FACTORS THAT INFLUENCE THE EFFECTIVENESS OF ENGLISH LANGUAGE

TRAINING PROGRAM IN HOTEL INDUSTRY OF TAIPEI, TAIWAN

By

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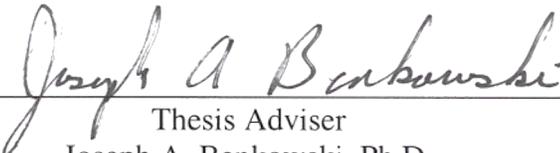
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<u>**ABSTRACT**</u>

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	Factors that Influence the Effectiveness of English Language Training	
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The hospitality industry has long been regarded as slower than other industries in recognizing the value of training as spending money on it. The rapid growth of the hospitality and tourism industry in Taiwan has created an increasing demand for hospitality labor. Today, however, due to the labor shortage and recession of economy, training is widely treated as an important activity for hospitality organization, and committed a great deal of money to training programs.

The key, of course, is qualified labor. To realize the economic potential of the hotel industry, all participants must have capable employees through training programs. It is generally agreed that training can improve employees' knowledge, skills and attitudes that all can be related directly back to maximizing guest satisfaction.

The purpose of this study is to survey the hotel's employees' attitudes toward the employee English language training program in Taipei's hotel. The research provides date which could assist the Taipei's hotels in developing and implementing the program.

The Specific objectives of the study are: 1) to gain an understanding of the importance of foreign visitors in the hotel industry in Taipei; 2) to gain an understanding of the value of learning English as a foreign language within the context of the hotel business in Taipei; 3) to gain insight into the process of the employee English language training program I Taipei hotels.

Data is collected through researcher sent to ten hotel's managers survey their employees in Taipei. From the data gathered, the following conclusions can be made.

Summary of the major research findings: the English language training program and related literature contains much on the connection between personality type and learning or leadership style. The hotel employees highly agree on the importance of English speaking skills and English language training program for the hotel business and their job. More than 50% of employees agreed on the importance of English speaking skills for the hotel business.

Therefore, the employees were "motivated" to participate in the employee English language training program to improve their English speaking skills. Besides, the high number of the employees needing and additional English language training program and intending to further their English speaking skills implied that employees' motivation of participation in any English language training programs was positive.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

Taiwan's "economic miracle," actually the result of hard work and good planning, has put a modern face on Taipei and its people. Where rice paddies stretched for miles only 30 years ago, glass-faced highrise office buildings, luxury condominiums, and modern department stores tower above wide, tree-lined boulevards. Fashionably dressed residents dine in elegant restaurants, dance to the latest sounds in posh nightclubs, and attend performances by international stars of classical music and modern dance.

But Taipei is still Chinese at heart, with an underlying current of traditional lifestyles and culture that makes it fascinating for travelers. Throughout the city are timeless scenes from the world oldest civilization: devotees seeking the comfort of their gods in ancient temples, elaborate religious processions wandering the streets amid roaring firecrackers, small shops offering herbal medicines trusted for thousands of years, spirited haggling over items in traditional markets.

Taipei is truly a city of many faces, where ancient and modern co-exist. For those who know where to look, the city is alive with beauty and culture. The hospitality industry is a major part of the increasing service focused Taiwan economy. Taipei is the most attractive city which is the island's historic and vibrant capital. According to Gagniere (1992), Taipei has the most modern facilities designed to provide the greatest possible convenience for foreign business visitors, and it also is still Taiwanese at heart,

with an underlying current to traditional lifestyles and culture that makes it fascinating

for travelers (p.18). Almost every visitor to Taiwan will go to visit Taipei.

It represents tremendous revenue potential and employee opportunity for people

with broad spectrum of skills. Indeed, the hotel industry is particularly labor-intensive.

Staff members at all organizational levels are needed to produce the goods and services

offered to customers. Employees are essential to the ongoing success of any hotel

operations.

Unfortunately, industry has long been treated as easy-come, easy-go labor market.

The type of jobs, unusual working hours and days, minimum wages, and the up-and-

down character of the need for workers limit the appeal of hotel jobs to people who can

fit this pattern or shot-term jobs or part-time work, or jobs requiring no skills or no

previous experience. Many people are looking for temporary work and have no interest

in long-term employment or a career in the industry.

Under such inherent weakness, it was easy for the management in the hotel

industry to think of the workers as transients and to ignore their needs for training.

Training is often viewed as an expense rather than an investment. This is why the hotel

industry had long been regarded as slower then other industries in recognizing the value

of training as spending money on it.

However, due to the recession of economy, cost-consciousness has both

moderated customers' spending and raised their expectations for quality of products and

services. Most managers realized the highest cost of poor service quality customer

dissatisfaction which is difficult to quantify. But competing on quality requires a staff

that is capable of delivering consistent, good service-making beds, parking cars, serving

meals, fixing room temperature controls, boning chickens, planning meetings, and generally responding to guests' needs-promptly, intelligently, courteously, and enthusiastically.

The key, of course, is qualified labor. To realize the economic potential of the hotel industry, all participants must have capable employees through training programs. It is generally agreed that training can improve employees' knowledge, skills and attitudes that all can be related directly back to maximizing guest satisfaction.

Today, training is widely recognized as an important activity for hospitality organizations. "Even in the face of the unstable economic climate of the early 1990, many hospitality organizations recognized the importance of training and committed a great deal of money to training programs" (Herman & Eller, 1991, p. 55-60). Also, "the Mirage Hotel and Casino in Las Vegas spent about $5.5 million on training in 1993, and ARAMAIC spent over $25million during the same time period" (Gonrade, Woods, & Ninemerier, p. 16-21). These financial commitments to training were made in direct response to the multitude of challenges that almost all companies are confronted with today: changing demographics, new technology, increased competition, and down-sizing, among others.

Lewis and Chambers (1989) state that "in essence the entire hospitality product can be classified as an intangible service" (p. 39). In other words, if the guest does not perceive service, it does not exist. Hotel employees are in business that is expected both to understand and satisfy all guests' needs, wants, and problems. Employees do need skills and knowledge to let guests perceive, understand and appreciate their service. The researcher considered that speaking the guests' language is the most important ingredient

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of all hospitality services. If hotel employees are not able to communicate with guests in the most direct way, spoken language, guests will never conceive of the service, regardless of its level of excellence.

Also hotel employees directly deal with guests. It is imperative to let employees know precisely how to do and what to do. Training is exactly what they need. According to Carrell, Kuzmit, and Elbert (1989), training can not only improve employees' performance, update their skills, and promote job competency to guests better, but also allow them to solve problems, prepare for promotion, and orient new employees (p. 261-262). Therefor, employee training does help managers' management and benefit employees.

Statement of the Problem

The purpose of this study was to discuss the factors that influence the effectiveness of English language training program in hotel industry of Taipei, Taiwan. Also, the study was intended to provide insights into the background, nature, value and process of the English language training program for Taipei's hotels.

The employee English language training program will be assessed through interviewing survey to employees o Taipei's hotels. The interviewing list will be acquired from the Tourism Bureau, Ministry of Transportation and Communications, Republic of China, located in Taipei, Taiwan.

Research Objectives

There were four objectives this research wished to address.

1. To gain an understanding of the importance of foreign visitors in the hotel industry in Taipei;

2. To gain an understanding of the value of learning English as a foreign language within the context of the hotel business in Taipei;

3. To gain insight into the process of the employee English language training program in Taipei's hotels; and

4. To identify shared and differing notions associated with the employee English language training program among management, among employees, and between management and employees in Taipei's hotels.

Definition of Term

"International tourist hotel" is defined as the hotel whcih is awarded five or four plum blossoms, which corresponds to the stars or diamonds in the west.

"Training" introduces opportunities to learn at understanding something intellectually, applying some newly acquired skill (i.e., taking action and doing something defferently), adn expereincing (i.e., undergoing an inner development that touches on beliefs and attitudes and leads to personal development).

CHAPTER TWO
LITERATURE REVIEW

In this chapter, three topics are included: Taiwan and Taipei's brief history, international tourism in Taiwan, and employee English language training programs in the hotel industry. First, Taiwan and Taipei's brief history is described to gain an understanding of the importance of the importance of foreign visitors and speaking English language, and Taipei's hotels industry. Finally, English language training programs in the hotel industry is introduced to gain insight into the process of the programs.

Taiwan And Taipei's Brief History

Taiwan has a rich, colorful history. "It became a protectorate of the Chinese Empire in 1206, the year the great Mongol conqueror Genghis Khan founded the Yuan dynasty" (TBROC, WWW). The island was made a prefecture (county) of the coastal mainland province of Fukien (Fujian) in 1684, and in 1885, during the Ching or Manchu dynasty (China's last reigning house), Taiwan was proclaimed a separate province of China.

For centuries Taiwan has been familiar to the West as Formosa, a name derived from the 16th century Portuguese mariners who, on sighting the island from a galleon, named it "Ilha Formosa" (Beautiful Island). The official Chinese name for the Pescadores (Fishermen's Isles), a name also given by Portuguese mariners, is Penghu. The archipelago is located in the Taiwan Strait, and forms one of the 16 counties of Taiwan province.

The Dutch occupied Taiwan in 1624 and remained as colonists for 37 years. The Spanish came and controlled northernmost Taiwan in 1626, but were driven out by the Dutch 16 years later in 1642. The Dutch were finally dislodged in 1661 by military forces from the mainland led by the Ming dynasty loyalist Cheng Cheng-kung, whose latinized name, Koxinga, derives from his ennoblement by the Ming court as Kuo Hsing Yeh, or Lord of the Imperial

Surname. Koxinga used Taiwan as his base in the fight to overthrow the Ching dynasty and restore the Ming, but he failed.

In 1884 the French occupied northern Taiwan following a dispute with China over the Yunnan-Indochina border. In March 1885 they also occupied the Pescadores, but withdrew from both the Pescadores and Taiwan three months later under the terms of a treaty with China.

The Japanese went to war with China in 1894 following a dispute over Korea. By the treaty of Shimonoseki, concluded in 1895, Taiwan and the Pescadores were ceded to Japan. Both were restored to Chinese rule at the end of World War II in 1945 (TBROC, WWW).

When the Nationalist Government moved to Taiwan in 1949 it began a vigorous program of reconstruction. During the decades that followed, Taiwan gradually developed into an economic power in the Asia-Pacific region, becoming a major manufacturer of computers and many other hi-tech products. This process of development has become known throughout the world as an economic miracle. Although Taiwan is a small island, its surface geology takes on a variety of formations, cultivating an abundance of peculiar landscapes and ecosystems. Coupled with its diverse cultural relics, theme parks, golf courses, and beaches, Taiwan enjoys a profuse supply of tourism resources.

Those in the know have always been aware that Taipei is one of Asia's most exciting cities. The ROC capital and Taiwan's largest city, Taipei (which literally means "north Taiwan") is the island's center of political, commercial and cultural activity. Famous for its bustling business centers, energetic nightlife, and colorful marketplaces, it is also the home of the National Palace Museum, the world's most extensive museum of Asian art and antiquities.

Of course, it also means that Taipei has to fit a lot of urban sprawl into just a little space. With 2.9 million people squeezed into the Taipei basin, the city has its fair share of air pollution and traffic jams - one of its more reluctant claims to fame. "But for those of us who can't help being seduced by the bright lights and chic bustle of a booming Oriental metropolis, Taipei can't be missed. Before visitors decide to escape the maelstrom of the city and make a break for the rustic countryside (fortunately, it's easy to do), take time to revel in the clanging clamor of Taipei, one of the unsung secrets of East Asia"(GIO, WWW).

Taipei is constantly reinventing itself. The capital city of the ROC has been undergoing major urban renovations over the last ten years, building the Mass Rapid Transit (MRT) system and new bypass highways, expanding major thoroughfares, and moving railways underground. The city government has been dedicated in making new space for parks in the center of the city. And the hard work is paying off, as Taipei emerges as one of the Orient's most convenient and attractive cities.

International Tourism In Taiwan

"Asia-Pacific travelers represent Taiwan's largest tourism market" (Fish, and Waggle, 1997, p. 11). Past studies have seldom focused on these travelers. Although detailed data are collected by the Taiwan Tourist Bureau, access to these data in the West has limited study of the industry. In 1985 Taiwan was appreciably more important as a destination than as an origin of tourist (Fish, and Waggle, 1997, p. 12). Since then, outbound travel to destinations within the region have risen six fold, while arrivals in Taiwan have risen by only a quarter. Indeed, it has had much the slowest arrivals growth

rate of any major destination in the region. The growth which took place peaked in 1989, since when travel has declined somewhat. This is partly because a relatively strong currency has let to a rise in relative cost – only in Hong Kong and Japan has the increase been sharper (Mak and White, 1992).

"The fall in market share from all the country's important origin countries, apart from the USA, has been much sharper then could be accounted for by this, however" (Fish, and Waggle, 1997, p.12). In particular, while in 1985 Taiwan accounted for 12.4% of region wide arrivals from Japan (which then accounted for 43% of travel to Taiwan), by 1987 its share of Japanese travel had shrunk to 6.5%; indeed, since peaking at 965,000 in 1989 arrivals from Japan have fall steadily, to only 704,000 in 1993 (Fish, and Waggle, 1997, p. 13). Japan's own recession has been partly responsible. More important is that other destinations have become more attractive both in terms of what they can offer and in price. The country lacks major tourism attractions, is expensive for shopping, and its image is increasingly that of a business destination. Also, obviously, the boom in trips to China has affected travel to Taiwan – no longer visited as a substitute.

"In 1993 38% of all arrival were from Japan, 15% from the USA, 12% from Hong Kong, 7% from Europe and 5% from South Korea (ROC Tourism Bureau, 1994, p. 5). More remaining arrivals are from south-east Asia. This relatively undiversified travel pattern reflects failure to cash in, on the region's boom. Only from Japan does there appear to be substantial volume of genuine holiday travel, mostly relatively short breaks by males for recreation. A temporary boom in holiday travel from South Korea in 1987 to 1991 has since fallen away (1993 arrivals were 40% below those in 1991) (Grouch,

1994, p. 14). Most remaining travel appears to be predominantly business or VFR (visit friends and relatives).

Average stays in Taiwan are longer (7.5 days) than in most other East Asian destination and have tended to rise (Fish, and Waggle, 1997, p. 14). So performance in terms of nights spent is better than in terms of arrivals. The rise in duration reflects a shift to VFR travel, while business travel is perhaps also characterized by longer trips than the short breaks typical for holidays, 73% of tourists are male, the highest share in the region, reflecting both a high share of business travel and the character of much holiday travel (Fish, and Waggle, 1997, p. 14).

This is reflected in Japanese outbound survey data, which indicate that Taiwan attracts an unusually low share of the important "office lady" market, in part because it is unattractive for shopping, while it is of especial appeal to relatively elderly males. Tourism receipts per visitor are above the region wide average, but spending per night it about average; only a third of the total goes on shopping, compared with over half in other essentially city destinations.

According to the Monthly Report on Tourism (Tourism Bureau, 2000), a total of 175,481 visitors arrived in Republic of China in November, 1999, down 27,622 or -13.60% from the 203,103 in November of last year. The arrivals included 158,713 foreign visitors and 16,768 Overseas Chinese. Compared with November of last year, the number of foreign visitors deceased by 34,932 or –13.58%, and the number of Overseas Chinese visitors decreased by 2,690 or –13.82%. Daily arrivals in November average 5,849 (Table 12).

Table 1
Visitor Arrival by Nationality, January – November, 1999

Country of Nationality			1999	1998	Change ± %
Asia	Japan		776,499	749,566	3.59
	Korea		71,889	57,310	25.44
	India		14,274	14,108	1.19
	Middle East		11,090	11,367	-2.44
	S. E. Asia	Malaysia	55,478	50,689	9.45
		Singapore	64,051	63,699	0.50
		Indonesia	72,158	44,296	62.90
		Philippines	115,492	113,612	1.65
		Thailand	128,580	118,401	8.60
		Others	28,861	21,893	31.83
		Sub-total	646,584	412,599	12.60
	Others		**3,950**	**4,091**	**-3.45**
	Total		**1,342,288**	**1,249,041**	**7.47**
America	Canada		46,083	45,214	9.17
	U. S. A.		311,628	299,584	4.02
	Mexico		1,802	1,847	-2.44
	Brazil		2,661	3,376	-21.18
	Argentina		1,349	1,317	2.43
	Others		5,874	5,853	0.36
	Total		**369,397**	**354,191**	**4.29**
Europe	Belgium		4,533	4,498	0.78
	France		27,361	26,616	2.80
	Germany		35,906	37,038	-3.06
	Italy		11,582	11,951	-3.09
	Netherlands		15,943	12,974	22.88
	Switzerland		6,602	6,819	-3.18
	Spain		3,896	3,953	-1.44
	U. K.		57,004	53,553	6.44
	Austria		4,601	4,382	5.00
	Greece		1,404	1,261	11.34
	Sweden		6,153	5,848	5.22
	Others		22,4499	21,026	6.77
	Total		**194,434**	**30,626**	**3.96**
Oceania	Australia		33,759	30,626	10.23
	New Zealand		6,664	5,990	11.25
	Others		361	382	-5.50
	Total		**40,784**	**36,998**	**10.23**
Africa	Malagasy		30	22	**36.36**
	Mauritius		416	503	**-17.30**
	Nigeria		815	654	**24.24**
	S. Africa		3,746	3,645	**2.77**
	Others		2,807	2,882	-2.60
	Total		**7,814**	**7,708**	**1.38**
Overseas Chinese			**274,762**	**239,521**	**14.71**
Unstated			**6,617**	**5,681**	**8.68**
Grand Total			**2,238,653**	**2,083,059**	**7.47**

Source: Tourism Bureau, Ministry of Transportation and Communications, 1998 – 1999.

Learning Process

There are three critical elements in the work-based learning process (Raelin, 2000):

1. It views learning as acquired in the midst of action and dedicated to the task at hand.

2. It sees knowledge creation and utilization as collective activities wherein learning becomes everyone's job.

3. Its users demonstrate a learning-to-learn aptitude, which frees them to question underlying assumptions of practice.

Work-based learning, then, differs from conventional training in that it involves conscious reflection on actual experience. Fundamental to the process is concept of metacognition (Meisel and Fearon 1996), which means that one constantly thinks about one's problem-solving processes. It is not enough just ask, "what did we learn," we must also ask, "what does it mean or how does it square with what we already know?" Hence, learning can be more than just the acquisition of technical skills. It also constitutes the reframing necessary to create new knowledge. Peters and Smith (1997) refer to programs of work-based learning as "throwing a net around slippery experience and capturing it as learning." Ohmae (1982) adds that learning of this type requires a combination of rational analysis with imagination and intuition. Using both hemispheres of the brain, one reintegrates information into new patterns.

Employees English Language Training Programs In the Hotel Industry

Competition is increasing pressure on hotels to improve the quality, productivity and cost effectiveness of their operations. And, over and over technological advances are rendering old work methods obsolete. Today's challenging work environment requires that hotel employees have all the tools necessary to do the job. Also, it is no longer simple enough for a hotel to meet a guest's service expectations. Hoteliers and their employees must attempt to exceed those expectations – despite the fact that today's guest is more knowledgeable than ever before. "But even the best intention can be useless unless an operation can implement a successful training program first" (Frumkin, 1992, p. 72). Besides, "any training program must cover ways to tailor the hotel's services to guests' need" (Scoviak-Lerner, 1989, p. 9).

Because hotels cannot build up an inventory of services the way they can build up an inventory of products, if they cannot produce the service the moment it is needed, hotels lost the sale. "The successful delivery of service requires people to perform an unnatural act: to work at an extraordinarily high level of interdependence, working not only for their own ends but toward a successful outcome for the customer" (Zemke, 1986, p. 41). Thus, hotel employees must be trained to know how to provide service for guests. In other words, training and services go hand in the hotel industry. Training does play an important role in successful hotel operation.

English as a Second Language Training Program

It is English as a second language training program that Taipei's hotel industry offers to the hotel employees. In this section, the background, functions, the process,

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barriers, program cost, and new training method are introduced. Several elements have been also identified by hotel staffs as key to the ESL training program's success. These included:

1. Enlist the total support of management and supervisors whose employees will be trained. It is very important to get support from upper management.

2. Test employees before beginning the program to determine skill levels.

3. Make the program applicable to the employees' jobs. Use equipment manuals, recipes, job descriptions and any other written job material in lesson plans.

4. Teach skills that trainees can use in other areas of their lives.

5. Use the most effective teaching methods – visual and kinesthetic, which require trainees to act out words.

6. Pay employees for their time in class and consider other incentives for participation, such as monetary compensation.

7. Schedule the program so it is easy for employees to attend. Class schedules should be around shift times.

8. Conduct classes in a private area with no distractions.

9. Evaluate the program at the end of a class cycle and recognize trainees for their achievements, no matter how small.

Background

It is impossible for hotel managers to require all employees to speak English fluently. Some employees may even never know hot to speak English. However, the

problem is that guests will not be able to perceive the service, no matter how excellent it is, if hotel employees cannot communicate with them. Nor is a hotel employee who speaks little English likely to go with stringent quality control standards. Productivity can be affected by miscommunication between employees and guests. As a result, a lot of hotels have seen no alternative but to take on the task of teaching their employees English as a second language (ESL), even though it is not a burden that hotels shoulder gladly (Oberle, 1990, p. 62).

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<u>Functions</u>

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"The program is needed and is worthwhile. The program is that it supplements and in many cases, substitutes for the training that school should provide" (Fagiano, 1991, p. 20). Also, the fruits of efforts made at hotels will be realized almost as soon as the program starts. All operations will report improved productivity and employee morale. ESL training programs will also help build a solid working relationship with employees. According to Fischer (1989), training gives hotels more than just a competent staff, because "the hotels that offer strong training and development packages will attract the best employees" (Metz, p. 62). When hotels provide training for employees, hotels are telling them that they are valuable, what they do is valuable and hotels want them to succeed. Training says hotels have confidence in employees to learn an important skill, and hotels are willing to make the investment of time and money to help them do it (Seelhoff, 1992, p. 23). Singh (1990) says that "ESL training can change a company's culture for the better. Some employees see the investment in ESL as a sign that management values them, and it helps to boost morale" (in Oberle, p. 67). By

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boosting morale, ESL training has lowered turnover rates and stabilized the work force.

Studies also show that most hotel employees who quit usually do so because they lack

confidence in their ability to perform the tasks assigned them or to relate to others. ESL

training is highly important in building the employee's self-confidence and in improving

the employee's performance (Gee, 1988, p. 241).

Since hotels can benefit a lot from an ESL training program, they are supposed to

consider to start it. However, in fact, few hotels develop an ESL training program that

has a direct effect on a hotels ability to compete (Haywood, 1992, p. 50). That is why

training budgets so often get the ax when profits are threatened, and why senior managers

do not show active support for training and development programs. Managers, after all,

give attention to activities that can be measured or that will make a difference.

> **"Training, therefore, can neither be carried out in isolation from strategic business planning nor be disconnected from an organization's product, its market situation, or management of its corporate identity. On the other hand, training cannot be treated solely as a derivative of strategic business planning. It is primary function. Within the hospitality business, the intensity of the interaction with guests suggests that all employees, directly or indirectly, are involved in implementing strategies directed toward creating and sustaining a competitive advantage" (Haywood, 1992, p. 49).**

Therefore, management has to realized the importance of starting an ESL training

program and give the wholehearted support to it, because management support is the

important beginning of a successful training program.

"In most cases, the hospitality industry needs to develop its own ESL training

themes and agendas" (Herman and Eller, 1991, p. 56). According to Metz (1989), an

informal survey of hotel trainers and professionals identified a number of elements

beyond top-management support as crucial for strong training program. They included

well-defined, measurable objectives, incentives or rewards for trainees, continual monitoring of the program to allow necessary revisions, competent trainers and quality training materials (p. 62).

Need Assessment

The first key to starting an ESL training program is assessing the needs. According to Bowman (1987), a needs assessment is the essential first step in planning a training program. It not only identifies training needs, but also builds participant commitment, generates management support, increases the human resource development department's credibility and provides data for evaluation. A study also shows a significantly higher level of satisfaction with training programs among employees who had participated in needs assessment than among those who did not participate (1987, pp. 30-32).

Therefore, understanding the workplace and the employees' special needs is the first task in designing ESL curriculum for a hotel. Because every hotel has different trainee populations, time and funding constraints, and production or service goals, according to Bell-Irving (1992), hotels should form a task force to assess raining needs an determine the type of training support to be provided to each employee. Hotels should recognize that in order to meet the standards they have, they have to provide some skills upgrading. One of the jobs of the task force is to determine what are the gaps between their needs and current employee skills (Bell, p. 55).

Program Objectives

If a hotel has enough employees needing the ESL training program after assessing the needs, it then needs to set the objectives of the hotel's ESL training program. Put another way, the hotel must determine in advance what it wants the program to accomplish. According to Carrell, Kuzmit, and Elbert (1989), program objectives indicate the kinds and levels of skills, ability, knowledge, and attitudes the trainees should possess after the program has been completed (p. 269). "For the trainee and the trainer, objectives are equally important. They need to know exactly what they are expected to know or be able to do. A good objective communicates this clearly" (Idstein, 1992, p. 76).

According to Martin (1990), in hotels, the main training objective of an ESL training program was to improve communication between employees and guests, because they felt that hotels would benefit from improved communication and better guest contact (in Sherer, p. 92). Further, to improve employees' English communication sill, the study conducted by Oka (1988) and Chang (1995) shows that the majority of the management and employees choose "easy conversation" as the minimum English speaking proficiency level after trainees completed an ESL training program. Therefore, to train employees to speak "easy conversation" could be the objective of an ESK training program.

Program Implementation

The implementation of training brings the trainer and trainees together. Implementation involves careful planning and consideration, because the structure and

environment of the program will also affect its overall success. The trainer is an important element of the successful implementation of an ESL training program. ESL training may be delivered by free-lance or contract instructors. In some hotels, ESL trainers often are moonlighting teachers (Oberle, 1990, p. 65). Other hotels can hire certified trainers for their operation (Weinstein, 1989, p. 178). However, some hotels bring in a full-time person to develop this teaching material, because most language specialists are trying to train people in basic survival English, not job-specific English (Wolson, 1990, p. 178).

Teaching methods in hotel ESL classes are also different. The trainer choose the appropriate techniques based on the trainees' level of language ability and on the content to be taught. With lower-level trainees, for example, dialogue memorization might be appropriate. On a higher lever, role plays of realistic situations are common. Classes usually are limited to about a dozen trainees, but the trainer may break them into even smaller groups based on skill levels (Oberle, 1990, pp. 65-66). Also, the trainer should note that "delivery of the teaching material should be coupled with employee participation and employees can absorb the material taught in the time allowed" (Page, 1989), p. 122).

Evaluation

"Evaluation is frequently the forgotten step in program design and implementation." A good program will have built-in evaluation steps to periodically monitor the effectiveness of the program and the progress of trainees. Frequently, hotels

will have to add evaluation procedures based on the results of the needs analysis and program objectives (Tartell, 1987, p. 29).

Built-in Evaluations

"The purpose of evaluation in the training process is to determine whether trainees actually learned new skills and attitudes, or a baby of knowledge as a result of the training program" (Carrell, Kuzmit, and Elbert, 1989, p. 280). Therefore, evaluation should take place before, during, and at the completion, as well as periodically after training to compare the results (Steadmon and Kasavna, 1988, p. 257). "This will enable you to measure what that participants learned and it can help in determining how well the training program was designed" (Finn, 1990, pp. 97-98). Therefore, this is a critical stop in the evaluation process, since it can tell the hotel whether the training is doing what is was intended to do.

However, "it is not necessary to spend a great deal of time and money on quantitative methods of evaluation training, but it is important to find as many ways as practical to demonstrate that training really pays off" (Finn, 1990, p. 97).

<u>**Incentives and Rewards**</u>

After evaluation of the effectiveness of an ESL training program, hotels should provide some incentives and rewards for trainees to motivate them. Money indeed is an important motivator but certainly not the only one (Go, 1992, p. 55). "It has also been instrumental in allowing hotels to promote some competent employees who had been stymied by their lack of language skills. In fact, the need and desire on the part of hotels

to promote good employees has been the impetus for more than one hotel's ESL training program" (Oberle, 1990, p. 67).

Actually, promotion is not only an incentive of an ESL training program, but also a benefit that employees can get from the program. "None could deny the facts that career prospects for hotel employees who do not have English language skills are, indeed, limited. Though they may have both the abilities and desire to learn new jobs, they often can neither communi8cate with guests nor understand their needs. They are, therefore, cut off from opportunities to advance and grow; hotel executives subsequently have fewer options to promote, cross-train and develop staff whose long-tern experience would otherwise potentially benefit their entire hotels" (Boss, 1989, p. 14). Also, Leigh (1990) says that " in the long run, limited language skills threaten a hotel by reducing the pool of people who are promoted" (in Oberle, p. 67).

Barriers

Besides the problems with the process of an ESL training program, hotels also have to pay attention to other barriers that can make the program fail. Weinstein (1989) describes that "not every hotel operation has been successful with its English training program," because some employees tended to have more than one job and would rather spend their time earning money than learning English. Also, if employees receive no support in their day-to-day environment to practice those skills, it will provide little incentive for them to improve their English sills (p. 23). Therefore, Wolson (1990) suggests that hotels should develop mandatory assessment program to rate their staffs language skills, new employees should take language proficiency tests, and supervisors

should be required to send employees for English language training – on company time (p. 178). In other words, hotels have to do their best to make sure that employees have to attend the ESL training program to improve their English skill as long as it needed. Moreover, the program should also be scheduled on duty and make employees get paid to motivate them.

<div align="center">**Program Cost**</div>

Also, program cost is a major concern. Depending on the program hotels select, program costs can very widely. The program may cost hotels noting except empllyee paid time, while some hotels budget more than $200,000 per year (Sherer, 1990, p. 84). For this reason, some hotels do not consider ESL training a priority. Therefore, once hotels have determined that they would like to stat an ESL training program, the next step is to identify cost effective solutions. "Budget-conscious executives have been rather "ho-hum" in their support of language programs" (Weinstein, 1989, p. 23). Because the hotel industry always looks at immediate production value and considers workers as short-term employees, they do not want to make an investment in someone who will gone in short order (Weinstein, 1989, p. 23). Therefore, some hotels are still looking at ways to make the program cost-effective. They do want to help employees feel more comfortable with language, their people and guests, but what they have seen in ESL training does not have a good balance between effort and investment. They are now looking into a program that would train managers and supervisors to conduct ESL training in individual departments.

<u>Implementation</u>

According to Lagreca (1991), this training program should often 12 hours of instruction. All employees are required to complete it, including the kitchen and other staff who do not ordinarily come in contact with the guest. All managers are also required to pass the course. Workbooks are given to trainees before each class. They contain a written description of the points to be covered in class as well as self-study exercises, which the trainees are expected to complete before coming to class. Self-study exercises in manuals force employees to read the material more carefully than they otherwise would, because they are required to respond in writing to what which they have read (pp. 64-65).

In addition, managers in hotels should be taught how to conduct this program. Involving the operation, managers in the program should help in obtaining their wholehearted support. In each class, the principles are first explained, then the employees practice applying the principles on the job. Role-play rehearsals on how to speak and respond correctly to guest are widely used. At the end of each class, the employees are given a written quiz to evaluate their understanding of the lesson (Lagreca, 1991, p, 65).

At the end of the training program, students take a performance test in which they are evaluated while they work to see how consistently they use the polite expressions, full sentences, and other skills taught in the program. Better job performance is the goal of the program, which is why the evaluation is the "acid-test" of whether or not the employee passed training (Lagreca, 1991, p. 65).

"Employees need to understand that there is a proper language of service and that using it is a requirement of their jobs. The ability to speak to people courteously is important for one's own personal development, as well as for the business. Training, combined with a little patience, can achieve the desired effect with those employees who are willing to learn" (Lagreca 1989, p. 96).

Conclusion

In conclusion, English language training programs are not only benefits to guests but make employees confident and successful people. Moreover, hotels also get many benefits because of the improvement of employees' job performance. A common theme of motivation theories is that people have higher order needs and that many of these needs can be fulfilled through work. People want to know that the job they do is important. They need recognition and respect, and they will often work quite hard to fulfill these needs.

After understanding the important elements of employee English language training programs, hotels that are offering the English language training programs could not only find the problems with their training programs and improve them, but also choose the effective way to implement their training programs and acquire the best result.

CHAPTER THREE
METHODOLOGY

This chapter discusses the research design and techniques that were utilized for conducting a descriptive study, which involves collecting data through the use of a questionnaire, and interview, in order to test hypotheses or answer questions concerning the current status of the subject of the study (Chang, 1995).

On May of 2000, the researcher had most of the international tourist hotel at Taipei surveyed by interviewing. All of the management agreed that the English language is the most widely used and studied foreign language in the hotel industry of Taipei. Also when they hire new employees, applicants must have level of degree English ability. Because of these reasons and observations by the research of the employee English language training program at Taipei was proposed for Graduate College credits.

This investigation was conducted from May to June 2000. The questionnaires were translated into Chinese and send to ten international five states level tourist hotels in Taipei, Taiwan. These hotels were approved by the government of Republic of China, Taiwan, according to the environment, bedroom space, and other facilities.

The questionnaires were distributed by a person selected by the researcher in Taipei. To obtain the highest response rate, researcher followed up by calling the selected managers and persona, was collected by researcher to those in delay. The follow-up occurred two weeks after every distribution of the questionnaires.

The purpose of this study was to gather information to examine the extent to which value of training English as a foreign language within the context of the hotel business in Taipei.

The targeted population included one hundred employees who are working with hotel industry in Taipei, Taiwan. The questionnaires were sent to ten employees for each hotel. A questionnaire was developed and personally administered by the researcher.

Research Instrument

The format and design of the questionnaire was based on previous studies and refereed from two similar research studies that were conducted and completed by Oka (1988) and Chang (1995), the literature review, suggestions of hotel managers, and the researcher's experience. The questionnaire was further specifically designed to gather data to accomplish the initial research objectives of this study.

The objectives of the study were to determine:

1. The subjects for this study contained questions, concerning general backgournd of employees, such as the perceived importance of English conversational skill to the hotel business and to the individual's skill.

2. The subjects included dealt with English language training program: minimum level of the skill to be acquired and motivation.

3. The subjects consisted of questions dealing with the evaluation of English language training programs: effectiveness and problems with the programs rewards from the acquired skill, and the necessity of personal study.

The questionnaire for employees was for the purpose of comparing information from both management and employees groups. The questionnaire consisted of 20 questions roughly divided into three sections. Section first contained 3 questions, concerning general background of employees, such as the perceived importance of English

conversational skill to the hotel industry and to individual's skill. Section second included 10 questions which dealt with English language training program: minimum level of the skill to be acquired and motivation. Also, dealing with the evaluation of English training programs: the effectiveness and problems with the programs rewards from the acquired skill, and the necessity of personal study. Section third consisted of 5 questions dealing with employees who work with no English language training program hotels: the effectiveness and how they improved own English language ability.

Pilot Test

The purpose of the pilot test was to evaluate the survey instrument for reliability and validity. When translating the questions from English into Chinese, careful attention was given so as not to lost the intent of questions. Some formational changes, however, were necessary.

After the questionnaires were translated into Chinese, the researcher administrated the pilot study. Ten Taiwanese students and five English-speaking students participated in pretest at the University of Wisconsin-Stout. Taiwanese students were tested by the questionnaires in Chinese, and English-speaking students were tested by the questionnaires in English. The questionnaires were then revised after receiving comments and suggestions from the pilot study.

Sample Selection

The sample for this study was drawn from a list of qualified hotels in Taipei, Taiwan. The total number of hotels surveyed was ten. The questionnaires were sent to

ten employees for each hotel. The total number of employees to be sampled was one hundred. Four criteria were adopted to make the hotel selection. The hotels were:

1. approved by the Taiwan Tourism Bureau;

2. members of the Taiwan Visitors Association;

3. awarded five or four plum blossoms, which correspond to the stars in the West; and

4. located in Taipei, Taiwan.

Limitations

There are some limitations identified by the researcher. They are:

1. The sample this study was limited to the international tourist hotels in Taipei. There were other hotels in the population that were not surveyed. Their responses might be somewhat different from those that had been surveyed.

2. The questionnaires were distributed and collected by the human resource department managers. The managers might have been biased because they sampled the subjects according to their own judgment in this study.

3. The researcher tried hard to accurately translate and summarize answers from Chinese to English for the open-ended questions. The meanings translated into English might be a little different from the original meanings in Chinese.

Data Collection

The researcher instructed a designated person in Taipei, Taiwan. Researcher knew the objectives of the survey and the procedures to be used in distributing the questionnaires.

The questionnaires for employees were personal sent by researcher to the selected ten international tourist hotels in Taipei on May 9th, 2000. Each set also included cover letter which was from the chairman of the thesis committee in English, to introduce the researcher, the topic, and the purpose of the survey. The questionnaires were sent to the personnel managers or directors of employee training departments.

The management in charge of the employee English language training program were asked select employees for this study, distribute questionnaires, and collect and return the completed questionnaires from employees. The respondents were requested to complete the questionnaire and connect the requested data to the researcher in Taipei within two weeks. Of the ten hotels (one hundred employees), seventy responses from employees were collected by May 23rd, 2000. The return rate from this first collecting was 70% for employees.

To increase the response rate, a second collecting was phone call to those in delay on May 24th, 2000. These phone calls emphasized their response and encouraged the return of the completed questionnaires. Of the ten hotels receiving the second phone calling, 10 completed questionnaires from employees were collected by May 26th, 2000.

The third attempt to encourage the non-responding hotels was conducted by the researcher in Taipei, Taiwan on May 27th, 2000. Researcher called to the personnel managers of those hotels, and collected before researcher back to the USA on June 1st,

2000. By the end of May 30th, 2000, of the ten hotels' questionnaires were collected by researcher, 10 completed questionnaires from employees were received.

Table 2

Time	Total Response Employees	Response Rate
May 23, 2000	70	70%
May 27, 2000	10	10%
May 30, 2000	10	10%
Total	90	90%

The overall response rates for the three collecting were approximately 90% from employees. Compared with the response rates of the similar study conducted by Oka (1988) 25.5% and Chang (1994) 44.17% for employees, these response rates are high.

Table 3

Researchers	Response Rate
Oka (1988)	25.5%
Chang (1994)	44.17%
Chen (2000)	90%

Data Analysis

The Statistical Package for the Social Sciences program (SPSS) was used for analyzing the data. Descriptive statistics was applied for computing means, standard deviations, the t test, ANOVA, and Mann-Whitney test were tabulated and analyzed. The statistical tools used in this study included frequency counts, means, and a one-way Analysis of Variance (ANOVA) (Borg and Gall, 1989). In addition, in order to evaluate whether or not the difference between the mean values of each cohort group was

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satirically significant, a two-way Analysis of Variance (ANOVA) was also employed (Borg and Gall, 1989).

After analyzing the survey results, certain interpretations of the data helped to draw conclusions about the findings of the study. These conclusions were related to the objectives of the study and were formulated based upon the statistical applications that were employed.

Chapter four addresses the significance and relevance of the research findings.

CHAPTER FOUR
RESULTS AND ANALYSIS

As stated in CHAPTER THREE, the questionnaires were the appropriate method for this study. They were designed to illuminate the hotel employees' opinions about employee English language training programs. Frequency counts and percentages were used for all the items on the survey. One hundred (100) questionnaires were sent out to the ten (10) hotels. A total of ninety (90) completed questionnaires were collected. The total number of responses from the subjects was 90, representing 90% of the total number of questionnaires sent. This chapter presents the results of analyzed data given by the employees working in Taipei's hotels.

The questionnaires are analyzed in two ways. First, the responses received from each hotel employees were examined for contents and compared to the responses given by other employees groups. Second, responses of non-training program employees were compared in order to find any important differences and consensus on the employees English language training program between the two groups.

Respondents' Personal Data

The participants were asked to provide information about the name of hotel and their working area (question No. 1 and 2). The results which were responded by 90 employees showed that: fifty-one (56.67%), work with lodging area, twenty-six (28.89%) work with food service area, and thirteen (14.44%) work with accounting department.

Table 4
Respondents' Personal Data: Working Area
(n = 90)

Working Area	# of Employees	% of the Total
Lodging	51	56.67
Food Service	26	28.89
Accounting Department	13	14.44
Total	90	100.00

Importance of English Speaking Skills for Hotel Business

Of the fifty-one employees, 51 (56.67%) answered that English speaking skill was "very important" for the hotel business. Eighteen employees (20%) chose "important." Seventeen employees (18.89%) responded "average", and four (4.44%) answered lower than this level. The number of the employees answering "very important" and "important" was more than 76% of the respondents. Also, the mean score of 4.29 was close to the "very important" level. The Standard Deviation was 0.927 (representing

±1SD) as a close approximation of the average amount by which each score differs form

the group's mean. It appears that most of the employees highly agreed on the importance

of English speaking skills for the hotel business.

Table 5
Importance of English Speaking Skills for Hotel Business
(N = 90)

Level (a)	# of Employees	% of the total
1	0	0
2	4	4.44
3	17	18.89
4	18	20
5	51	56.67
Total	90	100.00
Mean	4.2889	
Standard Deviation	0.92705	

(a) 1: not important   5: very important

Importance of English Speaking Skill in Performing Duties

Question No. 4 inquired about the frequency of English speaking skill to the employees' job. Twenty-five employees (27.78%) responded "frequently." Forty-two employees (46.66%) responded between "frequently" and "sometimes." Only eight employees (8.89%) answered lower than "sometimes" (Table 5). The mean score was 3.59. The Standard Deviation was 1.1014 (representing ±1SD) as higher

than approximation of the average amount by which each score differs form the group's mean, because many hotel's employees felt that insufficient English speaking skill was frequency prevent their duty, and after work, they didn't has much chance to practice English language.

Table 6
Importance of English Speaking Skill in Performing Duties
(N = 90)

Level (a)	# of Employees	% of the total
1	5	5.56
2	3	3.33
3	42	46.66
4	15	16.67
5	25	27.78
Total	90	100.00
Mean	3.5778	
Standard Deviation	1.1014	

(a) 1: seldom   5: frequently

Minimum English Speaking Proficiency Level

Most of the employees (52.22%) chose a level "easy conversation." Thirteen employees (14.44%) answered that they should acquire "fluent," and fifteen employees (16.67%) chose the level between "easy conversation" and "fluent." Only nine employees (10%) required between "easy

conversation" and "a few sentences, " and six employees (6.67%) chose "a few sentences." The mean score of 3.22 was slightly higher than "easy conversation" level. The Standard Deviation was 1.0362 (representing ±1SD) as a close approximation of the average amount by which each score differs form the group's mean. In the other words, most of the employees recognized the importance of improving English speaking skills to the "easy conversation" level.

Table 7
Minimum English Speaking Proficiency Level
(N = 90)

Level (a)	# of Employees	% of the total
1	6	6.67
2	9	10
3	47	52.22
4	15	16.67
5	13	14.44
Total	90	100.00
Mean	3.222	
Standard Deviation	1.0362	

(a) 1: a few sentences   5: fluent

From question (6) to question (15), forty-five employees (50%) answered these questions, which meant their hotel have English Language Training Program. Another questions from question (16) to question (20), these questions only for their

hotel don't have English Language Training Program for them. Forty-five employees (50%) answered these questions.

Question (6) to Question (15)

Importance of English Language Training Program in Improving English Speaking Skill

Of the fifteen employees (33.33%) chose "very important," and ten employees (22.22%) answered that the English language training program was "important." Fifteen employees (33.33%) responded "average." Four employees (8.9%)answered between "average" and "not important." Only one employee (2.22%) chose "not important." The mean score of 3.76 and the nearly 56% of the employees answering "very important" and "important" indicated that most the employees expected the training program to be slightly higher than "important" to improve the skill. The Standard Deviation was 1.0904 (representing ±1SD) as a close approximation of the average amount by which each score differs form the group's mean.

Table 8
Importance of English Language Training Program in Improving English Speaking Skill
(N = 45)

Level (a)	# of Employees	% of the total
1	1	2.22
2	4	8.90

3	15	33.33
4	10	22.22
5	15	33.33
Total	45	100.00
Mean	3.7556	
Standard Deviation	1.0904	

(a) 1: not important   5: very important

English Speaking Skill before Participation

The number of the employees answering "fluent" was four (8.90%). Seven employees (15.55%) chose the level between "fluent" and "easy conversation." The majority of sixteen employees (35.55%) responded "easy conversation" level. Eight employees (17.78%) had between "easy conversation" and "a few sentences." Ten employees (22.22%) answered "a few sentences." The mean score of 2.7111 was slightly lower than "easy conversation" level. The Standard Deviation was 1.2362 (representing ±1SD) as higher than approximation of the average amount by which each score differs form the group's mean, because some hotel's lower position level did not require employees to have higher education background, and employees' English education have big different level before they entered hotel industry.

Table 9
English Speaking Skill before Participation
(N = 45)

Level (a)	# of Employees	% of the total
1	10	22.22

2	8	17.78
3	16	35.55
4	7	15.55
5	4	8.90
Total	**45**	**100.00**
Mean	**2.7111**	
Standard Deviation	**1.2362**	

(a) 1: a few sentences   5: fluent

Employees' Motivation

In question No. 8, ten employees (22.22%) were "very motivated" and fourteen employees (31.11%) noted that they took "motivated" attitudes toward the program. Sixteen employees (35.55%) chose "average." Four employees (8.90%)answered between "average" and "not motivated." Only one employee (2.22%) was not motivated at all. The mean score of 3.62 indicated that the employees not only recognized the necessity and importance of English speaking sill and the English language training program, but also had positive motivation to participate (Table9). The Standard Deviation was 1.0065 (representing ±1SD) as a close approximation of the average amount by which each score differs form the group's mean.

Table 10
Employees' Motivation
(N = 45)

Level (a)	# of Employees	% of the total

1	1	2.22
2	4	8.90
3	16	35.55
4	14	31.11
5	10	22.22
Total	**45**	**100.00**
Mean	**3.6222**	
Standard Deviation	**1.0065**	

(a) **1: not motivated**   **5: very motivated**

Effectiveness of English Language Training Program

The employees were also asked if they could better serve foreign guests after the program (question No. 9). Forty (88.89%) answered "Yes." Five employees (11.11%) responded "No."

Table 11
Serve Foreign Guests After The Program
(N = 45)

Level (a)	# of Employees	% of the total
1	40	88.89
2	5	11.11
Total	**45**	**100.00**

(a) **1: Yes**   **2: No**

Respondents were further asked about the effectiveness of the English language training program in improving their

English speaking skills (question No. 10). Of the eight employees (17.78%) considered that English language training program was "very effective." Twenty-one employees (46.67%) chose "effective." Eleven employees (24.44%) responded "average." Only five employees (11.11%) responded that the program was less effective than "average." No anyone answered "not effective." The mean score of 3.71 was very close to the "effective" level. Compared with the mean (3.76) of question No. 6 asking about the importance of the English language training program in improving English speaking skill, it is clear that most of the employees thought that the program was "important" in improving skills, but it was not just as effective as expected to be. The Standard Deviation was 0.89499 (representing ±1SD) as a close approximation of the average amount by which each score differs form the group's mean.

Table 12
Effectiveness of English Language Training Program
(N = 45)

Level (a)	# of Employees	% of the total
1	0	0
2	5	11.11
3	11	24.44
4	21	46.67
5	8	17.78
Total	45	100.00
Mean	3.7111	
Standard Deviation	0.89499	

(a) 1: not effective   5: very effective

Problem with Current English Language Training Program

       In responses to question No. 11 (Table 12), "Lack of time for training" was considered as the most popular problem by 25 employees (55.56%). Second, "Lack of motivation of employees" was chose by thirteen employees (28.89%). Third, "Content(s) of teaching" was answered by eleven employees (24.44%). Forth, "Teaching process" and "Lack of benefits form the acquired skill" were responded by ten employees (22.22%).

Table 13
Problem with Current English Language Training Program
(N = 45)

Item	# of Employees	% of the total
Objectives of the program not clear to employees	2	4.44
Teaching staff(s)	5	11.11
Teaching material(s)	8	17.78
Content(s) of teaching	11	24.44
Teaching process	10	22.22
Evaluation system	5	11.11
Lack of benefits from the acquired skill	10	22.22
Lack of motivation of employees	13	28.89
Lack of time for training	25	55.56
Other	5	11.11

According to Brinkerhoff and Gill (1994), there are five scenarios out of six that could make the typical training program not only ineffective but highly inefficient. The sixth successful scenario centers on employees receiving the right training they need it. The other less propitious scenarios, which the authors feel are unfortunately common, are

1. Employees receive the right training, but it is too late to use.
2. Employees receive training that is irrelevant to their work environment.
3. Employees are forced to wait for training that they need.
4. Employees wait for training that they do not need.
5. Employees attend training to escape a punishing work environment.

Items 1, 3, and 4 address the issue of learning being just-in-time, as noted earlier; in other words, learning must occur as one encounters a problem. Knowledge or skills provided after they are needed maybe wasted, forgotten, or worse, poorly transferred if they are no longer relevant (Brinkerhoff and Gill, 1994). While the fifth item needs no explanation, the second item suggests that training resources maybe wasted if they are not tailored to the situation confronting the employee. When courses are provided off-site by trainers not familiar with the organizational environment, further waste may occur if the training content is delivered without knowledge of the firm's or unit's cultural and political idiosyncrasies.

Not enough time during action learning meetings: In open groups, it is important to negotiate time at the beginning of each meeting. If time is not planned or negotiated, timing is not adhered to, and the group can easily become sloppy and less effective. In other to ensure sufficient time for reflection and learning for each member at each meeting, careful attention must be pain to the clock. Each presenter should

observe reestablished time limits. Overrunning by one person cuts into the time of others. Thus it may be useful for the facilitator or an assigned timekeeper to inform the presenter when he or she has five minutes left. Time should also be allocated for assessing the overall meeting.

Job Advancement through English Speaking Skill

Of the forty-five employees, twenty-nine (64.44%) responded that the employees' English speaking skills affect possibilities for advancement (question of No. 12). Sixteen employees (35.56%) did not consider the skill.

Table 14
English Speaking Skills Affect Possibilities for Advancement
(N = 45)

Level (a)	# of Employees	% of the total
1	29	67.44
2	16	35.56
Total	45	100.00

(a) 1: Yes   2: No

Eighteen (40%) out of twenty-nine employees agreeing on the job advancement system considered "change in job classification" as a means of job advancement. Eleven employees (24.44%) answered "promotion." Nine employees (20%) responded "increase in wage." Five employees (11.11%) chose "other."

Table 15
Job Advancement through English Speaking Skill
(N = 45)

Item	# of	% of the

	Employees	total
Chang in job classification	**18**	**40**
Promotion	**11**	**24.44**
Increases in wage	**9**	**20**
Other	**5**	**11.11**

The Most Important Change(s) from English Language Training Program

Many employees chose more than one item in this question (question No. 13).

Therefore, the data is presented in the same fashion (Table 15). The number and

percentage of the responses on every item are listed in Table 15. Thirty-four employees

(75.56%) answered "self-development by employees." Twenty-six employees (57.78%)

chose "efficient service."

Table 16
The Most Important Change(s) from English Language
Training Program
(N = 45)

Item	# of Employees	% of the total
More foreign travelers	**7**	**15.56**
Increased revenue	**3**	**6.67**
Self-development by the employees	**34**	**75.56**

Efficient service	**26**	**57.78**
Other	**3**	**6.67**

Line managers may not understand the value of the program, and as a result, they may be discouraging assignees from participating in the face of all the work they're hoping these employees will wrap up before leaving. If manager suspect this may be the case, manager might want to consider a radical idea: Make the training mandatory. Remove pressure from expects entirely. Make employees aware that language training is always an option, so they can start ahead of the rush when they have "potential expect" status.

Additional English Language Training Program

Question No.14 inquired about the necessity of an additional English language training program. Of the forty-five employees, thirty-seven employees (82.22%) responded that they needed additional English training programs. Eight employees (17.78%) answered "No." The high number of employees answering "Yes" implied that employees' motivation of participation in any English language training programs was positive. The implementation of the program could be one of the reasons for motivating employees to improve English speaking skill based on their own decisions.

Table 17
Additional English Language Training Program
(N = 45)

Level (a)	# of Employees	% of the total
1	37	82.22
2	8	17.78
Total	45	100.00

(a)   1: Yes   2: No

Self Study

   Employees were then asked if they intended to further their English speaking skill beyond the hotel's English language training program (question No. 15). Of the forty-five employees, thirty-four employees (75.76%) answered "Yes." Eleven employees (24.44%) responded "No." This question is related to employees' motivation or self-development, because it is likely that the more employees intended to further their English speaking skill, the more employees are motivated.

Table 18
Self Study
(N = 45)

Level (a)	# of Employees	% of the total
1	34	75.76%

2	**11**	**24.44%**
Total	**45**	**100.00**

(a) 1: Yes   2: No

Questions from question (16) to question (20), these questions only for their hotel don't have English Language Training Program for them. Of the ninety employees, forty-five employees (50%) responded these questions.

Question (16) to Question (20)

None English Training Program of Hotel Employees' English Speaking Skill

The number of the employees answering "fluent" was four (13.33%). Eight employees (17.78%) chose the level between "fluent" and "easy conversation." The majority of twenty-six employees (57.78%) responded "easy conversation" level. Three employees (6.67%) had between "easy conversation" and "a few sentences." Two employees (4.44%) answered "a few sentences." The mean score of 3.2889 was slightly higher than "easy conversation" level. The Standard Deviation was 0.94441 (representing ±1SD) as a close approximation of the average amount by which each score differs form the group's mean.

Table 19
None English Training Program of Hotel Employees' English Speaking Skill

Level (a)	# of Employees	% of the total
1	2	4.44
2	3	6.67
3	26	57.78
4	8	17.78
5	6	13.33
Total	45	100.00
Mean	3.2889	
Standard Deviation	0.94441	

(a)   1: a few sentences   5: fluent

For Employees' Consideration Choose A Hotel To Work For English Training

Program

The employees were also asked if their consideration could choose a hotel to work for English language training program (question No. 17). The higher of number hotel's employees want to choose their work environment to have English language training program. Thirty-two (71.11%) answered "Yes." Thirty employees (28.89%) responded "No."

Table 20
For Employees' Consideration Choose A Hotel To Work For
English Training Program
(N = 45)

Level (a)	# of Employees	% of the total
1	32	71.11
2	13	28.89
Total	45	100.00

(a)   1: Yes   2: No

Type of Training

Question No.18 inquired about what type of English language training program for employees to choose.   Of the forty-five employees, twenty employees (44.44%) responded that they needed intensive English training classes. Twenty-five employees (55.56) answered that they needed training on the job. The many employees want to choose "Training On the Job." The OJT instructor training system prepares future OJT instructors to provide on-the-job training and coaching, by involving the participants in exercises that teach how to determine the training needs of each student, how to perform task analysis, and how to create performance objectives and performance tests.

Participants in the OJT course progress from designing and teaching lessons using transparent content to designing lessons, explaining, coaching, measuring trainees performance, and providing useful feedback using real content from their workplace. Participants learn how to give detailed instruction, chunked for ease of learning and retention, using all the senses – auditory, visual, and kinesthetic.

The On the Job Training Instructor Training System helps hotel build a qualified training team to mentor hotels' employees in the workplace thus providing them with the knowledge power to succeed in hotels' business.

Table 21
Type of Training
(N = 45)

Level (a)	# of Employees	% of the total
1	20	44.44
2	25	55.56
Total	**45**	**100.00**

(a)   1: Intensive English Training Classes   2: Training On the Job

Employees' Motivation For Self-Learning

In question No. 19, twenty employees (64.44%) were willing to invest their own time and money for English language training programs from out side source. Sixteen employees (35.56) answered they were not willing to do this way. Many employees want to use their own time and money to learn from their own experience in a real-life problem, helped by and helping others facing similar situation.

Table 22
Employees' Motivation For Self-Learning
(N = 45)

Level (a)	# of Employees	% of the total
1	29	64.44
2	16	35.56
Total	**45**	**100.00**

(a)   1: Yes   2: No

Twenty-eight (62.22%) out of forty-five employees agreeing on the job advancement system considered "change in job classification" as a means of job advancement. Seven employees (15.56%) answered "promotion." Eight employees (17.78%) responded "increase in wage." Thirteen employees (28.89%) chose "other."

Table 23
Job Advancement through English Speaking Skill For Self-Learning
(N = 45)

Item	# of Employees	% of the total
Chang in job classification	**28**	**62.22**
Promotion	**7**	**15.56**
Increases in wage	**8**	**17.78**
Other	**13**	**28.89**

Summary

The data revealed ten key patterns.

1. The hotel employees highly agree on the importance of English speaking

    skills and English language training program for the hotel business and their

job (Table 5). More than 50% of employees answered "very important" and important", and it appears that most of the employees highly agreed on the importance of English speaking skills for the hotel business.

2. The average of the employees' English speaking skills before participation was lower "easy conversation" (Table 9). Supporting to Oka's (1988) finding and Chang (1995) finding, they chose the level below than "easy conversation" as the minimum English speaking proficiency level (Table 7). Therefore, the employees were "motivated" to participate in the employee English language training program to improve their English speaking skills. Also, most of them would like intended to further their English speaking skills (Table 10). Besides, the high number of the employees needing and additional English language training program and intending to further their English speaking skills implied that employees' motivation of participation in any English language training programs was positive. The implementation of the program could be one of the reasons for motivation employees to improve English speaking skill based on their own decisions, because it is likely that the more employees intended to further their English speaking skill, the more employees are motivated.

3. The majority of the employees considered that they could better serve foreign guests after the English language training program (Table 11), and recognized the effectiveness of the training program (Table 12). Compared with Table 7, however, most of the employees seemed to think that the program was

"important" in improving English speaking skills, but it was not as effective as expected to be.

4. "Lack of training time" was considered as the most popular problem by more than half of the employees (Table 13). This result may also support Wolson's suggestion that the program should be scheduled on company tie to solve this problem.

5. Job advancement through English speaking skills was important to majority of employees (Table 14 and 15). This proves Boss's notion that career prospects for hotel employees who do not have English language skills are limited.

6. The most important changes from the English language training program were "self-development by employees" and "efficient service"(Table 16).

7. The average of the none English training program of hotel employees' English speaking skill was higher than "easy conversation" (Table 19).

8. For employees' consideration choose a hotel to work for English training program. The higher of number hotel's employees want to choose their work environment to have English language training program (Table 20).

9.   The many employees want to choose "Training On the Job" more than "intensive English Training classes" (Table 21), because on-the-job training and coaching, by involving the participants in exercises.

10. More hotels' employees were willing to invest their own time and money for English language training programs from out side source (Table 22). Also for reasons to take own time and money to improver their English speaking skill considered "change in job classification" as a means of job advancement.

CHAPTER FIVE

CONCLUSIONS

This chapter provides a summary of the major research findings and discussions, recommendations for hotel's training program director, and some final recommendations for further research.

Findings and Discussions

<u>**Learning Styles**</u>

The English language training program and related literature contains much on the connection between personality type and learning or leadership style. In cognitive processing terms, learning style is a preference for receiving or processing information through one sensory modality over the other. In practical terms, it is a preference for taking in and processing information successively, simultaneously, or verbatim.

Understand this concept of learning styles and their influence on how well learning disabled people perform can be illuminating for the hotel industry's training department program directors trying to help their employees. For example, many instructors and trainers find that employees' learning lack English speaking skill, participants have serious problems with note taking and written English language. The hotel's trainers try to decide what to include or what to leave out during lectures or when writing a summary of a reading passage. Since the compensatory strategies often used in this case, sequential or visual organizers, and sentence combining, require the prerequisite skill of synthesizing and summarizing, training has to back up to the point where participants are performing. Therefore, it is helpful to know how learners prefer to learn.

Motivation and Perseverance

For successful results, learner motivation and perseverance are absolutely essential when implementing an individualized compensatory strategies program (Snow, 1989). They are prerequisite attitude components for success of any such program. If, for example, hotel's employees are referred to counselors against their will or inclination, the likelihood of success will be reduced significantly. It is very important that learners are self-motivated or put forth effort to become that why before programs are under way. However, if necessary, it is possible to begin with a modified program in order to show employees that the strategies do work. Even small successes can motivate learner to continue.

Hotel's trainers need a measure of motivation and perseverance as well when trying new compensatory instructional techniques and methods. It is not easy to change the way they develop and present what they teach, or the way they teach it. But in order to reach all employees, whether employees have identified or assumed learning disabilities, experiment with the strategies presented throughout this method. Do not try to make too many changes at one time; the amount of work involved could become overwhelming. Just as employees become motivate to try new challenges when they have experienced success, so will hotel's trainers when they discover that these instructional methods work.

Recommendations for Hotel's Training Program Director

The Acquisition Process

In order to improve the chance for successful learning and generalization, six

steps: explanation, modeling, self-instruction, practice, feedback, and implementation.

1. Explanation: The hotel's trainers have to explain in detail what the strategy or aid

    is, in order to accomplish the intended outcomes. Avoid technical language as

    much as possible. If informal assessment revealed that employees were visually

    oriented, show the strategy diagrammatically; if assessment showed an auditory

    preference, have employees write or print a list of each of the steps involved. On

    the other hand, if participants learn best by memorization, have them write out

    and memorize each of the steps involved in the strategy.

2. Modeling: Following the explanation of the strategy, the instructor demonstrates

    how the strategy is to be used. In the case of learner-based strategies, it is most

    effective to apply the actual aid or strategy to a current academic task rather than

    an unconnected demonstration example. The following example of modeling and

    practicing concerns a real problem – the difficulty of taking meaningful notes in a

    class or lecture situation. In this case, special need counselor can model the

    columnar format strategy by showing the employees a sample, and then by having

    employees take short-form notes while listening to a ten-minute mini-lecture

    based on employees' own course readings.

3. Self-Instruction: Once the demonstration is completed, hotel's trainers should ask

    employees to explain in their own words the purpose and procedure of the

    strategy. This provides employees with an opportunity to verbally rehearse what

has been learned and shows trainers whether or not their demonstration has been successful. If there is a sensory impairment that makes speech difficult or impossible, employees can demonstrate understanding in some other way.

4. Practice: This is a continuation of the modeling process, but is usually carried out in more detail and depth. Try to use learning materials, assignments, or activities that are current. For example, when learning how to speak English to foreign visitors, in preparation for writing an essay, it would be best to base the chart on an actual reading required for the development of that essay. Whatever the aid or strategy, always allow sufficient time for practice.

5. Feedback: During the practice stage, and later, allow time for feedback – both for the employees and the trainers. Most employees learning the English language have plenty of experience with failure and its attendant criticism. Therefore, for the sake of their self-esteem, give feedback that is affirmative and constructive, such as encouraging employees to reflect on their own performance, or what they think about the strategy. Trainers can then respond positively to learner reactions or reflections.

6. Implementation: The final stage occurs when employees use compensatory strategies independently and routinely. For employees-related compensatory strategies, usually taught by a counselor or teacher advisor, participants should keep track of any difficulties they may encounter so that, with their trainers, they can discover what aspect of the strategy needs more explanation, modeling, or practice. If more help is needed, go back to the acquisition step that should be re-experienced in order to understand properly and learn the strategy. When

employees are able to use a strategy without trainers' assistance, generalization and self-direction have occurred.

Recommendations For Further Research

This study was based on perceptions of five starts' hotels human resource managers and program directors in Taiwan, Taipei. Analysis of the data and the literature review form the basis for the following recommendations.

1. One of the data analyses was that the majority of human resource managers and program directors indicated they have coordinate service. Only 50% of hotels' employees have English language training programs requirement. As a result, the researcher encourages further study can be conducted on the evaluation of development current and effective English or other foreign language (i.e. Japanese, Spanish) training programs.

2. In this particular study, the researcher did not focus on specific positions, which made it difficult for respondents to answer some specific skills. As a result, a similar study can be conducted with a focus on a functional area such as management level training programs.

3. A similar study was conducted by Chang (1995), and hotel's managers and employees were the only population. Therefore, a comparison study could also be conducted to examine the different perceptions among three hospitality groups: restaurants, travel agency, or motel.

4. During the survey period, one personal interview was conducted. Indeed, the recruiter stated more opinions than did others. In addition, many recruiters and program

directors made critical comments in the questionnaires. Therefore, further researchers can conduct a qualitative study with an interview technique.

5. The hotel English language training programs in Taiwan can be found among their own hotel, vocational high schools, four-year and two-year technical colleges, four-year university/colleges, and graduate programs. For further research, the study could be conducted by focusing on different levels of the private tutoring system in Taiwan.

6. The literature review of this study was based on training and development in the Western world. The researcher encourages a similar study to be conducted based on the training and development system and cultural background of the Asian countries.

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The English Language Training Program

1.   Name of your hotel:_____

2.   Your position title: _____

3.   If your opinion, how important are the English speaking skills of employees for the hotel industry? (Please circle **an** appropriate number.)

   not important   average   Very important
      1--------------- 2 --------------- 3 --------------- 4 --------------- 5

4.   What is the frequency you feel that insufficient English skill prevent you from accomplishing your duty?

      seldom   sometimes   frequently
      1--------------- 2 --------------- 3 --------------- 4 --------------- 5

5.   At least, what level of proficiency in conversational English is necessary for you?

      a few   easy
   sentences   conversation   fluent
      1--------------- 2 --------------- 3 --------------- 4 --------------- 5

If your hotel has English Training Program, please answer question (6) to question (15). If not, please answer question (16) to (20).

6.   How important is the English Training Program of your hotel for improvement of your speaking skill?

   not important   average   Very important
      1--------------- 2 --------------- 3 --------------- 4 --------------- 5

7.   How was your English speaking skill before you participated in the program?

      a few   easy
   sentences   conversation   fluent
      1--------------- 2 --------------- 3 --------------- 4 --------------- 5

8.   How motivated were you to participate in the program?

   Not motivated   average   very motivated
      1--------------- 2 --------------- 3 --------------- 4 --------------- 5

9.   Could you better serve your foreign guests after the program?
        Yes   _____
        No   _____

10.   Was the program effective in improving your English speaking skill?

        not effective   average   very effective
               1--------------- 2 --------------- 3 --------------- 4 --------------- 5

11.   Please circle the number of topic that would be helpful to your in your present
        job.
        _____   Objectives of the program not clear to employees
        _____   Teaching staff(s)
        _____   Teaching material(s)
        _____   Content(s) of teaching
        _____   Teaching process
        _____   Evaluation system
        _____   Lack of benefits from the acquired skill
        _____   Lack of motivation of employees
        _____   Lack of time for training
        _____   Other: _____

12.   In your opinion, does the employees' speaking skills, acquire through the
        program, affect possibilities for advancement?
        Yes   _____
        No   _____
                If **Yes**, in what way (Please mark **all** that apply.)
                _____   Change in job classification
                _____   Promotion
                _____   Increase in wage
                _____   Other:_____

13.   Since your hotel began English Training Program, what is the most important
        changes resulting from the program? (Please check and mark **an** appropriate
        answer.)
                _____   More foreign travelers
                _____   Increased revenue
                _____   Self-development by the employees
                _____   Efficient service
                _____   Other:_____

14.   After participation in the program of your hotel, do you still need to participate in
        additional English Training Program(s)?
        Yes   _____
        No   _____

15. Do you intend to further your English speaking skill beyond the hotel's English Training Program?
    Yes _____
    No _____

16. What level of English proficiency do you have now?

    a few   easy
   sentences   conversation   fluent
     1--------------- 2 --------------- 3 --------------- 4 --------------- 5

17. When you choose a hotel to work for, did you take English Training opportunity as a factor of consideration?
    Yes _____
    No _____

18. If you have an option, do you prefer short-term (a) intensive English Training classes or (b) Training On the Job
    (a) _____
    (b) _____

19. Are you willing to invest your own time and money for English Training programs from outside source?
    Yes _____
    No _____

20. What is the best compensation for this English Training program?
    _____   Change in job classification
    _____   Promotion
    _____   Increase in wage
    _____   Other: _____

THANK YOU VERY MUCH FOR TIME AND COOPERATION

<center>旅館員工英語語言訓練課程</center>
<center>受訓員工之受訪問卷調查</center>

旅館名稱: _____

2. 您的職稱: _____　_____

3. 您認為員工英語能力在旅館業的重要性：(請圈選一個最適當的數字)
　　不重要　　　　　　　　　　重要　　　　　　　　　非常重要
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

4. 您是否會感覺到英語程度不足會影響到您工作上的表現?
　　很少　　　　　　　　　　有時　　　　　　　　　經常
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

5. 您的英語程度是：
　　簡單的句子　　　　　　一般會話　　　　　　　　流利
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

如果您所工作的飯店有英語訓練課程，請您回答 **6-15** 題。如果沒有，請您回答 **16-20** 題。

6. 貴飯店的英語會話訓練課程對於提升您的英語能力的重要性：
　　不重要　　　　　　　　　　重要　　　　　　　　　非常重要
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

7. 在您接受英語訓練課程前，您的英語能力程度是：
　　簡單的句子　　　　　　一般會話　　　　　　　　流利
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

8. 您參加此訓練課程的動機：
　　毫無興趣　　　　　　　　有興趣　　　　　　　非常有興趣
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

9. 訓練課程結束後，您是否認為可提供國外旅客更好的服務？
　　_____　　是
　　_____　　否

10. 此訓練課程對於提升您英語能力，影響有多大？
　　無效　　　　　　　　　　普通　　　　　　　　　非常有效
　　　1----------------- 2 ----------------- 3 ----------------- 4 ----------------- 5

<center>67</center>

11. 請您圈選下列各選項對於訓練課程當中所出現的問題：（請圈選適當的項目）

_____ 員工不清楚此訓練課程的目的

_____ 師資

_____ 教材

_____ 課程內容

_____ 訓練方式

_____ 評估方式

_____ 缺乏提升英語能力的成效

_____ 缺乏員工參與訓練的動機

_____ 訓練時間的不足

_____ 其他：_____

12 您是否認為此訓練課程有助於您的工作晉升？

_____ 否

_____ 是

      如果有影響請圈選下列適當的答案：

        改變工作性質

_____升職

_____加薪

_____其他：_____

13. 請圈選一項您認為此訓練課程最大的影響是：

_____ 外國旅客的增加

_____ 營業收入的增加

_____ 員工自我能力的提升

_____ 提升服務效率

_____ 其他：_____

14. 在您接受貴飯店的員工英語訓練課程後，您是否認為需要增加其他英語訓練課程？

      是

      否

15. 您是否想將您的英語能力提升至貴飯店英語訓練課程之上？

_____ 是

_____ 否

16. 目前您的英語能力程度是？

簡單的句子　　　　　　　　一般會話　　　　　　　　　流利

1------------------2-----------------3------------------4------------------5

17. 在您選擇飯店業爲您的工作，您是否曾經考慮參加英語訓練？

_____　　是

_____　　否

18. 如果您有機會參加英語訓練，您將會選擇：

_____　　（a）短期的英語訓練課程

_____　　（b）職場上的英語訓練

19. 您是否會自行利用時間與自費去參加坊間的英語訓練課程?

_____　　是

_____　　否

20. 請圈選下列選項對於您參加英語訓練課程的最大收穫爲何？

_____改變工作性質

_____升職

_____加薪

_____其他：_____

Appendix B Cover Letter

April 27, 2000

Dear:

Mr. Chao-An Chen is a graduate student from Taiwan in our University of Wisconsin-Stout Training and Development program. As a leading graduate program in the United States, we require each student to undertake a research project for his/her thesis. Mr. Chen's topic, now approved by his graduate advisor, will deal with the English language training program in the hotel industry of Taipei, Taiwan.

Mr. Chen advisor has agreed that this study would be valuable to research the English Language Training Programs of Taipei's hotels awarded five and four plum blossoms. We would like to ask you to kindly participate in this important study by completing the attached questionnaires (choose any 10 for your hotel employees) and return them before May 22th, 2000 in the prepaid envelope if possible.

We would like to assure you that identity of participating hotels is strictly confidential. Your answers will be treated confidentially. We would also like to assure you that the study is intended to enhance the function of the large hotels in Taipei, which, together, are responsible for the recent growth in international tourism in Taiwan.

If you would like a summary of the results, please indicate on your survey.

Thank you very much. We look forward to hearing from you soon.

Sincerely yours,

Joseph A. Benkowski, Ph.D.
Professor and Director
Communication, Education & Training
140 Communication Tech Bldg.
University of Wisconsin-Stout

Chao-An Chen
Graduate Student
Training and Development Program