

From Needs Analysis to Course Design: A Case of Hotel English in Nigeria

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Abstract:

The aim of this study is to find out the English language needs of workers in Nigerian hotels so that appropriate language structures could be developed to enable them perform well in their job specific situations. This researcher went out to find how language is used in hotel situation. A total of hundred questionnaires were distributed in 15 hotels and 96 people responded and returned the questionnaires. In the course of the distribution of the questionnaire, the members of staff were observed while on duty and the managers were also interviewed. From the findings, it was discovered that most hotel staff are untrained for the job and that there is need for in-service training for all the staff from time to time. There is also need to emphasize the listening and speaking skills for effective communication in the tourism and hospitality industry as visitors in Nigeria hotels are from different linguistic background and the nation is also a multi-lingual one with English as its official language.

Introduction

Background to the Study

The Hotel industry is now a booming business in Nigeria. It is one of our tourist industries and serves such great functions as providing lodging and accommodation for conferences, seminars and workshops for companies and political parties. Considering the enormous tasks expected of our hotels, it is necessary that the management and staff of Hotels are linguistically well equipped for the job. The expectation for linguistic proficiency in English is because of the multi-lingual and multi-ethnic nature of the country - Nigeria.

English is, therefore, chosen as a medium of communication. It was adopted as Nigeria's official and second language of legislature, meetings, conferences and seminars. It is this communicative use of English that we are trying to establish in hotel English. The evaluation of a hotel depends on the efficiency and effectiveness of the services offered. In recognition of the importance of good staff-customer relationship and the important role of English language in our hotels, the Federal Government Gazette on the Classification and Grading of Hospitality or Tourism Establishment (1997), states concerning staff and service:

- (a) all members of the staff shall be experienced, courteous, efficient and neat... shall have been professionally trained at a recognized training institute;
- (b) all staff shall wear smart and clean uniforms on duty;

- (c) the managerial and supervisory and reception staff shall be fluent in English and in one other foreign language and should possess a diploma or certificate from a recognized institute (B221).

Developing English for hotel workers is therefore a response to this call for fluency.

Hotel English as English for Specific Purposes:

Looking at the language needs of workers in our hotels is having a look at English for occupational purposes, which is a branch of ESP - English for Specific Purposes. Coffey (1985) describes ESP as a "quick and economical use of the English language to pursue a course of academic study (EAP) or effectiveness in paid employment (EOP)". Because of the utilitarian nature of ESP, the course is often based on needs analysis. What should students do with English after learning it? What is the target situation and above all, what is the course duration? A good ESP practitioner must take cognizance of these issues. MacKay and Mountford (1978) suggested three utilitarian purposes for which students learn English:

- occupational requirements; for international telephone operations, civil airline, pilot etc.
- vocational training programme for hotel and catering staff, technical trades, etc.
- academic or professional study engineering, medicine, law etc.

These definitions indicate that there are two divisions of ESP depending on the learners needs for the language.

Needs Analysis

Assessing the language needs of a learner is only possible through Needs Analysis with its varying techniques of questionnaire, interview, observation, pre-selection test to mention but a few. Needs Analysis advocates seeking not just the language needs, but also the learning needs of the learner. Information from needs analysis is used for designing the course of study. . Yates (1977) suggested that the questionnaire on learner needs should focus on three main areas: Personal, Work and Need for language. She went further to state the components of each area and why it is necessary:

1. Personal
 - (a) Age :(a 25 year old and a 55year old vary considerably in speed of learning and often respond quite differently to aids such as the language laboratory)
 - (b) Mother Tongue: (allows predication of certain Tongue types of errors and areas of weakness through interference.
 - (c) Other languages Spoken: (very often indicates facility for language learning).
 - (d) Previous Training in English +Date: (shows up the "rusty School English" 30 years ago and the man who took an extensive course last year
2. Work

- (a) Position: You don't successfully train the senior executives in the same way as the assistant salesman.
 - (c) Job Description: helps fill out details given in section 3 and hopefully gives you a sample of written English.
3. Need for language
- (a) Activities and Degree of Importance: (here I list appropriate activities e.g. use of telephone, correspondence, entertaining, and the student marks whether they are essential, useful or irrelevant.)
 - (b) Frequency of Use of English: (speaking, listening, reading, writing, daily, weekly, less often. A useful guide to fluency and motivation. A man who speaks English every day may score very low on an entry list, but nevertheless communicate.
 - (c) Assessment of own language ability: (again subdivided according to skills-well, fairly well, adequately, badly. Indicates confidence level – a useful guide to learning speed).

The Nature of Hotel English

The nature of hotel English is so to say the nature of business English as everything business is aimed at profitability. It is not specialized English. Like Strevens (1978) said, 'There is no special language; only a principle of selection from the language to meet the purposes defined'. Hotel English as a business English is 'a lot nearer to the everyday language spoken by the general public than many other segments of ESP' (Pickett 1991). Pickett went further to say that business English always has a 'public face though with different varieties of specialist language used internally depending on the sort of business they are engaged in. It involves register analysis but is not confined by it as it embraces two subject areas:

- (i) Specialist – relating to particular kind of business and
- (ii) General – common to all business.

For Johnson (1993), the focus of language training for business will include:

Improving the communication skills necessary for dealing effectively with common business activities, including presentations, participating in meetings and negotiations, telephoning, writing letters and writing reports. A further 'Skill' given much attention in business English socializing, (greetings and introductions in the context of business meeting making small talk and entertaining clients at a restaurant).

Statement of Problem

As a result of the multi-ethnic and multi-lingual nature of Nigeria there is always a communication problem in most sectors of our economy. Vernacular, pidgin and Nigerian English are predominantly used in our hotels by inefficient staff, exposing us to ridicule before our foreign guests. English as an international language should be taught to hotel staff to equip them for effective communication. This is necessary because very few institutions of higher learning in Nigeria offer catering and hotel management and most often with no properly designed language programme. Not much has been done in the area of English for occupational purposes in Nigeria.

Purpose of Study

The purpose of this study is, therefore, to carry out a needs analysis of hotel staff in Nigerian hotels so as to determine their English language needs in their job specific situations and a course designed based on the findings. The outcome is expected to serve as a training instrument for those who wish to join the hotel business and for students of Catering and Hotel Management in our institutions of higher learning. This study is also intended to spur other researches in the English language needed in various other occupational endeavours in Nigeria

Research Questions

To accomplish the above Purposes, the following research questions guided the study:

- (1) What are the job specific situations in the hotel industry?
- (2) Why is English language needed in Nigerian hotel business?
- (3) Is there need for English language training for hotel staff?
- (4) What language skills are mostly needed and should be emphasized in conducting hotel businesses in Nigeria?

Research Hypothesis

Ho1. Some job specific situations in the hotel industry include reception, catering, bar services, porters, cashiers and managerial services.

Ho2. The English language in the hotel industry is for communication

Ho3. There is need for language training for hotel staff because of Nigeria's multi-lingual nature and the employment of linguistically unqualified staff in Nigerian hotels.

Ho4. The speaking and listening skills are more important than the reading and writing skills in the hotel industry.

Scope and Delimitation of Study

The scope of this study is only hotels in Nigeria. The hotels in the Eastern part of the country and the Federal Capital Territory (Abuja) were used for the survey. A sample of five-star, three-star and two-star hotels was used as representatives of the others not covered. The scope of this study does not cover the actual course design.

The Design of the Study

This is a survey study. Fifteen hotels scattered through Anambra State, Enugu State and Federal Capital Territory, Abuja were used for the purposes of this study.

The Population of the Study

The population consists of members of staff of the hotels in the managerial positions, in the fifteen Hotels visited, those at the front desks & bar, waiters and telephone operators and indeed all those that have direct dealings with customers in the hotels, totaling one hundred, who should respond to the questionnaire.

Area of Study

This study involved a combination of five star, four star, three star and two star hotels. The members of staff were given questionnaires to find out their job specific situations and their language needs in such situations.

Sample and Sampling Technique

The fifteen hotels chosen were just samples from a lot of hotels in Nigeria. The choice of Abuja is because it is the Federal Capital Territory and a converging centre for the entire nation. Ownership of hotels in Abuja is not exclusive to any ethnic group likewise the visitors to these hotels. The members of staff who responded to the questionnaire are those who have direct dealings with the customers. From four and five star hotels, ten questionnaires were given out at each hotel while three star and two star hotels received five questionnaires each. This is because the bigger and more sophisticated a hotel, the more the members of staff in such hotels and vice versa. A grand total of 100 questionnaires were distributed in 15 hotels. However, only 96 returns were recorded.

Instrumentation

The instruments adopted for this survey study include interviews, twenty one items questionnaire, and observation checklist. Information from the questionnaire was used to find out jobs performed by hotel staff, what they need English for and whether they had previous trainings in English. The interview was based on questions already stated in the questionnaires in addition to finding out from the hotel managers what they feel about their staff in terms of language use and other relevant questions as regards the study. Finally, the observation was to find out the truth about what they have filled out in the questionnaires, the influence of their mother tongue (L1) on the English they use. The results of the observation were used to supplement the responses from the questionnaire. The observation was indirect, as most of the respondents did not know that they were being observed to see how they interact with their customers.

Validation

Before the administration of the questionnaire, it was compared to Yates (1977) Criteria for designing a questionnaire for needs analysis for the business people to ascertain their similarities. Through face validation, the appropriateness of the instrument for the purpose of the study was ascertained. The researcher then went ahead and used them.

Test-retest reliability method was used. To ensure the reliability of the answers gotten from the questionnaire, they were administered in two hotels, Ubatel and Choice hotels both in Awka. It was repeated after two weeks in both hotels. The correlation between the responses gotten from the two times the questionnaire was administered helped in determining the reliability of the instrument. To ensure reliability in my observations, all the members of staff who responded to the questionnaire were also observed twice in the course of performing their duties. In each hotel, the questionnaire was given to those concerned. Those who had time responded immediately. They were asked questions in places they did not understand before they filled in some of the answers to the questionnaire.

Methods of Data Analysis

The data consist mainly of information from the questionnaire and observation. On the whole, twenty-one (21) questions were put forward to the hotel staff. The responses from these questions were presented in tables. The aim was to use the results of the survey to design a communicative English Language course for the students. The responses from the staff were separately tallied and converted to frequencies. They were then converted to scores and percentages for the analysis and presentation of results. In the analysis, questionnaire items that answer each research question were treated together.

Analysis and Presentation of Result

Research Question No 1

What are the job specific situations in the Hotel industry?

The following questionnaire items addressed this question:

Item No 4: Position in the hotel

Item No 21: A brief description of job done in the hotel

96 people responded to these questionnaire items as shown in table 1. The staff positions in the hotels show some of the different job specific situations in Nigerian hotels. 18.8% each are receptionists and telephone operators who perform the function of checking in and out guests, receiving and making calls respectively in the hotels visited. 15.6% represent the general managers who foresee the day-to-day running of all the sections of the hotel. The same percentage is kitchen waiters and bar attendants while 8.3% and 2% represent the Porters and Cashiers respectively.

Research Question No 2

Why is English language needed in Nigeria hotel business?

Answers to this question were arrived at through responses to the following questionnaire items:

Item No 6: What is your mother tongue?

Item No 7: Language(s) spoken?

Item No 8: Language(s) written?

Item No 10: Guests at the hotel?

In response to item No. 6, all the respondents stated their mother tongue. Their responses grouped according to their similarities are recorded in a table 2. It shows that the staff members in any given hotel are of mixed tribes and are linguistically different. 50% of the staff in hotels visited are Igbos, 30.2% Yorubas while 8.3% are from English speaking countries. 5.2% termed others are people from other language backgrounds apart from the ones stated in the table. In response to items Nos. 7 and 8, each respondent claims to speak his language in addition to English. For item No.10, while 89.6% of the respondents said that their guests are made up of

Nigerians and foreigners, only 10.7% stated that they are patronized by Nigerians alone.

Research Question No 3

Is there need for English Language training for hotel workers?

All the 96 respondents admitted that there is need for training in the English language judging from their responses to the following questionnaire items No:

Item No. 5: Educational Qualification

Item No 9: Language in use in the hotel

Item No 11: Need for staff proficiency in English

Item No 13: Frequency of usage of English.

Item Nos. 16 & 17: What and when was the training?

Item No. 18: Self-assessment of proficiency in English

In response of item No. 5, 52% of the staff are mere school certificate holders, 31.3% are university graduates, 10.4% and 6.3% represent O. N. D. and H.N.D. holders respectively. Attempt was made at finding out the field of study of these graduates to ascertain whether their courses are relevant to the job they are performing. They were grouped according to their faculties, though catering and related subjected such as Home Management, Home Economics, Food Technology and Food and Nutrition were grouped separately for the purpose of this study. Out of the 30 graduates and 6 H.N.D. holders, 36.1% were from the faculty of Arts and Social Sciences, 27.5% were form Management Sciences; 25% from Catering and related fields while 11.1% were from the faculty of law.

In response to item No. 9 of the questionnaire, 75% of the respondents agreed that the language in use in the hotels is English; 20.8% favoured English and vernacular while 2.08% said they use pidgin and vernacular as could be seen in table 3 below:

On whether they had any previous training in English prior to employment, the 96 respondents said yes but when asked in questionnaire item Nos. 16 and 17 when and what the training was like, those who had been through higher institution (B.A.; B.SC; H.N.D; P.N.D.) 46 in number representing 48% of the total respondents said it was the Use of English course in their first years and the English they did as a secondary school subject. The rest 52% who are school certificate holders filled English as a secondary school subject. Finally, on their self assessment of their proficiency level in English, that is, questionnaire item No. 18, the result shows that they scored themselves differently in the different language skills:

SPEECH: 11.5% of the 96 respondents scored themselves excellent 72.1% said they are very good in spoken English while 15% rated themselves fair.

LISTENING: For the listening skill, 58.3% said they are excellent listeners; 27% are very good while only 14.9% claim they are fair in the listening skill.

READING: 20.8% said they are excellent readers, 53% said they are very good while 26% said they are fair.

WRITING: 18.8% said they are excellent writers of English, 54% said they are very good, 16.7% said they are fair while only 10% said they are poor. It must be noted that it was only in writing that some people scored themselves poor. (See table 4)

Research Question No. 4

What English language skill(s) are paramount or should be emphasized in conducting hotel business?

Answers to this question were deduced from the responses given by 96 respondents to the following questionnaire items:-

Item No. 12: What is English needed for in the hotels?

Item No. 19: How often do you use a phone a day?

Item No. 20: What are the job specific situations where English is highly needed in the hotels?

In response to item No. 12, 62.5% of the respondents said that they need English for speaking and listening to the customers; 27.1% said it is for speaking alone; 8.3% said it is for reading and writing while 2.1% said it is just for listening. This is shown in table 8. In response to how often they use the phone a day, 67.7% of the 96 respondents said they use the phone very often, 11.5% said that they do not phone more than twice daily while 10.4% said that they rarely phone or phone once a day as illustrated in table 5.

Responses to questionnaire item No.20 indicate that 52% of the respondents are of the opinion that they need English for conversing with customers, 36.5% said that English is needed for answering phone calls; 6.3% said it is for reading and writing memos while only 5.2% said they need English for writing correspondences.

Discussion of Result:

Research Question No. 1

The answers to research question No. 1 "what are the job specific situations in our hotels?" reveal that many activities go on in our hotels but all revolving around customer satisfaction for profitability. This question is pertinent because, as discussed earlier, there is a marked difference between English of one discipline and that of another. Identifying the job specific situation is the first step towards finding out the linguistic characteristics of that particular situation. Since their job description involves checking in and checking out guests, serving them food and drinks and receiving calls, they should be people of amiable character who should be taught correct manner of approach and those aspects of English language specific to their job situations to enhance effective communication. Federal Government Official Gazette on Hospitality and Tourism Establishments puts it succinctly thus:

'all members of the staff shall be experienced, courteous, efficient and neat ...'
(B205)

In addition, finding out the job situations and the English needed in such situations translate into finding out the job requirement of the learner (focus on the learner) which Hutchinson and Waters (1987) said has some bearing to their motivation to learn. Research question one is therefore relevant because according to Robison (1991), ESP should be 'goal directed'. There is need to study the target situation before evolving an English course to suit the target situation. That is the only way the English developed can be meaningful to hotel staff and to the would-be staff.
Research Question No. 2

Answers to research question No 2 'why is English language needed in Nigeria hotel business?' show that the respondents are from different multi-lingual background claiming to speak each his mother tongue and English. There will be a breakdown in communication if not for English spoken in a lot of instances. Ascertaining the mother tongue of the workers according to Sussan Yates (1977) 'allows predication of certain types of errors and areas of weaknesses through interference (In Holden, 1977). In addition, because most customers to the hotels are foreigners who do not understand the workers' native languages, it falls on English to be the language of communication. The need for English language in our hotels is in fulfillment of Oluikpe's notion that "English has a delimited function as a language of unity in formal contacts in Nigeria" (Oluikpe.). According to him, "It is an international language used or understood in most part of the globe and in a variety of circumstances" of which hotel industry is one of such circumstances. Proper communication with the customers is important because like Levitt stated, "the purpose of an enterprise is to create and keep a customer" (qtd in Aforka). The customers are kept when you communicate effectively with them which was why Yates (Op cit) stated that the demands of sponsors on language teachers is "Don't teach him grammar, teach him to speak."

Research Question No.3 ("Is there need for English language training for hotel staff?"):

From their responses, it was discovered that they seriously need the training judging from the fact that up to 52% are mere school certificate holders. This goes contrary to the Federal Government Official Gazette on the establishment of Hospitality and Tourism industry, which states that "... at least 75% of them shall have been professionally trained at a recognized training institute" (B218). Considering the poor quality of education attested to by everyone in Nigeria today, most graduates cannot speak well not to talk about school certificate holders who are in the majority as staff in our hotels. No wonder all the respondents agreed that there is need for them to be proficient in English been the everyday language in the hotels, attested to by 63% who said it is spoken very often. 75% of the respondents agreed that the language in use in our hotels is English. Not only this, the same official Gazette also demands that:

- the managerial, supervisory and reception staff shall be fluent in English and in one other foreign language and should possess a diploma or certificate from a recognized institute.
- The manager shall possess a diploma in hotel management from a recognized institute and have fluent knowledge of English and at least one other foreign language. All room bearers, bartenders, dining room bearers, etc. coming into frequent contact with foreigners shall have a working knowledge of English (B 218).

As we do not have this kind of qualified staff, the need for training becomes very important. This need was also highlighted by the fact that only 25% of the graduates offered Catering and related subjects in the Universities and upon that, the only language course they did was the *Use of English* in their first years. English is a dynamic subject, which ought to be spoken every time for mastery to take place. Even when about 58% of the respondents scored themselves excellent in the listening skill, 72% scored themselves very good in the speaking skill and only 10% agreed they couldn't write well, it was observed that they said so to boost their ego as the assessment was discovered to be generally faulty. In some hotels visited, the telephone operators kept saying "Pardon" "I can't hear you" "Speak louder" and were also noticed to be interrupting the speaker at the other end of the line. It shows non-mastery of listening skills and that they do not know that listening before talking is an important ingredient in telephone conversation.

In terms of speech, observation shows that some staff that claimed they use English for communication and speak it very often are not saying the truth. Especially in the Eastern part of the country where majority of the staff are Igbos and majority of their customer's indigenes, Igbo language is spoken with relish. For some who tried to communicate in English, errors abound such as tense errors, L1 interference (the /t/ and /l/; /j/ and /tʃ/; /dʒ/ and /z/; and /θ, ð and /v/ sounds confusion) There is also the use of wrong intonation especially among the Yorubas who transfer the tonal nature of their language into English. Even though only 10% respondents rated themselves poor in writing, errors abound where they were asked to give a brief description of the job they do in the hotels such as spelling errors and faulty sentences. The need for training, therefore, is very necessary both as a pre-experience and post experience EOP as the case may be.

Research Question No. 4 (What language skills are paramount or should be emphasized in the hotel industry?):

Answers to this research question reveal that for the lower and middle level manpower that are in everyday direct contact with the customers, the listening and speaking skills should take pre-eminence over the reading and writing skills. This is as demanded by the official Gazette which called for fluency in English for all those "coming into frequent contact with foreigners" (B218). 62% of the respondents also agreed to this. Hotel English should therefore be geared towards achieving communicative competence or in the words of Brumfit (1977), to produce someone who is "a competent communicator".

Writing correspondences, reading and writing memos were agreed to as priority areas by only about 11% of the total respondents who are mostly those in the managerial cadre. This, though, ought to be in addition to learning the listening and speaking skills as managers also deal with customers' complaints and should also learn the skills of persuasion for profitability in the industry. Apart from the overall total of about 88% of the respondents in support of the listening and speaking skills, this researcher lends her own support to these skills because of their impact on effective communication.

The listening skill is essential to the growth of any business. No matter how big a company is, the management should not become overconfident and complacent with success. They should always stay in touch with customers.

Based on the findings of the study, a sample course design was done to be used for in-service training of hotel staff. This is shown in table 8.

Recommendation /Conclusion

Based on the findings of this study, the following recommendations were made:

- i. Because the Federal Government Official Gazette on the Establishment of Hospitality and Tourism Industry demands that "... at least 75% of staff shall have been professionally trained at a recognized training institute (B218), I recommend the inclusion of Catering and Hotel Management as a course in all Nigeria Universities".
- ii. To meet with the demand for fluency amongst the hotel staff, English language courses should run throughout the four-year duration of the professional course with the ESP teacher/subject teacher collaborative teaching.
- iii. Employers should not fail to organize, at least, a yearly ESP in-service training for their staff.

Finally, native speakers of English should also be employed in all our big hotels to work alongside Nigerians so that they act as role model for them.

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Table 1: Showing Staff Positions and their Job Descriptions in the Hotel

Position in Hotel	Number of Responses	Percentage	Job Description
General Manager	15	15.6%	See to the overall operations of the hotel
F & B Manager	5	5.2%	Supervise the food and beverage section
Receptionist	18	18.8%	Check in and check-out guests
Telephone Operators	18	18.8%	Receive and make all phone calls, make reservations
Waiters/ waitresses	15	15.6%	Serve food in the restaurant
Bar attendants	15	15.6%	Serve drinks in the bar
Porters	8.	8.3%	Carry customers bags, open doors for them, see them to their rooms etc.
Cashiers	2	2%	Receive all monies on behalf of the hotel
Total	96	100%	

Table 2: Showing the Different Mother Tongues and the Percentage that speak each

Different Tongues	Mother	No of Responses	% of Responses
Igbo		48	50%
Yoruba		29	30.2%
Hausa		5	5.2%
Filipino		5	5.2%
Swahili		2	2.1%
Effik / Ibibio		4	4.2%
English		8	8.3%
Others		5	5.2%
Total		96	100%

Table 3: Showing the Language(s) in Use in the Hotels.

Language in use in Nigerian Hotels	No of Responses	Percentage
English	72	75%
Vernacular	2	2.085
English & Vernacular	20	20.8%
Pidgin	2	2.08%
Total	96	100%

Table 4: Showing the Workers Self-Assessment of their Proficiency Level in English

ENGLISH LANGUAGE SKILLS								
	Speaking		Listening		Reading		Writing	
	No of Resp.	%	No of Resp	%	No of Resp	%	No of Resp	%
Excellent	11	11.5%	56	58.3%	-	-	18	18.8%
Very Good	70	72.1%	26	27%	51	53%	52	54%
Fair	15	15%	14	14.9%	25	26%	16	16.7%
Poor	-	-	-	-	20	28.8%	10	10%
Total	96	100%	96	100%	96	100%	96	100%

Table 5: Showing the Need for English by Members of Hotel staff

Staff Need for English	No of Responses	Percentage of Responses
Speaking	26	27.1%
Listening	2	2.1%
Speaking & Listening	60	62.5%
Reading & Writing	8	8.3%
Total	96	100%

Table 6: Showing the Frequency of Usage of the Phone a Day.

No of times phone is used a day	No. of Responses	% of Responses
Once	10	10.4%
Twice	11	11.5%
Very Often	65	67.7%
Rarely	10	10.4%
Total	96	100%

Table 7: Showing Hotel Job Specific Situations in order of Importance as Stated by the Respondents

Job Situations	No of Responses	% of Responses
Answering Phone calls	35	36.5%
Writing Correspondences	5	5.2%
Conversing with customers	50	52%
Reading & Writing Memos	6	6.2%
Total	96	100%

Table 8: Hotel English Course Design

UNIT	TOPICS	FUNCTIONS	GRAMMAR	PRONUNCIATION	CLASS ACTIVITIES DOING/LISTENING/ WRITING
1	Hotel Reception: Greetings	. Greeting hotel guests . Asking for Personal information . Saying Goodbye	. Wh-questions with 'be' . Patterns of the verb 'to be'	. Rising and falling tunes in asking questions contracted forms of 'what is, where is, where are, He is, she is, they are	. Recognizing names and spellings . Listening to personal information . Listening to greetings and greeting accordingly
2	Hotel Reception: Telephoning/Telephone etiquette	. making and receiving calls . doing the right thing with phones . Saying telephone numbers	. The modal auxiliaries -- can, could, will, would and may . Present continuous verb with am,	. Contracted forms of the verb 'be' . Distinction between /θ/&/t/ ð / and (d) sounds	Listening to a call and answering correctly
3	Hotel Reception: Reservations and Messages through phoning	. Making restaurant reservations . Giving and Receiving messages . Using the right expressions in phoning	. Request with 'tell', 'ask', . The modals	. Reduced forms of the modals distinction between /t/ and /l/ sounds	. Listening to and receiving telephone messages . listening to someone making restaurant reservation
4	Hotel staff and Customer s: Places, hotel departments and Neighbourhood	. Asking about and describing places . Asking about and describing the neighbourhood	. Questions with where is?, Is there? Are there? . Answers with there is..., and there are... . Interrogative pronouns . Some common prepositions	. Shortened form of verb 'be' used with there, it, where	Listening for location of places, giving directions to people.
5	Hotel Bar and Kitchen: food and Drinks	. Ordering a meal . ordering drinks . Expressing thanks. . saying goodbye	. count and uncounted nouns . Modals – will, would and may . Interrogative pronoun 'what'? . Patterns of the verb 'to have' . Either ... or	. Reduced forms of would and will . The rising tune in enumeration	Listening to hotel order Taking people's order of food and drinks

6	English for Manager s: Apology and Hotel forms	. Apologizing for complaints . Writing of hotel forms . Writing a Guest satisfaction survey	. Grammatical concord . Features of a semi-formal letter . Politeness markers		. Writing hotel forms such as reservation forms, guest survey, message forms. . Apologizing for complaints
7.	English for Manager s: meetings	. Holding meetings with staff . Writing agenda	. Essential language of meetings . key expressions in meetings		. Writing meeting agenda . listening to members and handling meeting situations
8.	Hotel Register & Dishes				
9 & 10	REVISION AND EVALUATION: ASKING THE STAFF TO ROLE MODEL SOME OF THE FUNCTIONS DESCRIBED ABOVE				

Questionnaire for Hotel Staff

1. Name of Hotel ----- Date-----
2. Sex (Tick the appropriate) Male Female
3. Age: 18-35 36-45
46-55 55 and above
4. Position in the hotel -----
5. Educational Educations (Tick all your qualifications in the boxes provided).

QUALIFICATIONS

FIELD OF STUDY

- i. B.Ed -----
- ii. B.A.Ed -----
- iii. B.A./B.Sc -----
- iv. H.N.D -----
- v. P.G.D.E -----
- vi. M.A., M. -----
- viii. N.C.E -----
- x. O.N.D. -----

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- WASC, TC II -----
6. What is your Mother Tongue -----
 7. Languages Spoken -----
 8. Languages Written -----
 9. Languages in use in the hotel (Tick the appropriate one)
English Vernacular Pidgin
both English and Vernacular
 10. Guests at the hotel (a) Nigerians only
(b) Foreigners only (c) A and B
 11. Do you think there is need for you to be proficient in English in performing your hotel duties?
Yes No
 12. What do you need English for in the hotel? (Tick the appropriate one)
i. Speaking (ii) Listening
(iii) Speaking and Listening
(iv) Reading and Writing
 13. How often do you use English in the hotel?
Very often Often Weekly Sparingly
 14. Whom do you speak English with?
15. Customers Other Staff
Both Customers and Staff
 15. Have you had any previous training in English, that is, before employment?
Yes No
 16. If yes what is the training? -----
 17. When was the training? -----
 18. How can you assess your Proficiency in English? Tick the appropriate one

LANGUAGE SKILLS	EXCELLENT	VERY GOOD	FAIR	POOR
Speaking				
Listening				
Reading				
Writing				

19. How often do you use the phone a day in the course of performing your Duties?

Once Twice Very often Rarely

20. Why do you need English in the hotel?

(Score 1, 2, 3, 4 according to degree of importance)

(a) Answering Phone -----

(b) Writing Correspondences -----

(c) Conversing with customers -----

(d) Reading and Writing Memos -----

21. Please give a brief description of your job in this hotel. -----

OBSERVATION CHECKLIST

Name of Hotel -----

Date: -----

1. What is the Predominant Language of communication in the hotel visited? --

2. Which language skill(s) are emphasized?

3. Who are the observed customers in the hotel?

Nigeria only

Foreigners only

All of the above

4. Are the workers polite to customers?

Yes No

5. Are they proficient in spoken English?

Yes No

6. Any influence of the Li on the English they speak?

Yes No

7. If Yes, What is the influence -----?