**Lesson 2 Teaching Hotel English**

1. **Lesson Description**

In the present lesson, the lecturer describes the successful teaching methods of hotel English Industry through presenting some techniques and strategies of practical experiences in the field of ESP.

1. **Lesson Objectives**

The objective of the lesson is to highlight the role of Hotel English teachers in designing effective courses through motivating students and creating a suitable learning environment by applying a wide range of techniques and teaching strategies.

1. **Lesson Content**

**3.1-The Advantages of Teaching at a Hotel**

**a)-Small class size**.

In school or language institutes there may be 20, 30, 40 or more students in a class. That's a lot of students. English classes at a hot el may only contain 4 to 10 students.

**b)-Great teaching environment**.

Many schools and language institutes, especially in under developed areas, may not have heating or cooling, not to mention the limited class room resources, such as books, computers, audio-visual equipment, etc. Hotels generally have great resources because they have the money and commitment to ensure that students succeed by providing what is necessary to ensure that success.

c) - **Support from hotel personnel**.

Schools, universities and Language institutes are mainly interested in the bottom line, enrolling as many students as possible and sometimes providing less than ideal support for their teachers. Hotels, on the other hand, although also interested in the bottom line, they realize that having qualified staff enhance their profits. To provide their guests with the best possible service demands staff that knows the English language. Whether it is good or bad, English is the commonly recognized international language of business and travel. Hotels want their employees to have a very good command of the English language in order to serve their guests.

**d)-Motivated Students.**

Students in elementary and high schools, even some universities, are in the class because they have to be. It's a required part of the curriculum. Students in language institutes may be there because their parents or employers demand it. Hotel employees are there to enhance their job skills. Learning better English not only increases their future job opportunities through promotions, but also may have immediate benefits of increased income through bigger tips. They are motivated!

e) - **Beautiful work surroundings.**

Hotels that hire English teachers are not run down dumps. Four and five star luxury hotels and resorts hire English teachers.

**f)-English Flexible Hours.**

For those who want to be semi-retired or are retired and just want to do something different and exciting to fill out your day, teaching at a hotel may be just the answer. Many hotels hire just part-time teachers. Of course, for those interested in full time work, many hotels hire full time instructors with full benefit packages.

**3.2- How to Ensure a Successful Hotel English Teaching**

**3.2.1-Creating a learning environment – motivation**

Creating a positive learning atmosphere in the classroom is a primary step for achieving setting objectives and goals. It makes teaching and learning more pleasant for both sides of the process, for a teacher and a learner, and it supports students in their work. Creating a positive learning atmosphere is closely linked with motivation. Motivation is an important and a necessary part of students´ work that affects their future success or failure. It is a kind of inner motor that encourages us to do our best to achieve a satisfactory goal in our activity. Harmer describes motivation as “some kind of internal drive that encourages somebody to pursue a course of action“ (Harmer, 1991, p 14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim. “Motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.“ (Ur, 1996, p 274).

Motivation to learn can be affected by various factors around students. Teacher is probably the major factor in a process of motivation. He or she acts a primary role in the continuance of students´ motivation. His or her enthusiasm and interest in subject are considered to be a highly motivated feature for students. Students are definitely influenced by the way of speaking, explaining and teachers attitude to them, so the method of learning is another important factor in motivation. It has a close connection with an attractive way of lesson presentation. Other factors that influence motivation may be the general attitude to subject or the influence of people close to them. Concerning the ESP course for Hotel learners, positive attitude to subject is more than evident and there is no prior need to develop students´ positive attitude to subject matter, that was already developed by previous knowledge and interest in studying subject, but to make students familiar with particular way of using English. That is why English should not be presented as a subject matter of learning, but in the context with learners´ needs and knowledge. How to present the content through English is an important motivating step for ESP students. The lack of motivation may lead to a lack of students’ interests in studying subjects, the reason why a teacher should be careful about the choice of ESP materials and activities in the lesson and about organizing the course in general. “Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies.“ (Fiorito, 2007). The good selection of the teaching materials and the appropriate presentation of the content are considered to be the most motivating factors in the process of ESP approach learning. “Successful language learning and teaching lies not in the analysis of the nature of language but in understanding the structure and process of the mind.“ (Hutchinson and Waters, 1992, p 39).

3.2.2-**Evaluation**

Evaluating students´ work, teachers´ work or course evaluation are the necessary parts of each learning and teaching process. Evaluation is not only a motivating factor but also shows students´ progress or effectiveness in the course. It can disclose possible inadequacies that are not successfully covered. It helps teacher to provide information whether he or she does a good job or not. Evaluation can be performed on various methods which address to what we in fact, evaluate. Hutchinson and Waters (1992) stress two prominent levels of evaluation: ´learner assessment´ and ´course evaluation´. (p 144) There exist many types of tests, questionnaires, tasks or the evaluation can be done in form of talk (discussions, interviews). The test is perhaps the best method for learner assessment. Teacher finds if the content of course meets learner´s expectation and whether the learner is able to dispose with the new information and employs learnt skills in a particular situation. “This assessment takes on a greater importance in ESP, because ESP is concerned with the ability to perform particular communicative tasks.“ (Hutchinson and Waters, 1992, p 144). The course evaluation, the same as learner evaluation, helps to assess whether the characteristic features of designing the course were met. “In course evaluation we need to involve all those who share the learning process in making the ESP course as satisfying to the parties as possible.“ (Hutchinson and Waters, 1992, p 156). There is no prior time for doing evaluation. It depends on course running itself and an individual situation but it is important to be aware of giving feedback.

## 3.3-Techniques for Effective Hotel English Teaching

For Jody Hanson ( 2013) one key element of hotel industry is **hospitality**, and it is becoming an attractive option for international students seeking employment. No matter if hotel English students want to work in a five-star hotel chain or at a no-star backpacker’s hostel, there are tons of necessary vocabulary words that are specific to the hospitality industry. The faster students learn [the industry-specific words and phrases](https://www.fluentu.com/english/blog/english-for-hotel-industry/), the sooner they will be hired and promoted.

Hotel English teachers are required to keep their students interested in hospitality with both language and culture lessons. For example, hotels and restaurants are regarded as being in the service industry sector and, consequently, the two most important words for all staff to use frequently are “please” and “thank you.” However, students might not be aware of how often they should use these phrases with clients.

Another hospitality skill hotel English students need to develop—no matter where they work in the hotel—is to [smile](http://allfoodbusiness.com/articles/the-value-of-a-smile/). This universal sign is an automatic gesture of acceptance and goes a long way towards making people feel welcome. It also helps to bridge any language gap. On the whole, there are a number of techniques that can serve better for effective hotel English teaching, they are as follows:

* **Role plays**. No matter if you are doing one-on-one tutoring sessions with a concierge or teaching the basics to a cleaning staff, role plays are a great way to get your students involved. They may recognize familiar situations and phrases that they have encountered already doing their work. Students will also get to see both sides by [being both the guest and the hotel employee](http://caribbeanemagazine.blogspot.com.co/2012/10/spice-island-beach-resort-grenada-its.html). If your students have not yet stepped foot in a hotel, this gives them great insight that they wouldn’t otherwise get.
* **Naming items**. Write the names of things on flashcards and tape them to items around your classroom. Bring in additional items that you might find in a hotel. If you are teaching English within a hotel, perhaps you can grab a hotel room for an hour to play with your flashcards. This strategy works with everything from onions in the kitchen to detergent in the laundry room.
* **Show films and videos**. [There are a number of movies that were shot inside hotels](https://www.fluentu.com/english/blog/hospitality-english/). Watch these in class, and ESL students will get to see hotel vocabulary being used in real-life situations.

With inbuilt features such as interactive quizzes and flashcards, you’ll be able to ensure a high level of retention and interest from your students!

* **Field trips.** Ask a local establishment if your ESL students can visit during a quiet time. Talking with hotel employees and being able to ask questions will help them better understand what it means to work in a hotel.
* [**Work experience**](https://targetjobs.co.uk/career-sectors/hospitality-leisure-and-travel/317489-getting-a-graduate-job-in-hospitality-suitable-work-experience). Match students with a hotel mentor and encourage them to learn as much as they can, both in terms of language and expected skills. The hotel industry is particularly open to work experience as it is a way they can access and recruit employees.
* **Use resources from hotels**. Visit a hotel and explain that you are teaching English. Then ask for materials such as restaurant menus—which you can use with the restaurant and kitchen lessons—bar offerings and a checklist for room cleaning.

**References**

Multiple sources + Web sites