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A Survey on the Language Needs for Developing the Communicative Skills of On-The-Job Training Tourism and Hotel

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**A SURVEY ON THE LANGUAGE NEEDS FOR DEVELOPING
THE COMMUNICATIVE SKILLS OF ON-THE-JOB TRAINING TOURISM AND
HOTEL MANAGEMENT STUDENTS OF THE LYCEUM OF THE PHILIPPINES**

**A SEMINAR PAPER
Presented to
the College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila**

**In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Teaching
With Specialization in English Language Arts
(MAT-ELA)**

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October 2013

ABSTRACT

Name: Annie Marie M. Sison
Title: A SURVEY ON THE LANGUAGE NEEDS FOR
DEVELOPING THE COMMUNICATIVE SKILLS OF
ON-THE-JOB TRAINING INTERNATIONAL TOURISM
AND HOTEL MANAGEMENT STUDENTS OF THE
LYCEUM OF THE PHILIPPINES

Key Concepts: Language Needs
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Degree: Master of Arts in Teaching

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Adviser: Mr. Andrew Rey Pena

This study was done with the students of International Tourism and Hotel Management in mind. The researcher has chosen these students since the students involved in this study are working in fields such as Front Office Operation, Bar Services, Travel Services, Food Beverage Management , etc. in a hotel, restaurant, bar and cruiseline industries which require students to learn a language for very specific purposes in their own field of work. In this case, the language needs of the tasks

involved and carried out by the students taking On-the-Job Training in the said industry are important to be studied. This study attempted to investigate and describe the difficulties encountered by the students of the College of International Tourism and Hotel Management at the Lyceum of the Philippines and determine what factors attributed to these difficulties and use this as a basis in assessing their language needs to improve their communication skills using English when dealing with clients and guests in their workplace.

This study aimed to measure the current level of language skills of the On-the-Job Training HRM and Tourism students of the Lyceum of the Philippines both in class and in their workplace specifically in terms of their speaking and listening skills and to describe the extent of the interaction between the OJT students and the guests in their workplace which at the end of the process this will be able to identify the language skills needed in improving the communicative skills of the On-the-Job Training Students in their interaction

This study surveyed the language needs of International Tourism and Hotel Management undergoing On-the-Job Training in their target field of work. The study used descriptive method of research which aims to describe present conditions in a particular place. Further, in this study, information obtained in this study such as the

language skills of the students, the language difficulties between students and guests of different nationalities, the various situation in their areas of work requiring the use of English, and the language needs that will help improve the communicative skills of Tourism and Hotel Management students were analyzed and interpreted. This study also used correlative method to determine the relationship between the language needs for developing the communicative skills of on the job training and the profile of the On-the-Job Training Tourism and Hotel Management students. The subjects of this study were selected Third Year and Fourth Year students taking up Bachelor of Science in International Travel and Tourism Management and Bachelor of Science in International Hospitality Management at the Lyceum of the Philippines during the First Semester of School Year 2013-2014 and who were undergoing On-the-Job training in a hotel, bar and restaurants and different travel agencies. The researcher prepared questionnaire which made use of survey served as the main instrument. The survey was distributed to 120 respondents enrolled under Food and Beverage, Travel Agencies and Tourism Organization. This research adapted the purposive non-random sampling since the researcher was only interested in finding out the language difficulties and language needs in improving the communicative skills of students who were undergoing On-the-Job training in a hotel, bar and restaurants and different travel agencies. These students took different hotel and restaurant services functions such

as Front Office Operation, Food and Beverage Services, Travel Operation and Bar Services whose working routines mainly involved dealing with guests or clients

This study had come up with the following findings; first, that the language skills in class in terms of listening, speaking, reading and writing of Hotel Management and Tourism OJT students based on their perception were found to be as follows:

1.1 The English communication skills' background in terms of their Reading skills was at effective level and obtained an Over-all Mean of 3.94. Moreover, *reading for main information – skimming and scanning*, found to be strength in terms of their reading skills.

1.2 The students' language skills in terms of their Listening Skills was at effective level obtaining an Over-all Mean of 4.39. Moreover, the results showed that their listening skills is on *listening for general understanding and specific points to remember*.

1.3 In terms of the respondents' writing skills, the results obtained an Over-all Mean of 3.96. The findings would also show that *taking down notes* obtained the highest result which was their positive area in writing skills.

1.4 With regard to their speaking skills, the results showed an Over-all Mean of 3.89. Moreover, the findings showed that *making oral presentation from notes/without notes* was also their strength.

Second, with regard to the language skills of OJT Hotel Management and Tourism students in terms of listening and speaking on the different communication topics were found to be as follows:

1.5 In terms of the frequency of communication topics the students' encountered in their workplace and their level of difficulty in these areas of communication topics both in terms of listening and speaking, findings showed that 30% of the respondents considered *answering the phone*, followed by *hotel information* which was 40% and *cultural background of the guests* with the total of 35%. These were the communication topics that these students encountered difficulty in dealing with guests.

Third, the area of communication considered to be the difficulties encountered by OJT students in dealing with guests in their workplace were found to be as follows:

1.6 The findings showed that the students found dealing with foreign guest as one of the areas which posed a high level of difficulty. Further, the results showed that American and Koreans with 20 or 40% of the respondents agreed that these guests were really hard to understand, then followed by the Australians and the Japanese with 15 or 15% who agreed that they encountered a lot of difficulties with regard to their languages and lastly, the

5% the other European countries that the students found difficult to communicate with.

1.7 Moreover, the result showed that the majority of the respondents answered

pronunciation and enunciation being the reason of their difficulty and likewise the *cultural shock*, then the least was the Americans which the

respondents perceived to be having *high level of rudeness*.

Lastly, when it comes to the students' opinions on their language needs in

improving their communicative skills indicated the following results:

a. *Learning conversational skills with any foreign guests* obtained the highest

result, getting a score of x-3.71 which would mean that this is very useful in

developing their communicative skills, then followed by *learning idiomatic*

expressions and informal language used by English speakers with a score of

x-3.67.

b. *Learning more about culinary terms, food and beverages* yielded the least to

their answer with a score of x-2.45 which would mean that the students did

not find this useful in developing their communicative skills.

Based on the findings of the study, it can be concluded that although the language skills in terms of speaking, listening, reading and writing of the OJT students in class considered in this study were all found to be *Effective*, their speaking skills found to have obtained the highest result which would suggest that this was their weakness and the area of their language difficulty in class. Their listening skills in class also posed a problem. Also, the research results showed both the listening skills and

speaking skills of the OJT students in their workplace were rated *Effective* which would mean manageable but it appears that there were still some communication problems between the OJT students and the guests that may be due to the difficulty related to accent and choice of words used by the clients. With regard to the different communication topics discussed in the transaction between the students and the guests in their workplace, the OJT students showed that they also had a low level of skills both in speaking and listening on certain communication topics commonly used in their workplace which may be attributed to difficulty in understanding the accent, poor pronunciation, choice of words and lack of knowledge about cultural background of the guests. Further, with regard to the language needs as perceived by the students, the following results, *learning conversational skills with any foreign guests* and *learning idiomatic expressions and informal language used by English speaker* had yielded the highest result which would have a pedagogical implication that there would be a need to incorporate cultural aspect of teaching a language. Moreover, there had been found no significant relationship between the respondents' profile and their language needs for developing the communicative skills. Although it did not yield an outstanding result, other than language proficiency as their communication difficulty, some cultural factors such as the background of the guests of different nationality, their accent and attitude were also notable in the results of the survey. Therefore, it is still significant to note that the extent of the difficulties encountered by the OJT students

goes beyond language proficiency or beyond speaking ability. But the ability to learn the different background of the people they are dealing with in their place of work would contribute to improving the communicative skills of the OJT students.

In the light of the findings of the present study, the following recommendations are suggested: the result of the students needs based from the questionnaires collected may determine what type of materials should be designed to meet the needs of International Tourism and Hotel Management students and therefore it may be a basis for developing materials suited for these needs of these learners ; the researcher also further recommends that future researches should look into formulating a questionnaire which is more culture-content based to explore further the concept of raising cultural awareness in developing their communication skills whose target field of work has a diversity of culture and race; finally, further research on this particular study is highly considered and supported.

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Dedication

First and foremost, I would like to dedicate this effort and task to the students whom I believe will give us hope; hope that whatever these students will be able to accomplish all throughout their journey in life, it will be the greater good of all. It was from this hope and at the same time, from their undertaking where I drew my inspiration from in coming up with this project and the source of all the content of this paper.

Lastly and most importantly, I would like to dedicate wholeheartedly this effort and task I made to our creator ALMIGHTY GOD, our Lord and Savior JESUS CHRIST, for He is the one who endowed us with talents that should be explored and utilized to the fullest. Without His gift, His divine grace and intervention, this effort and task could not have been achievable. In everything I do, I put all my trust in HIM.

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I thank you all from the bottom of my heart.

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

1.1 Introduction

The process of globalization has greatly influenced the growing awareness of developing communicative skills in English in which it is changing the environment where English is learned as a foreign language (EFL) or second language (ESL). This globalization introduces not only the economic scale but also the cultural scale as well, specifically on language; hence, the role of English as a universal global *lingua franca* (Crystal, 2003) has been widespread. The idea of *lingua franca* states that it is English that stands at the very center of the global language system. It has become the “*lingua franca par excellence*” and continues to dominate the global scene. English has become the central language of communication in business, politics, administration, science and academe, as well as being the dominant language of globalized culture. In addition, this globalization, which is driven by more and closer cross-border ties in business, education and other sectors is intensified by communication and travel, hence; the spoken interactions have intensified and increased in the process. “English goes global” as a popular statement is true, for a business anywhere in the world cannot provide a good service if the people working in these fields of business do not communicate effectively and efficiently in English. People in business and industry continually encounter problems in English communication. Most of the time, the problem

that is encountered especially in the business industry such as tourism and hotel is that people involved in the interaction have different backgrounds and most likely to have different interpretations of certain words and expression that the message they try to convey become distorted or are misunderstood. Which is why most studies these days acknowledge that traditional EFL pedagogies in East and Southeast Asian nations should be fully equipped with teaching tools which emphasizes on oral communications or skills of conversation in English and not exclusively on achieving native speaker-like proficiency or on perfect grammar to meet the need for this globalization (Fairclough, 2006). In addition, it goes with it the realization of the need for listening and speaking skills because of the growing role of English both in every local environment and between nations. Accordingly, this globalization has placed a growing importance on English language speaking and listening. This increased spoken interaction plus the use of English as a common language among people of different cultures resulted to a growing importance on listening and speaking skills. People need English competence for their practical life and in nearly all professional and business domains, everywhere, English is more and more necessary and these people often need oral and listening skills. This is especially the case if they are working in fields involving international dealings. The communicative approach to language teaching takes this up as a very important move. With the globalization and

increased demand of English , adapting Communicative Language Approach in teaching a second language has led its way to the academe.

In Asian countries , Littlewood (2006) in his book indicates that the educators and governments felt that there is an urgent need to increase the number of people who should be able to communicate effectively in English. From a data gathered in interviews with students from many Asian nations suggests that many international students especially from Asia face learning difficulties and lack confidence in speaking both inside and outside classrooms. Further, Littlewood claims that these learning difficulties are grounded on weaknesses of students' prior learning experiences which is focused mainly on grammar and reading skills in a teacher-centered classrooms and not on conversational skills which this present research considered a very important element in this study of communicative skills. Littlewood (2006) says furthermore that this urgent need should be addressed and that CLT (Communicative Language Teaching) or English for Specific Purpose are the expected solutions which is all under the umbrella of Communicative Approach. Accordingly, success in learning a language is influenced by many interrelated factors. These include the social context of the learning, cultural beliefs about language learning, the status of the target language, and the processes of language learning itself. These are the elements integrated in the concept of Communicative Approach.

All these ideas presented are drawn with the students of International Tourism and Hotel Management in mind. Based on the experiences of the researcher in the field of teaching, these are the students who also have a high level of difficulty in expressing themselves using English as their second language that even merely doing a simple conversation or just answering a simple question given in a classroom discussion is difficult for them. These are the students who are also like the other students in other Asian countries mentioned also face learning difficulties and lack confidence in speaking and taking a proactive role in classrooms. The result from the 2010 National Achievement Tests (NAT) showed that there has been a decline in the Filipino high school students' scores (with a mean percentage of 46.30) which may be attributed to their declining proficiency in the English language. This result would imply that these high school students are most likely to reach college level without developing a high level of proficiency in the language. This is one factor that may also be attributed to the difficulty that these students face when they reach college level. Since the participants involved in this study are already having an on-the-job training in their target field of work, the researcher considers English for Specific Purpose. According to Canale and Swain (2002), when English is taught as a second language in elementary or high schools, it is generally taught with a general purpose, i.e., an educational purpose. English, along with other school subjects, is considered something good for them, or something they may need in the future or something that they may

need in their field of work. Different from such English teaching as part of school curriculum, there are circumstances where a learner learns English with an immediate and specific purpose and real needs. English learned under such circumstances is English for Specific Purposes.

Hopefully, the different concepts used in this research may help to achieve and support the very purpose of this study. By being able to measure the current level of language skills of the On-the-Job Training HRM and Tourism students of the Lyceum of the Philippines both in class and in their workplace specifically in terms of their speaking and listening skills and being able to describe the extent of the interaction between the OJT students and the guests in their workplace which at the end of the process this will be able to identify the language skills needed in improving the communicative skills of the On-the-Job Training Students in their interaction

Furthermore, hopefully also that this study may help teachers and educators to integrate these concepts in their teaching methods and techniques that would help students appreciate learning English as their communication tool and would help them to overcome their difficulties when using English in their workplace and to know how to behave and deal with different people of different culture and race and understand a lot of deal the very nature of their target field of work.

Lastly, the researcher hopes that this study will be able to take the challenge of what should be taught and what should happen when different concepts of teaching English integrated with communicative language teaching is used in the

classroom setting and that the results of these needs assessment will be able to answer the questions raised in this study.

The researcher believes alongside with Brown's (1994) cited by Corbett (2007) concept of learning a language that :

Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential."(p2).

1.2 Theoretical Framework/Conceptual Framework

If there is any one umbrella approach to learning a language that this study will adapt, it would have to be the Communicative Language Approach. The Communicative Approach emphasizes that the goal of language learning is communicative competence (Richards, 2001) which will be achieved if one has the knowledge of language and has the ability to use it which would mean that one's competence in language is acquired by inferring and assigning meanings to people's actions. This infers further that language is learned in a social and cultural context. Hence, the concepts of cultural approach is also incorporated in this study. The researcher adheres to the idea that cultural element of learning a language should be

considered since accordingly, a learner interprets situations as he or she is more conceived to make sense of what the people the learner gets to interact mean when they talk. It has been observed that the ultimate goal of the curriculum in the Philippines has also been native speaker-like proficiency or native speaker competence thereby the importance of cultural aspects of teaching a language which has increasingly been stressed by sociolinguists and applied linguists with an interest in second language is considered and this may fill the gaps on the efforts of improving communication among students since Tourism and Hotel Management courses would require students to deal with a diversity of culture in their workplace both local and abroad. As mentioned, during this day and age, there are many kinds of business in the world that heavily depend on English as a medium of communication such as the hotel and restaurant industry. English communication is very important to all organization both local and abroad. So hence, it will be even more difficult if these students are going to work and deal with people of different background in their target place of work. Moreover, the researcher has chosen these students since the students involved in this study are working in fields such as Front Office Operation, Bar Services, Travel Services, Food Beverage Management, etc. in a hotel, restaurant, bar and cruise line industries wherein the students need to learn a language for very specific purposes in their own field of work. These students can speak English fluently only for “working routine” e.g. greetings, courtesy, food, drink and the like but in the

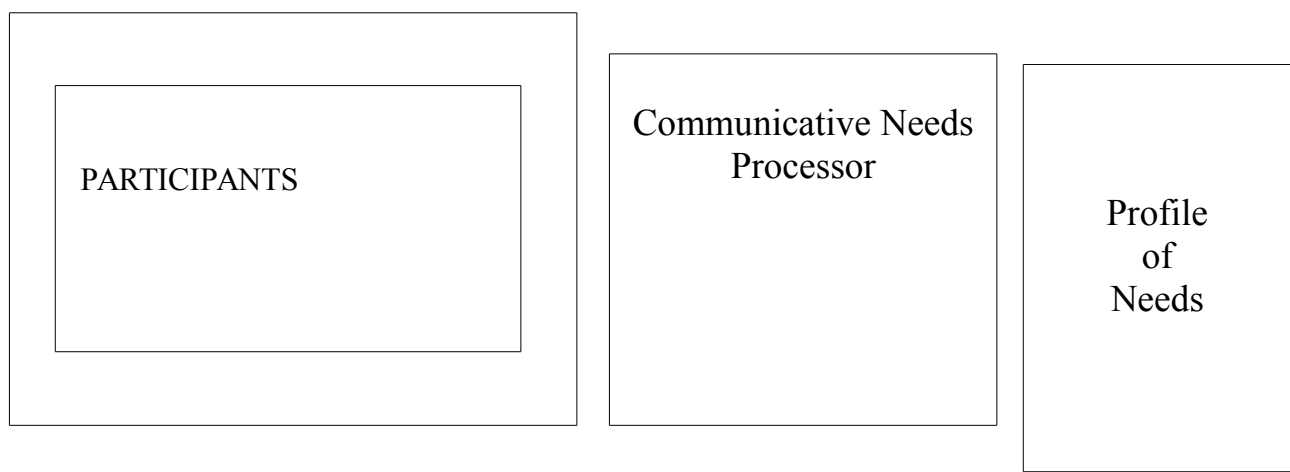
real situation, communication between the students and guests are not only limited to the working routine. Most of these students may not communicate efficiently with the guests who need more information such as complaints and requests, which are beyond the working routine, so communication problems occur. What is beyond the working routine or the extent of their working routine is what should be investigated because this might be the troublesome part of their communication.

Another concept of teaching second language that can be adapted to develop different programs which will address to the parameters of this study and to cater to different subject areas such as English for Computer and Technology, English for Nurses, English for Accountancy, English for Business, etc. particularly to English for International Tourism and Hotel Management is the English for Specific Purposes or ESP. This is one concept that comes along with Communicative Approach. In using ESP, the language needs of the tasks involved and carried out by the students taking On-the-Job Training in the said industry are important to be studied. Also, since the Tourism and Hotel Management students are already on-the-job training, using English for real communication is required for them to learn; hence, this study will direct both to the transactional and interactional nature of their task as International Tourism and Hotel Management students to describe the communication on a real situation and attempt to know the areas of communication used in their target place of work that these students where most likely have difficulty in understanding a transaction ,

negotiation or just a simple conversation. It also supports the idea that a language should be used for communicative purpose not only in classroom setting but also in different setting like place of work. This study is also an attempt to relate the concepts of communicative approach in drawing out the needs of students under study in developing their communicative skills or competence; hence, analyzing the language that is required in the profession, and more importantly, conducting students' needs analysis is to be anticipated. In addition, ESP is strongly grounded on the results from needs analysis. There is no ESP if there is no needs analysis made. Hence, the researcher incorporates the use of needs analysis .

The researcher adapts the Munby Model for processing the language needs of the students under study. The following figure shown in this study is adapted from the Munby model. It proposes that the selection of instructional materials should be based on a systematic analysis of the learners' needs for the target language.

Figure 1. The Munby model



The core of the model is the Communicative Needs Processor (C. N. P.). Information about the learner, the participant, is fed into the C. N. P. which consists of a number of categories such as purpose, setting (time and place), the roles of the participants(age, status or social relationships) or the interaction, medium(spoken and written) and channel of communication(face-to-face), dialect, target level(level of language proficiency or skills), communicative event(lectures, seminars, etc.), communicative key(formal /informal plus attitudes) . After these categories have been worked through, this finishes up with a profile of needs - a description of what the learner will be expected to do with the language at the end of the course .

1.3 Statement of the Problem

This study attempted to investigate and to describe the difficulties encountered by the students of the College of International Tourism and Hotel Management at the Lyceum of the Philippines and determine what factors attributed to these difficulties and use this as a basis in assessing their language needs to improve their communication skills using English when dealing with clients and guests in their workplace.

This study will aim to answer the following problems;

2. What is the profile of Tourism and Hotel Management students in terms of:
 - 1.1. Age
 - 1.2. Gender/Sex
 - 1.3. Course
 - 1.4. Year or Level
3. What is the level of language skills of the On –the-Job Training Hotel Management and Tourism students?
4. In what areas of communication do these OJT students experience difficulties in their workplace?
5. What are the language needs of Tourism and Hotel Management students taking OJT when interacting with people in their target place of work?

1.6 Scope and Delimitations of the Study

This study surveyed students during their practicum or training in their actual place of work such as hotels, travel agencies, bar , and restaurants where they are required to use English as their medium of communication in interacting with guests of different nationalities and race. The survey dwelt on various communicative difficulties these students encounter in their workplace and on the kind of language skills these students need to develop in their place of work . This study particularly only involved Third and Fourth Year students who are taking up Hotel and Restaurant Management and Tourism and undergoing on-the-job training

under the subjects of Food and Beverage Operations, Travel Agencies, Tourism Organization and Supervisory .

1.7 Significance of the Study

This study hopefully will benefit a lot of teachers specially the faculty of the Lyceum of the Philippines by producing materials that will really cater to students' needs . Hopefully, the different concepts discussed in this research may help teachers and educators to integrate those concepts in their teaching methods and techniques that would help students appreciate learning English as their communication tool and help them to overcome their difficulties when using English in their workplace and to know how to behave and deal with different people of different culture and race, and furthermore, understand a lot of deal the very nature of their target field of work since these students are in the industry where they are exposed to a diversity of culture and encounter communication barriers in English in their field of work. Lyceum of the Philippines has always been supportive in promoting English as an important tool in the success of its students . Although there has been a lot of activities that have been created to satisfy these problems of students, this study would still try to find out what existing activities would still be as effective and what should be modified and what new activities would be created. Findings of this study may be applied to communicative language teaching by acquiring activities and developing materials for a communicative purpose.

1.8 Definition of Terms

The following are terms that have been defined operationally in order to fully understand different concepts to be presented in this research.

Authentic Material. The materials that have been produced to fulfil some social purpose in the language community.

Communicative Activities. These refer to activities to be used to serve the goals of an intercultural task like class presentation or group work.

Communicative Competence. It refers to the ability of an individual to function in a particular communication situations.

Communicative Task. These are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome or a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is on meaning rather form.

Conversation. It is a form of interactive, spontaneous communication between two or more people .

Cultural awareness. This is also referred as “cultural competence” which is considered as the knowledge about the life and institutions of the target culture

Grammatical competence. It refers to the speaker’s grammatical knowledge of their language such as pronunciation, intonation, spelling, word-formation, sentence structure etc.

Globalization. It is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture.

Language needs. This term refers to the linguistic resources which learners need in order successfully to cope with the forms of communication in which they are going to be involved in the short or medium term.

Learner’s role. It is the responsibility that the learner must take for the collection, organization, evaluation, and reporting showing cultural behavior.

Settings. This refers to the teacher’s adjustment of activities he or she gives to the class either it be individual work, pair work, group work and whole class activities.

Social linguistics competence. It refers to the use of appropriate utterances in a particular social setting.

Teacher’s role. It is the responsibility that the teacher must take which includes providing materials for the task, suggesting and showing how these

materials should be used and suggesting language that might be used to explore behavior.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents both the conceptual and related literature that helped and guided the researcher to come up with this study. The views presented in this chapter was used to support further this research which covers a variety of concepts and ideas on the theories and application studies and the application of communicative language approach in teaching a second language.

2.1 Conceptual Literature

2.1.1 Significance of Communicative Language Approach

This study is mostly based on the ideas of Communicative Language Approach. By definition, Communicative approach is simply a set of principles about teaching which includes methods and syllabus where it emphasizes meaningful communication. It dwells on the different communicative functions mainly used in the target language of the learners such as the different variety of English used in their field of work or as simple as requesting, greetings, thanking, etc. The communicative approach is based on the idea that learning language successfully

comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (retrieved October 12, 2013 from <http://www.teachingenglish.org.uk/knowledge-database/communicative-approach>).

If we are to overview the historical development of Communicative Language Teaching, we would understand better the importance of using communicative approach in teaching a second language. Communicative approach incorporates teaching English for Specific Purpose, integrating the concept of culture-content based materials and using Task-based approach to implement these concepts of communicative approach and the end product is being able to achieve communicative competence. The idea of incorporating culture is important in learning a language and as well as in teaching a language. Only by understanding and raising awareness of the different cultures, attitudes, customs and beliefs of the different people we get to interact that we will be able to develop our use of language (Corbett, 2007). Proponents of this concept believe that culture although it may already be a part of our day-to-day routine in teaching our students; just merely saying good morning and saying thank you, greeting different people every day and the likes, these gestures are already “cultural” but its importance and role has never really been given emphasis in the classroom setting. With regard to the use of ESP, this study considers this as a very

important approach since it was mentioned that these International Tourism and Hotel Management students are exposed to a diversity of language because of the kind of guests they encounter in their workplace which may be far different from the kind of language taught in their classroom setting. The TBL or Task-based approach is also considered since proponents of communicative approach claim that to be able to carry out communicative tasks of students in their target language, the use of TBL is useful. This is to take into consideration that since these International Tourism and Hotel Management students' main exposure in their field of work is interacting with different guests and customers where there would bring about an outcome through exchange of "meaning", then TBL is appropriate because the central notion of TBL is in the study of meanings used in the communicative tasks. The concept of communicative competence is also highlighted by this present study since the goal of communicative approach is to achieve communicative competence which can only be achieved if the learners have acquired both the knowledge of language and at the same time the ability for use of this knowledge of language which is according to Gee(2012) is an important point for teaching English for specific purpose. Again, to consider the case of these International Tourism and Hotel Management students, it is important they learn a kind of language used in their specific field of work to be able to interact successfully with their guest which again are described here in this study as with different cultural background, different attitude and with different

nationality and race. This is supported by the idea of Communicative approach that includes the social functions which this study considers greatly where the learner should be able to deal or negotiate in their place or in their social groups or in their community. Other proponents of this concept of communicative approach find that learning to deal or negotiate in the social groups would reach a degree of understanding the differences that the people may have in the interaction and that these differences lie in how a person responds to events and other people.

Canale and Swain (2002) elaborate further the Communicative Approach, based upon these ideas: 1. that the learner should be at the centre of our preoccupations - her needs, wishes, and learning styles should be at the basis of language programs; 2. that language is not grammar, phonology and vocabulary alone, but a set of communicative tools, which can only be properly learned within communicative situations. Canale and Swain look at the ways in which this concept of communication approach has changed not only the programs and syllabus, but also the basic techniques of classroom teaching, and the conception of the role of the teacher within her class. In addition, the teacher has more of a role as advisor and facilitator than of instructor, and that it is one of her basic functions to set up communicative situations and activities within her class.

2.2 Other studies that deal with the concept of Communicative Approach.

2.2.1 English for Specific Purpose

Accordingly, ESP has been around for 30 years now and is regarded as a very active movement up to this day. It actually has become influential over TESOL and other applied linguistics. ESP is an area that is related to Communicative approach. This is so because ESP is concerned with teaching language and relevant communication skills only that this concept of ESP explores more on a target discipline or profession. Although there has been a lot of debates regarding how ESP is defined, whether that ESP be concerned with a specific discipline, or does it have to be aimed at a certain age group or ability range. Some proponents such as Tony Dudley-Evans (as cited by Carter and Nunan ,2012, p.131) describe ESP as simply being the teaching of English for any purpose that could be specified either for vocational or professional purposes. But more especially, ESP is an approach to language teaching in which content and method are based on the learner's reason for learning . In the following statements are how Dudley-Evans describe ESP, in this manner: the absolute characteristics of ESP is that : it meets the specific needs of the learners; it makes use of underlying methodology and activities of the discipline it serves; it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. While the variable characteristics of ESP may be

any of the following: it may be related to or designed for specific disciplines; it may use, in specific teaching situations, a different methodology from that of General English; it is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it is generally designed for intermediate or advanced students; it assumes some basic knowledge of the language systems.

Accordingly, ESP should not be classified as English for Academic Purposes and English for Occupational Purposes. These are actually considered divisions of ESP. Obviously, English for Academic Purpose caters to the kind of English used in the academe such as in university or other similar institutions or school level. English for Science and Technology is one example under the category of English for Academic Purposes. The other one, caters to professional purposes such as doctors, engineers, business people or accountants. One can hear such terms as English for Engineers, Medical English, and Business English which all fall under the category of English for Occupational Purposes.

ESP is derived from a needs analysis which is the key feature of ESP. ESP cannot be an ESP if it is not founded on the results of needs analysis which was highlighted by Dudley-Evans (Nunan, 2001). As an initial step, this needs analysis always has to ask “What do students need to be able to use English?” These needs are defined by their occupational situation. Like an engineer, for example, will use

relevant language such as problem-solving activities like calculation, making recommendations and other skills and abilities these engineering students possess. The same question also goes to Tourism and Hotel Management students under study. Since these students are already undergoing training on the job, with a different communication situation; then this research, interestingly, may find a kind of English suitable only for their line of work far different from the kind of English they learn in class or from the kind of English used by other profession or occupation. It is important to note that ESP in practice are prepared by teachers for particular situation but accordingly, not much have been published especially in a local setting such as in the Philippines. If it would address the type of English for a specific purpose particularly to address such a specific need of students like the International Tourism and Hotel Management students under study, then the more it should be realized that there is a need to generate books or materials that would help evaluate the suitability of the language used by the learners. Carter and Nunan (2012) suggest that rather than simply focus on the method of language delivery, more attention should be given to the ways in which learners acquire language and the differences in the ways language is acquired because learners employ different learning strategies, use different skills, enter with different learning schemata, and are motivated by different needs and interests.

2.2.2 Communicative Competence

Communicative competence according to Richards (2001), it was Hymes (1967) who originally proposed the concept of communicative competence. According to Richards, Hymes refers communicative competence "...to speaker's ability to produce and understand sentences which are appropriate to the context in which it occurs and focuses on what he needs to know in order to communicate effectively in social situations and to the ability not only to apply the grammatical rules of language but also to know when and where to use the sentences and to whom"(p. 196). In particular, it makes us consider language not in terms of its structures like grammar and vocabulary but also in terms of functions that it performs. This concept considers not at language forms but at what people do with these forms when these people communicate with each other. Hymes' study of CLT considers the involvement of students in real life-like tasks where they get the chance to use language and share information which gives the learners confidence and develops their competence. It gives importance to communicative values and functions and the learner becomes the center of the whole process. Thus, the teacher serves as initiator, mentor, guide, facilitator and communicator. According to him learning a language can be equated with how well a learner has developed communicative competence.

Moreover, Communicative Competence is seen as the aspect of competence that enables a learner to convey and interpret messages and to negotiate meanings interpersonally within contexts or situation (Corbett, 2007).

Corbett states further that Communicative Competence distinguishes the difference between the knowledge about language forms and the knowledge that enables a person to communicate functionally and interactively . Further, this definition is also parallel to the concept of Intercultural communication competence posited by Wiseman (2001) which states that competence is not something innate within us, nor does it occur accidentally. Rather, there are needed conditions that must be acquired before we reach a conscious and consistent competence in our intercultural interactions . Wiseman may be referring these conditions to the following categories that must be achieved to have effective communication ; be able to accomplish social functions, obtain personal goals, and conform to the expectations of the situations. Wiseman adds that display of respect, interaction posture, orientation to knowledge , empathy, role behavior, interaction management and tolerance for ambiguity are also characteristics of effective and competent intercultural communicators. Wiseman summarizes these characteristics of being effective communicators as; the ability to deal with psychological stress, the ability to communicate effectively, and the ability to establish intercultural relationships.

2.2.3 Communicative Language Teaching

Terms like *interaction*, *communication* and *negotiation of meaning* are used to refer to CLT and are considered the means and ultimate goals of CLT which means

that the focus is on understandability rather than mastery of the language which is why CLT emphasizes to include all methods that teaches the appropriate use of language and how to communicate effectively with primacy of meaning . CLT begins with a theory of language as communication which also aims to develop the communicative competence of learners (Bernardo & Estacio, 2013).

In terms of another aspect of CLT, all four skills (listening, speaking, writing and reading) especially lay emphasis on oral proficiency and fluency . Both aspects of communication (Verbal and non verbal) are also given equal importance in CLT but this present study only dwell more on the listening and speaking skills. On listening, from a cultural perspective, Communicative Approach considers this because of its dynamics especially in conversation because of the differences in the features used such as pacing and pausing in and between speaking turns, when to talk, how much to say, intonational emphasis and indirectness. The different difficulties that may lead to misunderstanding in a conversation as pointed out by Carter and Nunan (2012) are getting the speaker's intent and elliptical utterances or those items in utterances omitted because it is assumed that it is understood. Other than those two mentioned, there are also other difficulties which what Carter and Nunan call as phonological processing, grammatical parsing, and word recognition. These difficulties can be overcome if learners are exposed to "interactional work" (p10.). On speaking skill or oral interaction, Carter and Nunan present different processes that are necessary in

developing oral skills or speaking skills of learners of second language. Accordingly, this process involves conceptualization, formulation, articulation and self-monitoring

(p.16). Conceptualization involves planning the message wherein the learner or the speaker must have knowledge about the topic and that the speaker must be able to monitor and correct his own expression, grammar and pronunciation. Formulation involves finding words and phrases to express meanings, arranging these words and phrases in order and using grammatical markers such as articles, auxiliaries, etc. Articulation is the technical part which involves the articulatory organs such as the lips, tongue, teeth, palate, etc. Last is the self-monitoring which involves the ability of the speaker to identify his/her mistakes and be able to correct them. Involving all these processes in developing the oral skills of the learners is not easy. It entails conscious effort on the part of the speakers. Most speakers find it difficult to give attention to all these in a simultaneous manner. Moreover, the interaction is affected by the circumstances or the environment like the relationship of the participants such as doctor-patient, teacher-student, adult-child interaction, etc. and also the physical context like proximity, face-to-face interaction, etc. With all these complexities involved in the process of developing oral skills, Carter and Nunan implies that oral language should be practised and assessed separately from other skills which would mean that creating a separate methodology and syllabus is necessary.

2.2.4 Significance of Authentic Material

This study also looks into the concept of authentic material taken from Nunan(1990) as cited by Corbett (2007) in his book An Intercultural Approach to English Language Teaching since this will be a basis for developing materials suited for the needs of these learners which will be carried out in the future research recommended in this study. Nunan writes that authentic material in the framework of CLT refers to those resources of language with which the learners are familiar . Nunan describes them as the language which occurs in natural setting of context such as material taken from brochure, magazine, adult education pamphlets, menus, maps and voting brochures , real advertisement, newspapers, etc. It comprises authentic sources of communication and real life situation. Nunan notes that authentic material is best obtained from the culture of the learners and that teachers must develop an awareness of what can be utilized in a classroom. Becoming more creative as materials designers and also more sensitive to the target culture and to the culture of the students are important. These two useful skills using authentic materials may help : First, the skill requires being able to spot and extract useful linguistic elements (i.e., grammar, vocabulary, vocabulary) for language teaching. Teachers must be aware of what is missing from the linguistic knowledge or linguistic skills of students and then find useful

elements in the material which can strengthen the weaknesses of students. Second, being able to notice and extract cultural information (i.e., beliefs, food, clothing styles, values, and customs). Goodmacher and Kajiura, (2005) note that creating exercises that train students to be more sensitive to both aspects of another culture will greatly benefit the students. They also highlight not only students understanding another culture but also understanding their own culture in the process.

2.2.5 Communication and culture

“ Communication is an element of culture” (Jandt,2001). More importantly, this study considers the definition of communication as an element of culture since English language is used for communication which is a human activity . The intertwined role of communication and culture is inevitable. Similarly, “ there is no culture without man, and there is no man without culture” (Samovar and Porter, 2005). Moreover, Samovar and Porter explain that culture dictates by telling us what to expect, reducing confusion and helping to predict the future(p.3). This is reflected in the definition of communication of Samovar (2005) which he simply defines communication as the ability to share ideas and feelings and it is the basis of all human contact. Samovar illustrates in his example that wherever one lives in any part of the world, either a city in Canada, a village in India ,a commune in Israel, or the jungles of Brazil, everyone participates in the same activity

when everyone communicates. Samovar adds that “the result and the methods might be different but the process is the same: all communicate so all can share their realities with other human beings” (p. 12).

Samovar and Porter (2005) assume that communication is governed by rules. These rules function as “a system of learned and expected behavior patterns that organize and govern interactions between individuals and these rules are determined both by culture and situations” (p. 4). These situations or what Samovar refers as the “setting” or “social context” is governed by rules and these rules are dictated by culture. These rules for example dictate the formality of language, the volume of the voice, manners and forms of respect, appropriateness of dress, and bodily action appropriate for communicating in various communication situations. An example of these “rules” as illustrated further by Samovar and Porter; as a rule, women in Iraq are prohibited from accepting unfamiliar male guests in their homes; another, the Japanese do not want to be called by their first names but for most Americans, this does not pose any problem at all. In fact, Americans prefer to be called by their first names even in their work place. It is important that learners should be aware of these existing rules so they would be able to establish appropriate and acceptable behavior especially responses to any communication situation to avoid experiencing “culture shock” which, according to Samovar and Porter, is a communication problem especially in an intercultural environment like in a place of work. Further, they explain that culture shock leads to failure to cope in

an intercultural environment because it gives an individual a trauma. When an individual learns a lot of different and new cultural expectations in his or her new environment that becomes traumatic. Porter and Samovar add that “culture is the deposit of knowledge, experiences, beliefs, values, attitudes, meaning, hierarchies, religion, timing roles, spatial relations, concepts of the universe, and material objects, and possessions acquired by a large group of people in the course of generations through individual and striving” (p. 12). Usually, when one speaks of culture, nationality comes to mind. Accordingly, nationality refers to the nation in which one was born, resides, or has lived in or studied for enough time to become familiar with the customs of the area. Samovar and Porter add that nationality is one factor of culture. They identify the other cultural group that can include the region of a country (e.g., the southern part of United States), religious orientation (e.g., Islam), political orientation (e.g., Democrat), socioeconomic status (e.g., upper middle class), gender (e.g., female), sexual orientation (e.g., gay male), age/generation (e.g., senior citizen), vocation (e.g., blue collar), avocation (e.g., stamp collector), family background (e.g., Italian Catholic from a large family), marital status (e.g., married), and parental status (e.g., single father). Furthermore, a great deal of communication centers on these cultural identifications. Another example of these “cultural identifications” or cultural factors further described by Samovar and Porter would be student-oriented topics, the institution the students attend, their courses and the

relevance of these courses. Samovar and Porter state that "... communication and culture have a direct link, and communication is directly influenced by culture" (p. 5). Samovar and Porter believe that a culture consists of all those individuals who have a shared system of interpretation. Moreover, according to them, culture is a communication phenomenon because it is passed among its adherents by communication-written and oral, verbal and non verbal. Parents, schools, and the media are all influential in aiding one to develop one's believe system through communication one was spoken to, listened to, saw to, read about the rules, customs, and habits of those with whom one lived, in one's home, region of the country, and nation. This is an ongoing process through communication because no two people's experiences are exactly alike. They are unique when it comes to cultural identifications. When one interact with those with whom they have a cultural bond, they are participating in intercultural communication. People interacting with little or no cultural bond is one example of intercultural situation. For example, a baseball fanatic speaking to another baseball fanatic has a cultural bond; another, a Japanese Citizen with little knowledge of New Zealand and a New Zealander with little knowledge of Japan or its customs who are speaking with each other. Samovar and Porter stress that to be an intercultural communicator, a person has to have cultural communication awareness, that is, accepting that cultural being, understanding the process used to discuss cultural affiliations, as well as other aspects of oneself .

Samovar and Porter argue further that each culture will alter the basic steps of conversation in different ways. In some cultures, the openings are especially short, whereas in others the openings are elaborated, lengthy, and, in some cases, highly ritualized. It is easy in intercultural communication situations to violate another culture's conversational rules. Being overly friendly, too formal, or too forward may easily hinder the remainder of the conversation. Samovar and Porter explain that the reasons that such violation may have significant consequences is the lack of awareness of these rules and hence may not see violation as cultural differences but rather as aggressiveness, stuffiness, or pushiness-and almost immediately dislike the person and put a negative cast on the future conversation. Also members of different cultures are likely to pursue conflict differently. Another concept is that of Jandt (2001), who views culture as:

a community or population; that group's thoughts, experiences, and patterns of behavior, and its values and concepts about life; a process of social transmission of these thoughts and behaviors over the course of generations; and members who consciously identify themselves with that group or termed as "cultural identity" or referred to as the identification with and perceived acceptance into the group that has a shared system of symbols and meanings as well as norms for conduct (p. 198).

With regard to the idea of "meaning" Spencer-Oatey (2009) acknowledges Hanner's (1992) concept that "culture is the meanings which people create and which create people" (p.15). The idea with regard to meaning may further be elaborated in the book of Samovar (2005) wherein he mentions Gerard Miller and Mark Steinberg's description of communication. Miller and Steinberg describe (as cited in

Samovar & Porter, 2005) communication as the process whereby one person deliberately attempts to convey meaning to another. When someone observes our actions and decides they mean something, we have made contact and have communicated whether our behavior was conscious or unconscious, intentional or unintentional. Furthermore, For Miller and Steinberg, communication is not some activity that happens by chance, but rather communication is something that happens systematically and as planned. Samovar and Porter also stress that one person intentionally send messages to change or modify the behavior of other people; and therefore, people select their words or actions with some degree of consciousness. To relate this concept to the study of intercultural communication, knowing one's actions which have the potential to convey messages is important when engaging in intercultural communication. Not knowing what appears to be an innocent acts of showing some culture of a Korean or people from Middle East could send negative messages that could serve as a language barrier or hinder the rest of the encounter.

With all these concepts of culture and communication on hand, the whole process of achieving communicative competence is made even more complex. What makes it complex is that each member of the culture has its own unique values system, beliefs, habits, knowledge, and so far different from each member of the culture even though members of the culture share similar thoughts and experiences. Considering all these complexities involved in the communication

process , it will be a total chaos if one does not reach a common understanding of the people involved in the communication process. To add to the complexities , Samovar and Porter (2005) consider communication as also complex from the moment we open our lips to produce sounds, thousands of components are working already and communication becomes more complex when we add emotional and cultural dimensions which are the very basic elements of this intercultural communication.

2.2.6 Language and culture

Language is a form of culture, specifically, a form of human cultural behavior, our perceptions of the universe shift from tongue to tongue (Samovar and Porter, 2005). Language is the vehicle that enables us to share our experiences and thoughts with others. Samovar and Porter add *that language is a reflection of culture (p.5)*.

It is important that this study also highlights that there is a language diversity in any cultural environment. This language diversity in an intercultural environment may create difficulty in understanding one another and it may serve as a barrier to achieving effective communication as well. This is based on the concept by Samovar and Porter (2005) that cultures evolve different languages because their social realities are different and their unique languages are best suited to describing and dealing with these realities.

2.2.7 Conversational English and Culture

One aspect of communication that this study noted is this conversational English since this present study is interested in the form of language used by the students when making interactions or conversations in their field of work. According to Corbett (2007) a casual conversation is cultural. Accordingly, it is cultural because of its interactional nature. Corbett considers interactional as something social because this includes greetings, compliments, telling jokes, making chat, etc. Since this study is considering the cultural aspect of teaching a second language therefore this is also relevant to the present study because this may also attribute to the difficulties encountered in the communication under study. Corbett mentions that the difficulty lies on the cultural differences of these people making conversation and

also most of what is said in their conversations are indirect. In linguistics, this is called “implicatures”. People tend to not mean what they say. Most of the time, participants in the conversation have to interpret what is said in the conversation. Like the classic example, “It’s cold in here, isn’t it?”, spells ambiguity because of its implicature. Is this a way of requesting for an action that is to close the window or just merely asking for a confirmation? This is just one illustration that would create a communication difficulty in the conversation because the nature of how people say and what people mean based on their cultural background and cultural awareness vary from one person to another. This whole scenario presented only would imply that

there is a need to develop skill of interpreting which is according to Corbett is one part of achieving communicative competence specifically in making conversations. Moreover, with regard to developing this conversational skill, one specific skill mentioned is finding out the participants' attitude and beliefs. This would help achieve modify one's core of beliefs of others and achieve understanding of what is said in the conversation.

2.2.8 Intercultural Communication

According to Corbett(2007) *intercultural communication* is described as a communication between individual and groups with different perceptions and communicative behavior and differences in interpretation (p.1). Moreover, Samovar and Porter(2005) consider the following flow of thoughts:

that intercultural communication occurs in situation ranging from interactions

between people with extreme cultural differences to interactions between people who are members of the same dominant cultures and whose differences are the results of their membership in co-culture, subgroups, or racial groups and that; members of cultural groups with minimal differences may speak the same language, worship forms of the same religion, attend the same schools, and live in the same neighborhood, but they do not fully

shared the same experiences , not the same perceptions. Their lifestyles may diverge greatly and their beliefs, values and attitudes may differ significantly and see their words differently (p.5)

On this note, this would mean that there are certain cultural conflicts that impede the communication process and progress among individuals. The social, cultural and physical conditions may hamper the learners' progress as there is a direct relationship between language and culture.

One way of addressing these cultural conflicts among people or individuals of different cultural background is to raise cultural awareness. Cultural awareness is also a very important aspect of intercultural communicative competence. But what is cultural awareness? As White (2009) puts it, *achieving competence in the intercultural communication, a learner must understand the social customs and social systems of a particular culture and that understanding how people behave and think would avoid ,misunderstanding and difficulties in the intercultural communication (p.45)*

According to Corbett (2007) intercultural raises cultural awareness; hence, a teacher of intercultural communication prepares intercultural tasks such as exploring cultural messages conveyed by visual images, literary and media texts from different places and communities all over the world; describing patterns of behavior in a certain community; investigating how individual goes through casual conversation and at the same time observing the different roles played by men or women in the

conversation. Corbett stresses further that intercultural approach helps to increase awareness of one's culture by observing similarities and differences in cultural behavior. Also, Corbett adds that intercultural communication helps students to become aware of the ways in which culture awareness are acquired in socialization and how this socialization influence perception and communication. Students can explore their selection of knowledge and skills to interpret the communication patterns of other cultures. In addition, it also helps students to overcome their embarrassing problems which resulted from conventions in behavior like different gestures, different show of politeness, and others. Corbett explains that intercultural communication prevents or at least minimizes stereotyping of other societies and also prevents frustrations in dealing with different people of different cultures.

As Corbett (2007) illustrates in his book , "... a writer went to Moscow in 1988, he found it difficult to purchase half dozen eggs in a shop, not only because of his poor Russian, but simply because the shopkeeper was accustomed to selling eggs in multiples of ten"(p. 37). In this illustration, this would show that communicative classroom should also find place for cultural information of this kind. Even just merely booking into a hotel or answering business letters or entertaining foreign guests in the field of work would require an understanding of any cultural bound or differences. Communication competence minimizes misunderstandings among members of different cultures (Corbett, p.41).

2.2.9 Task-based Approach

This study considers Task-based approach in the context of communicative language teaching since this approach focuses more on the attention of teachers and learners on meaning and communicative language use. Since this study is geared towards the concept of communicative approach, task-based approach is important to note. To Nunan (1996) as cited by Corbett (2007) in his book, “task is a piece of classroom work that involves learners in comprehending, manipulating, producing and interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form” (p.41). According to Corbett, Nunan stresses that grammar is used to express different communicative meanings.

As what all the other proponents mentioned in this study believe, task approach is also focused on meaning rather than form. Task-based approach promotes the use of authentic materials through meaningful tasks such as making a phone call, giving direction, making reservations, etc. hence in the Task-based learning aims to increase the ability of the learner to communicate more effectively and accurately in the target language and it encourages meaningful communication and it is student –centered where it is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the

learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Accordingly, each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the task activities. Nunan places a lot of emphasis on a natural context for language use in using TBL. To illustrate, playing computer games is a natural everyday activity, and it is one activity that should be taken advantage of. As learners play a game and seek to complete a task, there is and can be a great opportunity to interact through the use of language. Such interaction, Nunan argues, it helps facilitate language acquisition if learners have to work in order to understand each other. In TBL, tasks are always activities where the target language is used by the learner for a communicative purpose (or goal). In gaming these examples may include compiling a list of objectives, features, or things that need doing under particular circumstances; identifying game rules, solving a problem or puzzle, instruction giving, etc.

All in all, TBL is learning language by doing

2.3 Need Analysis

Need Analysis is one research idea that this study has to consider since this also started along with the development of communicative approach and ESP is

founded on needs analysis. Accordingly, the idea of need analysis was conceptualized based on the following philosophy: *people learn a foreign language for different purposes and need it to do different things and the type of language varies along with the learners' needs for the language*(p.98)). In designing an effective language course, it is very important to know why a learner decides to study a second language and under what circumstances she or he is going to use it. Corbett also further notes that to be able to know why a learner decided to study a language, methods such as questionnaires, interviews, and observations are utilized to obtain information from the learner, sponsoring organization, receiving institutions, and people already in the target situation which afterwards these information obtained are analyzed by using different frameworks.

The following information given further by Canale and Swain (as cited by Corbett, 2007) is considered in the making of a need analysis which becomes a part of a learner's needs profile:

Language Needs

--*reasons for learning,*

--*place and time of anticipated target use,*

--*others with whom the user will interact,*

--*content areas (such as traveling, telephone conversations),*

--skills (listening, speaking, note-taking, translation, reading, etc.),

--level of proficiency required;

Learning Needs

--how do the learners learn (e.g., learning styles and strategies)?

--what resources are available (e.g., teachers' proficiency in L2; cultural factors; amount and quality of input outside classroom)?

--who are the learners (e.g., age, background language)?

--where and when will the ESP course take place?

The idea of Needs Analysis is also supported by Nunan (2001) who also argues that before searching for materials, teachers should do a needs analysis to discover what aspects of the target culture that students want to study. Further, he states that there are many ways for a teacher to discover the needs of students. One simple way is to give students a list of target-culture related topics and ask students to rank them according to preference. Another method is to simply ask students to write the specific topics that they want to study. Furthermore, in addition to discovering the cultural interests of students, teachers must attempt to understand their linguistic needs that the students take outside of school. Language tests used for grading purposes can also serve as sources of diagnostic information regarding language needs of students.

2.4 Local Studies

There were several studies made pertaining to the ideas presented in this present study . This study acknowledges the efforts done by these local researchers.

A few were described as follows;

A study made by Melanie M. Bernados (2011) attempted to determine the level of English language competence of the On-the-Job Training HRM students of Fortunato Halili National Agricultural School in the area of grammar, vocabulary and reading comprehension. The study found that the level of language competence of these HRM students taking On-the-Job Training is just average. When it comes to competence in grammar, vocabulary, and reading comprehension, the students showed from moderate to competent. Further, the study concluded that the OJT students need improvement in all areas of the English language and that a module that would “intensify” the students’ language competence in English is needed to improve their oral communication skills in their work place. It is also significant to note that in her recommendation , English teachers should always be equipped with variety of communicative tools to improve the students pedagogical competence in English.

A study regarding the use of Communicative Approach was made by Renalyn Chua (2005). Chua’s study had an objective of analyzing the language needs of undergraduate students to be used for preparation of instructional materials in Communication Arts Course at Binalbagan Catholic College. In Chua’s study, she

also prepared a survey questionnaire as her main instrument for both students and teachers as well in acquiring a profile of the students' language needs. Information such as attitude towards learning, students' personal background, language difficulties, various situations in the use of language , etc. were considered.

This research also considered a study made by Bethany Marie Cabantac (2011) regarding Task-based Approach using dictation as a means of Improving the language proficiency of selected college students at Adamson University . The study aimed to find out the effectiveness of the task-based dictation approach used in measuring the level of language proficiency of selected college students in the following macroskills ; listening, speaking, reading and writing. In the study made, Cabantac proved that TBD approach is effective among the students. All the scores obtained by the students after conducting the pre-test and post-tests would show a significant difference and that the scores showed an improvement in each of the macro skills. With the results, the study concluded that class dictations using authentic materials are beneficial to students at tertiary level.

A study made by Rosa Motomal (2010) was about the problems and difficulties encountered by Freshmen students in learning English language. Motomal considered studying this as a basis in developing a peer-assisted learning program in their university. Motomal's study noted the following findings based on the assessment made both by the students themselves and their teachers as well: that all the participants had a moderate level of difficulty in terms of study skills, reading

comprehension, grammar and syntax but with a high level of difficulty in terms of vocabulary and grammar; and that there were no significant difference between the response of the students and teachers as regards the problems and difficulties encountered by the respondents. The study has proven that there was a need for a program that would help these students to develop skills more specifically in vocabulary and grammar.

These local studies reviewed above had actually helped this research to realize a new perspective in the use of the different concepts of Communicative Approach in the classroom setting. Getting to the bottom of all the studies made locally, the common results would establish the fact that our learners in our local setting all face the same dilemma, i.e. students' learning difficulties on communicative skills in general are prevalent which this present research considered a very important variable in studying the language needs of learners. All these studies focused on the language difficulties of students which made this research similar to the studies mentioned. The one area of difficulty of communication that this research made explicit was connection between the students' problems with the use of English, and their language experiences in their actual communication setting with focus on their actual dealings or transactions with guests of different nationalities, race and culture. The findings on culture related conflict or difficulty encountered by the students in their communication was what this research set apart from all the studies mentioned.

CHAPTER III METHODOLOGY

This chapter presents the research methodology used by the researcher in gathering data. Further, this chapter discusses how this study ventures into using the descriptive-quantitative research method which includes the description of the students as participants, the instrument used in gathering data, and the procedures in administering these instruments.

3.1 Research Design

The researcher prepared student needs questionnaire which was mostly drawn from Richards (2001) and Munby (1978) with the use of survey as the main instrument. The ultimate purpose of this instrument is to make use of the information obtained in this study to find out the language skills of the students, the language difficulties between students and guests of different nationalities, the various situation in

their areas of work requiring the use of English, and the language needs that will help improve the communicative skills of HRM and Tourism students. Data collected from the students were analyzed by using statistical measures. Descriptive statistics such as frequency, percentage, weighted mean, and scale were employed to describe information and correlative research to test the dependency of the respondents' study on the language needs for developing the communicative skills on the respondents' profile in terms of several skills variables the Pearson's Chi-square was also employed. The data gathered were presented in a tabular form using the Frequency and Percentage Distribution as the statistical tool to describe the language skills and difficulties of the participants. In evaluating the data, the arbitrary rating scale was utilized in the interpretation and evaluation of the data gathered.

3.2.The participants

The participants of this study were selected Third Year and Fourth Year students taking up Bachelor of Science in International Travel and Tourism Management and Bachelor of Science in International Hospitality Management at the Lyceum of the Philippines who are actually undergoing On-the-Job training in a hotel, bar and restaurants and different travel agencies who takes different hotel and restaurant services functions such as Front Office Operation, Food and Beverage Services, Travel Operation and Bar Services whose working routines mainly involved dealing with guests or clients. This research adapted the purposive non-random sampling since the researcher was only interested in finding out the language

difficulties and language needs in improving their communicative skills in their place of work based on their perception. There were 284 students enrolled under the subjects of Food and Beverage, Travel Agencies and Tourism Organization in the First Semester of School Year 2013-2014 but the questionnaire was only administered to 120 students.

3.3.The Instrument

The researcher employed a questionnaire using a scale adapted from Richards(2001) in designing a need questionnaire and checklist . The survey questionnaire was pilot tested and validated by two experts, one works as Research Director and the other , works as Chairman in the English Department (see appendix for their profile) before it was finally distributed to 120 respondents. The questionnaire was divided into four parts to accommodate Munby's model of processing the communicative needs of students . The first part considered the age, the year level, and the course of the students in which Munby categorized them as *the roles of the participants*. The second part considered the level of language proficiency or skills of the students categorized as *target level* . The third and fourth parts incorporated the other categories in the processing of the language needs or the communicative needs such as the medium and channel of communication, communicative event, and communicative key(attitudes) .

3.4 Data Collection

The researcher prepared questionnaire as a research instrument which was used in determining the language needs in using English and presented into different parts. There were 120 questionnaires but only 93 questionnaires were collected and considered. Data were collected from students working at the Front Desk and Telephone service, Food Bevarages Operations, Bar Service Operations, and Hotel Rooms and Housekeeping Services , Ticketing Agencies and Ground Operations. The questionnaires were collected and completed this first semester of school year 2013-2014.

3.5 Analysis and Statistical Treatment of Data

The data gathered were treated with the appropriate statistical measures which summarized as follows:

1. The responses for every item were tallied and tabulated. Frequency and percentage distribution were used to establish the profile of the respondents of the study.
2. Measures of central tendency, particularly the mean, weighted mean and over-all average were computed to reflect the study on the language needs for developing the communicative skills
3. To test the dependency of the respondents' study on the language needs for developing the communicative skills on the respondents' profile in terms of several skills variables, the Chi-square was employed.

3.5.1 Formula Used:

1. Percentage – a particular observation divided by the total observation.

$$P = \frac{f}{N} \times 100$$

where: P = percent

f = frequency

n = total number of respondents

2. Mean ($\bar{x}$) – arithmetical average

$$\bar{x} = \frac{AM + \sum fdi}{n}$$

where: $\bar{x}$ = mean

AM = assumed mean

$\sum fdi$ = summation of frequencies terms times the
deviation times the class interval.

n = total number of respondents

3. Weighted Mean – calculation of the average of a set data where some values are more important than the others.

$$\bar{x}_w = \frac{\sum fw}{n}$$

where: $\bar{x}_w$ = weighted mean

$\sum fw$ = summation of the product of the frequencies and
the corresponding weight.

n = total number of respondents.

6. Chi- square – test of independence. It sets to find out whether two variables are independent or whether an association exists between the two variables.

$$\chi^2 = \sum \frac{(f - f_e)^2}{f_e}$$

where: χ^2 = chi-square
 $\sum$ = summation
 f = observed frequencies
 f_e = expected frequencies

3.5.2 The Rating Scale

The level of the respondents' responses was determined by verbal interpretation of the computed weighted mean using Likerts' 5 points scale.

Scale	Range of Volume	Verbal Interpretation
5	4.5 – 5.0	Highly Effective
4	3.5 – 4.49	Effective
3	2.5 – 3.49	Moderately Effective

2	1.5 – 2.49	Fairly Effective
1	Below – 1.5	Not Effective

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study. Appropriate tables were used for the descriptive presentation of the findings followed by the discussions in relation to

the statement of the problems and questions for which answers were sought in this study.

4.1 Findings:

I. Profile of Tourism and Hotel Management students in terms of:

1.1. Age

Table 1
Distribution of the Respondents According to Age

Age Bracket	Frequency	%
20-21	30	38.0
18-19	62	62.0
Below 18	0	0
Total	92	100.0

$\bar{x}$ age = 19.9 or 20 years

It can be gleaned from Table1 that the respondents were mostly between 18- 19 years old. Those belonging to the age bracket 18 and 19 years old comprised 62 and only 30 respondents were between 20-21 years old. The mean age is 21 years old. They were all in fourth year college students who taking up Tourism and Hotel Management.

1.2. Gender/Sex

Table 2
Distribution of Respondents According to Sex

Sex	Frequency	%
Male	27	27.5
Female	65	72.5
Total	92	100

The respondents of the study were composed of 65 females and 27 males as can be seen in table 2. There was not much difference in the composition of respondents according to sex in this study.

1.3. Course

Table 3
Distribution of Respondents according to its Course

Course	Frequency	%
HRM	57	57.0

Tourism	35	43.00
Others	0	0.0
Total	92	100%

Table 3 shows that there were 57 HRM students and 35 Tourism . The distribution by course indicates that this study would like to know the value of language in their perspective course.

1.4. Year or Level:

Table 4
Distribution of the Respondents According to
Year Level

Year Level	Frequency	%
Third Year	52	52.00
Fourth Year	41	48.00
Total	93	100.0

Table 4 shows that the 52 respondents who comprised 52 % of the respondents were Third year college and 48 % were Fourth Year undergoing on the job training course and still on the level of gaining more knowledge about their course of study.

2. Level of Language Skills of Respondents

2.1 Listening

Table 5
Respondents' skills in English in terms Listening

1. Listening	x	Verbal Descriptions
1.1 listening to explanations of problems	4.40	Effective
1.2 listening critically / evaluating the text	4.27	Effective
1.3 listening for general understanding	4.47	Effective
1.4 listening to and following instructions	4.37	Effective
1.5 listening to obtain specific points to remember	4.43	Effective
Over-all Mean	4.39	Effective

2.2 Writing

Table 6
Respondents' skills in English in terms of Writing

2. Writing	x	Verbal Interpretation
2.1 taking notes from meetings, seminars, conferences, etc.	4.31	Effective
2.2 writing reports	4.24	Effective
2.3 note taking from lectures in class	3.58	Moderately effective
2.4 selecting and organising information for reports and essays	3.56	Moderately Effective
2.5 describing theories, practices and trends.	4.12	Effective
Over-all mean	3.96	Effective

2.3 Speaking

Table 7
Respondents' skills in English in terms of Speaking

3. Speaking	X	Verbal Interpretation
3.1 asking for clarification	4.24	Effective
3.2 making oral presentation from notes/without notes	4.31	Effective
3.3 participating in discussion	3.57	Moderately effective
3.4 making suggestions	3.58	Moderately Effective
3.5 making oral presentations of work	4.11	Effective
Over-all mean	3.89	Effective

2.4 Reading

Table 8
Respondents' skills in English in terms of Reading

4. Reading	x	Verbal Interpretation
4.1 reading handouts and other materials.	4.29	Effective
4.2 reading for main information – skimming and scanning	4.31	Effective
4.3 reading to discover and assess writer's position.	3.56	Moderately effective
4.4 developing library skills.	3.58	Moderately Effective
4.5 reading and understanding examination questions.	4.11	Effective
Over-all mean	3.94	Effective

Tables 5, 6, 7 and 8 showed the highest rating in the different skills of the students appears to be in listening specifically item 3. *listening for general understanding* (X =4.47) followed by speaking with item 2. *making oral presentation from notes/without notes* (X =4.31). All of these have verbal descriptions of *Effective*. Over-all mean = 4.39 which indicates that the Listening skill is *Effective*. Although, the reading has an Over-all mean = 3.96, it is still interpreted verbally as *Effective*. Respondents gave high ratings in writing to item 1 *taking notes from meetings, conferences, meetings, etc.* (X=4.31) followed by Item 2 *writing reports* (X=4.24) and

Item 5 *describing theories, practices and trends* ($x=4.12$). All these means are described verbally as *Effective*. The item is only *Moderately Effective* in *reading item 4 developing library skills*. ($x=3.58$).

2.5 The course of study often expected to use in the following skills

Table 9
Respondents' Perception about the course of study often expected to use in the following skills

ITEMS	x	Verbal Description
1. Reading	3.78	Often
2. Speaking	4.56	Often
3. Writing	4.24	Often
4. listening	4.52	Often
5. All of the above	3.68	Often
Over-all mean	4.16	Often

Table 9 reveals the respondents' reception on how often they are expected to use the following macro skills. The highest mark goes to item no.2 Speaking ($X=4.56$) verbally described as *Often* and item number 4 *listening* ($x=4.52$)

interpreted verbally as *Often* .Given *Effective* verbal interpretation were items number 3 and number 1, *speaking and reading of the subject matter* ($x=4.24$) and *listening skills* ($x=3.78$).

2.6 Level of difficulty with the following skills.

Table 10
Respondents' difficulties with each of these skills

Item	X	Verbal Description
1. Reading	3.51	Sometimes
2. Writing	4.02	Often
3. Speaking	3.82	Often
4.Listening	3.56	Sometimes
Over-all mean	3.82	Often

It can be gleaned from Table 10 that the respondents rated *Often* item number 2 which is *writing* ($x= 4.02$) and in item number 3 which is *speaking* ($x=3.82$). However the respondents rated only as *Sometimes* in terms of *listening* . Item number 4, which is *listening* is given points in clientele evaluation ($x=3.56$) and in reading ($x=3.51$). Over all mean is 3.82 which has an equivalent verbal description of *Often*. Obviously, respondents meet difficulties in writing and speaking skills.

2.6 Areas of difficulties encountered by respondents in class in terms of;

2.6.1 Speaking

Table 11
Percentage Distribution of Respondents' difficulties in speaking

Response	No. of Respondents	Frequency	Percentage (%)
Have difficulty in giving oral presentation	40	40	40%
Have trouble putting words together to say quickly enough	10	10	10%
Worry about saying something wrong in English	2	2	0.2%
Not knowing how to say things in English	30	30	30%
Have difficulty with pronunciation of words	10	10	10%
Find it difficult to make a discussion in class or in group	-	-	-
Have trouble in using English idioms	2	2	0.2%
Have difficulty in expressing ideas and opinion during lectures	-	-	-
Have difficulty starting a conversation with strangers or acquaintances	-	-	-
TOTAL	93	93	100%

This table shows that majority or the 40 or 40% of the students expressed their difficulties in giving oral presentation, followed by the 30% of the students who

found it difficult to speak English and the last is 2 or 0.2% admitted that it is difficult to use English idioms.

Consequently, the students who find it difficult to study and learn English find it difficult also to speak or use English. Most of the time the students also *have difficulty in correct usage of English grammar*.

2.6.2 Listening

Table 12
Percentage Distribution of Respondents in Listening

Response	No.of Respondents	Frequency	Percentage (%)
1.Difficulty in understanding lectures	2	2	0.2%
2. Trouble taking down notes	3	3	0.3%
3. Trouble understanding spoken instruction	20	20	20%
4. Trouble understanding informal language	25	25	25%
5. Have trouble in understanding a topic in a conversation	25	25	25%
6. Trouble understanding a subject discussed in class	10	10	10%
7. Trouble understanding idiomatic expressions	7	7	0.7%
8. Difficulty interpreting information from a lecture or from a speaker	-	-	-
Total	93	93	100%

Table 12 discussed the difficulties in listening of students inside their classroom, according to the 25 or 25% of the total respondents, *they had trouble in understanding the informal language* and another 25 or 25% answered *they had trouble in understanding a topic in a conversation* followed by the 10 or 10% who answered, *they had trouble understanding a subject discussed in class* and lastly according to 7 or 7%

they had trouble defining the word in idiomatic expressions , so, the students really did not understand what they were able to listen or discuss in conversations.

3. Relationship between respondents' profile and their language needs in terms of the following skills.

3.1 General Skills

Table 13
Relationship Between Respondents' Profile and their language needs for developing the communicative skills in terms of General Skills

Respondents' profile	Computed chi-square values	P-values	Decision	Remarks
Age	6.328	.043	Reject Ho	Significant
Sex	11.103	.238	Accept Ho	Not significant
Course	17.524	.069	Accept Ho	Not significant
Year Level	13.098	.031	Reject Ho	Significant

It can be seen from Table 13 that the computed chi-square for the variables Sex ($x^2=11.103$ p-values=.238) and Course ($x^2=17.524$, p-value=.069) and the corresponding p-values are greater than alpha (.05) which means that the null hypotheses are accepted. The study on the language needs for developing the

communicative skills effectiveness is not significantly dependent on sex and course . Variable age ($\chi^2=6.328$. p-value= .043) and Year Level ($\chi^2=13.098$, -value=.031) are factors that significantly affect the respondents on the study of the language needs for developing the communicative skills program in terms of the skills since the p-values are both less than alpha (.05) which calls for the rejection of the null hypotheses.

3.2 Reading

Table 14
Relationship between Respondents' profile and their study on the language needs for developing the communicative skills in terms of Reading

Respondents' Profile	Chi-square values (χ^2)	P-values	Discussion	Remarks
Age	8.521	.202	Accept Ho	Not significant
Sex	12.167	.430	Accept Ho	Not significant
Course	7.123	.849	Accept Ho	Not significant
Year level	8.975	.808	Accept Ho	Not significant

Table 14 indicates that age ($\chi^2=8.521$,p= .202) ; Sex ($\chi^2=12.167$, p-values=.430) ; Course ($\chi^2=7.123$, p-value=.849) and Year level ($\chi^2= 8.975$, p-values=.808) do not significantly affect the study on the language needs for developing the communicative skills among the students of Tourism and Hotel Management course

in terms of Reading skills. All p-values of the enumerated profile are greater than alpha (.05), thus, the decision for all variables is to accept the null hypotheses.

3.3 Writing

Table 15

Relationship Between Respondents' Profile and Their study on the language needs for developing the communicative skills in terms of Writing

Respondents' Profile	Chi-square (χ^2) values	P-values	Discussion	Remarks
Age	8.231	.693	Accept Ho	Not significant
Sex	11.324	.069	Accept Ho	Not significant
Course	6.114	.058	Accept Ho	Not significant
Year Level	14.348	.047	Repeat Ho	Significant

Table 15 shows that Age ($\chi^2 = 8.231$, p-value = .693) ; Sex ($\chi^2 = 11.324$ p-value = .069) and Course ($\chi^2 = 6.114$, p-value = .058) do not significantly affect the respondents' language needs for developing their communicative skills. The p-value of the three enumerated variables are all greater than alpha (.05), thus, the null hypotheses are accepted. The decision for year level is to reject the null hypotheses since $\chi^2 = 14.348$ and p-value = .047 which is less than alpha (.05). The study on the language needs for developing the communicative skills of on the job training is significantly dependent on the respondents' Year level.

3.4 Speaking

Table 16
Relationship Between Respondents' Profile and Their study on the language needs for developing the communicative skills in terms of Speaking

Respondents' Profile	Chi-square (χ^2) values	P-values	Discussion	Remarks
Age	10.931	.083	Accept Ho	Not significant
Sex	10.006	.095	Accept Ho	No significant
Course	7.297	.213	Accept Ho	Not significant
Year Level	15.341	.083	Accept Ho	Not Significant

Table 16 reveals that the assessment of the respondents of the study of the language needs for developing the communicative skills in terms of speaking is not Significantly dependent on the respondents profile with regard to Age ($\chi^2=10.931$, p-value = .083) ; Sex ($\chi^2=10.006$, p-value =.095) ; Course ($\chi^2=7.297$, p-value =.213) and Year Level ($\chi^2=15.341$, p-value = .083) . All probability values are greater than alpha (.05) thus the null hypotheses for all enumerated profile are accepted' There is no significant relationship between the respondents' profile and their study on the language needs for developing their communicative skills.

3.5 Listening

Table 17

Relationship Between Respondents' Profile and Their study on the language needs for developing the communicative skills in terms of Listening

Respondents' Profile	Chi-square (x) values	P-values	Discussion	Remarks
Age	3.539	.112	Accept Ho	Not significant
Sex	7.251	.630	Accept Ho	Not significant
Course	4.162	.087	Accept Ho	Not significant
Educational Attainment	12.534	.046	Reject Ho	Significant

Table 17 indicates that among the profile variables of the respondents, it is only the Year Level ($\chi^2=12.534$, p-value = .046) which exhibits significant relationship on the respondents study on the language needs for developing communicative skills. The p value is less than alpha (.05), thus, the null hypothesis is rejected. The other 3 profile variables such as Age ($\chi^2= 3.539$, p-value = .112) , Sex ($\chi^2= 7.251$, p-value = .630) and Course ($\chi^2=4.162$, p-value =.087) have probability value greater than alpha (.05), thus all three null hypotheses are accepted. Hence, the study on the language needs for developing the communicative skills in terms of listening acquired is not significantly affected by age, sex, and course of the respondents.

4. Difficulties encountered by respondents in the following areas of communication.

4.1. Difficulties encountered in class.

Table 18
Respondents' difficulties encountered in class

Response	No. of Respondents	Frequency	Percentage(%)
Received low grades in tasks involving class participation	15	15	15%
Have difficulty working in small groups during class	25	25	25%
Have trouble leading class discussion	10	10	10%
Have difficulty participating in large group discussion or in debates	10	10	10%
Have difficulty interacting with students outside class	25	25	25%
Have difficulty in taking exams and tests	-	-	0%
Have difficulty with out of class assignments which require the use of English like interviews, etc.	8	8	15%
Total	93	93	100%

In table 18 shows that the 25 or 25% of the respondents were *having difficulties in their class* particularly they *find it difficult to work in a small group during class*, and also another 25 or 25% answered *it was difficult for them to interact with students outside class*, followed by *having of low grades* which was the answer of the 15 or 15% of the respondents and the last is the difficulty in *their having an assignment mostly in English subject* which the 8 or 8% of the respondents as indicated

4.2 Difficulties encountered in their place of work in terms of;

4.2.1 Communication topics

Table 19
Percentage Distribution of Respondents in their workplace in terms of
listening and speaking on the different communication topics with guests

Topics	Listening	Speaking	Frequency	Percentage (%)
Telephone Conversation	20	10	30	30%
Hotel information such as house rules, room rates, accommodations, reservation	15	25	40	40%
Tourist information	10	10	20	20%
General Information about Philippines	5	2	7	07%
Ingredients of food	-	-	-	0%
Formulate an idea in English	5	10	15	15%
Up to date information such as news, etc.	-	-	-	0%
Solve problem	-	-	-	0%
Greetings	10	10	20	10.0%
Weather	-	-	-	-
Cultural background of guests	15	25	35	35.0%
Beverages	-	-	-	0%
Custom formalities	17	-	-	17.0%
Total	93	93	93	100%

This table above describes the frequency of communication topics in the students' encounters with guests and their level of difficulty in these areas of communication topics. The frequency distribution appears to be *hotel information* which is 40% of the respondents considered as one communication topic that they have difficulty in dealing , followed by the *cultural background of the guests* with 35% .

Respondents consider speaking as the areas where they have difficulty in dealing with both of these communication topics. Respondents also considered *telephone conversation* which obtained 30% as also one of the communication topics that they have difficulty in dealing in their workplace.

4.2.2 Nationality of foreign guests

Table 20
Percentage Distribution of the Respondents' difficulties encountered in dealing with guests of different nationalities

Response	No of Respondents	Frequency	Percentage
Americans	20	20	20%
Australians	10	10	10%
Canadians	10	10	10%
British	5	5	0.5%
Other Europeans	5	5	0.5%
Koreans	20	20	20%
Japanese	15	15	15%
Other Asians	7	7	0.7%
Total	93	93	100%

The figures above revealed the most difficult nationalities to communicate with were the Koreans, followed by the Japanese and the British. They were considered to be difficult to communicate with because of their accents which usually make it difficult to be understood by students who are not familiar with their *pronunciation*. This demonstrated that global English varieties should be noted in table 18, the difficulties encountered by the students in the following foreign guests include having more

difficulties when dealing with Americans and Koreans with 20 or 40% of the respondents who agreed that these guests were really hard to understand with such languages they used. This was followed by the Japanese which was about 15 or 15% who agreed that they encountered a lot of difficulties with regard to their languages ;and last the table shows the lowest which is the 5% of the respondents consider other European countries that the students really found difficult to communicate with.

4.2.3 Areas of difficulties encountered by respondents in dealing with guests of different nationalities.

Table 21

Percentage of Respondents on the difficulties encountered with the following guests

Visitors	Pronunciation & enunciation (talk fast, mumbles)	Selection of words are far different from your own	Cultural Shock	Non verbal differences like hand gestures, facial expression etc.	Showing high level of rudeness	Topics discussed are not known to you	X	VI
Americans	10	15	15	20	25	7	3.45	Effective
Australians	20	10	10	15	20	17	3.56	Effective
Canadians	25	25	10	10	23	-	3.42	Effective
British	10	10	20	20	20	13	2.65	Effective
Other Europeans	-	-	50	40	3	-	2.87	Effective
Koreans	30	25	25	10	8	-	2.54	Effective
Japanese	-	40	35	15	3	-	2.75	Effective
Other Asians	-	-	-	-	-	-		
TWM							3.35	Effective

This table shows that the majority of the respondents answered that they meet difficulties among foreign guests with their guests' pronunciation and enunciation being the reason of their difficulty and likewise the cultural shock with the $X = 2.54$ which is *Effective*. The least was the Koreans also of having a bad perception about having high level of rudeness. While the Australian also have a 3.56 as *Effective* in meeting difficulties compared to other countries. Evidently, this table shows that the respondents really have difficulties dealing with other countries.

5. Language needs of respondents

Table 22

Students' Opinions on their Language Needs in Communication skills

Opinions	Weighted Mean	Verbal Description
Listening to pronunciation of native speakers	3.54	Very Useful
Participating effectively in discussion	3.36	Very useful
Developing effective working relationship with peers and staff	3.39	Very useful
Learning conversational skills with any foreign guests	3.71	Very useful
Developing speaking skills such as pronunciation, intonation, etc.	3.49	Very useful
Developing listening skills	3.52	Very useful
Describing objects, procedures, etc.	2.58	Not so useful
Giving directions, instructions etc.	3.56	Very useful
Building English vocabulary	3.52	Very useful
Developing non verbal languages such as gestures, facial expressions, manner of dressing, etc.	3.31	Very useful

Understanding and learning non verbal languages of guests	3.28	Very useful
Summarizing materials such as reports, meetings, incidents at work, etc.	3.31	Very useful
General reading comprehension	3.29	Very useful
Reading quickly and critically	3.52	Very useful
Writing introduction and conclusion	3.37	Very useful
Writing reports, memos, correspondences	3.61	Very useful
Learning the culture of different people of different nationalities	3.24	Very useful
Learning idiomatic expressions and informal language used by English speakers	3.67	Very useful
Summarizing factual information	2.69	Not so useful
Sufficient exposure to English conversation	3.29	Very useful
Learning more about culinary terms, food and beverages	2.45	Not so useful
Developing conversational skills with different nationalities	3.31	Very useful
Studying rules of grammar to enhance my grammar skills	3.31	Very useful
Being able to practice conversational skills in English with speakers of English	3.29	Very useful
Adapting cultures of people from different countries	3.42	Very useful
TWM	3.33	Very useful

This table shows that the respondents have their own opinions regarding the language needs in communication skills, indicated $x=3.71$ which is very useful in *learning conversational skills with any foreign guests* as the most important in any communication skills to develop and improve their relationship with other people especially in other countries then followed by the $x= 3.67$ which they need to *learn idiomatic expressions and informal languages used by English speakers*, while the least of their answer is $x=2.45$ which is *learning more about culinary terms, food and beverages*.

4.2 Discussion

In summary, the English communication skills' background in terms of the over-all listening skill and speaking of these students was at effective level which would show that their skills in these areas are manageable but it appears that these are still their problem areas both in their academic performance and in their field of work. To pinpoint the particular skills where they had the least effective in terms of listening and speaking the results would indicate such as *listening general understanding and listening for specific points to remember* , and making oral presentation and *participating in classroom discussion* which are significant in establishing the language needs in developing their communicative skills. Results also showed that majority of the students had listening problem related to accent and choice of words used by the

clients maybe due to their place of origin. The Tourism and Hotel Management students then need to be taught techniques of how to understand different accents. English courses may consider giving emphasis on the areas of pronunciation especially the problematic ones and probably on building their vocabulary specifically studying the kind of language the people use in their place of work. This result would prove further the concept of presented by Holliday (2010) that with regard to achieving language competence is that a learner might acquire correct word order, syntax and lexical items but may not understand how to achieve understanding through careful selection of words, structure, intonation, nonverbal signs, and perception.

Beside accent and selection of words , English being the second language, although it did not yield an outstanding result, it is still significant to note that cultural factors were also one of the causes of communication problem between the students and guests. The success of communication in the kind of environment these students have in their place of work cannot be achieved to the fullest only by good listening and speaking abilities. This would mean that even if people have a high level of speaking or listening proficiency but may misinterpret the sign, meanings , expressions in the interaction, confusion and misunderstanding will still likely to occur. In classroom setting ,this would suggest that the cultural element of communication such as how people say things and how they think , etc. should be incorporated into designing tasks in improving the communicative skills not only in class but more specially in the target

place of work by the learners . So these OJT students working in industries as diverse as Tourism and Hotel must understand what the clients or guests are saying either verbally or non verbally.

The result regarding the listening and speaking skills using different communication topics with guests showed that participants considered *cultural background of the guests* which they also had a low level of skills. Participants who chose this as their area of difficulty may have limited knowledge about other cultures. Although these students had some language ability as shown in their general skills, lack of sufficient knowledge about the background of the guests they are dealing with will result to communication failure.

Moreover, as for the language needs of the students *learning conversational skills with any foreign guests and learn idiomatic expressions and informal language used by English speaker* had yielded the highest result which would suggest from cultural perspective that *conversation is cultural* (Corbett, 2007), hence it is important to note that there is really a need to incorporate cultural aspect of teaching a language.

Furthermore, this study was more focused on the study of identifying the language needs in developing the communicative skills of students in their particular target place of work. Therefore, the result of the students needs analysis based from the questionnaires collected may determine what type of materials should be designed

to meet the needs of Hotel Management and Tourism students and it may be a basis for developing materials suited for these needs of these learners which may be carried out in the next cycle.

Lastly, all the opinions were granted and considered important for those students who are on-the-job training course to implement and develop their skills in communication as well as to gain more knowledge of how to handle situations if ever they meet different people in their workplace.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The present study is an assessment on the language needs in improving communicative skills and the language difficulties experienced by Hotel Management and Tourism students of the Lyceum of the Philippines. Furthermore, the gender, age, year level and course of these students were also considered. The data from the questionnaires showed the range of experiences of these Hotel Management and Tourism students when communicating with guests and clients in their place of work. Their experiences were analyzed to see if their communication difficulties, and the reasons for these difficulties, are related to the skills spent studying English in their classes and the skills acquired in their workplace. The data also showed the extent of interaction between the students and the guests, and the attitude these students had towards their guests and clients in their workplace. The students' opinions on the kind of language needs they may want to develop were also shown.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn;

1. There had been found no significant relationship between the respondents' profile and their study on the language needs for developing the communicative

skills. Although the profile of the learners has been found to be of slight significance, results for this particular study may help language teachers formulate specific activities which would cater to the kind of students they have.

2. The language skills in terms of speaking, listening, reading and writing of the OJT students in class considered in this study did not pose much difficulties. But, their speaking skills found to have obtained the highest result which would suggest that this was their weakness and the area of their language difficulty in class. Their listening skills in class also posed a problem. But with regard to their skills used in their workplace, the research results showed both the listening skills and speaking skills were manageable but it appears that there were still some communication problems between the OJT students and the guests that may be due to the difficulty related to accent and choice of words used by the clients.
3. The areas of communication considered in this study that had imposed much difficulty were attributed to the background of their guests specifically the accent, poor pronunciation, and choice of words. The respondents' lack of knowledge about cultural background of the guests was also noted. The transaction between the students and the guests, also showed a low level of skills both in speaking and listening on certain communication topics such as telephone conversation and hotel information and topics shared by the guests

which were also attributed to difficulty in understanding the accent, poor pronunciation, choice of words and lack of knowledge about cultural background of the guests.

4. Further, with regard to the language needs as perceived by the students, the following results , *learning conversational skills with any foreign guests* and *learning idiomatic expressions and informal language used by English speaker* had yielded the highest result which would have a pedagogical implication that there would be a need to incorporate cultural aspect of teaching a language. Although it did not yield an outstanding result, other than language proficiency as their communication difficulty, some cultural factors such as the background of the guests of different nationality , their accent and attitude were also notable in the results of the survey. Therefore, it is still significant to note that the extent of the difficulties encountered by the OJT students goes beyond language proficiency or beyond speaking ability. But the ability to learn the different background of the people they are dealing with in their place of work would contribute to improving the communicative skills of the OJT students.

Recommendations:

In the light of the findings of the present study, the following recommendations are suggested and supported:

1. The result of the students needs based from the questionnaires collected may help to determine what type of materials should be designed to meet the needs of Tourism and Hotel Management students in their place of work and to design materials suited for developing their communicative skills or competence.
2. The researcher also further recommends that future researches should look into formulating a questionnaire which is more culture-content based materials such as learning the different ways of saying things based on the cultural background and customs of the participants and what do these things mean to explore further the concept of raising cultural awareness in developing the communication skills whose target field of work has a diversity of culture and race.
3. Finally, since there have been no studies made on the concept of intercultural communication where teaching could be made more interesting by engaging students actively and orally in the classroom, achieving a two-way interaction that would build more confidence and better listening and speaking skills and; that, integrating cultural background of people of different nationality and race in their communication topics to make their interaction more interesting and useful; therefore, further research on this particular study is highly considered to be able to explore the use of this approach.

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