

The Development of Instruments for the Study of Needs Analysis towards Speaking Skills in the Fields of Hospitality

Abhinan Wongkittiporn

Lecturer, English Language Department, College of Liberal Arts, Rangsit University

Corresponding Author: abhinan.w@rsu.ac.th

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Abstract

The study aims to create an instrument for the needs analysis research in speaking skills in the hospitality field. The topics of need analysis included conversational topics and sound systems. The instrument was developed through 10 participants interviews who were selected using a purposive sampling method. Two participants were cabin crews of international airlines, and the other two were English for Specific Purpose (ESP) teachers in the fields of hotels and airlines. Six participants were English major students who had internship experience in the field. The data from the participants were used to triangulate and develop the close-ended questionnaire to collect data from ESP learners in the field for the upcoming research project. The first draft of the questionnaire was developed through reviewing literature in the field tracking back in ten years. After the instrument was developed, three experts who are PhD university instructors with longer than five years of teaching experience in different fields, such as English phonology, English pragmatics, and assessment were instructed to validate the questionnaire. The questionnaire instrument collected the data from the participants. The data were analyzed and integrated with the data from the experts in the field of hospitality. After the data analysis process, eight themes were found, including cross-cultural communication, pragmatic strategies of apology, and pronunciation accuracy. The results of this study could be beneficial for internship students in the field as they could participate in different conversation topics effectively and use correct English pronunciation.

Keywords: Instrument Development, Speaking Skills, Hospitality, Conversation Topics, Sound Systems

การพัฒนาเครื่องมือสำหรับการเก็บข้อมูลเพื่อการวิเคราะห์ความต้องการ ที่มีต่อทักษะการพูดในแผนกต้อนรับ

อภินันท์ วงศ์กิตติพร

อาจารย์ประจำสาขาภาษาอังกฤษ วิทยาลัยศิลปศาสตร์ มหาวิทยาลัยรังสิต

Corresponding Author: abhinan.w@rsu.ac.th

ได้รับบทความ: 4 กันยายน 2566 ปรับปรุงแก้ไข: 16 ตุลาคม 2566 ตอบรับตีพิมพ์: 18 ตุลาคม 2566

บทคัดย่อ

งานวิจัยนี้มีจุดประสงค์ในการพัฒนาเครื่องมือสำหรับการดำเนินการการวิเคราะห์ความต้องการเกี่ยวกับทักษะการพูดในหัวข้อบทสนทนาและระบบเสียงที่ใช้ในแผนกต้อนรับสำหรับพนักงานต้อนรับในโรงแรมและพนักงานต้อนรับในสายการบิน เครื่องมือการวิจัยครั้งนี้ถูกพัฒนามาจากข้อมูลจากกลุ่มตัวอย่างซึ่งคัดเลือกแบบเฉพาะเจาะจง ผู้ให้ข้อมูลจำนวนทั้งสิ้น 10 คน ประกอบด้วย พนักงานต้อนรับบนเครื่องบินเป็นจำนวนทั้งสิ้น 2 คน อาจารย์ผู้สอนวิชาภาษาอังกฤษเพื่อการโรงแรมและสายการบินเป็นจำนวนทั้งสิ้น 2 คน และนักศึกษาฝึกงานสาขาภาษาอังกฤษผู้ที่มีประสบการณ์การฝึกงานในแผนกต้อนรับเป็นจำนวนทั้งสิ้น 6 คน คำตอบที่ได้จะถูกนำไปวิเคราะห์เพื่อพัฒนาเป็นเครื่องมือแบบสอบถามปลายปิดที่ใช้ในการเก็บข้อมูลในงานวิจัยการวิเคราะห์ความต้องการของนักศึกษาผู้เรียนภาษาอังกฤษเพื่อจุดมุ่งหมายเฉพาะทางด้านการต้อนรับในโรงแรมและการต้อนรับในสายการบินต่อไป หลังจากการพัฒนาแบบสอบถามจากการทบทวนวรรณกรรมเป็นที่เรียบร้อยแล้ว อาจารย์ระดับอุดมศึกษาคุณวุฒิปริญญาเอกที่มีประสบการณ์สอนมากกว่าห้าปีและเป็นผู้เชี่ยวชาญต่างสาขาจากต่างสถาบัน เช่น ด้านสหวิทยา ด้านวจนปฏิบัติศาสตร์ และด้านการวัดประเมินผลเป็นจำนวน 3 ท่าน ดำเนินการตรวจสอบแบบสอบถาม ข้อมูลที่ได้มาจากการทบทวนวรรณกรรมเกี่ยวกับสาขาสืบป้อนหลัง หลังจากนั้นชุดเครื่องมือแบบสอบถามถูกนำไปใช้เก็บข้อมูลเบื้องต้นจากผู้ตอบแบบสอบถามทั้ง 10 คน ชุดข้อมูลที่ประกอบกับคำตอบจากผู้มีประสบการณ์ในสายงานจริงถูกพัฒนาเป็นเครื่องมือที่จะใช้ในการวิเคราะห์ความต้องการเกี่ยวกับทักษะการพูดในแผนกต้อนรับสำหรับโรงแรมและสายการบินเป็นจำนวนทั้งสิ้น 8 ข้อ เช่น การสื่อสารข้ามวัฒนธรรม กลวิธีการขอโทษและการออกเสียงอย่างถูกต้อง นักวิจัยหวังเป็นอย่างยิ่งว่างานวิจัยครั้งนี้จะเป็นประโยชน์เพื่อพัฒนาต่อยอดกับกลุ่มนักศึกษาในแผนกต้อนรับในแผนกโรงแรมและสายการบินได้อย่างถูกต้องและเหมาะสม

คำสำคัญ: การพัฒนาอุปกรณ์การเก็บข้อมูล, ทักษะการพูด, การต้อนรับ, หัวข้อบทสนทนา, ระบบเสียง

Introduction

In the present day, English is used as a *Lingua Franca*, referring to the use of the English language for communicating between non-native English speakers (Seidlhofer, 2005). As a consequence, English is dominantly used in different fields, such as academic settings, medication technology, commerce, hospitality and tourism (Anthony, 2018). The study of needs analysis has been increasingly popular since the last decade (Yang, Xu, &Swales, 2023, p.149). To comply with the language needs of different areas in workplaces, it is important for education ministries and universities to prepare their learners for English for Specific Purposes (ESP) as used in their own field. Once ready, more opportunities for graduates to be accepted in their field of work are likely. Consequently, the quality assurance (QA) scores of universities concerning new graduates' employment rate will increase.

However, newly graduated students usually claim that it is so difficult for them to find the first job even though they have graduated from a qualified university. One of the employers' reasons is that new graduates lack experience in the field of work. Training is possible, but recruiting experienced workers could become more beneficial to companies. As supported by Mahmud, &Wong (2022, p.3), one of the reasons that it is challenging for new graduates to find a job is due to a lack of sufficient hard skills, such as language proficiency and soft skills, such as communication. Once universities realize this significance, they may agree that providing university students' enough English studies with language exit exams is a possible solution.

Aside from having adequate language preparation to improve learners' communication skills, many universities in Thailand require their students to complete their practicum or internship before graduating. This helps prepare the learners for the real-world working environment (Karunaratne, &Perera, 2019, p.823). So several benefits could be provided to the learners. First, they start to apply the academic knowledge gained from university into actual practice. If they feel that they lack some knowledge, they can come back to study more elective courses during their last semester. Also, they can start to develop their interpersonal communication with different people who have different ages, positions and opinions. The last benefit is that the valuable experience of their internship could be added to their resume.

Similar to other majors in universities, English major students, especially those who enroll in the last year of their studies are offered the opportunity of professional internship. Language students, especially in the English major, often select their internship in the field of hospitality, such as hotels and airlines as trainees or guest agents. As supported by professors from Mahidol University, students believed they can improve their communication skills (Sueb Wongsuwan, &Nomnian, 2020, p.710). University internship students are the third

or fourth-year students who go to have job practicum in the fields of their own interest. This allows them to gain the real-world experience as trained by companies' employees. As a result, they learn how to improve themselves to fit with a certain job they expect to work after graduating.

Most students majoring in languages assume that their English-speaking skills are likely to improve sharply during their internship program. However, the difficulty is how knowledge they have studied inside the classrooms could be applied as an intern in the field of hospitality. On the other hand, all stakeholders in the field are likely to assume that all significant language features that are used in the field have already been taught to university internship students.

Numerous previous studies in the hospitality field (i.e., Nugraheni, 2018, pp.27-35; Zareian, & Pourfarhad, 2015, pp.75-90) have reported that speaking skill is the major difficulty in the field. This does not mean that this target group does not have problems with other skills, but other skills do not strongly affect their work performance in comparison with a lack of proper speaking skills. To address the need, this study sheds light on the speaking skills in the field of hospitality.

Through the branches of English for Specific Purposes (ESP), the language skills that internship students are required to have in the field of hospitality are spelt out via empirical evidence. So instructors in the field can apply the results of the study to improve their courses. Accordingly, the outcomes of this study can be positively seen in several ways. Once they understand what language is needed for internships in the field of hospitality, the interns could feel less anxious at the beginning of their internship program resulting in positive outcomes. This information leads to the following objective of the study.

Objective of the Study

This study aims to develop close-ended questionnaire for the study of needs analysis towards speaking topics and pronunciation in the fields of hospitality.

Theoretical Framework of English for Specific Purposes

This section addresses theoretical frameworks of ESP. English for Specific Purposes (ESP) was traditionally classified as a subcategory of English Language Teaching (ELT) (Robinson, 1980, p.35). It was initially created for goal-oriented language learning in order to support learners' needs (Robinson, 1980). Seven years afterwards, the definition of ESP was defined as an approach to learning language according to the learners' needs and learners' reasons for learning a language. The definition of English for Specific

Purposes was made clearer by Swales (1990, p. 4) who addressed that ESP is the language use in a certain community, which is relevant to their discourse, interchangeably known as language and social context. The definition of ESP expanded when Dudley-Even, &St. John (1988, p. 6) raised the point of ESP as a course to serve learners' specific needs in different linguistic features, such as phonetics, phonology, morphology, syntax, semantics and pragmatics. The most up-to-date definition of ESP was proposed by Anthony (2018, p.46) who stated that ESP is an approach to teaching a language academically and occupationally. Skills, genres and necessary linguistic features are taken into consideration in order to address needs.

Dudley-Even, &St. John (1988, p.6) classified English for Specific Purposes into absolute characteristics and variable characteristics where the latter has become a well-known feature of ESP in the present day. In regard to absolute characteristics, the design of ESP must meet the learners' specific needs. Moreover, the language use in ESP must be appropriate according to the different linguistic features mentioned above. In terms of variable characteristics, Dudley-Even, &St. John (1988, p.6) gained acceptability as these features are clearly provided. It is necessary for ESP to have different teaching methods. ESP is particularly designed for specific disciplines. ESP is mostly designed for adult learners and university students. Lastly, the levels of learners' language proficiency are supposed to be higher, such as intermediate or advanced levels.

As mentioned by Swales (1985, p.3) and Anthony (2018, p.46), English for Specific Purposes is a learner-centered approach, which is important to support English language learners currently and in their future. ESP is a multidisciplinary approach. This approach involves a team including English language teachers, other stakeholders or experts in the field. For example, when an ESP course of English for Engineering is designed, different levels of engineers, such as novice engineers, and engineers with 10-years of experience should be included. In addition, ESP practitioners are also required to have knowledge of different teaching approaches.

Robinson (1998, p.5) subcategorized English for Specific Purposes into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). However, more obvious classifications were given by Dudley-Even, &St. John (1988, p.6). Although similarly classified into two branches, Dudley-Even and St. John (1988) elaborated that EAP ought to be separated into the fields of English for Science, English for Medical Purposes, English for Legal Purposes and English for Management, Finance and Economics. On the other hand, EOP was classified into English for Professional Purposes and English for Vocational Purposes.

Despite having different ideas of ESP in English, the current study follows the principle of ESP as given by Anthony (2018, p.46) who proposed the steps of conducting a needs analysis as follows: The first step is to create a questionnaire, which is made up of statements concerning agreement and questions for interviewing. The statements and questions cover several points of lack, want and necessity. The second one is concerned with learning objectives, so the study of needs analysis will lead to the objectives of the study. The third aspect is concerned with materials and teaching methods. English practitioners will employ the results of needs analysis to develop materials and a course regarding what to teach and which teaching approaches are applicable. The fourth aspect is assessment and evaluation. The evaluation is indicated as the success of the course as well as the quality of instruction. This could be assessed via the employment of quantitative method, such as pre scores and post scores and evaluation towards teaching at the end of the semester. It is important for ESP learners to help their English teachers to validate the usefulness of the course, practicality in terms of given activities and the effectiveness of linguistic skills provided in classrooms.

Conducting needs analysis is one of the branches in ESP. Needs analysis is a fundamental analysis in order to create objectives of the study where the goals of the study could be achieved. When a person expects to create an ESP course, it is important for them to consider the four pillars of ESP carefully. The first one is needs analysis to answer wh-questions such as who, when and why. The second pillar is learning objectives. The third one is materials and method of teaching. The last one is evaluation and assessment.

The first pillar is needs analysis. A person who is going to create an ESP course must investigate the needs of the group of people who are to be taught. The investigation includes necessity, lack and want (Anthony, 2018, p.46). Necessity refers to what leads to one's achievement in his/her occupation. For example, a receptionist in a hotel may be asked questions they are usually asked by their clients. Lack refers to what the learners know and what the learners do not know. So, what is lacked can be fulfilled. Wants is to check what learners want to know or improve.

The second pillar is the objectives of learning. The learners' objectives help ESP teachers to form genres, skills and language that they should emphasize in their teaching. Also, this helps to judge which strategies they need to apply in the classroom.

The third pillar is materials and methods. ESP teachers decide as to which method of teaching could lead their learners towards success in their learning (Anthony, 2018, p.46). For example, communicative language teaching (CLT) could be applied with hospitality students where fluent speaking can be practiced via a role play in pairs. This teaching approach is suitable as it focuses on fluency, so the learners will not be

demotivated if some grammatical errors are made. CLT is also applicable with the case of the role play of business negotiation. Two students are assigned to act as the representatives from different private companies and they negotiate about certain products concerning price, after-sales service, warranty, and logistics. In addition to teaching methods, teaching materials used in ESP classes should be considered, whether they ought to be commercial books or in-house materials. Even though authentic materials are considered as beneficial, levels of English in the texts must be taken into consideration.

The fourth pillar is evaluation and assessment. After the learners in the ESP courses are taught, evaluation is another important implementation to judge whether the course is successfully designed or not. In doing this, expectations or learning objectives that the learners have should be set. They can assess their performance according to real-world tasks (Anthony, 2018, p.46). For example, the ESP learners in the course of hospitality are evaluated by an activity called a room reservation in a hotel. Conversation relating to the situation from the beginning until the end will be assessed based upon contents, language, politeness and service-mind. However, Anthony (2018) suggested that the success of the ESP course also depends on the number of students remaining at the end of the semester. A higher rate of student withdrawals and a lot of complaints on teachers' evaluations at the end of the course could be a sign of failure.

Methodology

Samples

University Internship Students

The participants in this study were six university internship students who are fourth-year students at Rangsit University, Thailand. They were known as novices in the field. They voluntarily provided information for the researcher. They have gained at least 500 hours of internship experience in the field. Both male and female internship students whose grade point averages (GPA) range between 3.00 and 4.00 were asked to provide one-on-one interviews. This process helped to ensure the confidentiality of the information they provided.

ESP Teachers

In terms of ESP teachers, there are two ESP teachers in the fields of hotels and airlines. In regard to their qualifications, ESP teachers hold at least a master degree or above in the field, such as English and TESOL. Each ESP teacher has more than ten-years of experience as a full-time lecturer in the Department of English Language. They also have their own ESP courses in the field either hotels or airline service offering for their

students majoring in English annually. Moreover, they have direct experience longer than 10 years of observing university internship students in the field at hotels and airports.

Employees in the Fields of Hospitality

With the participants in the field of hospitality, there were two employees who have over 10 years of experience. One of them works as a senior flight attendant for a well-known international airline. The other works as a front office manager in a famous hotel.

Instruments

The instrument in this study is a structured questionnaire. The researcher developed the questionnaire himself via reading literature review. After the questionnaire was completely developed, three experts who are university lecturers were asked to validate the questions in this study. The first validator was a PhD instructor in the field of assessment and evaluation from Chulalongkorn University Language Institute, Thailand. The second validator was a PhD instructor with 10 years of experience specializing in the field of English language teaching from the Faculty of Humanities, Kasetsart University. The third validator was a PhD instructor specialized in the fields of English phonetics and phonology from the Faculty of Liberal Arts, Thammasat University.

Data Collection

After a specific group of participants were carefully selected, they were asked to participate in a structured interview. The interviewing process was conducted at the participants' convenient time via phone call in Thai so as to avoid language barrier. The researcher carefully translated the participants' answers from Thai into English. The conversation between the researcher and the participants were recorded. However, for the sake of ethical conduct, the recorded conversation between the two parties were eradicated after the paper got published.

Data Analysis

The data analysis in this current study followed Braun, & Clarke's (2006, pp.77-101) thematic analysis. The thematic analysis is divided into six phases. The first phase was to familiarize information. At this stage, it was important for the researcher to read gathered information several times until he becomes familiar with it. Once familiarized, the next step was to generate codes. The relevant data could be grouped together. The third phase was to seek themes whether what are possible themes for each group. Then, the fourth phase was to check whether the themes work or not, which means that it is applicable to each dataset. The fifth phase was to define and name the theme. The last phase was to produce the report. This method leads to the following results of the study.

The Results

According to Braun, & Clarke's (2006, pp.77-101) thematic analysis, eight themes emerge via data-driven approach based on the triangulation from internship students, ESP teachers and experienced employers in the field.

The Ability to Give Direct and Indirect Information about Workplaces

All participants, which include internship students and ESP teachers, mentioned the same idea that guest agents need the ability to provide direct and indirect information to their customers and passengers. Inside their workplaces, such as hotels, customers ask about facilities inside the hotel, such as restaurants, spa and swimming pools. When customers visit the hotel for a conference, providing clear directions to get to the event is necessary. Sometimes customers ask about information outside the hotel, such as supermarkets and location of landmarks for them to visit. This is similar for those who work in the airport. Passengers ask direct information about the airline, such as the allowed weight of the luggage, flight times and the location of departure gates.

"I was asked different questions about the airport and different locations around the airport. Passengers ask me about duty free shops and convenient hotels around the airport. The question where to get a taxi is frequently asked." (Participant 4)

"I think it is so important for the flight attendants to be able to answer both direct and indirect information when they are asked. The direct information that is usually provided by the airline is concerned with safety information and service information. The flight attendants are sometimes asked about indirect information about the gate number when the passengers have connecting flights to their destinations." (Senior Flight Attendant 1)

With this information, not only should guest agents in hotels and airports know their own workplace well, but they should also have some information about different places around their workplaces that are frequently asked by customers.

The Ability to Apply Cross-Cultural Communication Skills in Speaking

Guest agents in hotels have opportunities to welcome and talk to people from different nations both native English speakers and non-native English speakers. When answering western tourists, it is important for the guest agents to know that being direct to the point is important, whereas eastern tourists prefer soft and indirect answers in their conversations. This is mentioned by one of the ESL teachers in this study.

"Culture is a very important topic to teach in the field of hospitality. For example, eastern people prefer more indirect speech, whereas western people prefer direct speech. Psychology in speech is required to handle difficult customers." (Participant 6)

The groups of customers like British, American and Australian customers are likely to be annoyed when an internship student in the hotel tries to provide a long answer. However, Korean and Chinese customers prefer longer answers as they interpret that you care more about them. (Participant 2)

“Regarding cross-cultural communication, different characteristics of passengers should be learned in order to predict and fulfill their needs. Cross-cultural communication is one thing, but the flight attendants need to realize that Chinese people who are born in the United States of America is another thing. When serving food to Chinese passengers, it is important to serve as quickly as possible because this group of passengers eat fast and want to rest. On the other hand, manners and etiquette is so important when the flight attendant serves food to European and American passengers. When Arab passengers ask for food, they want a lot or many pieces at the same time. However, they can get only one piece at a time. The ability to talk to them about why they can get only one piece at a time is crucial.” (Senior Flight Attendant 1)

“In terms of cross-cultural communication, it is easier to handle Chinese passengers when food is served. If one menu item is finished, serving the other menu items to Chinese passengers can be done more easily than American or EU customers, without much explanation. The latter group sometimes requires recipe explanations.” (Flight Attendant 2)

The ESP teacher tried to address that psychology should be applied when dealing with difficult customers. This is because tourists from different cultures have different levels of difficulty.

The Ability to Speak the Third Language

The interviewing process from the experts and internship students allows us to see that the ability to communicate in a third language is important as tourists from some countries, such as China and various Arab states can speak little English. It is often required for the guest agents to use technology, such as Google Translate to communicate with tourists from these countries.

“When I encounter non-native English speakers, who cannot speak English, trying to use simple words, such as passport please, would help. If not, non-verbal communication should be applied in this case.” (Participant 1)

“Although the third language is so important, I think it is unavoidable to encounter customers who cannot speak English. Non-verbal language and technology to help translate information is important.” (ESP Teacher 2)

“I think the ability to speak a third language is important. Not every passenger can speak English, such as Japanese passengers. Either speaking Japanese or asking

Japanese crew members to talk with them could help fix problems easier.” (Senior Flight Attendant 1)

There are several techniques that the guest agents in the hotel or the airline can apply in this situation, the first one is that the speaker must try to use simple words. The second technique is the employment of digital translation tools. The third solution is non-verbal communication.

The Ability to Apply Various Pragmatic Strategies of Apology to Respond to Complaints

Both internship students and ESP teachers all agree that having different strategies to apologize to customers is crucial. Every participant mentioned that they are usually faced with customers’ complaints and sometimes they are extremely difficult to deal with. When customers complain, giving an appropriate apology is important.

“I received a complaint from a customer. She was bitten by a mosquito in the hotel. Although mosquito bites could be regarded as an uncontrollable factor as mosquitoes are everywhere inside the hotel, staff should know how to make apology to their customer appropriately, but not too much”. (Participant 1).

“So the basic understanding of people who come from different cultures help the guest agents to talk with them more easily. This is relevant to the style of complaints from people in different cultures”. (ESP Teacher 1)

“I think it is very important for cabin crew to know various pragmatic strategies of apologies. For example, passengers sometimes say that the food is too spicy. Offering them a different choice is a way to fix the problem. Some passengers do not complain directly, but use non-verbal language, such as wiping sweat from their forehead. This signals the higher temperature inside the aircraft. Especially with first class passengers, the ability to detect passengers’ complaints and knowing various pragmatic strategies of apologies to cope with different situations is extremely important. (Senior Flight Attendant 1)

“To make an apology to Japanese passengers, I kneel down and show a sincere apology for a while. Smiling when doing this leads to insincerity.” (Flight Attendance 2)

The styles of customer’s complaints overlap with cultures. Guest agents might be faced with direct complaints, indirect complaints and they face complaints that are specifically to lure compensation. The ability to talk and deal with each complaint needs training.

The Ability to Make Accurate Pronunciation

With the sound systems in English, both abilities to have correct pronunciation and fluent pronunciation seem to be important. However, both ESP teachers and internship students in the field suggest that accurate pronunciation is far more important than

fluent pronunciation. Without clear and accurate pronunciation, customers are likely to ask them to repeat information again and again which could lead to customer's annoyance.

"I think that speaking fast could affect the listener's understanding. Many customers asked me to repeat what I said again and again. I realized that slower and accurate speaking would allow my customers to gain clearer understanding." (Participant 1)

"I think that hyper pronunciation is not necessary, just make the pronunciation clear enough." (Participant 5)

"I think that accuracy is more important than fluency. The speakers can talk slowly with their focus on accuracy." (ESP Teacher 1)

"About sound systems, I think accurate pronunciation, fluent pronunciation and intonation are equally crucial. This makes cabin crew sound professional. Especially, when the cabin crew deliver messages via announcement, the passengers might not trust you if your speaking lacks accuracy and fluency." (Senior Flight Attendant 1)

It is true that if one can speak fluently, he/she might receive customers' compliments about their accents. However, if one cannot speak fluently, it is not a big problem.

The Ability to Make Accurate Intonation

Since the English language is an intonation language, different intonations, such as rising and falling tone could indicate different meaning and response. While ESP teachers in the field do not really focus on this matter, internship students, when working in the field, realize that this is quite important as indicated in the quotation below.

"I always use intonation, such as the rising tone when asking a passenger a question. I sometimes make my voice longer at the end to indicate that I have not yet finished speaking." (Participant 3).

"I use the second voice to help increase the level of politeness and this makes the tone of the speaking to be smoother." (Participant 2)

Not only does the intonation in speaking refer to the rising tone when asking questions, but it also refers to making polite, attractive and welcome tones for customers to hear. This aspect is regarded as a new topic that has never been mentioned in the previous studies in the field of ESP in hospitality.

Discussion

Cross-Cultural Communication

Based upon the results of this study, cross-cultural communication seems to be the major problems as emphasized by ESP teachers, experienced flight attendants and internships students. This is the most sensitive issue in the field of hospitality, especially in hotel and aviation service. Due to a higher level of sensitivity, some airlines create their

own exam in addition to TOEIC test to check their employees' cross-cultural communication skills. As mentioned by Neulip (2020), cross-cultural communication is a very sensitive issue. If it is destroyed, it is so difficult to fix. This could be supported by Lilian, &Janettes (2012) why hotels and airlines have different levels of employees' seniority to service their customers. For example, the first-class passengers are serviced by 10- years' experience. Servicing customers is not just serving food or beverages, but it is about the attention and differences of their customers.

Comparison of the Results with Previous Studies

When triangulating the results of the study with previous studies, the information gained in this study is concurrent with Gopal, Quah, &Gengatharan (2021) who developed a needs analysis for hospitality students. The guest agents were asked a lot about room reservations and other information inside the hotel. Direct and indirect questions and responses are regarded as important conversational topics in the field. Regarding the ability to apply cross-cultural communication skills in speaking, Zareian, &Pourfarhad (2015) conducted a research paper on ESP students majoring in Hospitality in Iran. 53.5 percent mentioned that they do not want to study the topic of culture and history. They believed that ESP textbooks in the field of hospitality should only provide content in relation with hospitality management, while culture and history is not necessary to be studied. Zareian, &Pourfarhad's (2015) study is in contrast with the results in the current study. Cross-cultural communication is vital for the occupation of guest agents in hotels and airlines. When it comes to the ability to make accurate pronunciation, the result in this study could be supported by Zayanti, Rosmiyati, &Kartikasari (2023) who stated that accurate pronunciation is important in the field of hospitality. Aside from that, this study also found that the participants who provided information shed light on the ability to speak a third language and using appropriate intonation. It is important to realize that not all tourists and passengers are able to speak English. If the organization could hire someone who can speak English with the knowledge of a third language, clients would be impressed. To triangulate the results of this study with previous studies.

Originality and Body of Knowledge

The originality of this study is the development of instruments in the needs analysis of speaking skills based upon Braun, &Clake's (2006). The new knowledge is given in Table 1.

Table 1 Instruments in the Needs Analysis of Speaking Skills in the Field of Hospitality Instructions: Please put a tick (✓) at the appropriate box.

| Speaking Skills & Sound Systems | 1 Strongly Unimportant | 2 Unimportant | 3 Important | 4 Strongly Important |
|--|------------------------------|------------------|----------------|----------------------------|
| 1. The Ability to Give Direct Information about Workplaces | | | | |
| 2. The Ability to Give Indirect Information about Workplaces | | | | |
| 3. The Ability to Use Communication Skills with Eastern Cultures in Speaking (Chinese) | | | | |
| 4. The Ability to Use Communication Skills with Western Cultures in Speaking (EU, America) | | | | |
| 5. The Ability to Speak a Third Language with Basic Conversation | | | | |
| 6. The Ability to Apply Various Pragmatic Strategies of Apology to Respond to Complaints | | | | |
| 7. The Ability to Make Accurate Pronunciation | | | | |
| 8. The Ability to Make Accurate Intonation | | | | |

Table 1 represents the development of instruments concerning speaking skills in the needs analysis in the field of hospitality. The questionnaire contains the needs

analysis of eight abilities concerning speaking skills and sound systems. There are the abilities to give information about workplaces, characteristics of speaking across cultures, basic conversation in a third language, apologizing, and accuracy of pronunciation and intonation.

In terms of giving direct and indirect information about their workplaces, it is necessary for internship students to know important information in their workplace and to observe different food shops and public transportations in order to answer if asked by clients.

Eastern and Western people preferred different ways of conversation (Neulip, 2020). Western people are more direct, individualistic and self-service, whereas eastern people are indirect, collectivistic and prefer to be served. Accordingly, applying the right strategies when answering their question support productive results.

In term of apology, internship students should have different effective strategies to apologized apart form saying sorry. Different incidents are required to have different ways to say sorry to create impression.

Phonology and intonation refer to the ability to make accurate pronunciation and warm intonation when welcoming and talk to customers and passengers.

Conclusion

In order to develop a speaking course concerning sound systems and conversation topics in hospitality, it is important to realize ESP learners' needs. Course objectives and course syllabus can be developed in the next step. This also includes teaching approaches and course materials selected to be suitable for the learners. The eight abilities concerning sound systems and conversation topics which emerged in this study were not accidental, but the concepts came from the triangulation of three reliable sources. The first group was English major students, who were internship students in the field of hospitality. The second group was ESP lecturers who have between five years and ten years of teaching experience in the field and the third group was two employees in the field. The information of sound systems and conversation topics gained in this study is considered to be insightful and important information. The next step is that the questionnaire will be used to ask learners which skills they lack, need, and want so as to improve their ability to the optimal level. It is important to note that there are several limitations in this study. This study is applicable to the speaking abilities of ESP learners in the field of hospitality only. It is recommended that other skills, such as listening, reading and writing in the field of hospitality can be further developed in the next study.

Suggestion and Limitations of the study

Suggestion from this Current Study

Before the third-year or the four-year students are sent for their internship program outside universities, the teachers in the English language department spend the whole semester to give them knowledge, social etiquette and social skills. Once they come back and ask for their graduation, we never ask for their knowledge gained from their job internship program. This study could be a starting point that we could ask for their experience so as to share with their junior students. Therefore, different experience could be shared in addition to their own teachers.

Suggestion for Future Research Study

Based upon the result of the current study, future research in the field could develop questionnaires concerning listening, reading and writing skills for ESP learners in the field of hospitality. The complete questionnaire of four skills could be distributed to investigate needs analysis of ESP learners in the field of hospitality. However, this study provided a ready-to-use questionnaire in the mode of speaking which researchers can immediately apply to their own future research papers.

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