



ວາລະສານການສຶກສາຄູລາວແບບຍືນຍົງ  
ວິທະຍາໄລຄູສາລະວັນ

<https://www.sttcjournal.edu.la>  
ດຳເນີນການວາລະສານໂດຍ ວິທະຍາໄລຄູສາລະວັນ

**ຄວາມສາມາດໃນການຟັງພາສາອັງກິດຂອງພະນັກງານໂຮງແຮມ ອໍລາ,  
ແຂວງສະຫວັນນະເຂດ, ສປປ ລາວ**

**English Listening Ability of Aura Hotel Staff, Savannakhet  
Province, Lao PDR**

ຄຸນຄຳ ນັນທະວົງສາ<sup>1</sup>, ສົມບູນ ນັນທະວົງສາ<sup>2</sup>, ແລະ ຂັນທະນາລີ ປານວິໄລສອນ<sup>3</sup>

Khounkham NANTHAVONGSA, Somboun NANTHAVONGSA, & Khanthanaly Panvilaysone

**ບົດຄັດຫຍໍ້**

ທັກສະການຟັງພາສາອັງກິດມີຄວາມສຳຄັນຢ່າງຍິ່ງຕໍ່ກັບພະນັກງານໂຮງແຮມໃນການໃຫ້ຂໍ້ມູນ ແລະ ບໍລິການແຂກຕ່າງປະເທດ. ການສຶກສາສຳຫຼວດພັນລະນານີ້ມີຈຸດປະສົງເພື່ອສຳຫຼວດຄວາມສາມາດໃນການຟັງພາສາອັງກິດຂອງພະນັກງານໂຮງແຮມ ອໍລາ, ແຂວງສະຫວັນນະເຂດ. ເປົ້າໝາຍຂອງການສຶກສາຄັ້ງນີ້ແມ່ນ: 1) ເພື່ອສຶກສາທັກສະການຟັງ, ຄຳສັບ, ແລະ ຄວາມຮູ້ດ້ານໄວຍະກອນຂອງພະນັກງານໂຮງແຮມ, ແລະ 2) ເພື່ອແນະນຳວິທີການປັບປຸງທັກສະການຟັງ, ຄຳສັບ ແລະ ຄວາມຮູ້ດ້ານໄວຍະກອນຂອງພະນັກງານໂຮງແຮມ. ຂໍ້ມູນໄດ້ຖືກເກັບກຳໂດຍໃຊ້ແບບສອບຖາມປະລິມານ (ລະດັບການວັດແທກ 1-5).

**ຜົນການຄົ້ນຄວ້າພົບວ່າ:**

- ພະນັກງານໂຮງແຮມມີລະດັບຄວາມສາມາດໃນການຟັງພາສາອັງກິດຢູ່ໃນລະດັບ **ປານກາງ** (ຄ່າສະເລ່ຍ 3.09).

<sup>1</sup> ພາກວິຊາພາສາອັງກິດ, ຄະນະພາສາ ແລະ ມະນຸດສາດ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ສປປ ລາວ

<sup>2</sup> ພາກວິຊາພາສາຫວຽດ, ຄະນະພາສາ ແລະ ມະນຸດສາດ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ສປປ ລາວ

<sup>3</sup> ຜະແນກບໍລິຫານ ແລະ ການເງິນ, ວິທະຍາໄລຄູສະຫວັນນະເຂດ/ສປປ ລາວ

- ຄະແນນດ້ານຄຳສັບໄດ້ 3.18, ສ່ວນຄະແນນດ້ານໄວຍາກອນ ແລະ ການອອກສຽງໄດ້ 3.22. ຄະແນນທັງໝົດແມ່ນຢູ່ໃນລະດັບປານກາງ.
- ພະນັກງານໂຮງແຮມລາຍງານວ່າ ພວກເຂົາໃຊ້ທັກສະການຟັງສ່ວນໃຫຍ່ແມ່ນເພື່ອ **ສື່ສານກັບແຂກຕ່າງປະເທດ ແລະ ຟັງໃນກອງປະຊຸມ.**
- ພວກເຂົາເຊື່ອວ່າການປັບປຸງສາມາດບັນລຸໄດ້ໂດຍ: 1) ການຝຶກປະຕິບັດກັບຄົນຕ່າງປະເທດ, 2) ການຟັງສື່ຕ່າງໆທີ່ເປັນພາສາອັງກິດ, 3) ການອ່ານໜັງສືພິມ, ແລະ 4) ການຮຽນຮູ້ຄຳສັບໃໝ່.

**ຄຳສຳຄັນ:** ການສື່ສານ, ຄວາມສາມາດ, ພະນັກງານໂຮງແຮມ, ຝັງພາສາອັງກິດ.

## Abstract

English listening skills are vital for hotel staff to provide information and services to foreign guests. This descriptive survey examined the English listening ability of hotel staff at Aura Hotel, Savannakhet Province. The goals were: 1) To study the staff's English listening skills, vocabulary, and grammar knowledge, and 2) To suggest ways to improve these skills. Data were collected using a quantitative questionnaire (1-5 rating scale). The results showed that hotel staff have a moderate level of English listening ability (Mean = 3.09). Scores for Vocabulary (3.18) and Grammar/Pronunciation (3.22) were also moderate. Staff reported using listening skills primarily for communication with foreign guests and in meetings. They suggested that improvement can be achieved by: 1) Practicing with foreigners, 2) Listening to English media, 3) Reading newspapers, and 4) Learning new words.

**Keywords:** Ability, communication, hotel staff, English listening.

## Introduction

English is a universal language, originating in Britain, and the first language of over 400 million people, recognized as the national language of the UK, Australia, the USA, Canada, and New Zealand. It serves as a vital instrument for communication and professional growth. However, EFL learners frequently struggle to grasp oral English, particularly regarding native speaker accents and speed. For hotel staff who must provide information to foreign guests, English listening skills are essential as the world becomes more global.

Listening is a core language skill necessary for learning and acquiring knowledge, often serving as a fundamental component of speaking in everyday interactions. To overcome difficulties, learners must apply Listening Strategies—special techniques for acquiring, storing, and using information. Gonen (2009) emphasizes that these strategies are vital for decoding and interpreting messages. Furthermore, success depends on the structural foundations of language: vocabulary, which Stewick (1972) and Nation (2001) identify as essential for comprehension; pronunciation, which enables clarity (Wankan Likhitrattanaporn, 2010); and grammar, which Brown & Miller (1996) describe as the structural foundation for expression.

In Laos, English is widely understood in Vientiane and major tourist areas but remains limited in rural regions. The Lao education system treats English as a compulsory subject from primary to university levels. For establishments like Aura Hotel in Savannakhet Province, staff

require robust English listening skills to understand guests and offer excellent service. Research by Mohammadi and Zanzan (2016), applying criteria by O'Malley et al. (1989), suggests that listening strategies can be taught effectively to improve learner outcomes.

Listening ability is the process of accurately receiving, interpreting, and understanding auditory information, requiring concentration and the ability to decode both verbal and nonverbal cues. Given the identified challenges in staff-guest communication at Aura Hotel, this study seeks to investigate the English listening ability of the staff and identify effective improvement strategies. This approach aligns with the need for practicing thinking and solving problems to motivate learners and enhance professional communication skills in the hospitality sector.

### **Research Purposes:**

1. To study the English listening skills, vocabulary, and grammar knowledge of hotel staff.
2. To suggest ways to improve the English listening skills, vocabulary, and grammar knowledge of hotel staff

## **Methodology Research**

### **Research design**

In this study researchers used quantity research method. The purpose of this study the ability on Using English Listening of Aura Hotel Staff so this study employs quantity approach. The quantity method was to order the ability on using English listening skill of staff in Aura residence hotel and to investigate the way of improving the ability on using English listening of staff in Aura hotel.

### **Participant**

The data in this research was collected in the form of questionnaires from 16 staffs, at Aura hotel. Sample group focus on 16 staffs at the Aura hotel. The Place of study, the research got the data collection at Aura Hotel, Located in Soununtha village, Kaisonephomvihan City, Savannakhet Province.

### **Instrument**

Descriptive statics of data was computed and the mode was used as a central tendency measure to find out the percentage of study on The Ability on Using English Listening of Aura Hotel Staff from questionnaire. Then the information will analyze Mean ( $\bar{X}$ ) and standard deviation (S.D) The research used questionnaires of scale by rating scale of 1- 5 level to measure the level.

### **Data collection**

The Ability on Using English Listening of Aura Hotel Staff in Savannakhet Province. There are two source of information such as: Primary Data and Second Data. For the primary data we use the questionnaire as a tool for collection data by having plan process for collecting and the secondary data researchers will collect the information for the internet as the following.

### **Data analysis**

Bring the questionnaire that finished check to analyze by using algorithm to calculate the statistics as frequency, mean ( $\bar{X}$ ) and standard deviation (S.D). The percentage was used to calculate describing in the first section from question interview as general information. Mean ( $\bar{X}$ ) and standard deviation (S.D) are used to order the ability on using English listening skill of staff in Aura Residence Hotel and to investigate the way of improving the ability on using English Listening of staff in Aura Hotel.

### **Result and Discussion**

Note-Taking Tasks: Play a message or guest request and ask staff to write down the key information, they could do but need to have more time to do it, only few staff can do it when listen one time. Observation in the Workplace: From my observation for 8 weeks, I could see the staff can cannot listen well they always ask the guests like 2 or 3 times to repeat what the guest want. Self-Assessment & Feedback: The result of this study was explained, presented and discussed in order to reply the research objectives. This step data analyzed by using the Microsoft excel to calculated and presented. Listening: The result showed that staff are moderated on Ability Listening in the hotel, is  $\bar{X} = 3.09$ ; S.D = 0.07 with moderate. The staffs Listening Ability in the Aura Hotel. Speaking: The results also showed that most of the I used English speaking is  $\bar{X} = 2.90$ ; S.D = 0.07 with moderate, The staffs used speaking in their Aura Hotel to communicate with the foreigner staff and guest who came to visit in the office. Vocabulary: The questionnaires result also found that staff had a little problem with vocabulary which showed that could match each word with a synonym with the mean  $\bar{X}=2.98$  and S.D=0.88. That meant they were interested in a little vocabulary to speaking English. Grammar: Regarding to grammar of staff mentioned that they could arrange a correct sentence in a conversation, with the mean  $\bar{X}=2.93$  and S.D=0.70. It showed that they had a little problem to arrange a correct sentence in a conversation. It was similar to kin & Rodman (2014, p14) claimed that grammar was the basic units of meaning, such as words and a set of rules to combine them into a new sentence. It was needed for the speakers to arrange a correct sentence in a conversation. Pronunciation: The agreement in pronunciation of staff for having a feeling that made your mind forget what to say moderate, with the mean  $\bar{X}=3.23$  and Standard Deviation or S.D=1.06 with moderate that meant the staff there could speak but they scare will pronounce not so good or made the mistake on pronunciation. Discussion: In Aura Residence, we could find Listening  $\bar{X} = 3.3$ ; S.D = 0.82, but Speaking  $\bar{X} = 3.1$ ; S.D = 1.13. According to Prapet Kraichan study on November 10, 2020, who study on the use of English in Rayong

Industrial Land, the result showed Listening  $\bar{X} = 3.6$ ; S.D = 0.88, but Speaking  $\bar{X} = 3.1$ ; S.D = 1.03. And very close to Laura Larsen Neville, February, 2018 found that Listening  $\bar{X} = 3.5$ ; S.D = 0.82, but Speaking  $\bar{X} = 3.3$ ; S.D = 1.15. As similar to Prapet Kraichan study on November 10, 2020. Who study on the use of English in Rayong Industrial Land, the result showed Listening  $\bar{X} = 3.6$ ; S.D = 0.88, but Speaking  $\bar{X} = 3.2$ ; S.D = 1.00

## Conclusion

### 1. Overall English Listening Ability

- **Overall Status:** The overall English listening ability of Aura Hotel staff was assessed as **Moderate**. The mean score obtained was Mean = 3.09 with a very low standard deviation of S.D = 0.07, indicating high consistency in the staff's ability level.
- **Implication:** This moderate level suggests staff can handle basic communication and common daily interactions but may encounter difficulties with complex language, diverse accents, or fast-paced conversations.

### 2. Language Sub-Skills Analysis

- **Vocabulary:** Staff ability regarding Vocabulary was also rated as Moderate Mean = 3.02, suggesting limited vocabulary directly impacts their comprehension of auditory messages.
- **Grammar and Pronunciation:** Both Grammar and Pronunciation skills were assessed at a Moderate level Mean = 3.10 for Grammar. This indicates that staff lack the solid grammatical foundation necessary for interpreting and understanding structurally complex sentences quickly.

### 3. Actual Usage and Observed Behavior

- **Primary Use:** Hotel staff reported using their English listening skills primarily for direct communication with foreign guests and during internal meetings.
- **Observed Difficulty:** Observations in the workplace indicated that some staff had to ask guests to repeat themselves 2-3 times to fully grasp the information, confirming the challenge in processing auditory input efficiently on the first listen.

### 4. Perceived Improvement Strategies

Hotel staff demonstrated awareness of the path to improvement, suggesting they believe they can most effectively enhance their skills by focusing on practical, independent practice:

- 1) Practicing conversation with foreigners.
- 2) Listening to English media (such as songs or podcasts).
- 3) Reading English newspapers to build comprehension and vocabulary.
- 4) Actively learning new vocabulary on a continuous basis.

## Recommendations

### Operational Recommendations

- 1) **Emphasize Practice with Foreigners:** The hotel should create more opportunities for staff to practice direct conversation with foreign guests and handle complex requests, thus improving their ability to interpret auditory information accurately on the first listen.

- 2) Integrate English Media for Training: The hotel should provide channels or encourage staff to listen to various English media (such as songs or podcasts) relevant to hotel operations to increase their familiarity with diverse accents and speech speed.
- 3) Specific Vocabulary Training: Short-term training should be implemented focusing on learning new vocabulary and grammar essential for specific hotel scenarios, as limited vocabulary directly impacts comprehension.
- 4) Enhance Reading Comprehension: Staff should be encouraged to read English newspapers regularly to boost vocabulary and foundational grammar knowledge necessary for interpreting complex language.

#### **Suggestions for Future Research:**

- 1) Comparative Study (Quasi-Experimental Design): Future studies should adopt a quasi-experimental design using a control group to compare outcomes. This would provide strong statistical evidence regarding the causal link between the chosen improvement strategies and enhanced listening ability.
- 2) Exploration of Alternative Methods: Further research should explore the effectiveness of other communicative and student-centered approaches, such as Problem-Based Learning (PBL) or Task-Based Learning (TBL), to enhance listening skills in a hotel context.
- 3) Qualitative Study on Affective Factors: A qualitative study is recommended to delve deeper into affective factors (e.g., listening anxiety) that may affect staff's listening ability.

#### **Acknowledgements**

The research team would like to express our sincere gratitude to the management of Aura Hotel for their cooperation, as well as all staff members who participated in this study. Their valuable contributions and time in providing data have been instrumental in the successful completion of this research.

#### **References**

- Ahmadi, M. R. (2011). A study of factors affecting EFL learners' english listening comprehension and the strategies for improvement.
- Brown, J. E., & Miller, P. (1996). *A practical guide to English grammar*. New York: McGraw-Hill.
- Chooma, T. (2017). The development of English for speaking communicative competency with communicative strategies. p1-7.
- Eicha Afriyuninda, L. O. (2021). The use of English songs to improve English students' listening skills. 80-85.
- Farokhi, H. N. (2013). *Internatinal Journal of Learning & Development*. 132.
- Gonen, M. (2009). Developing listening skills in the language classroom. *ELT Journal*, 63(1), 43–52.
- Ho, J. (2006). Listening strategies and comprehension. *English Language Teaching Journal*, 59(3), 25–34.
- Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary of Current English* (6th ed.). Oxford University Press.

- Jonhson. (2014). *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)* 4(2). 18.
- Likhitrattanaporn, W. (2010). *A comparative study of Thai and English phonemes for teaching Thai to English speakers* [Master's thesis, Chulalongkorn University]. Bangkok, Thailand.
- Listiyarningsih, T. (2017). *The Influence of Listening English Song to Improve Listening Skill in Listening Class*. Retrieved from *Academica*.
- Liubiniene, V. (2009). *Developing Listening Skills in CLI*. 5.
- Miller, B. &. (1996). *The syntax of the theory*. 3.
- Pinyopornsawat, A. (2017). *Strategies for learning English words of high vocational students*.
- Shabani, K. (2016). *The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran*. *International Journal of Applied Linguistics*, 6(1), 12–25.
- Stevick, E. W. (1972). *Language teaching: A way and ways*. Rowley, MA: Newbury House Publishers.
- Supat, P. (2019). *English Listening Problems: A Case Study of Prathom Suksa 2 Students* [Master's Thesis, Rajabhat University].
- Supati, P. (2017). *The process of listening to Thai language, a case study of students in different grades every year, 2 Ban Nong Muang Rayong School*. 205.
- Supati, P. (2017). *The process of listening to Thai language, a case study of students in different grades every year, 2 Ban Nong Muang Rayong School*. 205.
- Supati, P. (2017). *The process of listening to Thai language, a case study of students in different grades every year, 2 Ban Nong Muang Rayong School*.
- Suphati, P. (2019). *The process of listening to Thai language, a case study of students in different grades every year, 2 Ban Nong Muang Rayong School*. 9.
- Zanjan. (2016). *The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran*.