **wants** to learn, less well what he only **needs** to learn, less well still what he either wants or needs to learn, it is clearly important to leave room in a learning programme for the learner's own wishes regarding both goals and processes.*

In short, analyzing the needs analysis of the respondents was important as it helped to facilitate in planning and developing the course and teaching module.

According to Kaur (2007), some of the issues in developing an ESP course cannot be easily solved through the process of matching objectives and methods. The solution is not simply finding out what is the aim and then finding an appropriate method to achieve it. With reference to course design matters, some of the needs analysis would result in a vast collection of information and then, deciding what may or may not prove to be relevant. Hence, ESP educators need to realize that accumulating information about their prospective learners and the type of communication they do at work is all done through trial and error (*ibid*). Researchers need to play by their intuition and hunches to fine tune the content of the course to suit the specific ESP teaching and learning environment.

Apart from ESP theories, this study also reviewed *theme-based instruction* as an approach to be used in developing the course. Theme-based instruction is an approach under the content-based instruction model which focuses on giving students exposure to a highly contextualized second language environment by using the subject matter as the content of language learning (Wesche & Skehan, 2002). In this approach, language teaching and learning is structured around certain themes or topics (Brinton, 2001). Thus, the rationale for using the thematic approach for this course is to present language activities in a more meaningful way, as the themes provide a meaningful context for understanding and the use of a wide array range of discourse types, both written and spoken. A theme-based language learning course provides students with ample exposure to repeated topics, phrases, vocabulary, and naturally occurring grammatical structures. According to Brinton (*ibid*), this is the way in which we learn our first language, and it is also an effective way for second- or foreign-language students to acquire new vocabulary and structures, and to improve their new language skills. In addition, by offering several texts, listening passages, and/or videos on similar topics, students have more opportunities to guess unfamiliar vocabulary and structures from context.

There have been several studies describing and investigating the different ways of developing ESP courses to suit participants. For example, Basturkmen (2010) used multiple sources of information to provide meticulous descriptions on the police-specific language and academic language for her ESP course for policemen. Police-specific language enables the learners to talk about crimes accurately and unambiguously at high speed in stressful situations and academic language focuses on academic skills such as listening to lectures, to fulfill the requirements of the Police College. The participants' busy schedules led to the development of a set of online lessons. To create these lessons, the participants' language needs were first thoroughly assessed. This provided the input for developing lessons that were able to meet the language demands of the Police College and improve the participants' overall proficiency. In another study, Kaur (2007) examined the English language needs of several Malay administrative staff in two departments in a Malaysian university in an ESP course. The course design was based on a thorough needs analysis taking into accounts needs analysis concepts forwarded by Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998). Feedback from Kaur's learners showed that the course content was tailor made to suit their needs and thus had contributed to a positive learning experience for the learners. Chang (2009) meanwhile looked at how a CALL integrated ESP program can be implemented to improve the language skills of a group of 24 Taiwanese hotel employees who have multiple proficiency levels. She concluded that needs analysis was important in developing a framework for an ESP program that was applicable and practical. She also contended that the needs analysis can make the course learner-centered and can enhance the motivation of the participants who might have been forced to join the ESP course by their employers. These studies show the importance of needs analysis in planning an ESP course. Input from the needs analysis is invaluable for ESP course developers in planning a theme-based module that will cover the specific language needs of their students.

THE IMMEDIATE CONTEXT OF THE STUDY

The course was conducted on an island resort off the coast of Johor Malaysia. The resort was popular among foreign tourists who wished for an island vacation and adventure. As the resort was the only establishment there, activities for guests on the island were handled by the resort staff. The total number of staff at the resort was about 60 which was small considering the size of the resort. This meant that the staff had to do a lot of multitasking. There were times when the

administrative staff were asked to man the reception and help the guests with their room reservations or the receptionists were asked to become tour guides to lead a group of guests around the island. In view of this situation, the resort management felt that their staff had to be prepared to assume any front-line roles in which they would need to communicate directly with the guests. Thus, the management requested for a language communication course to enhance the staff's ability and proficiency in using English to communicate appropriately in any circumstances.

The course participants were a group of 20 staff who were between 18 years and 45 years old. They hold various positions in the resort. Three of them were college graduates and work as executives at the administrative office. The rest of the participants held high school certificates (*Sijil Pelajaran Malaysia*) and come from the FELDA (Federal Land Development Authority of Malaysia) settlements near the towns of Mersing, Jemaluang and Kota Tinggi in the state of Johor. They worked as receptionists, cashiers, bellhops, housekeeping staff or security personnel. All of them had learnt English formally for least 11 years and, for the majority of them, their language proficiency ranged from mid-beginners to pre-intermediate level. It was revealed later that some of the staff requested for English Language spoken courses because they felt inadequate when they were asked to communicate with foreign guests.

The authors of this paper were the course instructors. They comprised three English Language lecturers who volunteered to travel to the island and teach, in turns. Apart from teaching the course, they were also involved in planning and developing the learning materials which were used as the module throughout the course. Although the instructors had some experience in teaching and developing ESP courses for different groups of adult learners, this was the first time they were involved in creating a module specifically for the hotel staff.

The language course was conducted mainly face-to face but it also benefited from having online sessions. As the language course was conducted towards the end of a peak tourist season, the resort still had a tight schedule of events which involved the participants. This meant that some of participants had to miss classes. It was clear then that going online was the best way to maintain contact with those who were not able to attend and this kept them abreast with what went on in the course. Thus, online sessions were included as part of the course to encourage the participants to share information together and have consultations beyond the class meetings. In view of the resort's busy schedule, the management also stipulated that the language course be compact and be delivered in 24 hours of class meetings. Therefore, the language course was designed in the best possible way to include what was the most relevant for front-line staff and how best to teach it within the time allotted.

The discussion above describes the main concerns that the hotel, staff and instructors had for the course. These concerns eventually formed the basis of the research question that guided the study: What are some considerations in developing a language course for hotel front-liners?

METHODOLOGY

Data collection

Data for this study were collected through the needs analysis. To ensure that quality data are collected, Long (2005) suggests using multiple sources and methods, thus, data for this study were collected through questionnaires and also generated through observations. For the purpose of this paper, only the results from the participants' needs analysis, observation during the *Mystery Shopper* session and instructors' course evaluation are presented. Data from the needs analysis questionnaires were tabulated and presented in frequencies. Observation of the staff at work and comments from the instructors' course evaluation were analyzed and summarized. All these data were analyzed together to give a meaningful account of how the facilitators planned and developed the course.

Procedure

At the beginning, there were many questions that the instructors had about the course: What do the students want to learn? Where do the facilitators pitch their teaching? What are the expectations of the hotel management? These concerns needed to be clarified before any decisions could be made on the components for the module and learning materials. To make the concerns more manageable, they were put into three phases and a Gantt chart which proved invaluable as a reference point throughout all stages of developing the course. Table 1 shows the Gantt chart and the different activities that were planned for each phase. Each phase and activity would be described in detail in the next section.

Table 1 Activities during planning, conducting and evaluating the language course

Phase	Activities			
	April	May	June - July	Aug-Sept
1 Planning	Groundwork			
	Course Objectives <i>Mystery Shopper</i>			
2 Planning and Developing		Needs analysis Questionnaire		
		Lesson schedule Module		
3 Conducting and Evaluating			Course	
			Course & Assessment	
				Course & Final assessment
				Evaluation & Report

Phase 1: Planning

Phase 1 was planning the course. In this first phase, three activities were planned and carried out: groundwork, course objectives and *mystery shopper*. The groundwork involved several meetings between the instructors and the representatives of the resort management. During the meetings,

the discussion focused on the expected outcomes for the course. The representatives reviewed several samples of previous lesson schedules and modules. This session was deemed helpful as it gave them some idea what the language course would entail. After that, together with the Head of the Human Resource Department, the course objectives were clarified and set. Then, the objectives were used as the point of reference in preparing the initial drafts of the lesson schedule. The module was prepared and brought to another meeting to be reviewed. During this time also, the instructors met the staff and observed them working. The purpose of the observation was to identify language learning opportunities that were available at their workplaces which could be highlighted and simulated in the course. The observation was carried out incognito to learn how the staff put their language skills to use. This was done through the *Mystery Shopper* session.

The *Mystery Shopper* is a series of events staged by the hotel management to evaluate the efficiency of the service given by the staff. It is similar in principle to the television series “Undercover Boss”. For this course, the *Mystery Shopper* session was carried out discreetly by the instructors. This is a sample of one such session: One of the instructors made a call for a room reservation at the resort and made notes of the responses given by the staff who answered the call. Through a series of these sessions, meaningful insights were gained into the level of readiness of the staff and this information was used to prepare the module which could cater to the learners’ needs.

Phase 2: Planning and Developing

Phase 2 was planning and developing the course and training module. In this phase, there were three activities: needs analysis questionnaire, lesson schedule and module. The needs analysis questionnaire was developed based on the experiences of the instructors and the concerns they had about the course. Among the concerns were the participants’ proficiency level, their motivation and attitude towards learning English, and their expectations for the course. These concerns were then formulated into questions to be used in a simple needs analysis questionnaire. About a month before the start of the course, the questionnaires were distributed and completed by the potential participants and returned to the instructors for analysis. The responses from the questionnaires, results from the work-site observation and the outcome of the *Mystery Shopper* were used as input for developing the module. The lesson schedule and the module were developed after careful consideration of the following: 1) what the learner *wants* to do and 2) what the learner *needs* to do to acquire the language. With this in mind, the instructors then selected features of the language to be mastered and the topical issues and themes as the means of delivering the lesson.

Phase 3: Conducting and Evaluating

Phase 3 was conducting and evaluating the course. After a discussion with the management of the resort, a suitable duration was decided upon and the lesson was adjusted accordingly. It was also

agreed that the participants would work towards an oral presentation project that would be presented at the end of the course. The participants had class meetings with the instructors for two hours each week. For the first few meetings, the course was conducted with one hour of instructor input and one hour of participant output. This gradually moved towards more

participant output as the day of the presentation drew near. Each instructor who was in-charge of the session, observed, took notes and evaluated the outcome of each class. They held frequent discussions with each other to compare their observations and discuss what they had learnt from the way the class was conducted. These discussions were extremely useful for the instructors to learn whether they had met or missed the expectations of the course.

Limitations

There are a number of limitations that must be taken into account while interpreting the results of this study. First of all, the study was carried out by the instructors themselves. A one-sided view would cause bias. Thus to overcome this, the results are discussed together to provide a better understanding of this study. Secondly, only 15 questionnaires were returned to the instructors and only 11 out of that number were satisfactorily completed to be used for analysis. Despite this small number, the data were eventually used in presenting the descriptive statistics because the authors deemed them to be useful in giving an initial account of the participants' perceptions of the course. Thus bearing in mind the small sample, the results should be taken as suggestive, not conclusive, and may not be generalized to other situations.

RESULTS AND DISCUSSION

Needs Analysis

In the questionnaire, the participants were asked a number of questions. In the first question, the respondents were asked -*Why do you want to learn English?* As shown in Figure 1, two of the staff answered that they wanted to learn English to understand the language and be able to communicate fluently. Six of them answered that they wanted to improve their knowledge and fluency in English while two responded that it was a requirement from their supervisors. Only one staff responded that learning a new language was the reason behind why he wanted to learn English.

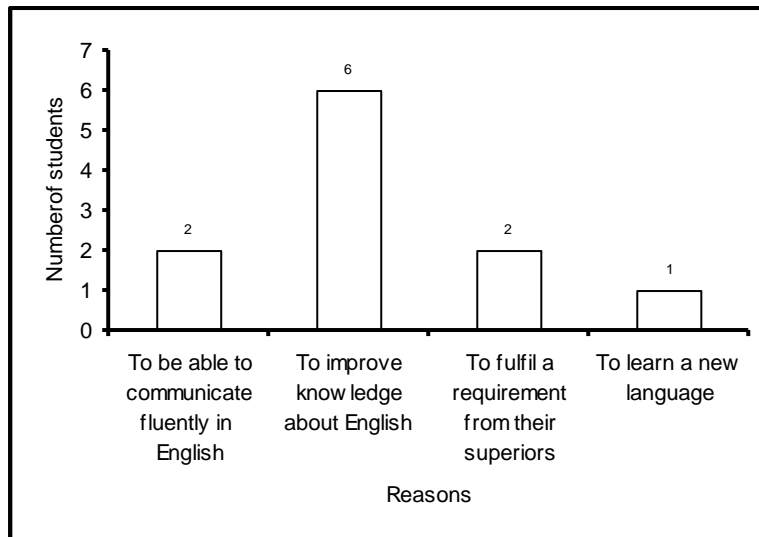


Figure 1 : Reasons for learning English

Next, the staff were asked on *When do you usually use English?* As shown in Figure 2, it can be seen that an equal number of staff, five each, answered that they would use English at work and also with their clients and customers. Only one respondent answered that she used English mostly when she was with her friends. None of the respondents chose the option *with others*.

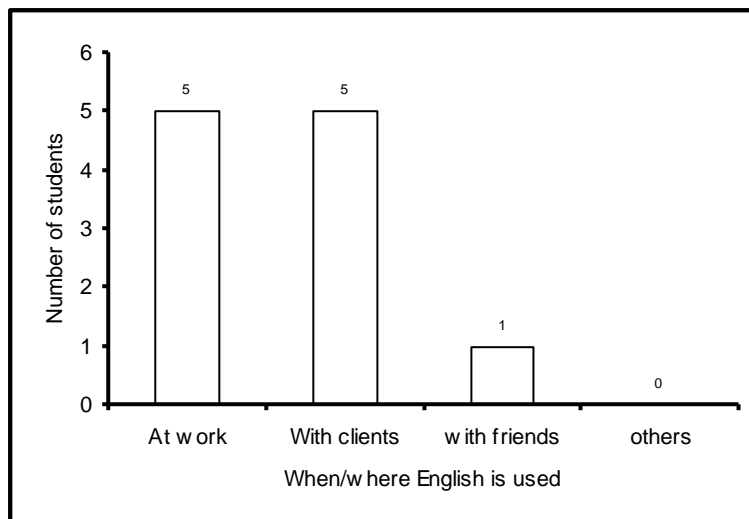


Figure 2 : When do you use English?

The staff rated their own ability in English based on their speaking, reading, writing and listening skills. The majority of the staff rated themselves as average on all skills. Their responses are shown in Figure 3 and discussed in the next paragraph.

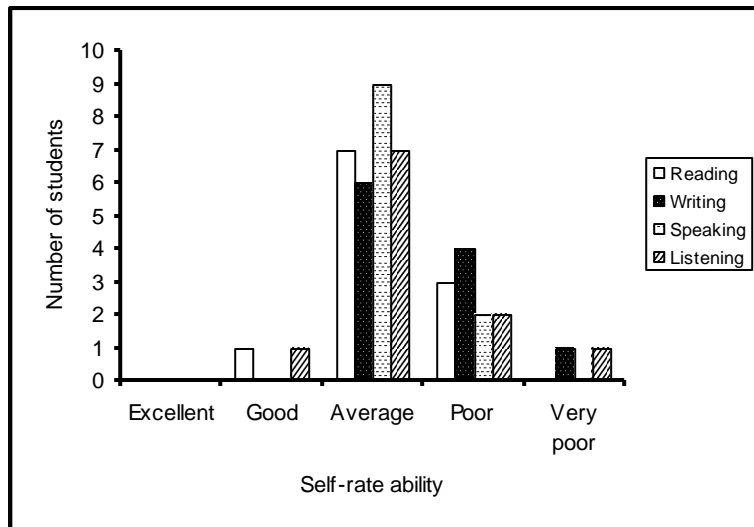


Figure 3 : Self-rated English Language Ability

From their responses, it seemed seven of the staff considered themselves to be of average ability in their reading skills. Two of them saw themselves as good while three rated themselves to be poor. With regard to writing skills, six of the staff considered themselves to be average. One each rated himself good and very poor respectively while four of them considered themselves to be poor. Looking at their self-rated speaking skills, nine of the staff considered themselves to be average. Two of them considered themselves to have poor ability while one claimed to be very poor. Finally, most of the respondents considered themselves to be average in terms of listening skills. Two of them rated themselves as good and poor respectively while one considered himself to be very poor. None of the respondents saw themselves as excellent in any of the four skills.

The staff was then asked *Which language skills do you want to improve the most?* From Figure 4, it can be seen that seven answered that they wished to improve their speaking skills. Three of them wanted to improve their writing skills. However, no one chose listening or reading as their answers.

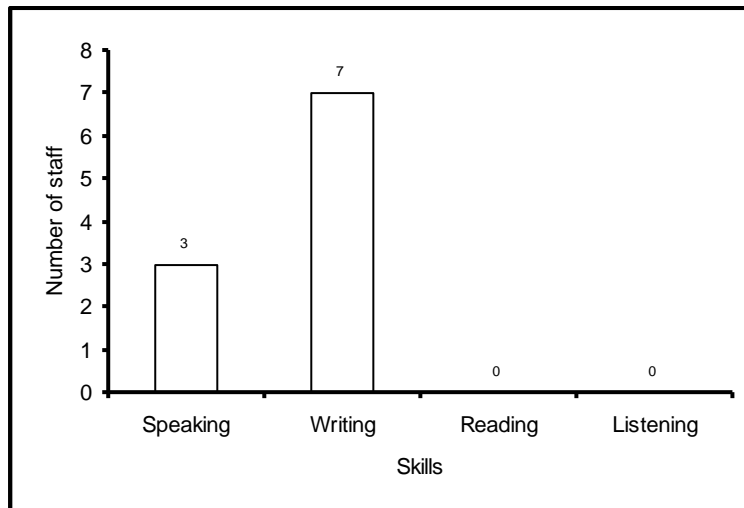


Figure 4 : Language skills to be improved

Finally, there was one open-ended question for the respondents: *What do you expect to learn from the course?* The staff answered they would participate in the English class and learn to understand the language better. They also wanted to communicate better in English, especially to improve their speaking skills, since they perceived their jobs as involving a lot of communication with the guests, their colleagues and management.

Data from the *Mystery Shopper* sessions were analyzed and interpreted. A few interesting observations were noted. Firstly, from the observation, it was revealed that while a few of the staff responded to the *Mystery Guest* haltingly, most of them could understand enquiries in English on the phone reasonably well. In fact, all the staff who responded to the *Mystery Guest*'s enquiries by phone were ready to answer in English. However, the staff who entertained the *Mystery Guest* at the work premises chose to answer all enquiries in Bahasa Malaysia (B.M.) even though they could understand the queries given in English. The authors initially felt that the staff were either too shy or not confident enough to answer. However, further observations led to the conclusion that the staff chose to answer in BM because they did not think it was necessary to speak to a local guest in English. They saw that the *Mystery Shopper* could obviously converse in B.M. Excerpts of the observation notes made by one of the *Mystery Shoppers* are in Appendix A (Table 1 and Table 2).

Development and Evaluation of the Course and Module

The results obtained from the needs analysis and observation were then used as the starting point for preparing the lesson focus and schedule. It was decided that based on the data, focus would be given to speaking skills especially for communication at the workplace. It was also taken into consideration that the staff had requested for a focus on speaking. In addition, the topics of the lessons were based on the needs of the staff which highlighted communication relating to the work of front liners. The topics were theme-based and labeled with catchy names. The decision for this was based on the suggestions made by Met (1999) namely, theme-based approach lessons should enhance language learning by providing motivating topics for learners to communicate and we also should enhance language learning by providing meaningful and purposeful language

practice opportunities drawn from a variety of topics. Once the motivation of the staff was garnered, it would be easier for them to decipher the lesson and relate it to their work and lives. Language focus was also emphasized in the lesson as the module was content-driven. For this course, the month-long preparation culminated into the final draft of the lesson schedule (Appendix B) which was presented to and approved by the management. It was decided that the course was divided into 12 weeks. Participants attended class each week for 2 hours. The class was held at the resort as it was easier for the staff to resume their work after the class. Each of the staff was provided with a module and dictionary.

The evaluation of the course was done after Week 12 to check if the course had met its objectives and purpose. The instructors answered three open-ended questions that required them to give their impression of the classes, participants and the overall running of the course. Prior to this, all the instructors took down notes, evaluated the outcome of each class they taught and what they learnt from the way the class was conducted. A sample of the course evaluation is presented in Appendix C. From the comments they made, it can be concluded that although they had some misgivings at the start, the instructors were satisfied with the way the course was developed. They were especially happy that the participants showed marked improvement in their spoken skills and confidence level. The instructors were, however, somewhat concerned with the module and lesson schedule because it was felt that the module was a little ambitious given the short duration. In addition, in reviewing the module, they also felt that it could be better arranged and edited.

In summary, the findings highlight several considerations that need to be carefully looked into when planning ESP courses for front-line staff at resorts and hotels. These included the level of readiness and motivation of the staff as well as the extent of support from the management. Apart from that, instructors' ability to adapt to different learning situations and a module that is flexible were also deemed as important in ensuring an effective course design.

PRACTICAL IMPLICATIONS FOR COURSE DEVELOPERS

There are a several implications from this study that are worthy of consideration by trainers and educators who plan to develop an English Language training module for hotel front-line staff. Firstly, doing a needs analysis is an excellent way to learn what is available and lacking in hotel practices. In this study, a needs analysis revealed that multifunctional language skills were the shortcomings. The staff needed to use their skills to quickly understand requests, give information as well as ask questions. Secondly, conducting some initial groundwork at the hotel by observing the staff at work and talking to them helps in developing a module that is relevant and focussed. For example, before this course started, the authors interacted with the staff *incognito* through the *Mystery Shopper*. The outcome of this session showed that the staff needed to practice language skills that can help them with simple hospitality etiquette like saying "You are welcome" or "Have a nice day, sir". Such etiquette goes a long way in creating an image of a caring and efficient hotel staff and was thus included in the module. Finally, involving the participants in the lesson is a powerful way to motivate them. In this study, the

participants contributed many ideas towards activities to enhance staff confidence in speaking English. These ideas culminated into a successful sketch performance.

The learning process in an ESP environment such as the one described here is complex. This study shows that such an environment requires an approach that can overcome the multi-faceted challenges faced by those involved in the course. More often than not, there would be a difference in the students' and instructors' expectations. Instructors need to be prepared for any outcomes beyond their control.

CONCLUSION

In this paper, the authors have described the process of developing an ESP course for a group of hotel front-line staff. The authors made use of the needs analysis and observation data to prepare a theme-based module focusing on language associated with host-guest interaction. It is concluded that multifunctional language skills were needed for the hotel staff particularly in relation to understanding and giving information, asking questions and practicing simple hospitality etiquette. Furthermore, activities to enhance staff confidence in speaking English were equally important. It is also concluded from this study that careful planning through needs analysis, initial on-site groundwork and greater participant involvement would help towards developing a course that is focused and relevant for the participants.

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Appendix A : Sample Observation Notes and Comments

Table 1 : Observation notes 1

Venue	Findings	Comments
Reservation 14 April 5.00pm	<p>Staff: Norha</p> <p>The first phone call that I made was not picked up by the operator. When I tried calling the number again 5 minutes later, the operator did pick up and was fluent when speaking in English. However, when she transferred my call to the reservations desk, my call was left unanswered again. I tried to contact the receptionist again and it was during the third attempt that my call was finally answered by Norha. She was very helpful and was conversing in English without hesitation. Although I had a lot of questions about room reservations, she was able to assist me. She was confident in her product knowledge and whenever I asked her questions she would help me by providing me with options for my questions. However, there was a moment when after she asked me for name, she forgot to include a salutation as she repeated my name.</p>	<p>Comments</p> <p>Congratulations to Norha and the operator. They displayed a satisfactory level of English proficiency.</p>

Table 2 : Observation notes 2

Venue	Findings	Comments
Concierge 15 April 10.00am	<p>Staff : Syed Mohamad</p> <p>All questions were asked in English by the facilitators but Syed replied in BM. In addition, he also requested the facilitator to go to the respective floor to ask about the spa treatment herself instead of answering her questions. Moreover, he seemed hesitant to answer the questions posed as it was in English. There was a time when the facilitator asked about whether the masseur/masseuse was a male or female but he misunderstood the question. Instead of answering the question, he answered that "all the guests are woman".</p> <p>Staff: Faisal</p> <p>All questions were asked in English but he replied in BM. The facilitator asked him about the trip to Universal Studios but he replied in BM. The only word which was in English was "can".</p>	<p>Both Syed and Faizal were very friendly and helpful. They also understood the questions asked but they chose to speak in BM perhaps due to the fact that both facilitators are Malay. Hence, they assumed that both of them can understand BM and was hoping that the facilitators will revert to BM.</p>

Appendix B : Draft of Lesson Schedule for Hotel Front-Liners

Week	Lesson	Lesson Focus	Language Teaching Points	
1	<i>Welcome to Sibu Island!</i>	Introduction and Greetings in the workplace: Polite forms of introduction, greetings, taking leave - To introduce oneself, colleagues, superiors, clients - To use polite forms of introduction, greetings and taking leave	Introduction : The 4 language skills: a. Listening b. Speaking c. Reading d. Writing	
2	<i>Cash or card?</i>	Making simple enquiries / Replying to enquiries - Expressing opinions	Telling time and date	Yes / No & WH Questions
3	<i>It's easy!</i>	Giving simple instructions	Numbers	Imperatives
4	<i>"You are amazing..."</i>	Complimenting and thanking people Other polite expressions	Using the dictionary	Verbs & Subject-Verb Agreement Adjectives
5	<i>Non-smoking, please</i>	Making requests Providing or refusing requests	Using the dictionary (continued)	Adverbs
6	<i>Beautiful Malaysia</i>	Asking for directions / Giving directions *Assessment /Test	Names of places	Simple tenses Sequential conjunctions
7	<i>"Hello, this is"</i>	Telephoning - Tips on Telephone Etiquette - Answering & making calls/automated - Leave & take messages/voicemail - Making apologies - Revisiting etiquettes	Expressions used on the telephone	Simple tenses (continued)
8	<i>"Sorry, sorry, sorry"</i>	Making apologies/Replying to apologies	Idiomatic expressions	Simple Tenses (Continued)
9	<i>Too hot, too cold</i>	Making complaints / Replying to complaints	Idiomatic expressions (continued)	Articles & Determiners
10	<i>Let's meet and discuss</i>	Social Interactions in the workplace: - To use polite forms for various situations - Opening/Holding/Ending a conversation - What to avoid during formal conversations - 10 mistakes in a conversation	Expressions used for social interactions at workplace	Nouns Pronouns
11	<i>Let's meet and discuss (cont)</i>	Role-play on job-related situations Apply the skills learnt to discuss a workplace-related issue in groups	Non-verbal communication	Common mistakes in English
12		Final Oral Presentation		

Appendix C : A sample of the instructor’s course evaluation

1. Can you share what were some of your expectations of the course before you started teaching?
 [the organization, the students, the preparation, the module, etc]

- Hope that the students gain valuable knowledge from the lesson taught and are able to apply it in their daily life and also during their work
- The students are motivated to learn
- The organization is happy with the outcome and can see positive changes in their staff

2. Were your expectations correct? What were some of your most significant /unpredicted observations during the course?
 [the organization, the students, the preparation, the module, etc]

- Yes as most of the students love to attend the class
- Quite shock at first, as there was a student who could hardly write, speak, etc in English
- But later felt happy as I can see the changes in every student as they are able to improve in it

3. If you were given the chance to teach the course again, list three things you would want to stay the same and three things you would want changed.

<p>Stay unchanged</p> <ul style="list-style-type: none"> • The students’ motivation to learn • Their participation in class • Still keep in touch with the lecturer to seek help (pertaining English) even though the class is over 	<p>Must change</p> <ul style="list-style-type: none"> • The students punctuality • Meetings with the students should be longer(instead of 24 hours). Perhaps we can see a better impact and outcome. • The module needs thorough editing.
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