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Theoretical Framework of ESP: The Major Case Studies in the Hotel Industry and Translation as Necessary Input

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Abstract: *The present paper aims at providing a theoretical overview of English for Specific Purposes as one of the major areas of EFL teaching since its beginnings in the 1960s. It presents the developments related with the theoretical aspects concerning ESP and needs analysis as the cornerstone in designing ESP courses in English language teaching and learning. The most influential ESP teaching theories are summarised briefly, beginning with register analysis which paved the way for course designers to design specific courses based on teaching the linguistic features of a language to the urgent need for developing communication and translation. At the end, based on the nature of the hotel industry, the purpose of this paper is twofold: 1) to mention some previous case studies related to hotels because most of the linguistic researches conducted by ESP specialists focused in particular on the formal aspects of a language especially in the academic field and neglected the needs of the occupational settings; 2) to discuss the major needs of the employees in hotels and the significance of translation in this industry and therefore proposing possible solutions to overcome any deficiencies.*
Keywords: *English for Academic Purposes, English for Occupational Purposes, English for Specific Purposes, Hotel Industry, Needs Analysis, Translation.*
الملخص: يهدف هذا البحث إلى إلقاء نظرة نظرية عامة حول تدريس اللغة الإنجليزية لأغراض معينة كمجال مهم في تدريس اللغة الإنجليزية كلغة أجنبية. لقد قام الباحث أولا بتسليط الضوء حول أهم التطورات والنظريات المتعلقة بهذا المجال وكذا أهمية تحليل الاحتياجات كخطوة أولية لتصميم دروس وبرامج خاصة باللغة الانجليزية. ثانيا وباعتبار اللغة الانجليزية التي تستعمل في الفنادق هي فرع من فروع تدريس اللغة الإنجليزية لأغراض معينة، تحور الجزء الأخير من البحث حول مناقشة بعض

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الدراسات السابقة المتعلقة باستخدام عمال الفنادق للغة الانجليزية التي من شأنها أن تساعد الباحث لأن اغلب البحوث اللغوية ركزت على وجه الخصوص على الجوانب الرسمية للغة في المجال الأكاديمي وتجاهلت احتياجات العمال اللغوية. كما تطرق الباحث إلي مناقشة أهمية الترجمة في تدريس اللغة الإنجليزية لأغراض معينة.

الكلمات المفتاحية: الانجليزية لأغراض أكاديمية، الإنجليزية للأغراض مهنية، الإنجليزية لأغراض معينة، الترجمة، الفندقة تحليل الاحتياجات.

1. Introduction

Nowadays, English has acquired an exclusive status among the other languages of the world. It has become an international language of technology, science, commerce, tourism, aviation, and academic instruction etc. Further, instantaneous communication has become of great value today. As a result, a well-established movement from simply teaching English language as a Second/Foreign Language (ESL/EFL) to teaching English for Specific Purposes was strongly apparent by the 1960s to meet the different demands and communicative needs of new types of learners and workers willing to learn English Language not for prestige or pleasure but rather as a means to success in different academic and occupational settings. ESP has been witnessing an extraordinary growth due to its significant role in the current globalised world and the demand for it is expanding especially in countries where English is taught as a foreign or second language. Actually, tourism and hotel management are one among the various fields where English is highly used and needed. Hotel receptionists will come across many travelers. Some will be tourists and visitors; others will be business guests. As a matter of fact, chances are plenty that many guests will speak English.

Again, the function of English comes to the surface and proficiency is necessary in ESP. There is therefore a growing need worldwide for front office staff in the hotel that is able to communicate with guests especially the foreigners who need a proper and comfortable accommodation from the hotel staff. We should note that there is a relatively limited body of research about employees' needs in the Algerian context. Therefore, the primary objective of this paper is to address this issue by providing a comprehensive view of English for Specific Purposes by looking at its evolution from its beginning in the mid-1960s up to date and then investigating and presenting some previous case studies related to the hotel industry in different countries. To this end, our research is grounded on the following questions:

- What are the major perceptions of the hotel receptionists in different countries on their English needs?
- What are the most common communication problems related to English language use in the hotel industry?
- Is translation necessary in ESP classes?

2. A Short Overview of English for Specific Purposes

ESP is an acronym that stands for English for Specific Purposes. From early 1960's, ESP has emerged as one of the main domains of EFL teaching. When referring to ESP,

the focus is always on the teaching of language to a particular group of learners that need English language for some academic, occupational, or professional purposes. Therefore, ESP courses are the ones in which language learning is based on the learners' needs who are placed in the very center in the process of teaching and learning. ESP was and still is a source of debate to what exactly ESP is. In fact, ESP is defined by different scholars from different perspectives so that several definitions have been put forward.

Some specialists like Hutchinson and Waters (1987: 21) see ESP as "an approach to language teaching which aims to meet the needs of particular learners." In the same line of thought, Dudley-Evans and St John (1998: 19) define ESP as "a materials- and teaching-led movement." Other specialists view ESP as a learning process. More recently, Wilkinson (2008: 61) defines ESP as a process of training which is directed to learning to produce a known outcome.

Moreover, Robinson (1980: 3) points out that "…an ESP course is purposeful and is aimed at the successful performance of occupational or academic roles". To put it differently, she links the learning process with specific purposes that can be either occupational or educational. Recently, Day and Krzanowski (2011: 5) state the essence of ESP through the following lines:

> ESP involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The P in ESP is always a professional purpose – a set of skills that learners currently need in their work or will need in their professional careers. …ESP contrasts with General English, which is aimed at a very wide range of learners. It also contrasts with Business English, although there is considerable overlap between the two branches.

In an attempt to uncover the reasons for the emergence of ESP and tracing the historical background, Hutchinson and Waters (1987: 6) identify three reasons for the beginning of ESP. Firstly; the demands of a New Brave World, i.e., English became the key to international currencies of technology and commerce after the end of the Second World War in 1945. This created a new generation of students who knew exactly why they were learning a language (for a specific purpose). Secondly, a revolution in linguistics was the second reason because linguists started to emphasize the ways in which language is used in real contexts rather than describing the surface features of language. The last reason was linked to psychology than to linguistics; the shift from teacher-centeredness to learner-centeredness. Apparently, there was a great focus on the learner.

As far as the branches of ESP are concerned, EOP is traditionally seen as the counterpart of EAP. In fact, there are various sub-divisions. For example, English for Academic Purposes, English for Business Purposes, English for Occupational Purposes, English for Medical Purposes and many other types being added progressively to the list according to the purpose of learning or the purpose of working later on.

Under the umbrella term of ESP, there are various sub-divisions with new ones being added to the list yearly. For instance, English for the hotel industry is regarded as a part of English for tourism which belongs to ESP. A further modified and improved version of classification is that of Busturkmen (2010) who has recently classified ESP in

her book of ESP teaching as an area of study into different sub-branches according to its general and specific nature of the course where she has mentioned English for Hospitality Industry and English for Hotel Receptionists as branches of EOP.

In the light of the facts stated above and despite the countless definitions of ESP, no one could describe ESP in a couple of sentences because the term is extremely complicated as Strevens (1980) points out, "it is not easy to produce a definition of ESP which is simple and water weight." All in all, what most of ESP studies agree upon is that ESP is an approach which uses needs analysis as the basis for curriculum development. It is regarded as an umbrella term embracing multiple sub-divisions and it is often divided up into two main sub-branches: EAP and EOP. In this context, ESP continues to expand throughout the world.

3. The Development of ESP Teaching Theories

ESP has undergone several phases of development from its early beginnings as an approach to meet employees or learners' needs. In fact, ESP has contributed in many developments in language teaching in general and applied linguistic in specific as it has adopted several teaching theories. During this period, the question of '*special language*' was much discussed and the idea of frequency of syntactic and lexical items was of considerable importance. In this respect, it is important to mention that ESP has passed through five stages of development at different speeds in different countries. Hutchinson and Waters (1987) assert:

> The early beginnings of ESP start in the 1960s and that this domain of theory and practice in the teaching of English has undergone five phases: the concept of special language: register analysis, rhetorical and discourse analysis, target situation analysis, skills and strategies, a learning-centred approach.

Since the early days of ESP, exactly in the late 1960s and early 1970s, there has been a great much research into the nature of particular varieties of English. At that time, one area was given a particular attention by scholars namely EST. This area is usually known as English for Science and Technology; ESP and EST were almost related to each other since EST is the reason behind the evolution of ESP. In this regard, Swales (1985) demonstrates that "EST is the senior branch of ESP senior in age, larger in volume of publications and greater in number of practitioners employed". Briefly, let us consider then the main different phases in the development of ESP.

3.1. Register Analysis

The first phase of ESP evolution is register analysis which took place between the Mid-1960s and early 1970s. It is also called 'Lexicostatistics' and 'Frequency Analysis' by Robinson (1991: 23). This concept was introduced by Halliday, McIntosh and Strevens (1964: 87) when they explain that language varies according to the different purposes and situations in which it is used; these are called registers. Then, according to the users who speak it; these are dialects. Both types are interpreted with reference to their formal linguistic properties. They are what Widdowson (1979: 55) calls 'types of text'. Since there is variation in language; for instance, the language of tourism is different from that

of medicine, there must be different and distinct varieties of particular languages. The purpose of this new approach is the identification of the lexical and grammatical features of the different specific varieties of English to design ESP courses based on scientific English. Thus, the approach was sentence-based and form-focused that can guide teachers in the selection and preparation of materials that should by their content validity motivate learners to learn so that it helps ensure appropriateness of content. The need for a research-base for ESP was displayed by Halliday et al. (1964) as well:

> Registers differ primarily in form. The crucial criterion of any given register is to be found in its grammar and texts. Every one of these specialized needs requires, before it can be met by appropriate teaching materials, detailed studies of restricted languages or special registers carried out on the basis of large samples of language used by the particular persons concerned.

In actual fact, there was much emphasis on English for Science and Technology in academic settings and attempting to delimitate the manifestations of the language system in different registers. So, early ESP courses put emphasis on the scientific English grammar and vocabulary as stated by Ewer and Latorre (1969: 122) "There is a basic language of scientific English, made up of sentence patterns, structural words and non-structural words common to all the sciences." It is to this essential framework that the large specialized vocabularies of each field are added.'' Special attention was given to ESP writing that is why large corpora of specialised texts are analysed by early ESP materials' designers to find out the statistical contours of various registers. Herbert (1965), Ewer and Latorre, (1969) gave much importance to form, grammatical structure and vocabulary that students would meet in their scientific studies. Further, they tend to take the formal features of register as a syllabus.

For instance, Herbert believes that by emphasizing the ideal forms of language found in written engineering texts, by demonstrating the typical sentence patterns, by highlighting some aspects of terms from the texts chosen for class discussion, the foreign student of engineering will be able to study effectively without obstacles. Obviously, English for Science and Technology uses certain lexical forms more frequently than others (for example, scientific language uses present simple and passive voice forms more often than other grammatical forms). Thus, the material incorporated in the course has been selected on a frequency basis from more than three million words of modern scientific English of both American and British origin. The sample covered ten broad areas of science and technology (biology, physics, chemistry, geology...).

At that time, it was expected that once the students had mastered the structures and vocabulary that is related to the specialized field, they would automatically be able to put these structures to use. Although the register analysis was a useful approach, it has ultimately proved to be an insubstantial basis for the selection of syllabus items. For Coffey (1984), research continues, but the outcomes have not been encouraging, i.e., for the selection process, register cannot be used as the major basis because there is no specific way in which the language of science differs from any other type of language. The approach was decisively criticized and influenced by new approaches of linguistics for being only descriptive and not explanatory. Further, register analysis was sentence-based

and form-focused. On the pedagogical side, it did not encourage students to see English as a vehicle of communication. Such reaction has led to the beginning of a new trend in ESP. In this respect, Widdowson (1979:5 5-56) states that:

> The fact that scientific English exhibits a relatively high proportion of certain syntactic features and a relatively low proportion of others may be useful for identifying scientific English texts should we ever want to do such a thing. But this approach cannot reveal the communicative character of what was written. It cannot of its nature deal with discourse.

3.2 Rhetorical /Discourse Analysis

Rhetoric and Discourse Analysis is the second major trend in ESP development that has appeared due to the drawbacks of register analysis approach in the 1980s. The main leading figures of this movement were H. Widdowson, Washington School of L. Selinker, L. Trimble, J. Lackstrom and M. Todd-Trimble. Contrary to the previous approach which is quantitative and informs us what linguistic forms occur and how often they occur, DA approach is qualitative and informs us what the forms count as communication and how they express elements of discourse. The main concern of this phase was to repair the deficiencies of the previous approach; to understand how sentences were combined, and how the linguistic methods were used to determine the modes of organization and form a meaningful whole instead of focusing on language at the sentence level. So, what became important is not the frequency of feature x or y but the reason for the choice of x rather than y in the developing text, i.e., the focus was on the sentence and on the purpose of writing rather than on form. In comparison Register Analysis to Discourse Analysis, Duan and Gu (2005) declare that:

> Register Analysis focused on language at sentence level, while Discourse Analysis shifted attention to the level above the sentence. It focused on how sentences are organised to form discourse, and the linguistic models used to determine the modes of organisation.

'English for Science and Technology: a Discourse Approach' is a practical account of this approach that is given by L. Trimble (1985). The objective of this theory is to establish a correspondence of purpose with device; that is to say, to capture the relationship between grammar and lexicon to meet the authors' rhetorical aims. Such method became the main criterion for selecting ESP materials. However, Discourse Analysis approach revealed some drawbacks that are discussed by Dudley-Evans and St John (1998: 23). Actually, Discourse Analysis course gave much importance to teaching language items based on functional/notional syllabus and neglects the four skills. The deficiencies of Discourse Analysis approach gave birth to another major trend in ESP development: The Target Situation Analysis.

3.2.Target Situation Analysis

In the third stage of the development of ESP, attention shifted from the sentence level to the level of text and the purpose of writing and then to target situation analysis

which became the starting point for ESP syllabus design. ESP course design should at first identify the target situation and then conducting an analysis of the linguistic features of that situation. Hence, the learner became an active actor of the teaching / learning process whose needs have to be well defined with reference to his present or future real uses of the English language. The term was first introduced by Chambers (1980) who stated that TSA means "communication in the target situation" This new approach adopted the idea that an ESP course seeks to make learners able to communicate adequately in the target situation in which the language they are learning will be used. In fact, the Communicative Needs Processor (CNP) was considered as a major landmark in the development of ESP. Within this approach, the ESP course developer seeks to answer the question
''What does the expert communicator need to know in order to function effectively in this situation?'' This information may be recorded in terms of language skills, strategies, subject knowledge, etc.

As a matter of fact, the ESP movement in the 1970s adopted needs analysis as its guiding principle. Hutchinson and Waters (1987) sum up the period when they designate Munby's (1978) Communication Needs Processor as "a watershed and a coming of age for ESP." Accordingly, to decide which skills are essential for a group of students or employees, needs analysis is an inevitable must that should not be underestimated as it is acknowledged to be the cornerstone of ESP in the new revolution of science, technology and business (Dudley Evans & St John, 1998: 121).

NA began along with the development of the communicative approach and has gone through multiple developments and stages in the 1970s and 1980s. The work of Munby's Communicative Needs Processor (1978) is the most well-known model because it has become "an unavoidable reference point'' (Tudor, 1996: 66). Munby presents a detailed set of procedures to figure out the target situation needs.

Although Munby's target-situation analysis work (1978) is a landmark in the history of ESP, he has been criticized bitterly by linguists. Consequently, several models and approaches to needs analysis appear to consider learners' present needs or wants as Lesiak-Bielawska (2015: 6) declares that needs analysis as a concept includes a series of extra elements, such as subjective needs analysis, present situation analysis, learning needs analysis, discourse/genre analysis and means analysis.

To sum up, TSA became a dominant approach to design ESP courses to effectively meet the learners' needs as well as employees. Though this model is quite popular, it has certain minus points. It is an approach that tries to analyse and study only what people do. However, TSA was not able to show "how the expert communicator learnt the language items, skills, strategies that he/she uses". It can be said that the major interest of ESP process is not in 'knowing' or 'doing' but in 'learning' so that it is not sufficient to analyze what people do. Needs analysis is a complex process, involving much more than simply looking at what the learners will have to do in the target situation. Thus, both target situation needs (language use) and learning needs (language learning) must be taken into consideration. TSA approach was developed and led to the rise of a skills and strategies approach.

3.4. Skills and Strategies

The development of needs analysis has led to another change related to ESP which is the rise of a skills and strategies approach. The approach, proposed by some scholars and exemplified by books like Skills for Learning (1980), turned the focus from the teaching of language (in terms of grammar and vocabulary) to the teaching of the basic skills. The most important tenet of this approach is to help students to develop skills and strategies because analysing language in terms of register, communicative context of use, discourse and rhetoric seemed insufficient. This approach is different from the three preceding stages as it is explained in the following lines:

The principal idea behind the skills-centred approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse (Hutchinson and Waters, 1987: 13).

West (1995) declares that the first generation of ESP materials that appeared in the mid-1960s took skills as their principal means of selection. The need to focus on the text as a product to be understood became so important. Thus, reading is the first skill to be selected in early materials by providing specialist texts with comprehension and language activities; ESP course in this stage aimed at making learners read a number of English specialized texts focusing on reading strategies that enable them to extract meaning from discourse and therefore perform effectively in English language. In other words, within this approach, the focus must be put on the interpretive strategies which enable the learner to cope with the surface forms, for example, to guess and extract the meaning of words from the context, using visual layout to determine the type of text. Further, learners are expected to master a set of linguistic competencies together (grammar, vocabulary and pronunciation) in a certain skill like listening to an audio or reading a specific text, writing good paragraphs or presenting effective topics orally.

To sum up, skills and strategies approach tries to consider the thinking processes underlying language use while the previous stages concentrated only on language use. This approach sheds light on the psychological and perceptual factors underlying language learning and learners in this approach are described as "thinking beings" according to the cognitive learning theories. In terms of materials, this approach generally puts the emphasis on reading and listening skills and learners analyze how meaning is produced from written and spoken discourse. Therefore, the growing awareness of the central position the learner occupies in language learning, ESP adopted a new approach namely the Learning-centered approach as stepping stone for designing ESP courses.

3.5. Learning-Centered Approach

This approach is grounded on the principle that learning is absolutely determined by the learner. Concerning the teacher, he/she can interfere from time to time. Learning is regarded as an internal process which is dependent on the knowledge and skills the learners already acquire. It is of great importance to distinguish between learning-centered approach and learner-centered approach as they sound the same. In the former, several factors are included; the learner is one of them and he/she is considered as a key element in the teaching/ learning process. On the other hand, learning in learner-centered approach is totally determined by the learner and the teacher is almost excluded. So, learning-centered approach is concerned with language learning, and the methodology focuses on pair/group work and problem-solving. Further, this approach looks beyond the

competence that enables someone to perform something; how someone acquires that competence.

The syllabus must be used in a more dynamic way taking into account learner interest, learner involvement and motivation to enable them to reach the end target. According to Dudley-Evans and St. Johns (1998: 27), learning-centered approach also took into account the fact that different students learn in different ways. This type of approach takes numerous complex factors into consideration, such as the principle that learning is not just a mental process, but a process of negotiation between individuals and society.

Along with the aforementioned approaches, it can be said that ESP has emerged as a major area of interest that has attracted the attention of scholars, educational institutions and language teaching professionals. Globalization and the status of English language in the world have a great influence on ESP instruction and have stimulated the huge growth of ESP. ESP has traced its path from the very beginning in the early 1960s until the present day. It has witnessed numerous major shifts and developments and it has been rapidly influenced by new considerations in the world of linguistics. According to Johns (2013: 7), the history of ESP can be divided into four stages: The Early Years (1962-1981), the Recent Past (1981-1990), the Modern Era (1990-2011), and the Future (2011 plus).

There has been a plethora of concepts and approaches beginning with Register Analysis which aims to identify the linguistic features of various registers but this approach did little to encourage students to view their specialist English as a vehicle of communication on the pedagogical front. Attention was shifted from focusing on language at the sentence level to the level above the sentence by the emergence of Discourse Analysis as a new field. Following, under a new approach "Target Situation Analysis" which marked a certain coming of age for ESP, an ESP course aims to enable learners to use the language they are learning to function adequately in a target situation through needs analysis. During its fourth stage of development, ESP knew radical change as it became concerned with the thinking processes governing language use with the appearance of the Skills and Strategies Approach. The Last but certainly not the least approach which is Learning-centered approach has been fundamentally concerned with the learner as an active actor who takes the central position in designing an ESP course. At first glance, it seems that each approach should be mended rather than ended.

4. Major Research studies in the Hotel Industry

In today's high-powered workplace and in response to employees' communicative needs in specific fields, industries and professional settings, ESP has experienced an extraordinary growth as an applied linguistics discipline. Consequently, effective communication and adequate English language competency is highly recommended. Obviously, the position of English in the contexts of business is well entrenched (Ben Safi and Beddiaf, 2018: 179). In this light, it becomes a must for the employees to communicate effectively and appropriately at the workplace especially the hotel receptionists. For instance, Benyelles and Boubekeur (2016) seek to raise the awareness about the significance of needs analysis and how to develop new teaching materials according to the needs of engineers in Samsung engineering work site. This part is therefore devoted for tackling the main studies that are conducted in the hotel industry.

Based on the following research questions:

- Is language needed to perform the task?
- Do maids perceive this need?
- To what extent does the lack of language affect the maid's performance?
- Which are the needs and wants of both the maids and the institutional representatives?

Jasso-Aguilar (1999) carries out a study in a hotel in Waikiki (Hawaii) in order to investigate the perspectives of maids and to identify whether the maids perceive the tasks and language needed to perform their job effectively or not. Qualitative methods, including observation, unstructured interviews, and questionnaires in English are used to answer the above questions through analyzing the vocational English-language-instruction needs of hotel maids.

The study included a large number of maids that are Korean, Chinese, and Vietnamese women. The main aim is to figure out to what extent the lack of language abilities and competencies might have a negative effect on their performance and to identify the needs and wants of both the maids and the institutional representatives. To achieve the goal, observations (with tape-recording and note-taking), unstructured interviews and written questionnaires are used. As far as the sources are concerned, three housekeepers, executive housekeeper: the person at the top of the housekeeping hierarchy, various supervisors and housekeeper assistants, task force weekly/biweekly meetings, morning briefings, housekeeping room and documents (job descriptions, safety procedures, etc., all in English) are used in this study.

The results showed that there is little interaction with guests and that some tasks force predictions were incorrect; such result was achieved through participant observation which proved to be the most useful method. On the other hand, the questionnaire provides little information about language and tasks. Translation is extremely important in the hotel since clients come from different countries. Further, similar answers were indicated and more than 2/3 participants have stated that there are no communication problems in addition to that, many questions left unanswered. Actually, Aguilar's work showed the value of using multiple sources and methods for identifying and conducting needs analysis.

Al-Khatib (2005) conducts a study to investigate the use of English language by tourism and banking personnel in Jordan. The main concern of this investigation would be an analysis of the target needs of the subjects in two workplaces namely: hotels and banks. His work is an attempt to examine the communication needs of the personnel in the workplace by shedding light on their attitudes toward English and the use of English in the workplace. The population of his study consists of thirty senior personnel who are equally distributed by type of work. A questionnaire, interviews, and analysis of authentic workplace texts were under five main headings: 1. Workers' needs and use; 2. Workers' wants; 3. Workers' lacks and 4. Workers' attitudes.

The results showed that more than 90% of documentation in the travel agencies is conducted in English, whereas only 60% of the in-bank work is conducted in the language. In addition, in-office interaction in both places of work is conducted mostly in both

languages, though both types of workers use Arabic much more often than English. Further, travel agency workers use English much more than their banking counterparts. Concerning the needs, the majority of the respondents prefer getting information themselves, improving listening skills and sharpening their ability in speaking. In terms of language attitude, the executives in both workplaces showed a great deal of desire to employ the language as an instrument for achieving multi-purpose activities. All in all, the results of Al-Khatib have shown that the workers' perceptions of their needs, wants and lacks are greatly affected by their attitudes toward English. It is of great importance to study ESP as a means of communication.

Reguieg (2012), in her magister thesis, investigates the English language communicative needs of front office staff working in Gourara Hotel in Timimoun (Algeria) graduating from training centres after having a two-year training. So, to explore the hotel clients' satisfaction with receptionists' performance, questionnaires are distributed and structured interviews are conducted to collect data in order to answer two main research questions:

- To what extent are clients satisfied with the front desk staff English language use?
- Which receptionists' language use needs to be improved?

The results indicate that clients are satisfied with service quality of the hotel receptionists. However, at the level of speaking and listening performance, foreign clients were not satisfied with employees' communicative skills; there was a negative gap between customers' expectations and perceptions. Based on the results, the researcher presents some implications that may contribute to teaching English for hotel receptionists. Among the implications, translation is present as a key element in ESP courses.

5. Translation as Necessary Input in ESP

From the early stages and beginning with grammar translation method, translation offers much to the English language learner and teacher alike. Later, it was out of language pedagogy for many years but it has rather stubbornly refused to die in the teaching of languages other than English as it is stated by (Cook, 2007). Recently, there has been a major shift in the world of English Language Teaching away from teaching of literacy studies towards teaching of a language that is no more related to aspects of culture but related to the specific purposes and needs of the learner and the worker. 'English for Special Purposes' is a name that is usually used to refer to this kind of courses. Actually, there have been significant developments of ESP studies in different professional, academic and occupational settings. In this light, translation is welcomed again as a 'fifth language skill' and as a communicative activity alongside the other four basic skills namely: reading, writing, listening and speaking skills because it helps students to raise their level of proficiency and it leads to improving the four skills.

Obviously, ESP focuses on discourse analysis from the early register to genre analysis. Educationalists should be able to categorize the fields in terms of their own norms, specialized subject areas, the topics, models of enquiry, terminology and methodology because ESP learners may be engaged in different fields. Furthermore, translation is believed to be of major significance in ESP classes. For instance, Leonardi

(2010: 150) states that "Business and financial texts are characterised by a large number of culture bound terms and references which should be known by students in order to boost their comprehension of texts." In this light, translation should be used and implemented as cultural mediation especially through the use of authentic texts.

Even though translation is not the target skill in ESP settings, it can be used in the form of smaller scale activities that focus on vocabulary and collocations because words frequently have more than one meaning and learners need to learn the meaning of words and how they are used in different contexts (Yakhlef, 2012: 264). Furthermore, Cook (2001) points out that the L1 "can be used positively for conveying meaning, for example explaining grammar, for organising the class, and for students use". Such use can be organised "in activities based on translation for the development of fluency in L2, for presenting the meaning of a new lexical item or expression in order to facilitate the learningprocess" (Dedrinos, 2006: 15).

As a matter of fact, translation tasks are highly recommended mainly for students with an advanced level of English (Widdowson, 2003). Through translation, learners become more aware and sensitive to the difference in formal and informal register. It develops the inter-cultural communication competence of the learners. Having discussed the major benefits of translation, we may conclude that there is a revival of interest to using translation in the ESP classroom to improve language accuracy, fluency and clarity as well.

6. Conclusion

Previously, English language was taught for pleasure or for educational purposes in terms of literature and culture. However, it has become obvious that teaching a language does not only involve the teaching of literature or culture; there was a shift towards the practical teaching of language ability as a means of communication and as a vehicle which facilitates further progress in different subjects and sectors leading to the birth of ESP as a new approach in ELT. In this light, there is a call for the need to develop English language communicative skills on a global scale and for the need to be able to communicate appropriately and effectively in different settings either academically or occupationally particularly in the Third World Countries.

Throughout the present work, some common findings have been reached. Employees working in the hotel industry greatly need the English Language to perform their tasks effectively; however, they face many communication problems related to English language use. Consequently, pre-service, in-service training and workshops are of great significance. Kerma and Ouahmiche (2018: 134) suggest some procedures for teachers to be followed in the implementation of assessment policy efforts in Algeria. Their suggestions are useful for hotel employees because they are related with in-service training. In fact, industries vary from one to another as each industry needs to enrich and develop specific skills and neglect others on a global scale. For instance, in the hotel industry, the hotel receptionists need to develop listening and speaking skills; whereas, within banks, employees need to develop reading and writing skills in general. Then, either academically or occupationally, the implementation of translation in ESP classes is of great significance when employees are unable to retrieve their lexical corpus to perform a task.

In fact, many ESP specialists have offered a considerable number of works and articles bringing out new insights and approaches from different theoretical perspectives about the workplace, workers and different tools that are employed to figure out the needs of particular groups. Actually, such works should be mended rather than ended as they play important roles in workers' employers' and administrators' success in their fields of work. It is hoped that research into the needs of employees, including hotel receptionists, will have implications for ESP pedagogy.

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