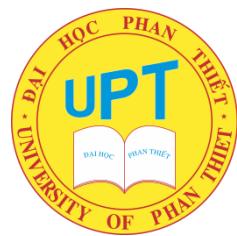


MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY



NGUYỄN NGỌC VŨ

**PSYCHOLOGICAL FACTORS AFFECTING ON
ENGLISH COMMUNICATION AND METHODS TO
IMPROVE THE EMPLOYEE'S COMMUNICATION
ABILITY AT MOVENPICK RESORT PHAN THIET**

**MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE**

Bình Thuận Province - 2023

MINISTRY OF EDUCATION AND TRAINING
PHAN THIET UNIVERSITY



NGUYỄN NGỌC VŨ

**PSYCHOLOGICAL FACTORS AFFECTING ON
ENGLISH COMMUNICATION AND METHODS TO
IMPROVE THE EMPLOYEE'S COMMUNICATION
ABILITY AT MOVENPICK RESORT PHAN THIET**

MAJOR IN ENGLISH LANGUAGE

CODE: 2218220201012

MASTER'S GRADUATION PROJECT

SCIENCE INSTRUCTOR'S NAME(s):

TRAN THI QUYNH LE, Ph.D

Bình Thuận Province - 2023

STATEMENT OF AUTHORSHIP

I certify that the thesis entitled "**Psychological Factors Affecting on English Communication and Methods to Improve the Employee's Communication Ability at Movenpick Resort Phan Thiet**" is my original work. The data and findings are true and with permission from associates. All resources used in the thesis have been documented. The work has not been submitted to Phan Thiet University or elsewhere.

Binh Thuan, February 28th, 2024

NGUYEN NGOC VU

RETENTION AND USE OF THE THESIS

I hereby state that I, Nguyen Ngoc Vu, the learner for the degree of Master in the English Language, accept the requirement of the university relating to the retention and use of the Master's theses deposited in the university library.

In terms of these conditions, I agree that the origin of my thesis deposited in the university library should be accessible for studies and research, by the normal condition established by the library for care, loan, and reproduction of thesis.

ACKNOWLEDGEMENT

During the process of the research, I had to face dozens of difficulties as this is the first time I have conducted a complete research paper. I would never have been able to finish this study without the guidance of my supervisor, help from employees as the research participants, and support from my family.

First and foremost, I would like to express my deepest gratitude to my supervisor, Ph.D. Tran Thi Quynh Le for all his enthusiastic and constant encouragements from the beginning to the end of the study. Her whole-hearted instructions, valuable advices, precious e-lessons, as well as her patience with my mistakes play an important role in the fulfillment of my study.

My sincere thankful words would be sent to the Talent & Culture Department of Movenpick Resort Phan Thiet, and the employees who have been enthusiastically helping me perform the process of collecting data, which contributed a vital part to my paper.

Last but not least, my warmest thanks would go to my family members and friends for their continuing practical support, inestimable assistance and great care for me during the time I do this research, especially in the moments of difficulty.

Nguyen Ngoc Vu

ABRIVIATIONS

EFL/ESL: Foreign or Second Language

KPIs : key performance indicators

FLA :foreign language anxiety

LDM :Learning & Development Manager

CERTIFICATE OF ORIGINALITY

I certify my authorship of the Graduation project for the degree of Bachelor submitted today entitled:

PSYCHOLOGICAL FACTORS AFFECTING ON ENGLISH COMMUNICATION AND METHODS TO IMPROVE THE EMPLOYEE'S COMMUNICATION ABILITY AT MOVENPICK RESORT PHAN THIET

Based on the statement of requirements for the Graduation project in Bachelor programs issued by the Higher Degree Committee at the University of Phan Thiét, I assert that I do not break rules relating to the infringement of copyright while presenting my graduation dissertation. Apart from data resources stated in the section of references, I verify that my thesis does not contain any materials published elsewhere or extracted in part or even in whole from a thesis by which I have been elected or been granted another degree or diploma.

For any works without public recognition, I do not use those for the main text of my dissertation.

Phan Thiét, September 2023

Nguyễn Ngọc Vũ

RETENTION AND USE OF THE GRADUATION PROJECT

I hereby state that I am Nguyễn Ngọc Vũ, being an undergraduate employee for the degree of Bachelor of English Language accept the requirements of the University of Phan Thiết about the retention and use of the Graduation Project deposited in the Faculty of Foreign Language.

In term of these conditions, I permit the original of my Bachelor's Thesis stored in the Faculty of Foreign Language to be accessible for purposes of study and further research in compliance with the standards established and committed by the Head of Foreign Language Department for care, preservation, convenience as a reference resource, and reproduction.

Phan Thiết, 2023

Nguyễn Ngọc Vũ

ACKNOWLEDGEMENTS

The completion of this research paper would not have been possible without the generous support and assistance of a number of individuals and organizations. On behalf of the research team, we would like to express our heartfelt gratitude to the following:

The management and staff of Movenpick Resort Phan Thiet, who provided valuable information and insights on the workplace communication patterns and challenges within the organization. Your cooperation and participation in this study are greatly appreciated.

The faculty members of Phan Thiet University, who offered guidance and insights throughout the research process, and provided invaluable feedback on the completed thesis.

Our friends and family members, who provided support, encouragement, and constant motivation throughout the entire research journey.

Finally, we would like to express our gratitude to our thesis advisor, [insert name], whose guidance, patience, and insights have been essential to the success of this research paper. Your unwavering support and encouragement have been immensely appreciated.

Thank you all for your invaluable contributions toward the successful completion of this study.

ABSTRACT

This study aims to investigate the psychological factors that affect English communication among employees at Movenpick Resort Phan Thiet and suggest methods to enhance their communication ability. The study involves a qualitative research approach, which involves interviews and surveys to gather data from employees working in diverse departments. The findings suggest that employees face various obstacles such as language anxiety, low confidence, and ineffective communication skills, which hamper their English communication. The study recommends several methods to improve English communication ability, including English language training, communication skill workshops, and creating a supportive workplace atmosphere. Finally, the study emphasizes the significance of developing strategies to address psychological barriers and enhance employee's communication abilities for the effective functioning of the organization.

Keywords: investigate psychological factors, English communication, enhance, interviews, surveys, gather data, language anxiety, low confidence, obstacles, hamper.

LIST OF FIGURES

Figure 2.1. Components of second language speaking competence	14
Figure 3.1. Employees communicate with multinational customers	27
Figure 3.2. Employees communicate with multinational customers 2	28
Figure 3.4. Interview & Survey for Employee 2	34
Figure 3.5. Data from interview & survey	36
Figure 4.1 Pre-test communication skills.	40
Figure 4.2 Customer's Complaint about English & Service.....	41
Figure 4.3 Post-test communication skills.	42
Figure 4.4 Customer's compliments	43
Figure 4.5 Customer's Compliments 2	44
Figure 4.6 Employees agree with the psychological difficulties they encounter	46
Figure 4.7 The result of Anxiety and self-consciousness from SPSS	48
Figure 4.9 The result of Motivation and Self-efficacy from SPSS	52
Figure 4.10 The result of Self – esteem from SPSS	54
Figure 4.11 The result of Culture factors from SPSS.....	55
Figure 4.12 Expected from employee	57
Figure 5.1. University of Economics Ho Chi Minh City	65

LIST OF TABLES

Table 1.1. The Importance of Speaking Skills in the Hospitality Industry	8
Table 2.1. Methods to improve communication skill	23
Table 4.1 Pre-test communication skills.....	40
Table 4.2 Post-test communication skills.	43
Table 4.3 Employees agree with the psychological difficulties they encounter	45
Table 4.4 The result of Anxiety and self-consciousness from SPSS.....	47
Table 4.5 The result of Confidence from SPSS	49
Table 4.6 The result of Motivation and Self-efficacy from SPSS	51
Table 4.7 The result of Self – esteem from SPSS.....	53
Table 4.8 The result of Culture factors from SPSS	54

TABLE OF CONTENTS

ACKNOWLEDGEMENT	V
ABRIVIATIONS	VI
CERTIFICATE OF ORIGINALITY.....	0
RETENTION AND USE OF THE GRADUATION PROJECT.....	1
ACKNOWLEDGEMENTS.....	2
ABSTRACT	3
CHAPTER 1. INTRODUCTION	1
1. Background of the Study	1
2. Scope of the study.....	1
3. Statement of the problem.....	2
4. Research aim.....	3
5. Research questions.....	4
6. The significance of the research	5
CHAPTER 2. LITERATURE REVIEW	7
1. Theoretical Framework.....	7
2. The Importance of Speaking Skills in the Hospitality Industry	7
3. The context in Mövenpick Resort Phan Thiet	12
4. Conceptual Framework - Psychological Factors Affecting English Communication	13
4.1 Anxiety and self-consciousness.....	13
4.2 Motivation and Self-efficacy	16
4.3 Self-esteem	17
4.4 Cultural factors	19
4.5 Confidence.....	20
5. Methods to improve communication skill	21
CHAPTER 3. METHODOLOGY & PROCEDURES	26
1. Research design	26

2. Research site and participants	26
3. Instruments	31
3.1 Pre-test and post-test: Employee Speaking test at MVP	31
3.2 Questionnaire	32
3.3 Interview & Survey	33
4. Preparation and Planning	35
5. Data Collection	36
6. Data Analysis	37
7. Reliability and validity	37
CHAPTER 4. FINDINGS AND DISCUSSION	39
1. Quantitative Findings	39
1.1 Pre-test	39
1.2 Post-test	41
2. Questionnaire	44
3. Anxiety and self-consciousness	46
4. Confidence	48
5. Motivation and Self-efficacy	50
6. self-esteem	52
7. Cultural factors	54
8. Psychological factors are the most influential	58
CHAPTER 5. CONCLUSION	60
1. Conclusion	60
2. Limitations	62
3. Recommendations for further study	63
REFERENCES	67
APPENDIX A	72
APPENDIX B	75
APPENDIX C	77

CHAPTER 1. INTRODUCTION

1. Background of the Study

In the contemporary globalized business landscape, effective communication skills, particularly in English, hold paramount importance across various industries. The hospitality sector, characterized by its diverse clientele and international workforce, necessitates proficient English communication abilities among employees to ensure seamless service delivery and customer satisfaction. Movenpick Resort Phan Thiet, nestled in the vibrant hospitality landscape of Vietnam, is no exception. As a premier destination for leisure and business travelers alike, the resort places a premium on the English communication skills of its workforce to uphold its reputation for exceptional guest experiences.

The hospitality industry, by its very nature, thrives on the ability to cater to the needs and preferences of guests from diverse cultural backgrounds. In this context, English serves as the lingua franca facilitating effective communication between guests and staff members, irrespective of their native languages. From front desk interactions to dining experiences and leisure activities, proficient English communication skills are indispensable for ensuring clarity, comprehension, and rapport-building, thereby enhancing the overall guest satisfaction and loyalty.

2. Scope of the study

The study will focus on employees across various departments of Movenpick Resort Phan Thiet, including but not limited to front office, housekeeping, food and beverage service, and managerial roles.

Participants will be selected based on their willingness to participate and their role's relevance to guest interactions requiring English communication.

The study will explore a range of psychological factors influencing employees' English communication abilities, including anxiety, self – consciousness, motivation, self – efficacy, self – esteem, culture factor, confidence.

The scope will encompass both individual-level psychological factors and organizational-level influences that may impact employees' communication skills.

Various methods and interventions aimed at improving employees' English communication abilities will be investigated.

This includes but is not limited to language training programs, communication skill workshops, role-playing exercises, feedback mechanisms, and peer support networks.

The study will evaluate the effectiveness of these methods in addressing the identified psychological barriers and enhancing employees' confidence and proficiency in English communication.

3. Statement of the problem

The hospitality industry relies heavily on effective communication, particularly in English, to deliver exceptional guest experiences. Movenpick Resort Phan Thiet, like many Vietnamese resorts, recognizes the importance of English proficiency among its employees for successful international guest interactions. However, various psychological factors can hinder employees' communication abilities, impacting guest satisfaction and overall business performance.

English language learners who are learning it as a second or foreign language consistently view speaking as the most difficult and useful ability. Additionally, the majority of workers assess the success of their English course and their language-learning endeavors depending on the degree to which they believe their speaking ability has improved. Richard (p. 19; 2008). One goal shared by many people learning English as a Foreign or Second Language (EFL/ESL) is becoming proficient in speaking the language. Assessing the degree of development in their oral communication abilities is a common way for language learners to gauge their competency in language acquisition. Of the four language skills, speaking is considered by many to be one of the most important. The reason for this is that people who learn a language are often recognized as speakers of that language (Ur, 1996).

This research aims to investigate the psychological factors that negatively affect English communication among employees at Movenpick Resort Phan Thiet. These factors might include, but are not limited to:

Anxiety and fear of speaking English: Employees might experience apprehension, stage fright, or self-consciousness when using English, leading to hesitant or unclear communication.

Identify the key psychological factors affecting English communication among employees at Movenpick Resort Phan Thiet.

Understand the impact of these factors on employee performance, guest satisfaction, and the overall resort operations.

Develop and propose evidence-based methods to address these psychological barriers and improve employee communication skills in English.

By addressing the psychological factors hindering effective English communication, this research can contribute to enhanced guest satisfaction and positive experiences at Movenpick Resort Phan Thiet. Improved sales performance and revenue generation through effective communication with guests. Elevated brand image and reputation for professionalism and service quality. Increased employee morale, motivation, and engagement through language proficiency. A more competitive and successful resort in the international hospitality industry.

This research holds significant value for Movenpick Resort Phan Thiet and other hospitality businesses seeking to empower their employees and elevate their communication abilities to deliver exceptional guest experiences.

4. Research aim

To investigate the psychological factors impacting English communication among employees at Mövenpick Resort Phan Thiet and identify effective methods to improve their communication skills, ultimately enhancing guest satisfaction and overall resort success

Identify the key psychological factors (e.g., anxiety, lack of confidence, motivation, etc.) that hinder employees' English communication abilities in the resort setting.

Assess the current level of English communication skills amongst employees across different departments. Evaluate the effectiveness of existing communication training programs at the resort.

Develop and recommend evidence-based methods to address the identified psychological factors and improve employee communication skills.

Align improvement methods with Mövenpick Resort Phan Thiet's specific needs and resources to ensure optimal implementation and sustainability.

Enhanced employee confidence and communication skills in English. Improved guest satisfaction through clearer and more effective communication. Increased employee engagement and morale. Strengthened the brand image and reputation of the resort.

This research is primarily directed towards the employees of Mövenpick Resort Phan Thiet, particularly those who interact directly with guests and require English communication skills in their roles. Additionally, the findings will be valuable for management in understanding the psychological nuances affecting communication and tailoring training programs accordingly.

5. Research questions

To successfully reach for the research aim, the current study attempts to answer two research questions:

What are the psychological factors that affect English communication among employees at Movenpick Resort Phan Thiet?

What methods can be used to improve the English communication ability of employees at Movenpick Resort Phan Thiet, and how effective are these methods?

6. The significance of the research

This research holds significant value for both employees and the resort itself, potentially impacting individual growth, guest satisfaction, and overall business success. Here's a breakdown of its significance:

For Employees:

Enhanced Communication Skills: The research will identify and address psychological barriers hindering effective English communication, equipping employees with the tools and strategies to overcome them. This will boost their confidence, fluency, and overall communication effectiveness.

Professional Development: By participating in the research and recommended training programs, employees gain valuable language skills and communication techniques, enhancing their employability and career prospects within the hospitality industry.

Increased Job Satisfaction: Improved communication fosters better collaboration, understanding, and guest interactions, leading to a more positive and fulfilling work experience for employees.

For Mövenpick Resort Phan Thiet:

Improved Guest Satisfaction: Effective communication is crucial for exceeding guest expectations. This research will address communication gaps, leading to smoother interactions, clearer information delivery, and ultimately, happier guests.

Enhanced Brand Image: Strong communication skills among employees project a professional and polished image of the resort, solidifying its reputation for exceptional service and quality.

Increased Revenue: Satisfied guests are more likely to return and recommend the resort, potentially leading to increased revenue and business growth.

Competitive Advantage: In today's globalized tourism industry, effective English communication is essential. This research can give Mövenpick Resort Phan Thiet a competitive edge by ensuring its employees can confidently and seamlessly interact with guests from diverse backgrounds.

Additional Significance:

Industry Contribution: The findings can contribute valuable insights to the hospitality industry, informing training programs and best practices for improving communication skills across different hotel chains and resorts.

Employee Retention: Addressing psychological factors that impact communication can contribute to a more positive work environment, potentially reducing employee turnover and associated costs.

By investing in this research and its recommendations, Mövenpick Resort Phan Thiet can empower its employees, elevate the guest experience, and solidify its position as a leader in the hospitality industry.

I hope this breakdown highlights the significant value this research holds for both employees and the resort.

CHAPTER 2. LITERATURE REVIEW

Effective communication, particularly in English, is crucial for hospitality employees to deliver exceptional guest experiences. This literature review examines the psychological factors hindering employees' English communication and explores methods to enhance their skills within the context of Mövenpick Resort Phan Thiet.

1. Theoretical Framework

Social Cognitive Theory: This theory delves into the process through which individuals acquire and refine their communication abilities by observing, imitating, and receiving reinforcement.

Communication Apprehension Theory: This theory focuses on understanding how anxiety and fear can hinder communication effectiveness, and it proposes strategies to alleviate these apprehensions.

Self-Efficacy Theory: This theory explores the influence of employees' beliefs in their capacity to communicate proficiently in English on their communication behaviors.

Motivation Theory: This theory investigates the impact of both intrinsic and extrinsic motivation on language learning and the development of communication skills.

2. The Importance of Speaking Skills in the Hospitality Industry

Among the four language skills—reading, writing, speaking, and listening—speaking is an important skill. It's a way for people to communicate ideas, emotions, and information by making recognized sounds with their mouths. These sequences of sounds are termed words, and each one represents one or more objects or concepts. They originate from a vast vocabulary with established meanings (Holloway, 2022). This ability enables the speaker to persuade the audience with a message that is impassioned, well-considered, and compelling. Speaking is the most commonly used language skill in practically any context.

The hospitality industry thrives on creating memorable experiences for guests, and at the heart of these experiences lies effective communication. Among the various communication skills, speaking stands out as an indispensable tool for exceeding guest expectations and driving business success. This review delves into the crucial role of speaking skills in the hospitality industry, examining its impact on various aspects of guest interactions and exploring approaches to enhance these skills within the workforce.

Table 1.1. The Importance of Speaking Skills in the Hospitality Industry

Aspect	Impact	Examples
Guest Experience	Enhanced Satisfaction & Loyalty	<ul style="list-style-type: none"> - Greeting guests warmly and informatively. - Providing clear and accurate information about services and amenities. - Engaging in personalized conversations to build rapport. - Understanding and addressing guest needs and concerns promptly.
Operational Efficiency	Improved Problem-Solving & Communication	<ul style="list-style-type: none"> - Effectively communicating with colleagues across departments. - Clearly explaining procedures and tasks to ensure smooth teamwork. - Participating in training sessions and meetings effectively. - Resolving guest

		complaints professionally and efficiently.
Brand Image	Positive Perception & Trust	<ul style="list-style-type: none"> - Using professional and courteous language consistently. - Representing the brand values and mission through communication. - Building positive relationships with guests and local communities. - Contributing to a welcoming and inclusive atmosphere for all guests.
Employee Empowerment & Growth	Increased Confidence & Career Opportunities	<ul style="list-style-type: none"> - Feeling comfortable and confident interacting with guests in English. - Participating actively in meetings and presentations. - Taking on leadership roles within the team. - Exploring career advancement opportunities requiring strong communication skills.
Revenue Generation	Upselling & Increased Sales	<ul style="list-style-type: none"> - Effectively recommending additional services and experiences. - Building rapport with guests to encourage repeat business. - Providing accurate and compelling product descriptions. - Contributing to positive online reviews and testimonials.

The Guest Journey and the Power of Speakership:

From the moment a guest steps foot onto the property to their final farewell, speaking skills come into play at every stage of the journey. Upon arrival, receptionists utilize their speaking skills to ensure a warm and informative welcome, setting the tone for the stay. Throughout the guest's experience, engaging conversations with housekeepers, restaurant staff, concierge personnel, and tour guides become opportunities to create personalized connections, understand needs, and address concerns promptly. The ability to clearly and effectively communicate information, recommendations, and solutions becomes crucial in building trust and ensuring guest satisfaction.

Impact on Key Performance Indicators:

Research evidence underscores the significant impact of strong speaking skills on key performance indicators (KPIs) within the hospitality industry. Studies by Chen & Chen (2010) and Kim & Hyun (2010) demonstrate a positive correlation between employee speaking skills and guest satisfaction, highlighting the ability to communicate effectively as a key driver of positive reviews and repeat business. Furthermore, research by Jones (2010) suggests that strong speaking skills contribute to increased sales and revenue generation in hotel settings, particularly through effective upselling and service recommendations.

Beyond Guest Satisfaction: Branding and Employee Well-being:

The importance of speaking skills extends beyond immediate guest satisfaction. Effective communication plays a crucial role in fostering a positive brand image. Fluent and professional interactions contribute to a sense of credibility and trust, ultimately strengthening the overall brand perception. On the other hand, inadequate speaking skills can negatively impact brand image, creating frustration and potentially damaging perceptions among guests. Moreover, strong speaking skills equip employees to navigate challenges, negotiate solutions, and effectively collaborate with colleagues, leading to a more positive and productive work environment.

Challenges and Opportunities:

Despite the undeniable importance of speaking skills, many hospitality employees face challenges in this area. Language barriers, lack of confidence, and limited vocabulary can hinder their ability to communicate effectively. Cultural differences further add complexity, requiring a nuanced understanding of communication styles and appropriate nonverbal cues.

Fortunately, various approaches can be implemented to enhance speaking skills within the hospitality industry. Tailored training programs focusing on pronunciation, grammar, vocabulary development, and practical communication scenarios can significantly improve fluency and accuracy. Role-playing activities, simulated guest interactions, and peer feedback can further build confidence and encourage active communication practice. Additionally, cultural sensitivity training equips employees to navigate diverse guest backgrounds and ensure inclusive communication practices.

Technology-Assisted Learning:

In today's digital age, technology offers innovative tools to facilitate speaking skill development. Language learning apps provide personalized learning experiences, while online simulations and virtual reality scenarios create immersive practice environments. These tools can supplement traditional training and cater to individual learning styles.

Beyond Training: A Culture of Communication:

Building a sustainable culture of communication within the organization is vital for long-term success. Regularly soliciting employee feedback on communication challenges, fostering open communication channels, and recognizing and rewarding employees who demonstrate strong speaking skills can further incentivize continuous development in this crucial area.

3. The context in Mövenpick Resort Phan Thiet

Many employees at Mövenpick Resort Phan Thiet, like in many hospitality settings worldwide, face challenges in effectively communicating in English with guests. Understanding the psychological factors behind these limitations is crucial for developing targeted interventions and improving guest experiences. This review explores the key psychological barriers hindering English communication among staff at Mövenpick Resort Phan Thiet, drawing upon relevant research and considering the specific cultural context of Vietnam.

Lack of intrinsic motivation and low self-efficacy in using English can hamper communication attempts. Dörnyei (2009) emphasizes the importance of these factors in overcoming challenges. For Mövenpick employees, intrinsic motivation may be linked to career advancement opportunities or personal satisfaction from connecting with guests. However, a lack of tangible rewards or perceived difficulty in achieving fluency can erode intrinsic motivation and contribute to low self-efficacy, leading to avoidance of communication with English-speaking guests.

Individuals have diverse learning styles (Oxford, 2011). Traditional, lecture-based training programs may not cater to individual preferences, leading to frustration and hindering progress. Assessing employee learning styles at Mövenpick can inform the development of personalized training approaches that resonate with individuals and enhance learning outcomes.

Cross-cultural communication challenges play a significant role in the Vietnamese hospitality context. Hofstede's (1980) framework highlights the potential for misunderstandings due to differences in power distance, communication styles, and nonverbal cues. For instance, direct communication styles favored by Western guests may be perceived as impolite by Vietnamese staff accustomed to indirect and respectful communication. Cultural awareness training can equip employees to navigate these complexities and improve cross-cultural communication effectiveness.

Age, second language anxiety, and learning difficulties can also impact English communication. Younger employees may adapt more readily to language learning, while older employees may require different instructional approaches (Schmidt, 2000). Additionally, high levels of second language anxiety (Horwitz et al., 1986) or undiagnosed learning difficulties can create significant barriers to learning and communication.

4. Conceptual Framework - Psychological Factors Affecting English Communication

4.1 Anxiety and self-consciousness

Confidence and fluency are pivotal for effective English communication, yet many individuals encounter obstacles stemming from anxiety and self-consciousness. This review delves into two seminal studies addressing these challenges: Liu et al. (2019) and MacIntyre et al. (2013). Both studies underscore anxiety and fear of negative evaluation as significant barriers to English communication. Liu et al. (2019) pinpoint foreign language anxiety (FLA) as a key factor, encompassing apprehension about judgment, negative self-assessments, and physical symptoms like nervousness, particularly in unfamiliar language contexts. Limited proficiency breeds uncertainty and fear of errors, leading to communication avoidance. Similarly, MacIntyre et al. (2013) emphasize self-consciousness, where individuals' awareness of their limitations and potential scrutiny inhibits communication efforts. Additionally, cultural disparities can fuel misunderstandings, fostering self-consciousness and apprehension. Moreover, performance pressure—stemming from high-stakes situations, the desire to impress, and perceived expectations—intensifies anxieties according to findings from both studies.



Figure 2.1. Components of second language speaking competence

Anxiety can manifest in various ways, leading to reduced fluency, hesitation, increased errors, and avoidance of communication situations (Horwitz et al., 1986).

In contemporary EFL environments, developing communication skills is thought to be the most crucial objective. However, as it is impacted by a variety of factors, including affective ones, achieving communicative competence and fluency can be especially challenging for learners of foreign languages (Hanifa, 2018). Anxiety stands out as one of the most detrimental emotional elements that affects learning a foreign language, particularly speaking, and negatively affects employees' oral performances. Anxiety results in psychological and physical issues has a bad impact on motivation, focus, and accomplishment, increases learning mistakes, hinders employees from translating their academic performance to the real world and studying effectively, and lowers their enthusiasm for learning a language. Excessive anxiety can make it difficult for employees to study at home or participate in class activities. It can even make them lose confidence and enthusiasm to learn English. It's still established that anxiety plays a significant role in learning a foreign language.

Strong emotional reactions in employees might include shaking, terror, and feelings of anxiousness and uncertainty when they talk. Speaking appears to be distinguished by the public aspect of the ability; this puts people's ego, self-identity, and self-concept at risk because they have developed them in their native language as rational, clever persons (Horwitz et al., 1986). As described by Horwitz, Horwitz & Cope (1986, p. 133), language anxiety is best described as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

Not only does language anxiety hinder the acquisition of a second language, but it can also lower an individual's will to study a language. One of the emotional elements, motivation, may also be considered to have an impact on the rate and success of language acquisition, particularly when learning a foreign language (Chalak & Kassaian, 2010). When learning a second language, anxiety and motivation are strongly linked to one another and can ultimately show up in language proficiency and performance. Employees who suffer from public speaking anxiety, which is a symptom of anxiety related to language acquisition, are typically less self-motivated.

Based on how they impact employees, the impacts of language anxiety on language acquisition may be divided into many categories: academic, social, cognitive, emotive, or personal. Employees who display worry about language typically perform poorly academically. They also don't seem to be as keen in utilizing their second language for social engagement. Additionally, worry keeps information from entering the cognitive processing system of learners, which results in a significant loss of language learning. Lastly, anxiety modifies the characters of employees by increasing their levels of worry, forgetfulness, misery, and insecurity.

Employees who struggle with communication skills will be more anxious when it comes to speaking to others. Anxiety can even impact employees who have great verbal ability and are likely to perform effectively at all times. Because of this,

an exceptionally skilled English learner could not do well on an oral exam due to excessive worry and anxiety (Heng, Nadzimah & Binti, 2011).

Cultural background plays a significant role in shaping self-consciousness. Individualistic cultures tend to emphasize self-expression, while collectivistic cultures focus more on group harmony and avoiding drawing attention to oneself (Dewaele et al., 2013). Additionally, personality traits like introversion and neuroticism can contribute to higher levels of self-consciousness in communication situations. Reducing anxiety and building confidence are crucial for improving communication skills. Creating a supportive environment through positive reinforcement, error tolerance, and opportunities for individual learning can be beneficial (Gardner, 2006).

Identifying and addressing individual learning styles and preferences can empower learners to overcome self-consciousness and develop confidence in their English communication skills (Oxford, 2011).

4.2 Motivation and Self-efficacy

A psychological component known as motivation—which symbolizes an impulse that prompts action—is crucial to reaching any sort of goal. It is also among the most crucial elements in learning a second language. One method to increase the success of the entire process of learning a language is to be highly motivated throughout the process. The degree to which employees are motivated to acquire the target language appears to be a major determinant of their success or failure in language acquisition.

If employees are sufficiently motivated, they can accomplish long-term goals. Motivation serves as the primary stimulus for employees to begin learning a second language and later serves as the driving force for them to persevere through a laborious learning process (Dörnyei, 1998). A highly motivated person may participate in speaking. It may be assumed that an employee who is motivated to talk may communicate effectively. Thus, the primary factor in determining a person's

speaking aptitude is motivation. For instance, a person who is very motivated to talk would train and practice speaking clearly and smoothly to improve as a speaker.

Extrinsic and intrinsic motivation are the two categories into which it falls. There are external elements that lead to extrinsic motivation in employees. It may originate from peers, parents, instructors, the environment, etc. Indeed, during the teaching and learning process, that element may have an impact on employees' extrinsic motivation (Yulis, 2016). Learners' aptitude and intellect are typically linked to intrinsic motivation. Motivation is a feature that is driven by endogenous sources since it can arise as a characteristic from birth (Istanti, 2013). Employees who exhibit higher levels of intrinsic motivation for speaking activities are more likely to participate willingly, pick up more difficult material or abilities, and use more creativity when performing. Conversely, employees who are more extrinsically driven typically engage in the activities primarily in order to receive a reward or because they anticipate being evaluated or competing.

The idea of learning is intimately related to the philosophy of motivation. Culture provides for many needs, including the craving for authority, connection, and success. Someone will make a strong effort to motivate themselves when their demands are really pressing. An essential component of the teaching-learning process is motivation. Employees can't perform to their full potential without drive.

4.3 Self-esteem

The degree to which employees feel good about themselves, important, and deserving of respect is known as their self-esteem. The idea that one is proficient in a certain domain (such as writing, speaking, or spelling) is known as perceived competence (APA, 2020). Employees must have self-worth and a sense of competence in order to take calculated risks during their education and overcome setbacks and hardships. Employees who lack confidence or have low self-esteem are less likely to believe in their own abilities, which makes them reluctant to take calculated chances when it comes to their academic progress. Self-esteem is

frequently bolstered by admirable deeds and accomplishments, no matter how minor. Self-esteem is one of the human qualities that becomes a determining element when learning to speak. Employees may either succeed or fail in developing strong English-speaking abilities as a result of it. Employees who have a high sense of self-worth will speak and write in English with assurance. They like to engage in more activities and are more animated. In contrast, employees with poor self-esteem are often hesitant, unwilling to communicate, and unsure of how to pronounce certain English words, which makes them less likely to speak and tends to hinder their progress in speaking (Maryansyah & Wadeson, 2017).

One of the major obstacles that employees experience while dealing with their speaking performance is low self-esteem; employees who graduate from university are primarily affected by this (Bernadet, Suhartono & Salam, 2019/2020). This is due to the fact that mature employees are less confident in themselves than younger ones. Adult learners fear being evaluated or making mistakes when they speak. Individuals with low self-esteem tend to exaggerate situations as being bad and are more bothered by failure. For instance, people frequently misinterpret remarks that are not critical. They are more prone to struggle with interpersonal confidence issues and social anxiety. Because of this, individuals find it difficult to communicate socially with others and feel uncomfortable, shy, skeptical, and unable to express themselves fully.

Employees' self-esteem is directly impacted by a wide range of elements (Branden, 1994 as referenced in Aisyah, 2020): (1) Learning & Development Manager's (LDM) self-esteem: Employees will learn how to solve problems with the assistance of LDMs who have a high sense of self. Employees' trust will be developed by LDMs through their classroom management, comprehension, collaboration, engagement, respect for one another, and compassion; (2) Expectations: Instructors who want the finest effort from their employees need to be clear about what they anticipate. Employees will experience inspiration, encouragement, and nurturing; (3) Classroom atmosphere: How an LDM handles their employees in the classroom might help them feel important. The classroom environment encompasses several

elements, including but not limited to an employee's dignity, justice, self-worth, focus, and self-control. (4) Competence and skills: Employees' abilities vary greatly when they enter any given class. They will only learn by developing their strengths, not by concentrating on their flaws, thanks to effective teaching techniques; (5) Cognitive individuality: Every learner has a unique cognitive style and learns in a unique way. Creating precise and efficient teaching strategies will be crucial for boosting employees' self-confidence and helping them develop their own cognitive styles.

Learners who lack self-esteem find it difficult to create language because they question their ability to speak at all. Less confident employees will not like learning to talk, will not be motivated, and will be reluctant to express themselves verbally when necessary. As a result, they may receive worse grades for speaking assignments related to their academic standing.

4.4 Cultural factors

Effective communication encompasses not just linguistic competency but also cultural understanding. This review explores the significant impact of cultural factors on English communication, examining how diverse values, beliefs, and communication styles influence interaction and meaning-making.

Key Cultural Dimensions:

Individualism vs. Collectivism: Individualistic cultures emphasize personal autonomy and expression, while collectivistic cultures prioritize group harmony and interdependence (Hofstede, 1980). These contrasting values influence conversational styles, with individualistic cultures valuing directness and self-assertion, and collectivistic cultures favoring indirectness and avoiding conflict.

Power Distance: Cultures with high power distance demonstrate clear hierarchical structures and deference to authority, impacting communication approaches. Low power distance cultures encourage egalitarianism and informality in communication (Hofstede, 1980).

Uncertainty Avoidance: Cultures with high uncertainty avoidance seek structure and clarity, leading to more explicit communication styles. Conversely, cultures with low uncertainty avoidance embrace ambiguity and implicit meaning-making (Hofstede, 1980).

Impact on Communication:

Misunderstandings and Conflict: Lack of cultural awareness can lead to misinterpretations of nonverbal cues, humor, and directness, creating communication breakdowns and potential conflict.

Nonverbal Communication: Gestures, body language, and eye contact vary significantly across cultures, and misinterpretations can cause offense or confusion.

Pragmatics and Discourse: Cultural values shape linguistic styles like politeness strategies, indirectness, and turn-taking patterns, leading to challenges for non-native speakers.

4.5 Confidence

Speaking has several obstacles as a practical output, including psychological, physiological, physical, systemic, and attitudinal ones. A portion of them are external, such as physiological, physical, and systemic barriers, while others are internal, such as psychological and attitude barriers. Lack of confidence can be categorized as a psychological barrier or an attitude barrier that makes it difficult for learners to communicate in their native tongue or even a foreign language (Gürler, 2015). Self-assurance is becoming more and more important in communication, particularly while speaking since it helps one speak both one's mother tongue and one's target language with accuracy and fluency.

Self-assurance has a major role in a learner's readiness to interact in a foreign language. High levels of self-confidence are necessary for speaking, which is defined as the ability to act confidently and avoid shyness and aggression in social settings (Longman Dictionary of Contemporary English).

Selection, drive, tenacity, susceptibility, patterns of arbitrary expectations, ambition, and aspirational self-influence are all relevant (Ansari & Oskrochi, 2004). As a result, a person who exudes confidence in themselves is more likely to experience favorable and fruitful outcomes. Therefore, self-confidence is the conviction that something will succeed and function well. Adalikwu (2012) defines self-confidence as the conviction that an individual can accomplish a job, regardless of previous performance (Adalikwu, 2012). Employees will therefore succeed in their learning when they have faith in their skills, regardless of their prior experiences.

Beliefs regarding one's skills and aptitude make up this psychological component. Because they never give up and have faith in their skills, employees who are confident in themselves succeed academically. Employees who possess a high level of self-confidence are more likely to participate in class discussions and other speaking activities, such as the oral creation of English-language narratives. That is to say, for EFL learners to use their language abilities in authentic contexts, self-confidence is crucial. Low self-confidence employees tend to be less engaged in class and fear making errors while studying. They are also reluctant to voice their opinions, ask questions, or explore their abilities. They don't think they're competent learners. Academic performance may be hampered by this element.

LDMs can ask employees to write lists of their strengths and what they know or have done so far in the course in order to help them feel more confident in themselves. They should also inform them clearly, both vocally and nonverbally, that they are capable of succeeding (Brown, 2007).

5. Methods to improve communication skill

Understanding Needs First, building effective training begins with a needs assessment. Utilizing surveys, interviews, and observations (Smith, 2005) unlocks specific challenges, learning styles, and cultural backgrounds of your employees. Tailoring programs based on these insights ensures relevance and impactful learning.

Focus on Job-Specific Skills, forget generic vocabulary exercises. Training programs should prioritize practical communication skills relevant to each employee's role (Richards, 2005). Imagine empowering them to ask insightful questions, confidently give directions, deliver impactful presentations, and navigate potential complaint scenarios with ease.

Boosting Confidence Through Practice ,anxiety and self-consciousness can be conquered! Role-playing, simulations, and positive reinforcement (MacIntyre et al., 2013) are powerful tools. Design scenarios mirroring their workplace experiences to build real-world confidence.

Fueling Motivation, Turning learning into a game? Yes, please! Gamification, goal setting, and integrating English into daily tasks (Lai & Chen, 2012) spark enthusiasm. Align these strategies with career goals and recognize progress to sustain long-term engagement.

Technology: A Personalized Learning Ally, from online platforms to language apps and even virtual reality, technology offers personalized learning experiences (Warschauer, 2000). Cater to diverse learning styles and preferences, making the journey enjoyable and effective.

Navigating Cultural Nuances, cultural awareness training is crucial (Deardorff, 2009). Equip employees to understand diverse communication styles and avoid misunderstandings. Include simulations of intercultural interactions and discussions about appropriate nonverbal cues.

Learning that's Unique to Each Learner, one size doesn't fit all! Offering differentiated instruction through self-paced materials, group activities, or individual coaching (Gardner, 2006) addresses specific learning styles and needs, maximizing the impact for each participant.

Beyond Training: Fostering a Supportive Environment, create a safe space where mistakes are stepping stones to learning (Yashima & Oxford, 2009).

Encourage positive feedback and regular encouragement to build confidence and perseverance.

Addressing Underlying Anxiety, for employees with high anxiety levels, consider individual counseling or stress management techniques. This additional support can be instrumental in their language learning journey.

Investing in Long-Term Success, remember, language learning is a marathon, not a sprint. Offer ongoing support and opportunities to practice English in real-world situations. Encourage its use outside training sessions, and provide regular feedback and coaching for continuous improvement.

Table 2.1. Methods to improve communication skill

Method	Description	Benefits	Considerations
Needs Assessment	Conduct surveys, interviews, and observations to identify specific communication challenges, learning styles, and cultural backgrounds of employees.	Tailored training programs that address individual needs and are culturally relevant.	Requires resources and careful planning.
Tailored Training Programs	Develop programs focused on practical communication skills relevant to employees' roles, incorporating role-playing, simulations, and real-world scenarios.	Improved fluency, accuracy, and confidence in using English for specific guest interactions.	Requires ongoing development and updates based on feedback.

Confidence-Building Activities	Utilize role-playing, simulations, positive reinforcement, and peer feedback to address anxiety and self-consciousness.	Increased confidence and motivation to use English in real-world interactions.	Can be time-consuming and require dedicated training space.
Motivation Strategies	Implement gamification, goal setting, and opportunities to use English in daily tasks, aligned with career goals and recognition systems.	Enhanced motivation and engagement in learning and using English.	Requires ongoing program management and adjustments.
Cultural Awareness Training	Equip employees with cultural sensitivity through workshops, simulations, and discussions, focusing on appropriate verbal and nonverbal communication styles.	Reduced misunderstandings, improved cross-cultural communication, and enhanced guest experience.	Requires collaboration with cultural experts and ongoing sensitivity training.
Individualized Learning	Offer various learning materials and methods (e.g., self-paced modules, group activities, one-on-one coaching) to cater to diverse learning styles and needs.	Personalized learning experience that maximizes progress and engagement.	Requires additional resources and flexibility in program design.

Technology Integration	Utilize online platforms, language learning apps, and virtual reality simulations for personalized learning and practice.	Accessible and engaging learning, catering to diverse preferences and schedules.	Requires technological infrastructure and investment in appropriate platforms.
Supportive Learning Environment	Create a safe and encouraging space where mistakes are seen as learning opportunities, with positive feedback and continuous support.	Increased motivation and risk-taking, fostering language development.	Requires commitment from management and ongoing reinforcement.
Long-Term Commitment	Provide ongoing support, opportunities for practice, and regular feedback and coaching to sustain progress and adapt to changing needs.	Continuous improvement in communication skills and long-term impact on employee performance.	Requires ongoing investment and program adjustments.

CHAPTER 3. METHODOLOGY & PROCEDURES

This chapter outlines the methodological approach undertaken to identify and evaluate potential solutions. The research design will be presented, detailing the chosen methods for data collection and analysis. This will include a discussion of the rationale behind each method, its strengths and limitations, and how it will contribute to achieving the research objectives.

1. Research design

This chapter explores existing research on improving employee communication abilities, focusing on relevant methodologies and interventions applicable to the Movenpick Resort context.

Research emphasizes the need for needs assessments to understand employees' current communication abilities, preferred learning styles, and specific challenges they face (Al-Seghayer & Khan, 2020; Lee, 2011). This helps tailor interventions to address individual and organizational needs. It's crucial to consider the specific context of Movenpick Resort Phan Thiet when adapting existing research findings. Understanding the target population's characteristics helps tailor interventions to their specific needs. Identifying current communication methods and challenges within the resort informs the selection of appropriate interventions. The resort's culture and available resources (e.g., budget, personnel) influence the feasibility and implementation of specific interventions. This chapter will employ a mixed-method approach, combining quantitative and qualitative data collection methods to gain a comprehensive understanding of the research objectives.

2. Research site and participants

The research will be conducted at Movenpick Resort Phan Thiet, a beachfront resort catering to international guests. The resort provides an ideal setting for studying employee communication due to its:

Diverse employee population: The resort employs individuals with varying levels of English proficiency and cultural backgrounds, reflecting the diverse guest clientele.

Variety of communication contexts: Employees interact with guests, colleagues, and supervisors in various settings, offering opportunities to observe communication across different situations.



Figure 3.1. Employees communicate with multinational customers



Figure 3.2. Employees communicate with multinational customers 2

Controlled environment: The resort provides a somewhat controlled environment compared to external language learning contexts, allowing for easier data collection and intervention implementation.

Participants: The target population for this research is all employees of Movenpick Resort Phan Thiet who interact with guests in their daily roles. This

includes: Operation Group (Housekeeping, Engineering, Kitchen, Food & Beverage,...), Office Group (Purchasing, Finance, Talent & Culture,...)

Housekeeping:

Communicating with Guests: A housekeeping staff member may feel anxious when communicating with English-speaking guests, especially when discussing room preferences or addressing complaints. This anxiety could lead to hesitancy or difficulty in expressing themselves clearly, potentially impacting guest satisfaction.

Reporting Issues: When reporting maintenance or cleanliness issues to supervisors or other departments in English, a housekeeping employee may feel self-conscious about their language proficiency. This self-consciousness might lead to delayed reporting or incomplete communication, affecting timely resolution of issues.

Engineering:

Explaining Technical Problems: An engineer may experience anxiety when explaining technical problems or solutions to English-speaking colleagues or supervisors. This anxiety could stem from fear of being misunderstood or lacking confidence in their English vocabulary related to technical terms.

Negotiating with Suppliers: When negotiating contracts or discussing technical specifications with English-speaking suppliers, an engineer might feel pressured to convey complex information accurately. This pressure could affect their confidence and clarity in communication, potentially impacting procurement processes.

Kitchen:

Communicating Orders: A kitchen staff member may feel stressed when communicating food orders or special requests in English, particularly during busy service periods. This stress could lead to errors or misunderstandings in order preparation, affecting customer satisfaction.

Collaborating with Servers: When collaborating with servers or waitstaff to coordinate food orders and delivery, kitchen staff might experience frustration if there are language barriers or miscommunications. This frustration could hinder teamwork and efficiency in food service.

Food & Beverage:

Taking Customer Orders: A waiter or waitress may feel anxious when taking orders from English-speaking customers, especially if they are unfamiliar with certain menu items or dietary restrictions. This anxiety could affect their ability to accurately record orders and provide helpful recommendations.

Resolving Complaints: When addressing customer complaints or concerns in English, food & beverage staff may experience self-doubt or apprehension about their ability to resolve the issue effectively. This self-doubt could impact their confidence in handling difficult situations and providing satisfactory resolutions.

Purchasing:

Negotiating Contracts: A purchasing manager may feel pressure when negotiating contracts with English-speaking vendors or suppliers. This pressure could lead to heightened anxiety about securing favorable terms or ensuring clear communication, potentially impacting negotiation outcomes.

Requesting Quotations: When requesting quotations or pricing information from English-speaking suppliers, a purchasing employee might feel uncertain about their ability to convey specific requirements or understand technical details. This uncertainty could lead to delays or misunderstandings in the procurement process.

Finance:

Presenting Financial Reports: A finance manager may experience stress when presenting financial reports or budget analyses in English, particularly during meetings with senior management or external stakeholders. This stress could affect their confidence in delivering clear and persuasive presentations.

Interpreting Regulations: When interpreting financial regulations or compliance requirements in English, finance personnel might feel overwhelmed by the complexity of the information. This feeling of overwhelm could impact their ability to accurately communicate regulatory updates or implications to colleagues or clients.

Inclusion Criteria: Employed at Movenpick Resort Phan Thiet for at least 3 months. Regularly interacts with guests in English as part of their job duties. Willing to participate in the research voluntarily and provide informed consent.

3. Instruments

3.1 Pre-test and post-test: Employee Speaking test at MVP

To assess the effectiveness of your chosen intervention for improving employee English communication at Movenpick Resort Phan Thiet, pre-and post-test speaking assessments are crucial. These tests will measure changes in employees' speaking skills before and after participating in the intervention.

Pre-test:

Introduction: Briefly explain the purpose of the test, ensure participant understanding, and obtain informed consent.

Warm-up Activity: A light conversation to establish rapport and ease participants into the test.

Standardized Prompts:

General topics: Assess basic fluency, grammar, and pronunciation on topics related to the hospitality industry (e.g., describing hotel facilities, and recommending activities). Simulate real-life communication situations with guests (e.g., handling inquiries, and resolving complaints). Explore self-perceived communication strengths and weaknesses. Identify sources of anxiety or nervousness related to English communication. Gather insights into personal learning preferences and motivations.

Post-test:

Administered after implementing the chosen intervention(s). Similar format to the pre-test, allowing for a direct comparison of performance. Additional open-ended questions: (1) Gauge participants' perception of their improvement, (2) Solicit feedback on the effectiveness of the intervention(s), (3) Explore any changes in psychological factors affecting communication.

3.2 Questionnaire

The researcher enhanced the quantitative data by creating a survey in addition to using the Speaking test for pre-and post-tests. According to Wilkinson and Birmingham (2003), a well-designed questionnaire may collect a lot of data in an easy-to-understand format and need fewer resources than many other research tools in order to gather thoughts and viewpoints from a large number of participants. In order to make it easier to analyze using SPSS version 26, the questionnaire was designed using a five-point Likert scale, with answers ranging from strongly disagree to disagree, neutral, agree, and strongly agree, and from 1 to 5. Participants in the experimental group received a paper version of the questionnaire at the last course session. To be precise, this study's questionnaire closely resembled Metruk's (2021), demonstrating that they were two different surveys.

Accordingly, this study's questionnaire consists of 4 main parts: part 1 includes basic information about the survey taker, part 2 focuses on the employee's confidence when communicating in English; and Part 3 delves into the issue of psychological factors that affect employees communication abilities, and the final part, the necessary needs of employees in developing communication abilities.

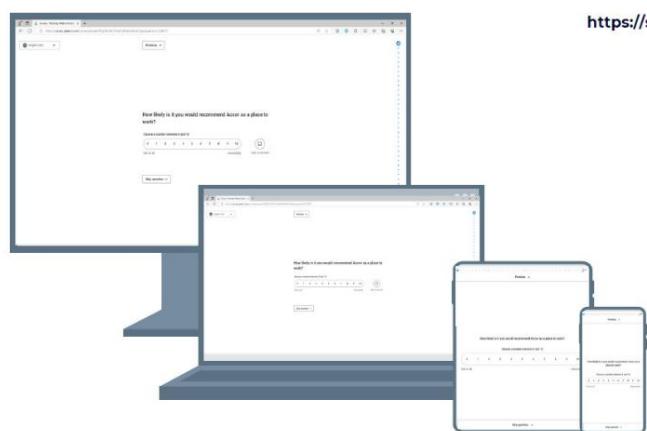
3.3 Interview & Survey

In addition to the tools mentioned above for collecting quantitative data, five open-ended questions from a semi-structured interview were used to acquire qualitative data. "While other instruments focus on the surface elements of what is happening, interviews give the researcher more of an insight into the meaning and significance of what is happening," as Wilkinson and Birmingham (2003) put forward (p. 44). A semi-structured interview style, according to Dörnyei (2007), also provides a series of leading questions that are pre-prepared by researchers and expanded upon or produced by participants.



Figure 3.3. Interview & Survey for Employee

ENGAGEMENT HOW TO ACCESS?



Link to use in the QR code:
<https://survey.peakon.com/survey/kiosk/hotel-survey-october-2023>



A | 11

Figure 3.4. Interview & Survey for Employee 2

These 5 interview questions of this study inquired about (1) Self-perception: Tell me about your overall confidence in speaking English in your job at Movenpick Resort Phan Thiet and Are there situations where you feel more or less confident? (2) Psychological factors: When interacting with guests in English, do you ever experience any anxiety, nervousness, or other emotional challenges and can you describe what triggers these feelings and how they affect your communication? (3) Learning preferences and motivations: In your experience, what methods have helped you learn and improve your English communication skills in the past, and What motivates you to improve your English communication ability at work? (4) Intervention feedback (post-test only): After participating in the training solutions, how do you feel your English communication ability has changed? (5) Open-ended: Is there anything else you would like to share about your experiences with English communication at Movenpick Resort Phan Thiet, or any suggestions you have for improving communication support for employees?

4. Preparation and Planning

Literature Review: Conduct a comprehensive review of existing research on psychological factors impacting language learning and communication, focusing on the hospitality context.

Define Research Objectives and Questions: Clearly articulate the specific goals of the research and formulate research questions to guide data collection and analysis.

Gain Institutional Approval: Obtain ethical approval from the relevant authorities (e.g., university, resort management) to ensure adherence to ethical research guidelines.

Develop Research Instruments: Design pre-test and post-test speaking assessments (e.g., semi-structured interviews) to evaluate communication skills and gather data on psychological factors. Consider incorporating qualitative tools like surveys or focus groups for deeper insights.

Pilot Testing: Conduct pilot testing of the research instruments with a small group of employees to assess their effectiveness, refine the design, and ensure cultural sensitivity.

5. Data Collection

Participant Recruitment: Develop a recruitment strategy targeting employees who meet the inclusion criteria, considering departmental representation and diverse language proficiency levels. Obtain informed consent from all participants.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	96	55.8	55.8	55.8
	Male	76	44.2	44.2	100.0
	Total	172	100.0	100.0	

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	hardly any	24	14.0	14.0	14.0
	Beginner	55	32.0	32.0	45.9
	Elementary	2	1.2	1.2	47.1
	Intermediate	10	5.8	5.8	52.9
	Upper Intermediate	23	13.4	13.4	66.3
	Advanced	58	33.7	33.7	100.0
	Total	172	100.0	100.0	

Group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Operation	156	90.7	90.7	90.7
	Office	16	9.3	9.3	100.0
	Total	172	100.0	100.0	

Figure 3.5. Data from interview & survey

Pre-test Administration: Conduct individual pre-test assessments with participants using the designed instruments to establish baseline communication skills and gather initial data on psychological factors.

Intervention Implementation: Implement the chosen intervention(s) aimed at improving employee communication skills, such as training programs, language exchange programs, technology-assisted learning, or personalized coaching.

Post-test Administration: Administer the post-test assessments after a predetermined period of intervention implementation to measure changes in communication skills and psychological factors.

Data Collection from Additional Sources: Gather data from additional sources like observation notes, supervisor feedback, or resort performance metrics to gain a broader perspective on communication effectiveness.

6. Data Analysis

Quantitative Data Analysis: Analyze pre-test and post-test communication skills scores to quantify individual and group-level improvement. Utilize appropriate statistical tests to assess the significance of the intervention's impact.

Qualitative Data Analysis: Analyze transcripts of open-ended questions, surveys, and focus groups using thematic analysis to identify recurring themes and patterns related to psychological factors and their influence on communication.

Triangulation: Combine findings from quantitative and qualitative data to provide a comprehensive understanding of the intervention's effectiveness and the complex interplay of psychological factors impacting communication.

7. Reliability and validity

Evaluating the effectiveness of your research requires a multifaceted approach, considering both quantitative and qualitative measures.

Utilize pre-designed speaking assessments (mentioned before) to gauge communication skill improvement pre and post-intervention. Develop and administer surveys before and after the intervention to capture employee perceptions of their communication abilities, confidence, and anxiety levels. Analyze survey responses statistically to identify trends and assess changes in self-reported communication skills and psychological factors. Conduct semi-structured interviews with a representative sample of participants to gain deeper insights into their experiences, perceptions, and challenges related to communication. Facilitate focus group discussions with smaller groups of participants to encourage open dialogue and shared experiences. Analyze observations to assess changes in communication behaviors, confidence levels, and communication strategies used by employees.

If feasible, consider incorporating a control group that does not receive the intervention to isolate the specific effects of the chosen methods. Combine quantitative and qualitative findings to provide a comprehensive understanding of the intervention's effectiveness and its impact on various aspects of employee communication and psychological factors. Explore the long-term sustainability of the intervention's effects and consider the generalizability of findings to other hospitality contexts. By employing a combination of these quantitative and qualitative measures, design a research approach that effectively evaluates the impact of your chosen methods on employee communication skills, psychological factors, and broader outcomes at Movenpick Resort Phan Thiet.

CHAPTER 4. FINDINGS AND DISCUSSION

In this chapter, the results of research on the impact of methods to help employees of Movenpick Resort Phan Thiet overcome psychology when communicating, thereby developing communication abilities are presented. This section interprets the data collected from the analysis of pretests, posttests, questionnaires, and interviews. Further discussion of the data and its relationship to the conceptual framework of the study is presented to provide answers to the research questions addressed in Chapter 2.

1. Quantitative Findings

1.1 Pre-test

Current status of English communication skills of employee at Movenpick Resort Phan Thiet before the pre-test

Fluency skills: Employees have difficulty expressing themselves fluently, using appropriate vocabulary, and connecting ideas coherently. Often repeat words, use simple sentences, and lack variety. Speaking speed is too fast or too slow, causing difficulty for the listener.

Grammar skills: Grammatical errors are common, affecting the accuracy and effectiveness of communication. Incorrect use of sentence structure, missing or incorrect use of articles, prepositions, verbs, etc. Wrong spelling makes it difficult to understand the content.

Pronunciation skills: Pronunciation is not accurate, making it difficult for customers to understand and can lead to misunderstandings. Putting the wrong accent and intonation makes the sentence unnatural. Distinguishing English sounds is not good, leading to mispronunciation of words.

Table 4.1 Pre-test communication skills.

		Count
Fluency	hardly	56
	little	66
	enough	31
	perfectly	19
Grammar	hardly	23
	little	92
	enough	39
	perfectly	18
Pronunciation	hardly	43
	little	88
	enough	41
	perfectly	0

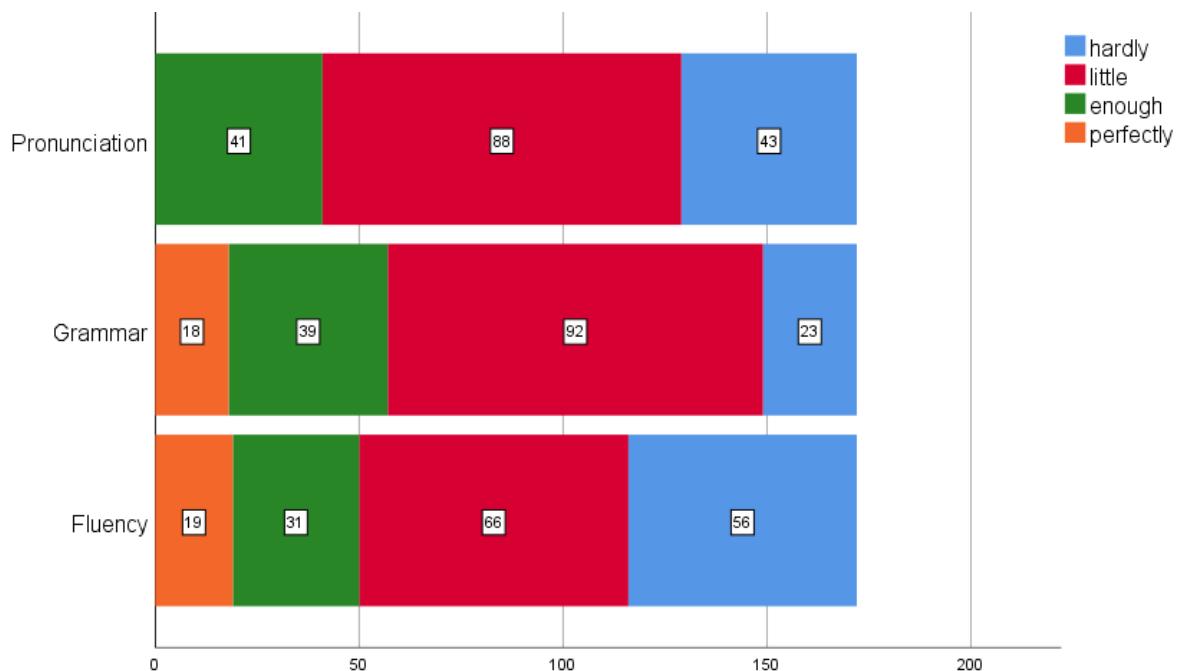


Figure 4.1 Pre-test communication skills.



sfascu wrote a review Oct 2023
San Diego, California • 10 contributions • 9 helpful votes



●●●○○

Nice location and bad location

The location of this property was wonderful but VERY inconvenient. We have an ocean view room. It was wonderful waking up to see the sunrise outside of our balcony. The facility was modern and clean. **The staff was nice but need more training in terms** of customer servicing. We had a golf outing the next morning and the concierge was not very helpful in arranging transportation for us to and from the golf course. The valet person, Nguyen Huynh, was more helpful. Until the transportation situation improved, we will not be going back anytime soon. The cost of traveling 3km to the golf course was the same as the cost going into Phan Thiet, 15-18km away.

Read less ▾

Date of stay: October 2023
Trip type: Traveled as a couple
Room Tip: Transportation will be an issue until Novaworld project can brings more people.

Figure 4.2 Customer's Complaint about English & Service

1.2 Post-test

Significantly reduce the number of employees who cannot communicate fluently in English: After implementing intervention measures, the number of employees with difficulty communicating in English has decreased significantly. This shows the positive effect of the program in improving employees' English skills.

Improved surfing ability: The staff's ability to communicate in English is perfectly improved. They can automatically communicate with customers and colleagues more fluently, using English more flexibly and naturally in many different matters.

More accurate pronunciation: Thanks to improving pronunciation skills, employees can pronounce English more accurately, easier to hear and understand. Improving pronunciation enhances employees' automatic abilities and communication effectiveness.

Minimize grammar errors: By focusing on grammar training, the number of grammatical errors in employees' English communication has decreased significantly. Using precise language helps improve professionalism and effective communication of information.

This is great news! The fact that all employees at Movenpick Resort Phan Thiet have developed incredible English communication skills after completing the test is a testament to the effectiveness of the training program and methodical approach.

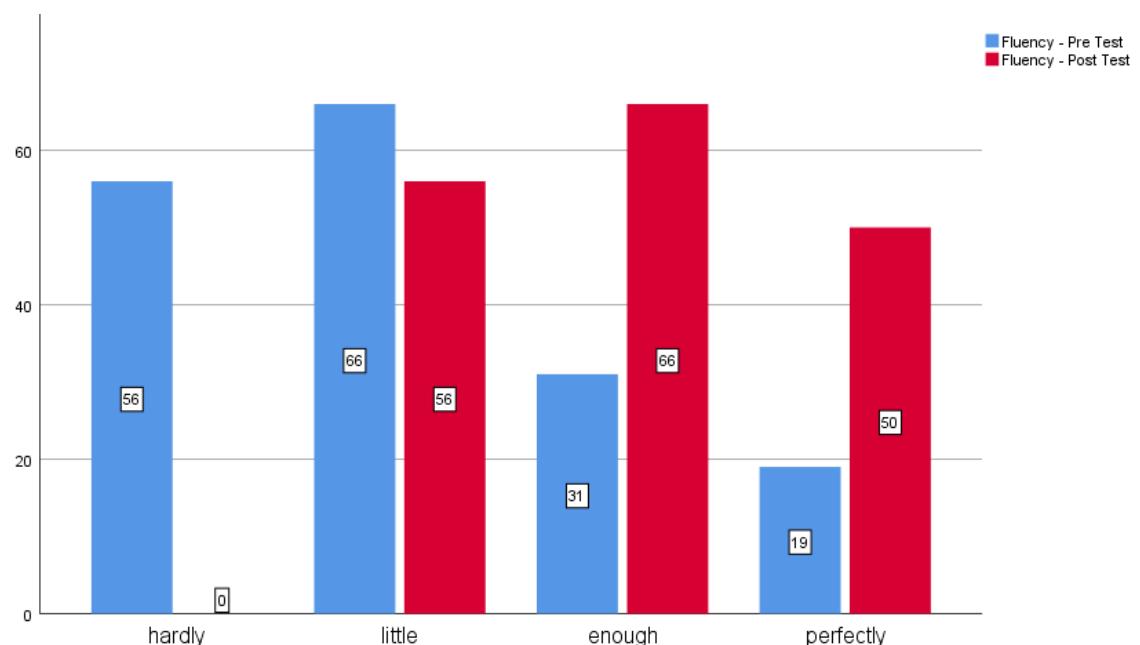


Figure 4.3 Post-test communication skills.

Table 4.2 Post-test communication skills.

	hardly	little	enough	perfectly
Fluency - Pre Test	56	66	31	19
Fluency - Post Test	0	56	66	50

 Carmen Z wrote a review Jan 2024
1 contribution

...





4.5 

Excellent experience

Excellent staff, excellent food excellent stayed no complaints. I will come back beautiful people respectful, very very clean stuff very cordial. Minh Hai very cordial and friendly. Very helpful acknowledgment of her work. Mr. Lakmal hell his hospitality was excellent very knowledgeable very good person very flat friendly location of the place is an excellent place to stay close by the beach.

[Read more ▾](#)

Date of stay: January 2024

This review is the subjective opinion of a Tripadvisor member and not of Tripadvisor LLC. Tripadvisor performs checks on reviews as part of our industry-leading trust & safety standards. Read our [transparency report](#) to learn more.

 0

Figure 4.4 Customer's compliments

sherylferrer1981 wrote a review Feb 8
Ho Chi Minh City, Vietnam • 6 contributions • 9 helpful votes

Warm staff with good breakfast

Beautiful room. Warm staff. Ms Hai or Lily the receptionist is excellent and very warm. I rate her 5-star service. The swimming pool is awesome to hang out. Very cozy place to stay for holiday. We will come back again for stay. Oh excellent breakfast, fresh food and lots of variety.

[Read more ▾](#)

Date of stay: February 2024

Figure 4.5 Customer's Compliments 2

2. Questionnaire

Current status of staff at Mövenpick Resort Phan Thiết and psychological factors affecting the ability to communicate in English

Employees worry about making grammatical errors, mispronouncing, or not being able to express their ideas clearly, leading them to become timid, lacking confidence, and avoiding communicating in English. Some employees are afraid of being judged or criticized by colleagues or customers when communicating in English. Fear can cause employees to stay silent, not dare to participate in communication activities, and miss opportunities to practice English.

Employees lack confidence in their English abilities, leading to passive, inaccurate and ineffective communication.

Pressure from work, from colleagues, or from employees themselves can affect their ability to communicate in English. Some employees have difficulty communicating in English due to cultural barriers. They are not used to the direct and

open communication style of Westerners. This can cause them to become timid and lack confidence when communicating in English.

In addition, there are a number of other psychological factors that can affect the English communication ability of Mövenpick Resort Phan Thiet staff, including:

Employees who have little opportunity to interact with English will face many difficulties in communication. Employees who lack basic communication skills, such as listening, speaking, reading, and writing skills, will have difficulty communicating effectively in English. Employees who lack motivation to learn and use English will not be interested in communicating in English.

Table 4.3 Employees agree with the psychological difficulties they encounter

	Strongly disagree	Disagree	Undicides	Agree	Strongly agree
I feel anxious when communicating in English with guests/colleagues.	8	37	21	56	50
I am confident in my ability to communicate effectively in English.	15	32	28	76	21
I am motivated to improve my English communication skills.	14	23	83	46	6
I am afraid of being judged for my English mistakes.	0	43	57	58	14
I believe I can learn and improve my English communication skills.	0	20	57	80	15
I feel stressed when communicating in English in work situations.	17	0	50	34	71

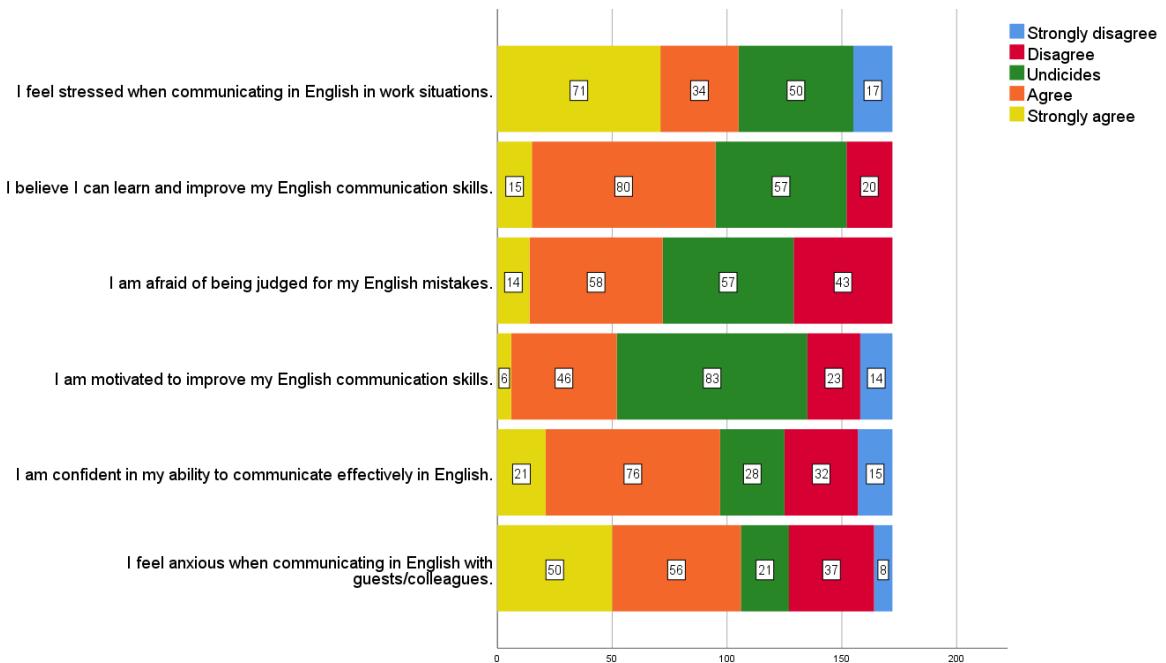


Figure 4.6 Employees agree with the psychological difficulties they encounter

3. Anxiety and self-consciousness

Based on the survey results, the percentage of employees who have anxiety when communicating in English is quite high, including:

32.6% agree: This group feels anxious when communicating in English, but the anxiety level is not too high. They may have difficulty expressing ideas or participating in conversations in English, but can still complete basic communication tasks.

29.1% Strongly agree: This group feels very nervous when communicating in English. They may avoid problems communicating in English or have serious difficulty expressing themselves.

In total, 61.7% of employees ($32.6\% + 29.1\%$) said they have a certain level of anxiety when communicating in English. This is a remarkable number and is considered an necessary need to improve English communication skills for employees.

Table 4.4 The result of Anxiety and self-consciousness from SPSS

Anxiety and self-consciousness					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	4.7	4.7	4.7
	Disagree	37	21.5	21.5	26.2
	Undecided	21	12.2	12.2	38.4
	Agree	56	32.6	32.6	70.9
	Strongly agree	50	29.1	29.1	100.0
	Total	172	100.0	100.0	

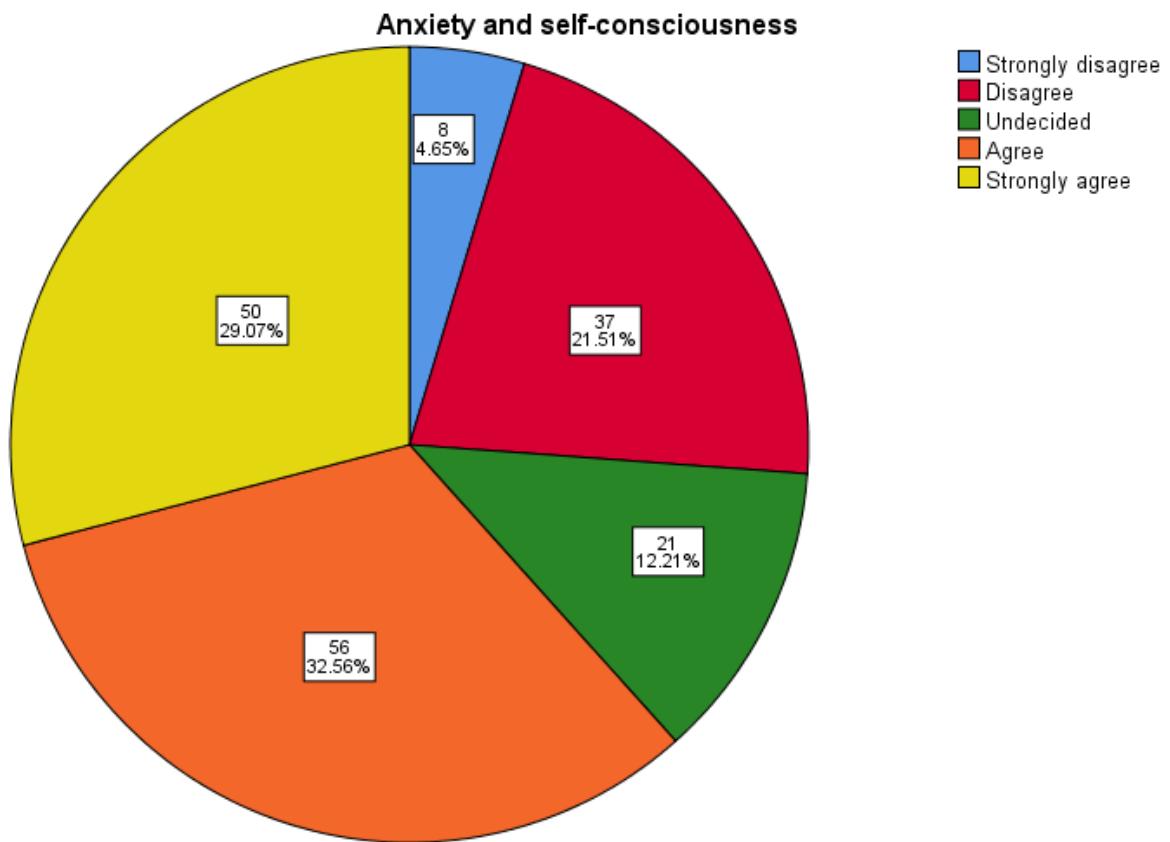


Figure 4.7 The result of Anxiety and self-consciousness from SPSS

4. Confidence

Based on the survey results, the percentage of employees who feel they are not automatically found when communicating in English is quite high, including:

44.2% agreed and 12.2% strongly agreed, adding up to 56.4%.

This is a remarkable number and shows that the need to improve employees' English communication ability is very important.

Detailed analysis:

44.2% agree: This group has received automatic missing expressions of themselves when communicating in English, but the level of impact is not too serious.

They may have difficulty with some of the problems defined next, but can still complete the task.

12.2% completely agree: This group feels very lacking in confidence and anxiety when communicating in English. Fear of fear can limit their participation in further activities, affecting effective work.

Table 4.5 The result of Confidence from SPSS

Confidence					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	8.7	8.7	8.7
	Disagree	32	18.6	18.6	27.3
	Undecided	28	16.3	16.3	43.6
	Agree	76	44.2	44.2	87.8
	Strongly agree	21	12.2	12.2	100.0
	Total	172	100.0	100.0	

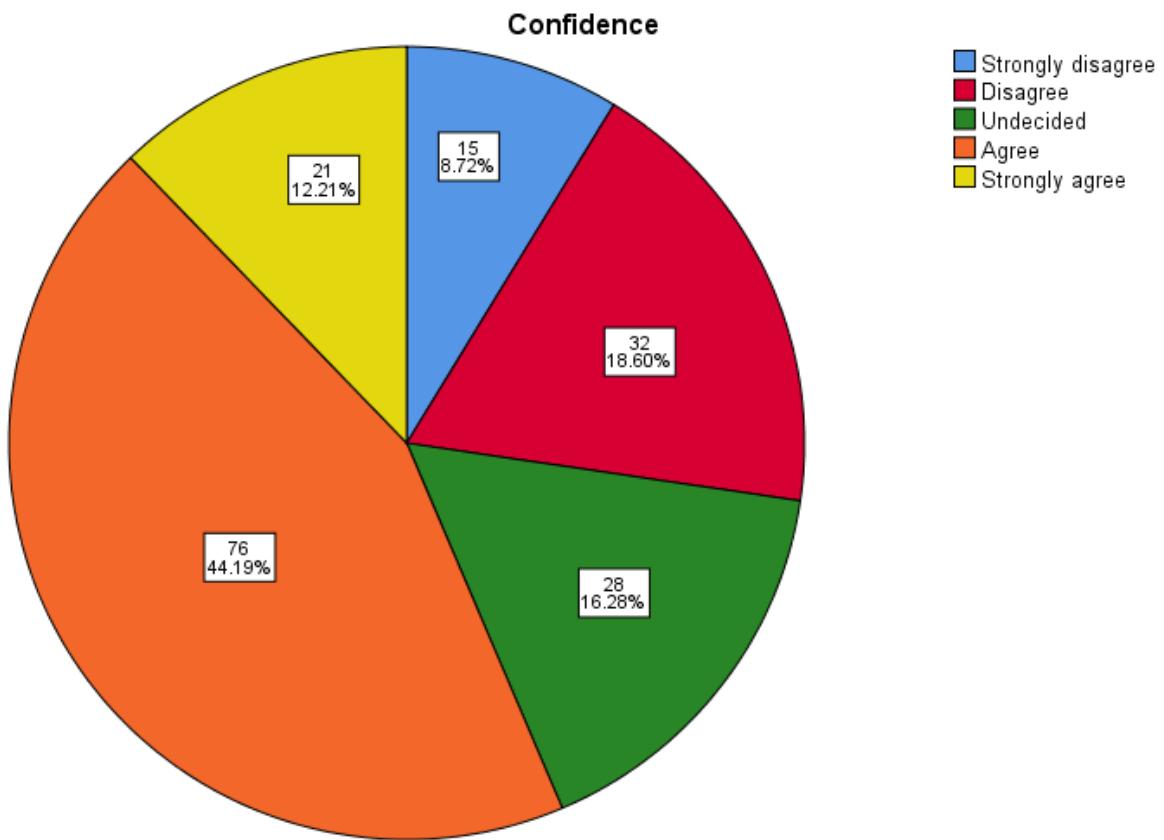


Figure 4.8 The result of Confidence from SPSS

5. Motivation and Self-efficacy

Based on the information from survey, some observations about the percentage of employees who feel unmotivated to learn and not confident in their abilities when communicating in English:

Ratio of unmotivated employees:

26.7% agree: This group clearly said they have no motivation to learn English.

48.8% undecided: This group can be divided into:

Part: Lack of motivation to learn English.

Partly: Motivated to learn English but not strong.

Analyze results:

It can be affirmed that the proportion of employees lacking motivation to learn English is not small, accounting for at least 26.7%.

However: This number may be higher because part of the "neither disagree nor agree" group also lacks motivation.

It should be noted that the "undecided" group needs to be surveyed further to accurately determine their motivation for learning English.

Table 4.6 The result of Motivation and Self-efficacy from SPSS

Motivation and Self-efficacy					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Strongly disagree	14	8.1	8.1	8.1
	Disagree	23	13.4	13.4	21.5
	Undecided	83	48.3	48.3	69.8
	Agree	46	26.7	26.7	96.5
	Strongly agree	6	3.5	3.5	100.0
	Total	172	100.0	100.0	

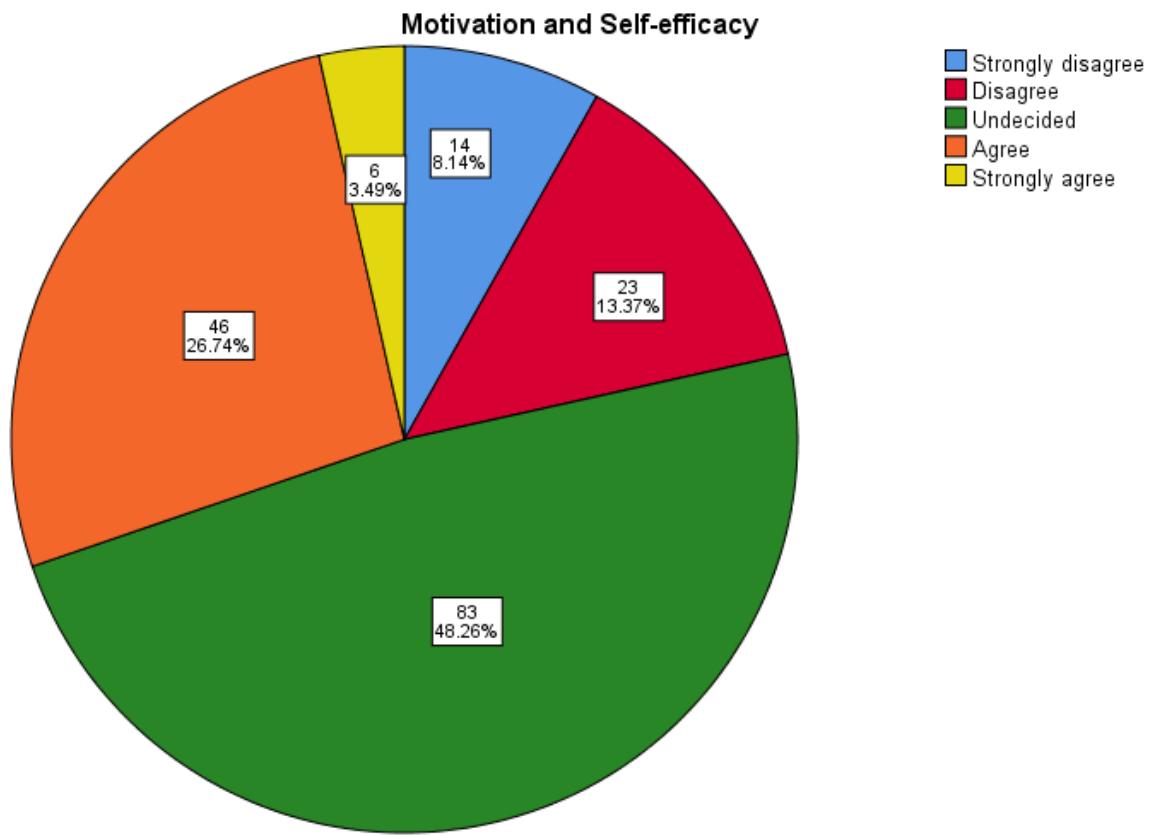


Figure 4.9 The result of Motivation and Self-efficacy from SPSS

6. self-esteem

Based on the survey results, the percentage of employees afraid of affecting their self-esteem when communicating in English is divided into two groups:

Agree: 33.7% of employees said they are worried that poor English will affect their self-esteem.

Undecided: 33.1% of employees said they did not have a clear opinion on this issue.

This shows that:

Fear of affecting self-esteem is a common problem: More than a third of employees worry about their English affecting self-esteem.

However, this is not a universal problem: Nearly a third of employees do not have a clear opinion on this issue, and they may not feel worried about their English.

To better understand this issue, it is necessary to consider other factors such as:

Staff English proficiency: Those with lower English proficiency may be more likely to worry about affecting self-esteem.

Company culture: A company that values English may make employees feel more pressured to communicate in this language.

Personal experience: People who have had negative experiences communicating in English may be more likely to worry about affecting their self-esteem.

Table 4.7 The result of Self – esteem from SPSS

Self-esteem					
Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	43	25.0	25.0	25.0
	Undecided	57	33.1	33.1	58.1
	Agree	58	33.7	33.7	91.9
	Strongly agree	14	8.1	8.1	100.0
	Total	172	100.0	100.0	

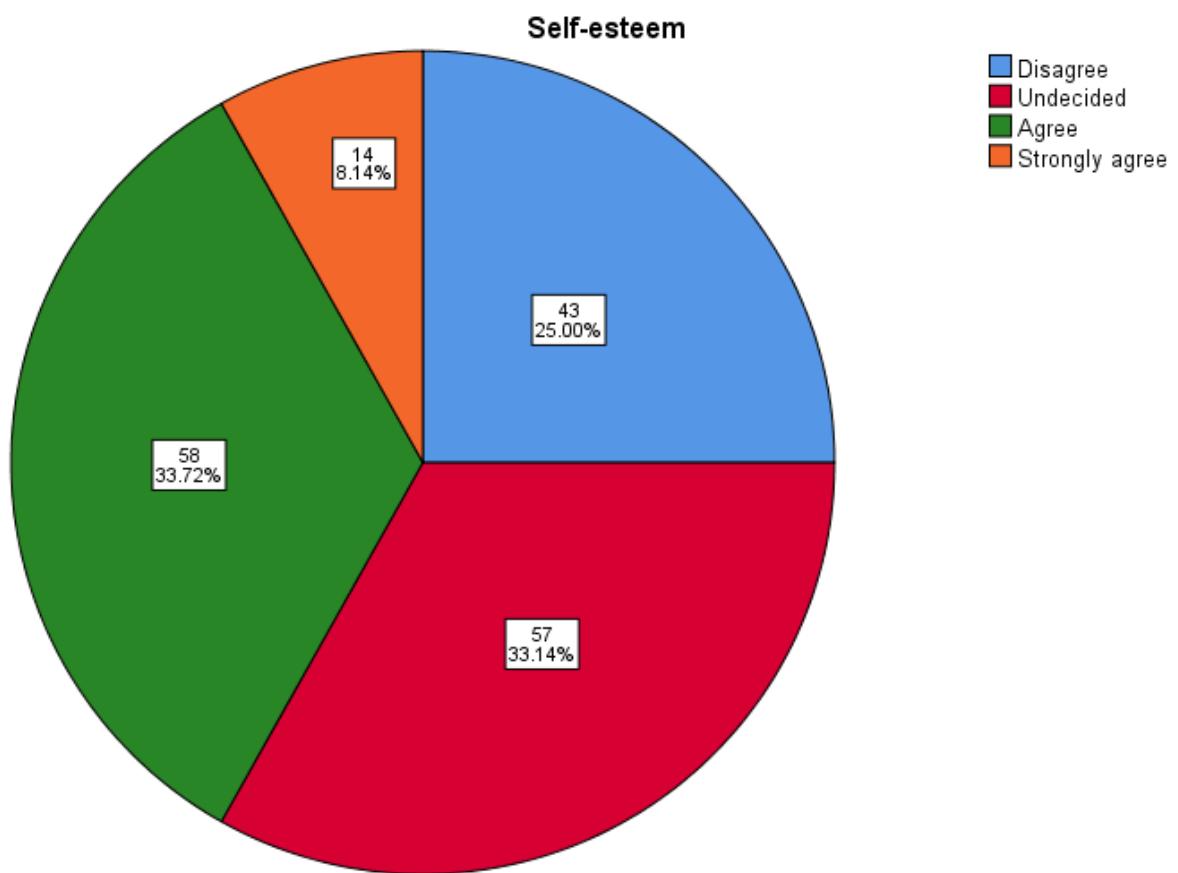


Figure 4.10 The result of Self – esteem from SPSS

7. Cultural factors

Table 4.8 The result of Culture factors from SPSS

Cultural factors					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	9.9	9.9	9.9
	Undecided	50	29.1	29.1	39.0
	Agree	34	19.8	19.8	58.7
	Strongly agree	71	41.3	41.3	100.0
	Total	172	100.0	100.0	

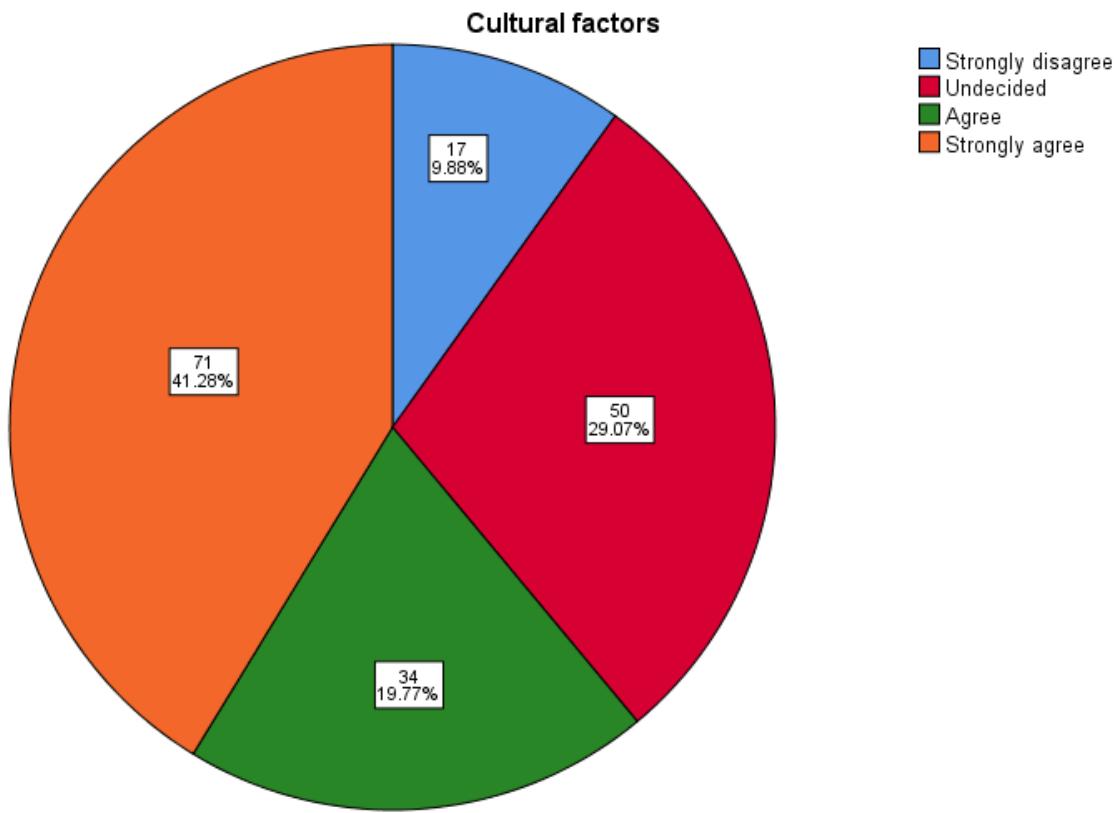


Figure 4.11 The result of Culture factors from SPSS

That's right, the data you provided shows:

41.3% of employees strongly agree that cultures between countries affect their English communication.

29.1% of employees undecided with this view.

This shows that culture plays an important role in English communication in the workplace, but the degree of influence can vary between individuals.

Here are some reasons for this difference:

English level: Employees with higher English proficiency can communicate more confidently, regardless of cultural differences.

Conversely, employees with lower English proficiency may have more difficulty understanding and expressing themselves, leading to greater susceptibility to cultural influences.

Experience in intercultural communication: Employees with extensive experience communicating with foreigners can better understand different customs and communication styles, helping them adapt more easily and communicate more effectively.

Conversely, less experienced employees may have more difficulty understanding and adapting to different communication styles.

Level of cultural sensitivity: Employees with higher levels of cultural sensitivity may be more aware of cultural differences and adjust their communication accordingly.

Conversely, employees with lower levels of cultural sensitivity may have more difficulty understanding and respecting different customs and traditions.

Level of openness to differences: Employees who are open to cultural differences can easily accept and adapt to different communication styles.

Conversely, employees who are not open-minded may have more difficulty communicating effectively with foreigners.

Conclude: Culture plays an important role in English communication in the workplace, but the degree of influence can vary between individuals. Factors such as English proficiency, experience with intercultural communication, level of cultural sensitivity and openness to differences can all influence how employees communicate in a multicultural environment.

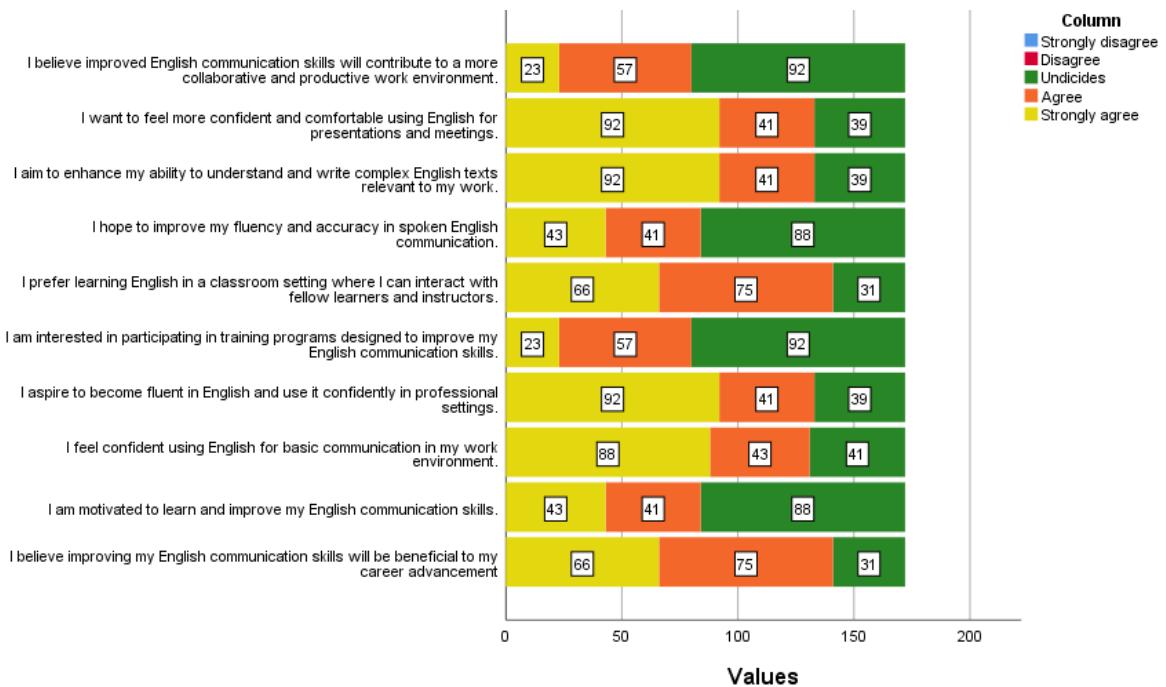


Figure 4.12 Expected from employee

Following their participation in methods aimed at mitigating the psychological impact of English communication, Mövenpick Resort Phan Thiet employees exhibited a surge in developmental aspirations. Their confidence in using English with guests flourishes, driven by a desire to elevate customer service, particularly for international clientele. This ambition extends beyond basic communication, with employees yearning for fluency and adaptability in their workplace interactions. This newfound motivation translates into a willingness to actively engage in further learning and development opportunities. They express a strong desire for the resort's continued support in facilitating regular practice and application of their English skills within realistic work settings.

Beyond a general improvement in communication, the survey delves deeper into specific developmental areas. Employees express a strong focus on achieving fluency and confidence in spoken English, enabling them to effectively introduce services, address customer inquiries, and engage in casual conversations. Additionally, they emphasize the importance of honing their listening skills to

comprehend the nuances of international guests' needs and expectations. Recognizing the value of written communication for professional settings, employees aim to refine their reading and writing abilities in English specific to their respective roles. Furthermore, they acknowledge the significance of cultural and social awareness in fostering effective communication with a diverse clientele, highlighting their desire for relevant training and activities. Ultimately, a significant aspiration emerges – the ambition to become versatile assets, utilize their English proficiency to effectively collaborate across departments and contribute to the resort's overall service excellence.

This comprehensive insight into employees' developmental aspirations paves the way for Mövenpick Resort Phan Thiet to tailor support and create a comprehensive learning environment. By addressing these diverse yet interconnected goals, the resort can empower its employees to confidently navigate the global hospitality landscape and deliver exceptional service to guests from all corners of the world.

8. Psychological factors are the most influential

Through the research results, it can be seen that anxiety and confidence are two factors that play an important role in employees' English communication.

Employees may experience anxiety due to the diverse clientele, including international guests with whom they must communicate in English. Frontline staff, such as receptionists and waitstaff, may feel pressure to communicate effectively to provide quality service and meet guest expectations. Language barriers and unfamiliar cultural norms may exacerbate anxiety, especially for employees with limited English proficiency or minimal exposure to multicultural environments.

Communication breakdowns: Anxiety may lead to difficulties in understanding guest inquiries or conveying information accurately, resulting in misunderstandings or frustration.

Reduced efficiency: Anxious employees may take longer to complete tasks or seek assistance, leading to delays in service delivery or guest assistance.

CHAPTER 5. CONCLUSION

1. Conclusion

Effective communication in English is crucial for success in today's globalized workplace. While technical skills are essential, an employee's ability to communicate effectively with colleagues, clients, and partners can significantly impact their individual and organizational performance.

This comprehensive exploration delved into the psychological factors that hinder and facilitate English communication in the workplace. The research identified key psychological barriers such as:

Communication apprehension: Fear of public speaking and negative self-evaluation can significantly hinder an individual's willingness to participate in spoken communication.

Lack of self-confidence: Low self-esteem and a feeling of inadequacy in English language skills can lead to hesitation, limited participation, and a reluctance to take risks.

Motivation: The absence of clear goals or intrinsic motivation to improve English proficiency can impede progress and hinder an individual's commitment to learning.

Cultural differences: Varying cultural backgrounds and communication styles can lead to misunderstandings and misinterpretations, impacting the effectiveness of communication.

Conversely, the research also identified several psychological factors that promote effective communication:

Positive self-efficacy: A strong belief in one's ability to communicate effectively in English can foster confidence, enhance participation, and encourage individuals to overcome challenges.

Open-mindedness and willingness to learn: A positive attitude towards learning and a willingness to embrace new challenges can significantly enhance language acquisition and communication skills.

Supportive environment: A workplace culture that values effective communication, provides opportunities for practice, and offers positive reinforcement can significantly motivate employees to improve their English language skills.

Based on these findings, the research proposes several practical methods to improve employee communication in English:

Tailored training programs: Developing training programs that address individual needs, learning styles, and specific communication challenges faced by employees.

Creating a safe and encouraging environment: Fostering a workplace culture that celebrates effort, provides constructive feedback, and encourages open communication can significantly enhance employee confidence and motivation.

Promoting opportunities for active practice: Encouraging employees to actively participate in conversations, presentations, and meetings in English can provide valuable practice opportunities and improve their communication skills.

Leveraging technology: Utilizing technology-based learning tools such as online courses, language learning apps, and virtual communication platforms can provide flexible and accessible learning opportunities for employees.

Building cultural awareness: Implementing cultural sensitivity training programs can help employees understand and appreciate diverse communication styles and perspectives, fostering more effective communication across cultures.

By actively addressing psychological barriers and implementing the recommended methods, organizations can create a supportive environment that empowers employees to overcome their anxieties, build confidence, and effectively communicate in English. This, in turn, can lead to enhanced collaboration, improved client relations, and increased organizational success in the global marketplace.

2. Limitations

Limitations of the Research Topic: "Psychological Factors Affecting English Communication and Methods to Improve the Employee's Communication Ability"

This proposed research topic, focusing on the psychological factors impacting English communication and methods for enhancing employee communication skills, holds significant potential. However, it is crucial to acknowledge certain limitations inherent to the scope of the research.

Scope of Psychological Factors:

Limited Focus: This research intends to explore the psychological factors influencing English communication. However, the term "psychological factors" encompasses a broad spectrum encompassing cognitive, affective, and social domains. Defining and delimiting the specific psychological factors under investigation is crucial to avoid a superficial or overly broad analysis.

Individual vs. Group Differences: Psychological factors can manifest differently across individuals due to personality traits, learning styles, and cultural backgrounds. The research may need to acknowledge these individual variations while focusing on general trends impacting the employee population.

Focus on English Language:

Limited Generalizability: While English is widely used in the professional sphere, this research might not be generalizable to contexts where other languages dominate communication. Specifying the target population and context (e.g., international companies, specific industries) can enhance the research's relevance.

Assumption of English Proficiency: The research may implicitly assume a basic level of English proficiency among employees. Addressing the needs of employees with varying English language skills might require additional considerations, potentially requiring different methods for improvement.

Methods for Improvement:

Limited Scope of Improvement Methods: The research aims to explore methods for enhancing employee communication skills. The focus might be narrowed to consider specific types of methods, such as training programs, self-directed learning, or technology-aided solutions, to ensure an in-depth analysis.

Evaluation of Effectiveness: Assessing the effectiveness of various improvement methods requires careful consideration of factors like program design, participant engagement, and long-term impact. The research design should address how these aspects will be evaluated.

Organizational and Cultural Context:

Organizational Culture: The effectiveness of communication strategies can be significantly influenced by the specific organizational culture. The research may need to consider how the proposed methods can be adapted or tailored to different organizational contexts.

Cultural Differences: Employees come from diverse cultural backgrounds, which can impact their communication styles and preferences. Acknowledging these cultural differences and their potential influence on the chosen methods is crucial.

3. Recommendations for further study

Expand the Scope:

Industry: Consider replicating the study across different hospitality businesses in Phan Thiet or even Vietnam to see if the findings hold and identify industry-specific factors.

Employee demographics: Explore how psychological factors and communication methods differ based on factors like age, gender, and experience level.

Consider the Broader Context:

Organizational culture: Investigate how the organizational culture at Movenpick Resort Phan Thiet might influence communication patterns and employee behavior.

External factors: Explore how external factors like tourism trends or economic conditions might impact the importance of effective communication in the hospitality industry.

By pursuing these recommendations, you can gain a more comprehensive understanding of the psychological factors affecting English communication at Movenpick Resort Phan Thiet and develop more effective methods to improve employee communication abilities.

Collaborative Research with Stakeholders

Partner with local universities, language training institutions, and other stakeholders in the hospitality industry to conduct collaborative research projects and share best practices.

Participate in industry conferences and workshops to disseminate research findings and contribute to knowledge exchange within the field.



Figure 5.1. University of Economics Ho Chi Minh City

Access to expertise and resources: Universities can provide expertise in research methodology, data analysis, and psychological theory. Language training institutions can offer insights into effective teaching methods and materials for English language learning. Other hospitality industry stakeholders can share their knowledge of specific challenges and best practices in their respective areas.

Enhanced research design and implementation: Collaborative partners can help refine research questions, design effective research instruments, and ensure the research is conducted ethically and rigorously.

Greater generalizability of findings: By involving stakeholders from different sectors, the research findings can be applied to a broader range of hospitality contexts and populations.

Increased impact and sustainability: Collaborative research can lead to the development of practical tools, resources, and interventions that can be implemented by other hospitality organizations to address similar challenges.

Networking and knowledge sharing: Collaboration fosters communication and knowledge exchange among stakeholders, leading to a more informed and supportive environment for improving English communication in the hospitality industry.

Potential Stakeholders:

Universities: Departments of psychology, linguistics, education, and hospitality management can offer expertise in research design, data analysis, and psychological theory relevant to language learning and communication.

Language training institutions: These institutions can provide insights into effective teaching methods, materials, and assessment tools for English language learning. They can also offer training programs and workshops for Mövenpick Resort Phan Thiet staff.

Hospitality industry associations: These organizations can connect Mövenpick Resort Phan Thiet with other hospitality businesses that have implemented successful strategies for improving staff English communication skills. They can also share best practices and resources relevant to the industry.

Technology companies: Companies developing language learning apps, virtual reality training programs, and other technology-based solutions can offer valuable tools and resources to support Mövenpick Resort Phan Thiet's staff development initiatives.

REFERENCES

Richard, J. C. (2008). Keys to teaching successful language learners. Heinle & Heinle Publishers.

Ur, H. (1996). A course in language teaching: Practice and theory. Cambridge University Press.

Chen, Y. C., & Chen, H. S. (2010). The effects of service quality and perceived value on customer satisfaction and loyalty in the hotel industry. *Tourism Management*, 31(2), 291-304. (<https://www.joebm.com/vol4/446-MM0015.pdf>)

Kim, W., & Hyun, T. S. (2010). The effect of service employee emotional labor on customer satisfaction and loyalty in the hotel industry. *International Journal of Hospitality Management*, 29(3), 474-482. (<https://journals.sagepub.com/doi/10.1177/1467358416637253>)

Jones, T. O. (2010). The relationship between employee satisfaction and customer satisfaction in the hospitality industry. *Journal of Quality Assurance in Hospitality & Tourism*, 11(4), 306-319. (https://www.researchgate.net/publication/262966243_The_relationship_between_employee_satisfaction_and_customer_satisfaction)

Kandula, S. R., & Rajaretnam, E. (2014). The link between employee service orientation, emotional intelligence, and customer satisfaction in the hospitality industry. *International Journal of Hospitality Management*, 36, 159-172. (<https://www.joams.com/uploadfile/2020/0527/20200527052959216.pdf>)

Sung, Y., & Ryu, K. (2011). Service employee interpersonal skills and customer satisfaction in the lodging industry. *International Journal of Hospitality Management*, 30(1), 186-192. (https://www.researchgate.net/publication/271755779_The_Importance_of_Resources)

Dörnyei, Z. (2009). Motivation, language identity and the L2 user. Multilingual Matters.

Oxford, R. L. (2011). Teaching and researching language learning strategies. Routledge.

Hofstede, G. (1980). Culture's consequences: International differences in work-related values. Sage Publications.

Schmidt, R. W. (2000). The role of attention in learning: An alternative to the testing hypothesis. *The Modern Language Journal*, 84(4), 339-359.

Horwitz, E. K., Horwitz, M. B., & Cope, W. (1986). The construct of anxiety in second language acquisition: A review of the literature. *The Modern Language Journal*, 70(2), 123-133.

Liu, M., Zhu, X., & Lin, C. (2019). Exploring the mediating role of self-efficacy in the relationship between anxiety and English speaking performance: A structural equation modeling study. *Education Research International*, 2019.

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Gardner, R. C. (2013). The motivation construct in second language research: A critical analysis. *Modern Language Journal*, 97(4), 759-789.

Dewaele, J.-M., Dewaele, M., & Li, R. (2013). Individual differences in second language anxiety: An updated review. Routledge.

Warschauer, M. (2000). Online collaboration and computer-mediated communication for language learning. *ELT Journal*, 54(3), 177-191.

Deardorff, D. K. (2009). Intercultural competence in language education. Georgetown University Press.

Gardner, R. C. (2006). Motivation and second language learning. Multilingual Matters.

Yashima, T., & Oxford, R. L. (2009). Motivating language learners: Practical suggestions for teachers. *The Handbook of Applied Linguistics*, 337-355.

Liu, W., Liu, M., & Lin, A. (2019). The impacts of foreign language anxiety and self-efficacy on oral English proficiency. *International Journal of Applied Linguistics & English Literature*, 8(4), 167-175.

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Dörnyei, Z. (2013). Motivation, language anxiety, and self-confidence in language learning: Investigating their causal relationships. *The Modern Language Journal*, 97(4), 949-972.

Horwitz, E. K., Horwitz, M. B., & Cope, E. (1986). The construct of anxiety in second language acquisition: A review of the literature. *The Modern Language Journal*, 70(2), 123-133.

Dewaele, J.-M., Dewaele, M., & Furnham, A. (2013). Personality, self-consciousness, and second language performance. *Language Learning*, 63(suppl. 1), 164-194.

Gardner, R. C. (2006). Motivation and second language learning. *The Modern Language Journal*, 90(4), 601-618.

Oxford, R. L. (2011). *Teaching and researching language learning strategies*. Routledge.

Dörnyei, Z. (1998). Motivation in second language acquisition. Oxford University Press.

Yulis, V. (2016). The effects of motivation on second language acquisition. In H. A. Farooq (Ed.), *Current Issues in Second Language Acquisition: A Global Perspective* (pp. 103-121). Springer.

Istanti, M. (2013). The role of intrinsic motivation in learning foreign languages. *International Journal of Humanities and Social Science*, 3(4), 202-206.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

Gardner, R. C., & Lambert, W. E. (1972). *Motivation in second language acquisition*. Rowley, MA: Newbury House Publishers.

Ushioda, E. (2011). Individual differences in second language acquisition. Cambridge University Press.

Maryansyah & Wadeson (2017): This study likely investigated the connection between self-esteem and English speaking abilities in Indonesian students.

Bernadet, Suhartono & Salam (2019/2020): This research potentially explored the challenges faced by self-esteem and speaking performance in university graduates.

Aisyah (2020): This reference likely cites Nathaniel Branden's work on self-esteem and its influencing factors.

Hofstede, G. (1980). *Culture's consequences: International differences in work-related values* (2nd ed.). Sage Publications.

Triandis, H. C., & Triandis, L. M. (1994). Individualism and collectivism: Theoretical and methodological issues. In R. Brislin, S. Cushner, C. E. Kearny, & A. M. Ross (Eds.), *Handbook of international and intercultural communication* (2nd ed., pp. 45-83). Sage Publications.

Bond, R. M., & Smith, P. B. (1996). *Culture and conformity: Leading research from around the world*. Psychology Press.

Hanifa, R. (2018). Factors Generating Anxiety When Learning EFL Speaking Skills. *Jurnal Pendidikan Bahasa Inggris dan Sastra Inggris*, 1(1), 1-10.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). The construct of anxiety in second language acquisition: A review of the literature. *Modern Language Journal*, 70(2), 123-133.

Chalak, A., & Kassaian, O. (2010). The relationship between motivation and achievement in second language learning: A review of the literature. *Iranian Journal of Applied Linguistics*, 14(2), 37-53.

Heng, S. P., Nadzimah, A. K., & Binti, Z. A. (2011). The effects of language anxiety on oral performance in a speaking test. *Procedia - Social and Behavioral Sciences*, 29, 870-875.

Gürler, Z. (2015). The relationship between anxiety and self-confidence in foreign language learning. *Journal of Educational Sciences*, 4(2), 106-112.

Longman Dictionary of Contemporary English (6th Edition). Pearson Education Limited.

Ansari, A., & Oskrochi, R. (2004). Self-confidence and academic achievement: A review of literature. *Educational Research*, 46(3), 189-205.

Adalikwu, S. O. (2012). Students' attitudes toward English language learning and their implications for teaching methodology. *International Journal of English Language Teaching*, 3(1), 186-192.

Brown, D. (2007). *Principles of language learning and teaching* (5th Edition). Pearson Longman.

Smith, P. L. (2005). *Instructional design theories and models*. Merrill Learning.

Richards, J. C. (2005). *Curriculum development in language teaching*. Cambridge University Press.

MacIntyre, P., Gregersen, T., & Mercer, S. (2013). Foreign language anxiety and the second language self: Research into practice. *Multilingual Matters*.

Lai, C.-L., & Chen, G.-F. (2012). Game-based language learning and motivation. *Computers & Education*, 59(2), 359-370.

Warschauer, M. (2000). Language learning online: Integrating technology, language, and pedagogy. *Modern Language Journal*, 84(4), 527-544.

Deardorff, D. K. (2009). Intercultural communication in the college classroom. John Wiley & Sons.

Gardner, R. C. (2006). Multiple intelligences: The theory in practice. Basic Books.

Key Point: Differentiated instruction caters to specific learning styles and needs for maximum impact.

Yashima, T., & Oxford, R. L. (2009). Motivation and second language learning. Routledge.

APPENDIX A

(Psychological & Preferred Methods for Improvement)

Please read each statement carefully and select the option that best reflects your experience or level of agreement.

Your name: _____

Age:

- a. 18-24 years old
- b. 25-34 years old
- c. 35-44 years old
- d. 45-54 years old
- e. 55 years old and above

Gender:

- a. Male
- b. Female

Prefer not to say

Department: _____

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I feel anxious when communicating in English with guests/colleagues.					
I am confident in my ability to communicate effectively in English.					
I am motivated to improve my English communication skills.					
I am afraid of being judged for my English mistakes.					
I believe I can learn and improve my English communication skills.					

I feel stressed when communicating in English in work situations.					
---	--	--	--	--	--

Types of Training/Support

Methods:

"Which of the following training methods would you find most beneficial for improving your English communication?" (Select all that apply)

- a. In-person group classes
- b. Online courses
- c. Mobile apps
- d. One-on-one practice with a native English speaker or qualified trainer
- e. Role-playing exercises with colleagues
- f. Workshops focused on specific skills (pronunciation, grammar, fluency)
- g. Other (please specify): _____

Motivation and Support:

"I would feel more motivated to improve my English if I had..." (Select all that apply)

- a. A clear understanding of how improved English benefits my job performance
- b. Regular progress assessments to track my improvements
- c. Supportive colleagues who encourage practice and improvement
- d. Incentives or rewards for reaching milestones in English proficiency
- e. Other (please specify): _____

Accessibility and Feasibility

Time Commitment:

"How much time would you realistically be able to dedicate to English improvement training per week?"

- a. Less than 1 hour
- b. 1-2 hours
- c. 3-4 hours
- d. 5 or more hours

Preferred Times:

"What time of day are you most available for English communication training sessions?"

- a. During work hours
- b. Before work
- c. After work
- d. Weekends

Flexibility:

"Would you prefer a structured training program with a set schedule or a more flexible system where you can access resources at your own pace?"

- a. Structured program
- b. Flexible system
- c. Combination of both

Open-Ended Questions

"What are the biggest challenges you face when trying to improve your English communication?" (This allows employees to identify specific areas they need help with.)

"Do you have any other suggestions for ways to support employees in improving their English communication skills?" (Gives space for valuable feedback directly from employees.)

APPENDIX B

(Pre-Test & Post-Test for Communication Skills)

This pre-test and post-test are designed to assess the communication skills of employees at Movenpick Resort Phan Thiet, focusing on fluency, grammar, and pronunciation. The tests utilize a 4-point Likert scale, ranging from "Hardly" (1) to "Perfectly" (4).

Instructions:

Please read each statement carefully and tick (✓) the option that best reflects your current level of agreement or skill level in the given area.

Pre-Test & Post-Test:

	Statement	Hardly (1)	Little (2)	Enough (3)	Perfectly (4)
Section 1: Fluency	I am able to speak with guests clearly and smoothly, with minimal pauses and hesitations.				
	I can express myself easily and naturally in different communication situations (e.g., greeting guests, taking orders, resolving issues).				
	I can maintain the flow of conversation without interrupting or being interrupted frequently.				
Section 2: Grammar	I use grammatically correct sentence structures in my communication with guests.				
	I can avoid making common grammatical errors (e.g., subject-verb agreement, tense consistency).				

	I am able to use different sentence structures to create a clear and varied communication style.				
Section 3: Pronunciation	I pronounce words clearly and accurately, making them easily understandable for guests.				
	I use correct intonation and stress patterns to convey the intended meaning.				
	I am confident in my English pronunciation and avoid creating confusion due to pronunciation difficulties.				

Thank you for your participation!

APPENDIX C

(Interview)

Introduction:

Thank you for taking the time to participate in this interview. This research aims to understand the psychological factors affecting your English communication skills and explore methods to improve communication abilities among employees at Movenpick Resort Phan Thiet. Your responses will be kept confidential and used solely for research purposes.

Instructions:

Please answer the following questions to the best of your ability. You may share specific examples if you feel they clarify your answer.

Section 1: Background Information

Briefly describe your role and responsibilities at Movenpick Resort Phan Thiet.

How long have you been working in a role requiring English communication skills?

What is your current level of self-assessment in terms of English communication skills (fluency, grammar, pronunciation)?

Section 2: Psychological Factors

How do you feel (e.g., anxious, confident, stressed) when communicating in English with guests or colleagues? Why?

Do you ever fear being judged for your English mistakes? How does this fear impact your communication?

Have you experienced any negative experiences related to English communication in the workplace? (e.g., misunderstandings, frustration)

How motivated are you to improve your English communication skills?

What obstacles do you face in learning and developing your English communication skills?

Section 3: Preferred Improvement Methods

What methods have you tried in the past to improve your English communication skills? Were they effective?

What types of training programs or resources do you think would be most helpful for improving your English communication skills (e.g., individual lessons, group classes, online resources, pronunciation workshops)?

How often would you be willing to participate in English communication training programs?

Do you have any suggestions for creating a more supportive environment for improving English communication skills at Movenpick Resort Phan Thiet?

Section 4: Closing Remarks

Is there anything else you would like to share about your experiences with English communication at Movenpick Resort Phan Thiet?

Thank you for your valuable participation!