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English Diversity in Hotel Management

تنوع اللغة الإنجليزية في الفنادق

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Abstract

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English is a prerequisite language in tourism, specific English language skills are required in Hotel Management Sector. Communication is important to the success of the tourism business because it is only through effective communication that hotel receptionists can offer higher satisfactory services to customers. English is used for different purposes as a means of international interaction. However, the existence of several varieties of English warns the front desk learners against the risk of limiting the scope of practice and learning. The purpose of the study is to examine the hotel reception trainees' English language needs to rise equality management and training as a core feature in the hotel industry. Moreover, it emphasizes the role of learners' awareness of the diversity of English. The study relied on a quantitative research method. The researcher used the questionnaire as a tool in collecting data and more importantly as a practical method to achieve the fixed objectives in a rather quick way.

ملخص

الكلمات المفتاحية:

لغة عالمية-

أنواع مختلفة للغة
الإنجليزية -

متربصي الإستقبال-

احتياجات اللغة الإنجليزية.

لقد أصبحت اللغة الإنجليزية هي اللغة العالمية للأعمال، حيث أثرت العولمة على العالم بأسره وعلى طريقة استخدام الناس للغة الإنجليزية. ففي مجال السياحة على سبيل المثال حيث اللغة الإنجليزية هي اللغة المتداولة، يتطلب قطاع إدارة الفنادق مهارات اللغة الإنجليزية المتخصصة. يعد التواصل أمرا حيويا لنجاح الأعمال السياحية، لأنه من خلال التواصل الفعال فقط، يتسنى لموظفي الاستقبال في الفندق تقديم خدمات جد مرضية للزبائن. وعليه فإن اللغة الإنجليزية هي بمثابة همزة الوصل بين السائح و المتعاملين السياحيين. فهي تستخدم لأغراض شتى في سبيل التفاعل الدولي. يكتسي هذا الأخير أهمية بالغة في مجال السياحة لأن أعمال الضيافة مرهونة بقدرات موظفي مكتب الاستقبال على فهم احتياجات عملائهم. غير أن وجود أنواع مختلفة من اللغة الإنجليزية قد يحد من مجال التعلم و الممارسة لدى متربصي الإستقبال الفندقية. إن الغرض من هذه الدراسة هو دراسة احتياجات اللغة الإنجليزية لدى المتدربين في الإستقبال الفندقية من أجل تعزيز إدارة الجودة والتدريب بصفاتها مميزة أساسية في قطاع الفنادق. كما تؤكد ذات الدراسة على أهمية وعي المتعلمين/المتربصين بتنوع اللغة الإنجليزية. ويتضمن هذا الوعي التعاطي مع أنواع مختلفة من الإنجليزية عبر العال.

1. Introduction

English gathers momentum as the main language of international communication. It has become the language of work, scientists, business, higher education, and technology all over the world. English is considered as a vehicular language, not because of the great number of its users, but because of its role when communicating with different people all around the world. It is used widely whether as a first language, second language, foreign language, or even international language among many languages around the world. Furthermore, English is used as a language to communicate across national borders. Using English to communicate may also help people to know, understand, and respect each other particularly those who have different backgrounds such as languages, and cultures. The leading role of the English language is unquestionable since we are experiencing a new era, an era of globalization in which language and communication play a significant role in economic, political, and cultural life.

Tourism has become a significant industry in the world. It is a source of foreign exchange revenues for many countries. It is a field of great importance in the economy of any country. Tourism in Algeria is not yet at a world-class level, concerning its wealth and strategic situation. Nevertheless, it is in the process of re-examination and construction. Education and training are now integral elements of tourism Management strategies. Their focus is on the learner competency and effectiveness in the workplace. The role of any hotel Management Institute is to produce an effective and operational element able to deliver better tourism services. Hotel management training is experiencing an important innovation and change, thus, the demand for qualified staff is increasing as this field is important and propitious, which requires an often-diverse range of skills. It is necessary for people working in such a domain to speak English. It has become the universal language for the hospitality industry where communication is a key to success. The ability to communicate well is the ability to serve well. If trainees want to be part of this industry, they have to speak and understand English. While working in the hotel industry, a receptionist will come across

many types of travelers. Some will be business guests whereas others will be tourists and visitors. Many of them will speak a different language other than the receptionist's language. Plenty of guests will speak English. Therefore, English is the ticket to success. The hotel Management and tourism Institute of Bousaada is regarded as an important training Institute in hotel management and tourism in Algeria. Its role is to train learners to adapt to the changing tourism conditions and provide both theoretical and practical approaches to the different needs of hotel Management. The Institute's role is to prepare trainees for professional communication since they will most likely be working with people from different parts of the world. This study is an analysis of different attitudes towards the use of different English varieties in hotel Management receptionists' curriculum. It is an examination of teaching tourism practices and approaches currently used in Bou-Saada Institute. It attempts to explore the hotel reception trainees' English language needs to enhance quality management and training as a core feature in the hotel industry. It is meant to probe the communication needs of the future receptionists in the fieldwork.

The abundant use of English has strengthened its position as an international language. Therefore, language knowledge mainly the knowledge of English is more and more needed, not only for acquiring a degree but also for access to the labor market. The position of English as a world language (WL) will continue to grow in number mainly after the spread of globalization. Thus, diversity of linguistic background is very important to hotel receptionists to avoid miscommunication in the workplace. This paper identifies the importance of English as a global language in the professional context, and mainly in the tourism industry.

The aim of the study is twofold. First, to discuss the role of global English (GE) in international communication and how it (GE) influences language instruction and thereby the objectives and perspectives of English language teaching. The actual shift of the world to globalization prompts us to reconsider the traced objectives and scope of teaching the English language. Second, to investigate the critical role of

culture in language teaching being regarded as the fifth skill. Therefore, acquiring the linguistic competency of a given language without being acquainted with its culture is a kind of learning handicap, and thereby the learner is lacking a significant skill of language competency which is intercultural communicative competency. The study then was grounded on two main research questions:

1. What are the trainees' attitudes towards the use of different English varieties in hotel Management receptionists' curriculum?
2. To what extent teaching culture improve the trainees' communicative competence?

On the ground of these questions, it was hypothesized that:

1. Exposing the hotel desk trainees to different English varieties in the training content curriculum of hotel reception may reduce misunderstanding between hotel receptionists and non-native visitors in the workplace.
2. Understanding the cultural differences may help in determining the kinds of service expected by the customers. Yet, service quality and the satisfaction of the customers are governed by cultural knowledge.

2. Literature Review

Language is important to human's daily life to communicate with others. The main function of language is to facilitate interaction between people who are from distinct cultural backgrounds. English is no longer spoken only by its native speakers, that is to say, the U.K, North America, Australia, and New Zealand, or by those who learn English to communicate with native speakers (NSs), it is also spoken among non-native speakers (NNSs) such as India, Philippines, and Singapore.

Accordingly, the evolution of English for Specific Purposes (ESP) as a major branch of language teaching in the last half-century has been firmly rooted in two main developments: the spread of English as a global language, specifically its emergence as the dominant international language of academic purposes; and second, recognition of language variation, by users. English is then a global and international means of

communication. Officially, English now has a special status in most countries in the world. Ability in oral and non-verbal communication is very essential for a receptionist, waiter, and hotel manager. Today, for any training Institute aiming to compete internationally, communication in English is no longer a requirement, it is an obligation. To communicate effectively, one needs a language that is widely understood and is common over the years. English has become that kind of language. It is the language most commonly used and understood by almost everyone. Therefore, it is easier to communicate in English, as it is the best way to succeed in the business field. Indeed, better use of language is a step forwards to a better understanding.

2.1 English as the International Language

English is seen to play a great role in facilitating communication between people of different linguistic backgrounds. It has become the world's language of communication as it is used in various sectors; for example, commerce, technology, politics, and diplomacy. The term global/international emerged in the 1990s due to the growing use of terms like globalization, global village, global world, and global markets. Globalization has drastically changed the world, and every day new challenges come up in all domains, notably in the field of communication. The rise in contact and exchange in the globalized world has urged the need for a common language. Hundreds of millions of people speak English as a second (ESL) or foreign language, and the number of non-native speakers of English is higher compared to that of native speakers (Widdowson, 1994). He also claimed that English is no more the property of native speakers, but it belongs to everyone who speaks it. As many people are using English all over the world, language started to change Graddol, "The new language which is rapidly ousting the language of Shakespeare as the world's lingua franca is English itself – English in its new global form" (2006). The role of English is achieved only when the rules put as benchmarks are well applied and respected. The position of English as a world language (WL) will continue to grow in number mainly after the emergence of the new world order. English has gained an indubitable role in occupational and professional

settings. In that case, English has attained the status of lingua franca between its interactants. Today, people travel a lot for different reasons and often find themselves engaged in situations in which they need to communicate with others who do not share the same language. Consequently, both sides need to find another language that is different from either side as a means of better interaction.

2.2 English for Specific Purposes

English for specific purposes (ESP) is relatively a new discipline to English language teaching based on “an investigation of the purposes of the learner and the set of communication needs arising from these purposes” (Kennedy and Bolitho, 1984). There is a specific reason for which English is learned. ESP is then “goal-oriented language learning” (Robinson and Pauline C & Hywell Coleman, 1989). The English language is viewed not as an end but; to reach some vocational or academic goals. Quoted by Robinson, Mackay admitted that ESP is, “the teaching of English, not as an end in itself but as an essential means to an identifiable goal” (1980). Robinson stated that an ESP course:

is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on rigorous analysis of students’ needs and should be ‘tailor-made’. Any ESP course may differ from another in its selection of skills, topics, situations and functions, and language. It is likely to be of limited duration. Students are more often adults but not necessarily so and maybe at any level of competence in the language: beginner, post- beginner, intermediate. (Robinson, 1980)

According to Mackay and Mountford, the adjective ‘Special’ (or Specific) qualifies the word “purpose” rather than the language itself, “The emphasis of the word ‘special’ then, in English For Special Purposes should be firmly placed upon the purpose of the learner for learning the language, not on the language he is learning” (1978). ESP is not a ‘special language’ but rather, a restricted repertoire. The main purpose of ESP is mainly the development of the learners’ communicative competence. In this respect, teachers should not look at ESP as a specific register (lexis and

syntax) but they should also convey to the learners that they should communicate effectively in a specific area as it is argued by Mackay and Mountford, “Language learners require English as a means of furthering their special education or as a means of performing a social or working role, that is, a working role as a scientist, technologist, technician, etc., efficiently” (1978). ESP is to use the targeted language in the workplace to communicate effectively, enhance, and maintain contact as an important step for any interaction in the occupational area.

2.3 Communicative Competence

One of the most important aims of foreign language teaching is the development of communicative competence within the current communicative approaches. Communicative competence is the ability to use the language correctly and appropriately to achieve the goals of communication. The learning process requires the ability to communicate effectively, not the ability to use the language exactly as a native speaker does. It means that learners who have developed communicative competence in a foreign language can successfully convey and receive messages. These learners are then able to use a foreign language in everyday life and settings. Communicative competence is a linguistic term that refers to a learner’s ability not only to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately. The term communicative competence has received many different interpretations. It was introduced by Dell Hymes in 1966, reacting against the perceived inadequacy of Noam Chomsky’s distinction between competence and performance. This means that Chomsky coined another term, communicative performance, “Once communicative competence appeared [it] became synonymous with progressive, innovative teaching” (Savignon, 1983), it has been expanded considerably, and various types of competencies have been proposed.

3. Research Methodology

The current research is a case study. Such a research strategy is based on an investigation of a single group. It is a study used to explain the situation of

hotel receptionists' communication with non-native English speakers to apply solutions. One of the major reasons for adopting a case study is that the case study has already established itself in the area of second language acquisition and most is its suitability for a small-scale investigation. The case study is based on a single group of second-year hotel reception trainees in the tourism training Institute at Bousaada. Therefore, the focus group was about twenty-two trainees. It is a convenience sample used to corroborate both the research problems and hypotheses.

The sample represented the population of hotel reception trainees. It is a homogeneous group that consisted of adult learners from similar social backgrounds preparing to work in a business field and deals with business English that is an occupational and not an academic context. The data collection took place after the trainees' entrance from their spring holidays i.e. in their final semester of the second year. The access to the population sample was after obtaining access permission from the head of studies of the Institute to conduct data collection. The study relied on the quantitative research method. Quantitative research methods fall under the broad heading of descriptive research.

The population of the study consisted of one group of people. The group represents the trainees of hotel management of Bousaada training Institute. The researcher used the questionnaire as a tool in collecting data and more importantly as a practical method in large populations for it enables the researcher to achieve his/her objective in a rather quick and economic way. Moreover, it is used in Applied Linguistics and Second Language research (Brown, 2001).

3.1 Description of the Questionnaire of Hotel Reception Trainees' of Bousaada Institute

The focus group was about twenty-two trainees. The questionnaire was delivered under the supervision of their English teacher and after justifying to them the main objective of the study. The trainee's questionnaire consisted of 15 closed-ended questions to facilitate the analysis of the data collected.

The questionnaire was arranged in English as it is

a prerequisite language for hotel receptionists, 22 copies were distributed to the students, but only 19 were returned. Once all the data was collected, it was treated anonymously and through quantitative analysis. Lastly, considering the conditions in which this study was applied this is an exploratory study from which some conclusions may be taken; however, in general, these responses cannot represent the total trainees' population in question. The questionnaire consisted of four sections arranged as follow:

3.1.1 Section One: Learner's General Profile

The first section is composed of four questions:

Q1: The first question is about the trainee's age

Q2: The learner's level in English

Q3: The researcher sought to know the number of years spent studying English.

Q4: What are the learner's objectives in learning English

The first question aimed at knowing the age of the participants to see whether the trainees' group is homogenous or not. As English is a necessary tool of communication in the hotel management field, adult learners must have a certain knowledge of the English language. Therefore, it is necessary to identify the number of years of studying English. The students choose to learn English mainly because of its international status, being the language of communication, and mostly to interact with people of a different first language.

3.1.2 Section Two: Learners' Requirements

The second section is about learners' requirements; it consisted of a set of questions:

Q5: Is the English language an important means of communication for receptionists in the Hotel Management and Tourism field?

Q6: Have you ever had any misunderstanding with other English speakers because of an English lot of accents?

Q7: When learning English is it preferable to be with teachers who are, native, non-native, or both?

Q8: Have you been using English lately more in

contact with native speakers or foreigners?

Q9: Which English Speaking Variety is Best to Learn?

Q10: What May Cause Miscommunication When Speaking with Native Speakers?

Q11: Is it Necessary to Study English Grammar?

Q12: How Important is Pronunciation?

Q13: How can teachers raise learners' interests in the diversity of English?

The purpose of the second section is to stress the importance of the English language within hotel management and tourism area. It is to focus on the trainee's awareness about the role of English in the workplace, and how necessary is to learn the English language to overcome any miscommunication when interacting with native or non-native speakers. As future hotel receptionists, the trainees were very motivated to acquire English with its multifaceted accents to improve their English communicative skills. The researcher focused most on the learners' attitudes towards first, the learner's needs to acquire not only a repertoire of linguistic terms but also a repertoire of strategies and techniques for using them in concrete and congruent situations (William Little Wood, 1981). Second, how pronunciation can affect communication? Pronunciation is a common obstacle to non-native speakers, for this reason, communication breakdowns may occur. The effective use of grammar is an essential skill for adults to enable them to communicate effectively with visitors as to what they want and need. Grammar instruction should be tailored and made to meet the needs of learners. Yet, the learners' communicative competence, as well as performance, is achieved only through the integration of both grammar and pronunciation since pronunciation is an integral part of second and foreign language learning. It is understood that the learner's communicative competence, as well as performance, is dependent on his/ her command of all the basic skills of the target language including listening and speaking. Indeed, ESL and EFL learners need to be exposed to various English accents to gain more confidence and strength when interacting with native and non-native English speakers. The last question

(Q13) was designed to show if the teachers expose their learners to various English accents for it is crucial for them to be familiar with all English accents as future receptionists expected to meet these accents in workplace situations.

3.1.3 Section Three: Expectations and Opinions

Section three focuses on the learners' expectations and stands towards the investigated problem. The researcher aims to identify the trainees' communicative needs in the workplace. Learner's communicative competence, as well as performance, depending on his/ her command of all the basic skills of the target language including listening and speaking.

3.1.4 Section Four: Learners' Wants

It is argued that English holds a prominent position in certain fields generally and hotel management and tourism particularly. English is the language of international communication. It is an important channel of communication in the workplace. In Algeria, education and training face great challenges such as lack of materials for instance the coursebook.

4. Discussions

The collected data from the trainees' questionnaire, disclosed that almost all the participants under investigation are adult non-native speakers of English motivated to learn and acquire different English accents to overcome the global challenges and be more operational in the fieldwork. Trainees aimed to learn English to be able to communicate effectively, but not necessarily as native speakers. As the trainees are prepared to be part of the hotel receptionists' industry, they are supposed to encounter customers from different languages and cultures; it is required from them to understand and meet their needs and provide them with a good quality service to attain their satisfaction. The data gathered through the questionnaires revealed some answers to the research questions that were displayed. The findings collected show lacks and deficiencies encountered by the learners in the hotel reception training Institute. It is now possible to determine teaching/learning objectives to urge a change in the training Institute according to world challenges. Almost most learners

80 % justified their reasons for striving to learn English because of its international and global status in the world. English holds a special position because it is an international language that is used all over the world. It has become a world English (Brutt-Griffle, 2002). English was accorded the privilege to be the language of international communication or international language. Therefore, its acquisition can guarantee the availability of chances for employment. Graddol (1997) specifies the following domains of English in the international arena:

- English is the working language of international organizations and conference
- English is the international language of science and technology
- English is the language of international tourism
- English is the language of tertiary education
- English is the language of international safety in the fields of aeronautics and sea
- English is the language of international law
- It is the language of technology transfer
- It is the language of internet communication

There are many factors, which may cause communication failure between non-native speakers of English in the workplace such as accent diversity of English, pronunciation, and grammar. These three components are of paramount importance in understanding any business communication. English as an international language entails the idea of understanding various accents of English since the purpose is to communicate in an international context. According to the questionnaire's statistics, most learners claimed prior exposure to a range of non-native accents. Being exposed to different varieties is to develop a "tolerance of difference" (Jenkins, 2000). The findings of the questionnaires revealed that hotel reception trainees show more positive attitudes towards non-native accents of English. According to Jenkins exposure to non-native accents is even more important than exposure to native accents, because learners are more likely to encounter non-native speakers (2003).

The first hypothesis was confirmed through the trainees' questionnaire and it seems to agree with the idea of being acquainted with different accents. The familiarity with different accents is a key issue in the current study and the purpose was to find out to what extent learners were exposed to different accents. Nearly 71.40 % of learners reported that they had problems with pronunciation and that mutual misunderstanding generally happened due to pronunciation. There exists an urgent need to intervene to preserve mutual understanding as English is emerging.

Moreover, it is agreed that misunderstandings lead to doubt about the real intent of the others, and this may have a very negative effect on business. Customers and visitors in hotels generally get frustrated when their needs are not served properly. They frequently deduce that because the receptionist does not sound professional. Having professional communication skills means having clear, concise non-accented speech that conveys the speaker's message clearly without any ambiguity. Communication skills can mean an outstanding job performance and even a better job. Morley (1991) stated the need for the integration of pronunciation with oral communication, more emphasis on the individual learner needs, meaningful task-based practices, development of new strategies for teaching, and introducing peer correction and group interaction. He argued, "intelligible pronunciation is an essential component of communication competence" (ibid). Without convenient pronunciation skills, the learners' ability to communicate is strictly limited. He believed that no consideration of learners' needs is an abrogation of professional responsibility. The learner needs to develop awareness and monitoring skills.

The second hypothesis was also confirmed through the trainee's questionnaire in which learners insist on language variation and thereby, culture differences. As the business environment expands, the workplace is rapidly becoming vast to include various geographic locations and various cultures. What is difficult in such a case is understanding and communicating effectively with individuals who speak English. It was clearly expressed by most learners (95%) that culture is part of language comprehension. It is agreed that

communication failure originates from diverse sources other than language skills. There may be cultural reasons for not understanding or misunderstanding what is being said. Intercultural communication is the sharing of information on different levels of awareness and control between people with different cultural backgrounds. Almost 95% of learners seemed to be aware of the importance of culture in the English curriculum. It is important to teach language and culture as an integrated whole. What culture covers is the commonly held traditions, values, and ways of behaving of a community. Therefore, the teaching of culture in ELF includes these elements:

- Cultural Knowledge
- Cultural Values
- Cultural behavior
- Cultural skills

Culture is considered as the fifth language skill in addition to listening, speaking, reading, and writing. It is assumed that learning a language implies learning its culture. The learning of culture gives the learner the mindset and techniques to adapt the use of English, understand and appreciate the values and unique qualities of other cultures. It involves understanding how to use language to accept differences and to be flexible. It is an attitudinal change that is expressed by language. Cultural awareness is an interdisciplinary subject required to understand and work successfully in another culture. The challenge is to initiate a debate on what and how to teach and help develop learners as international citizens of the world, using English. Intercultural language education has a lot to offer, it is an interesting, demanding, often difficult but ultimately rewarding, approach to teaching and learning.

It is argued that English holds a prominent position in certain domains generally and hotel management and tourism particularly. English is the language of international communication. It is an important channel of communication in the workplace.

5. Recommendations and Implications

Globalization continues to spread and has chosen English as its language for communication. The use

of English in the business domain is apparent and it continues to develop in the future. English is fast establishing its presence as the official language in the business world. The hotel industry is closely related to the development of the tourism industry. An increase in tourism will also stir an increase in the hotel industry. Tourists mainly foreigners need high-quality service and hospitality to stay. Therefore, hotel operators in general and receptionists who are in direct contact with them should be able to communicate effectively. Again, the function of English comes to the surface as the main channel of communication. Hotel Management training Institutes in Algeria need to innovate and develop the teaching and training techniques to enhance the learners' current job performance as well as a means for self and career development. Therefore, the receptionists of Bousaada Institute can communicate either in Arabic, French or simple English, for cross-cultural communication, which involves foreign people interaction. English is much chosen for providing a direct and smooth line of communication. The linguistic barriers are the consequence of inadequacy in English language teaching as the content curriculum, training manuals; lack of exposure to different English varieties are perceived to be a major reason related to the general level of awareness of the importance of English.

A set of implications are proposed by the researcher for teaching both ESP and English as an international language in Bousaada training Institute. This is particularly important in the current economic climate where global understanding is necessary to ensure business success. Eventually, the international function of English is thought to be a different aspect, which deserves attention. The existence of different varieties for English warns the learners against the danger of limiting the scope of practice and learning to certain limited varieties. Accordingly, learners are suggested to be familiar with different varieties, native and non-native. The curriculum for teaching English for hotel receptionists in Bousaada Institute should be improved with the inclusion of varieties of English spoken by different native or non-native speakers. This measure will help them broaden their knowledge of the language they use and get prepared for any variety

not yet known to them. As discussed previously, it seems clear that English as an international language is likely to become available soon in hotel training Institutes as a medium of communication. Lack of exposure to different English varieties to enhance learners' flexibility and "tolerance of difference" (Jenkins, p. 183-200). The learners are fully aware of the importance of English varieties

Having identified the above-listed communication barriers, some recommendations are proposed for the implementation of communicative language teaching in hotel management training, which can lead to the improvement of teaching, and learning English as a global language.

5.1 Measures for Teachers to Consider

To enhance the communicative effectiveness of ELF usage in an international setting, a range of pedagogical implications for the classroom was suggested by Bjorkman (2013). Learners should be exposed to a wide range of English and provided with a broader, more modern view of language. Modification of course materials is also important; there is a need for authentic recordings and realistic resources that include a variety of accents, examples of negotiation of meaning, the use of communicative strategies. Bjorkman acknowledged the importance of accuracy in language production but suggested that communication is more important and that teachers would serve the interests of their students by raising their awareness of English usage in the world today and by providing them with useful and pertinent models as well as attainable goals. Kaur (2011) found that ambiguity in the speaker's utterances contributed to many instances of misunderstanding. He (2014) advised teachers to help their students to avoid communication problems from the outset by teaching them to be more explicit. Students might be taught, for example, to replace general terms with more specific ones and replace pronouns with their referents. He also suggested that teachers encourage students to pursue understanding using communication strategies such as paraphrasing, reformulation, and repetition and to clarify their talk by utilizing keyword, combined, and repaired repetition. Through studies of ELF

usage, researchers have noted important implications to consider. They call for raising awareness among teachers and students of the reality of English language varieties and their use in the world today.

5.2 Intercultural Communication and Curriculum Design

The incorporation of intercultural communication in curriculum design is important in the training Institute of Hotel Management degrees. Due to the permanent growth in international contact, an urgent need in the area of communication is detected. Both written and oral communications are very necessary for being a custom in tourism. Different messages are daily received, and a wide range of texts in the English language are sent. Subsequently, they need to know not only vocabulary but also cultural behaviors and ideologies to properly understand the conveyed messages to satisfy the guests. Thus, understanding any communication between different cultures requires specific skills. Such skills can be enhanced at school through ongoing training and practice. In this respect, learners need to be acquainted with cultural differences and intercultural communication. It is important to widen their conceptions of culture and its different theories. Trainees are required to be prepared and need to be familiarized with aspects regarding cultural differences and intercultural communication. They have to broaden their views on culture and its theories. They should also understand the relationship between culture and communication. To become competent intercultural communicators, students are required to be prepared "to meet the challenges of language differences, unfamiliar and perhaps strange customs and behaviors, and cultural variability in both verbal and nonverbal communication styles" (McDaniel, 2012). Intercultural communication competence can be defined as "the overall internal capability of an individual to manage key challenging features of intercultural communication: namely, cultural differences and unfamiliarity, inter-group posture, and the accompanying experience of stress" (McDaniel, 2012). A competent intercultural communicator has "the ability to interact effectively and appropriately with members of another linguistic-cultural background on their terms" (McDaniel,

2012). To achieve this goal, students need to consider the following aspects:

- motivation to communicate, students should want to improve their communication abilities, communicate with strangers and learn about their experiences;
- an appropriate fund of cultural knowledge, students should become aware of their culture and understand the rules, norms, and expectations associated with the culture of the people with whom they are interacting to be able to determine appropriate communication strategies and respect cultural customs;
- appropriate communication skills, students should be able to listen, examine, interpret and, then, apply specific behaviors in a manner that enables them to achieve their goals and adapt to the rules of interaction appropriate to other cultures;
- sensitivity, students need to be sensitive, i.e. flexible, tolerant, patient, comfortable, empathic, open to diversity and curious about other cultures; and
- character, students should appear as trustworthy, respectful, fair, altruist, sincere, and willing, as these characteristics determine the confidence between interactants and, thus, improve communication (Samovar, et al; 2010).

Intercultural communication competence can be developed and stimulated in the classroom. To understand such kind of communication, trainees need to learn their own culture, to understand how to act and communicate according to their conceptions, ideology, and attitudes, and mainly to monitor themselves while interacting (McDaniel, 2012). Their intercultural communication skills can be improved by different tasks focusing on:

- enabling students to reflect on their understanding of culture;
- introducing models of culture and cultural influences;
- raising awareness of both visible and non-visible components of culture;
- identifying important cultural information on other cultures;
- illustrating the importance of understanding other

cultures;

- enabling students to identify some of their school/work-related values and attitudes;
- providing students with vocabulary to describe cultural influences on the personal life and school/workplace behavior;
- developing students' ability to recognize ineffective individual responses to cross-cultural interactions;
- providing students with a handy summary of how not to respond to cultural differences;
- identifying particular stereotypes of one culture and exploring how useful they are;
- enabling students to reflect on some of the typical communication styles commonly encountered in their own and other cultures;
- exploring some of the potential misunderstandings that may occur when individuals with different communication styles interact;
- developing students' ability to attend to others' body language;
- exploring generic strategies for improving cross-cultural communication; and
- enabling students to reflect on which strategies may be useful in any given situation, especially in cultural conflicts (McDaniel, 2012).

To raise students' awareness of cultural differences, classes should be devoted to disciplines such as communication, where students learn how to communicate and negotiate messages, train, and practice interpretations theory, and get in touch with these theories and learn how to examine, understand, and interpret texts. Furthermore, trainees need to become aware of the importance of nonverbal facial and body expressions in communication and of the way they can lead to successful or unsuccessful interactions.

6. Conclusion

The objective of the study was to participate in improving the Training Institute. The researcher focused on producing effective and operational learners ready to defy the world work challenges.

The training institute of hotel management needs to innovate and develop the pedagogical teaching priorities and move away from a reliance on general English competence to English for specific purposes and performance to offer the learners an opportunity to develop and sharpen their skills and knowledge to enable them to work independently at a professional level. Thus, to communicate effectively in the workplace, it is necessary to concentrate more on both the function and form of the language.

Conflict of Interest

I declare that I have no conflict of interest

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