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Problems encountered in communication between Burundian waiters and english speaking customers : the case of some selected hotels in Bujumbura city

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UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

PROBLEMS ENCOUNTERED IN COMMUNICATION BETWEEN BURUNDIAN WAITERS AND ENGLISH SPEAKING CUSTOMERS: THE CASE OF SOME SELECTED HOTELS IN BUJUMBURA CITY

by

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A Dissertation submitted in partial fulfillment of the Requirements for the Award of the Degree "**Licence en Langue et Littérature Anglaises**"

Bujumbura, May 2018

DEDICATION

This work is dedicated to:

My beloved husband,

My beloved sons,

My dear parents,

My dear brothers and sisters.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my Supervisor, Dr. Gregoire Njejimana for his kind assistance and valuable advice, guidance and comments to make my study complete. Without his assistance, it would have been impossible for me to complete my work. I also wish to thank all lecturers at University of Burundi, Department of English Language and Literature who have educated me and provided me with knowledge and experience throughout my studies. I would also like to thank all members of the jury for reading and evaluating my dissertation.

In this regard, I wish to thank all my friends for their support. I am also grateful to waiters and waitresses in Hotels in Bujumbura who kindly completed and returned the questionnaire. Lastly, special thanks and love go to my family, who has always been beside me.

Lorraine Josiane Manishatse

ABSTRACT

The purpose of this study was to investigate problems that waiters and waitresses in hotels in Bujumbura encountered when communicating with English speaking customers in order to describe possible consequences of waiters and waitresses' ineffective communication and create specific plans to improve their English language skills as well as aid in their professional advancement. The study was conducted by questionnaire distributed to 60 waiters and waitresses, with 49 completed copies returned for data analysis. The results revealed that waiters and waitresses in hotels in Bujumbura fail to communicate in English effectively because they had a low level of proficiency in English language, they lack ideal environment to learn and practice English language and lack fundamental knowledge in English. The results of this study will help the management of hotels in Bujumbura to have a clear understanding of problems that waiters and waitresses face when using English language. Therefore, English training course incorporating speaking and listening skills should emphasize. In addition, the results of this study provide some useful suggestions, and can be used as guideline for creating effective English training course for waiters and waitresses.

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CHAPTER ONE: GENERAL INTRODUCTION

1.1. Introduction

Language is the most important medium of human communication. Wherever people meet, they often need to communicate. In fact, language is one of the characteristics which distinguish human beings from animals as only human beings can learn to make use of verbal communication. Moreover, language embodies both people's existence and imagination.

Nevertheless, throughout the world, languages widely vary depending on groups of people such as tribes, communities, or nationalities. Each group of people or each community usually has its own language, the mother tongue.

The purpose of English language, like any other language all over the world, is to communicate. In their daily life, human beings share feelings, beliefs and the like, to each other, by means of language. Goeng (1971:1) writes that: *in the broadest sense, language is a way of communicating meaning from one human mind to another*. Through this statement, Goeng puts a special emphasis on the communication role of a language.

Language is essential to every aspect and interaction in our everyday lives. We use language to inform people around us of feelings, desires, concerns, plans and questions. Being able to communicate with one another allows us to form bonds, teams, and achieve what would be otherwise impossible. Communication guides, drives, influences our lives and makes us better in many aspects. It is in this perspective that Norrish (1987) posits that the English language is used for commercial transaction through the globe. It is the language of the latest business management in the world. It is not only a means for interactional commerce but also has become increasingly essential for interstate commerce and communication.

According to Pearson and Nelson (1997), communication is defined as process of understanding and sharing meaning. It is considered as a process because it is an activity, an exchange, or a set of behaviors and not an unchanging product. In addition, communication is a process that requires understanding, perceiving, interpreting, and comprehending the meaning. It is considered as a process and an action of people when they share or impart something to others Wilbur and Park, 1977 as cited in Namamuti (1999).

Nowadays, the English language is expanding all over the world. This expansion brings about changes in how people interact, especially in business spheres. More specifically, hotels find themselves in the center of this transformation. They host a wide range of guests including tourists, business people, Non-Governmental Organizations (ONG) agents, participants to conferences, etc. As such, hotels become very interesting entities for the purpose of investigating communication challenges.

The use of English to communicate with English speaking foreign guests is an important factor. If hotel employees can communicate more effectively in English with foreign guests, it might be one of the factors that can help develop hotel business. The hotel staff may impress foreign guests by providing excellent customer care. This is likely to have a positive impact on the number of visitors coming to Burundi every year.

It is worthwhile to emphasize that English is a foreign language in Burundi, spoken by a minority. In addition, the majority of hotels employees have only achieved primary level. Furthermore, education, the Burundian environment does not encourage people to speak English. The combination of these factors, among others lead the researcher to anticipate that that there might problems of communication between Hotel waiters and English speaking clients that is worth investigating in depth.

1.2. Background to the Problem

Situated in the Great Lakes region of Africa, Burundi is a small country of 27.834 km^2 with a population of about 11 million according to the national census of population curried out by Institutut de Statistique et d'Etudes Economiques du Burundi (ISTEEBU) in 2008. It shares boundaries with Rwanda in the North, Tanzania in the East and South, and the Democratic Republic of Congo in the West. Burundi, just like many other African countries, is multilingual in nature, but at the same time has an official bilingual policy with French and Kirundi as official languages.

The East African lingua franca, Kiswahili is also used in the country but predominantly along Lake Tanganyika and in the Bujumbura area. Kirundi, according to Safety Integrity Level (SIL) classification is a Bantu language in the same way as Kiswahili with which it competes as common languages of wider communication. French is basically used for education, administration, politics, and other activities limited to the formal domains.

As an official language, French is used in all official transactions and is also the medium of instruction in education. Today, most Burundians speak Kirundi, their mother tongue, and French inherited from the colonial era, also happens to be the widely used in the country. English is also spoken in smaller proportions. However, the integration of Burundi in the East African Community seems to have prompted the number of English speaking people coming in Burundi for various reasons and vice-versa.

While most English speaking people coming to Burundi might have various purposes; most of them stay in hotels, mainly in Bujumbura. Then, Burundi Hotels' waiters often fail to communicate accurately in English. This might be explained by the fact that they grow in environment where English is rarely spoken, and they do not get opportunity to attend English schools to improve their English skills. However, lack of English skills and difficulty in communication with foreign customers affect the service and customer's satisfaction. Choi and Chu (2000) mentioned that the more satisfied the customers are, the more they are likely they are to return or prolong their hotel stay.

1.3. Statement of the Problem

In Burundi, English is a foreign language. It is spoken by a minority of people because Kirundi is their mother tongue and French their official and second language. Thus, Burundians including hotel employees often fail to engage in a sound conversation with English users.

Yet, the Burundi Government accepted the language challenge when it joined the East African Community in 2007. From then, English language is taught in primary and secondary schools whereas it was restricted to secondary schools previously. Bujumbura, being the only Capital city in the East African Community where people do not use English as their functional language, offers a unique opportunity to study problems encountered by hotel waiters when they communicate with their English speaking customers.

The Burundi National Office of Tourism (ONT) Managing Director states that ONT recorded around 370 hotels across the country.
He added that around 48% of the hotels staff have a primary school level; only 2.7% of them attended a tourism school and among them, 17 % of the staff have an academic qualification in various sectors other than tourism.

This shows that the majority of hotel employees do not have the ability to speak English, since the majority of them have not had the opportunity to learn or practice English.

1.4. Aims of the Study

This study sets out to explore some of the problems faced by Burundian hotels waiters when communicating with English speaking customers. This study highlights most problems that waiters encounter when using English as well and the lack of natural environment which would enable employees to learn and practice English.

1.5. Research Hypotheses

1. The general language environment in Burundi leads to communication problems between hotel waiters in Bujumbura and English speaking customers.

2. The low level of education of hotel waiters in Bujumbura exacerbates communication barriers with English speaking customers.

3. The lack of English language mastery among hotel waiters and waitresses in Bujumbura hinders effective communication with English speaking customers.

1.6. Significance of the Study

The findings of this study will be useful for identifying the communication problems between Burundian Hotel employees working as waiters and English speaking guests. They may also be used as a guideline for the hotel industry or for developing a specific English course for hotel employees and people who want to work as hotel employees in the future.

Working in the hotel industry, one comes across many types of travellers. Some are business guests; others are tourists and visitors. Many speak a different language other than one's own. Chances are, plenty of one's guests speak English. Moreover, the findings obtained from this study will be beneficial for hotels employees in Burundi in term of understanding the communication barriers they are facing and be aware of the importance of the knowledge of English language to solve their communication problems.

1.7. Motivation

The first reason that prompted us to choose this topic is the eagerness to make people aware of the importance of effective communication for successful functioning of hotel industry. We want to show the impact of employing hotel waiters who are not able to communicate with English speaking customers.

Since the English language is spoken by a minority of Burundians, and that the use of English is increasing in international community, one can accurately predict that there are communication barriers between Burundi Hotel waiters and English speaking customers which is a challenge to Hotel industry functioning. So, the Ministry of Commerce, Industry and Tourism have to set up program to promote the English use in that hotel sector.

1.8. Delimitation of the Study

We chose to work on Bujumbura City because it is the Burundian capital. It hosts the International Airport of Bujumbura; any visitor who comes in Burundi by air must pass through or stay in Bujumbura. Bujumbura is the main city of Burundi; it host foreigners from various countries and for various reasons. We prefer to conduct our research on known hotels in Bujumbura.

Our research focuses on the problems of communication between Bujumbura hotels waiters and waitresses and English speaking customers since, as English becomes a world language, it is most likely that among the foreigners who come to Burundi a significant part of them speaks English.

We specify our work on communication barrier between English speaking customers and Bujumbura hotels waiters and waitresses. The majority of Bujumbura Hotel Staff fail to communicate in English because they achieve Primary School level, they do not get opportunity to attend English school or English training center and they grow up in Burundi society which does not allow practicing oral English.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter therefore provides an analysis of existing writings by earlier scholars on the status of English language in the world and its worldwide spread for business matters and communication barrier often experienced with businessmen.

2.2. Definitions of Communication

Language is obviously a vital tool. Not only it is a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationship. Throughout history, many have reflected on the importance of language. For instance, the scholar Benjamin Whorf has noted that language shapes thoughts and emotions, determining one's perception of reality. John Stuart Nill (1859) said that language is the lights of the mind and Lionel Groulx (1943) a Quebec historian puts it this way: Everyone retains that the supreme national engineering revelation, the magic chef that provide access to the high richness of the culture is the language. For the linguist Edouard Sapir, language is not only a vehicle for the expression of thoughts, perception, sentiment and value characteristics of community; it also presents a fundamental expression of social identity.

For Fisher (1978), communication means to give or to share information and ideas. People can communicate with each other for any of a variety of purposes, for example, explanations, discussions, attraction, cooperation, or persuasion. Lasswell as cited in Stewart and Ruden, (1998) suggests that the communication process could be best explained by the simple statement *who says what to whom in what channel with what effect,* and also emphasizes the elements of speaker, message and audience. His approach also provides a more generalized view of the goal or effect of communication. Lasswell's work suggests that there could be a variety of outcomes or effects of communication such as to inform, to entertain, to aggravate or to persuade. Furthermore, People use language wherever they come together. As Frankin and Rodman (1983:3) states it *whatever people can do when they come together-whether they play, fights, make love or make automobile- they talk. We live in a world of words (...) and we are the only animals that do this-that talk.*

Atchison (1955:13) comments that, *unlike animals we humans could say what we want when we want.* We use multiple option of language often without thinking, but often fall into traps. The major original use of language is persuasion, advertisement, guiding and when providing hospitality services in accommodation facilities as well as booking and ticketing by travelers. A fresh look at the role of language has led to new ideas about how it all started. Traditionally, human are regarded as reliable fact swappers and conveying information is often claimed to be the primary purpose of language. Language is the great conduct whereby people convey their discoveries, reasoning, and knowledge from one another. Language is good in transferring of data. Humans use language to keep in touch with one another, to weave a web of friendship. Davidson (1969:21) says that: *For staff working in countries wishing to attract overseas travelers foreign, language skills are greatly valued.*

Language interaction involves at least two people that are verbal. Interaction is therefore a two-way communication of messages, ideas and even emotion. Since interaction is very crucial in business development, the use of a language that is understood by all is important. The success of interaction depends on the ability of each participant to state his contribution clearly and conceive that of the other accurately. If any of the participants fails in any way with these elements, either communication will break down or it will lead to ambiguity. A speaker who does not state ideas accurately will be misunderstood by others and surprised at their unexpected reaction. In relation to this, Byrne (1976:41) explains that the *speaker has to encode the message he wishes to convey in appropriate language while the listener has to decode the message.* If the person who receives the information fails to respond or responds inappropriately, this way leads to disastrous result. In business therefore, the speaker and the listener have to use an appropriate language for better services.

2.3. English and Trade

The use of English language for crossing-border communication is important in many areas of trade ranging from tourism to the trade in financial services. This is in order to build a stronger regional economy through freely and openly communicating with one another.

Dorothea et al. (2004) asserted that the role of English as the language of trade, finance and technology has grown into a development strategy in the 21st Century, with the increasing recognition of its importance starting in the early 1990S.

English in this era of globalization will increase the capacity of people to communicate and exchange ideas and goods across borders. The English language skill has become a necessity for establishing linkages with the rest of the world in international trade, economic development and even in the use of new technology. The increasing involvement in trade, tourism and international among member countries where English is not spoken as the first language poses some problems and barriers in achieving aspired regional cooperation. The potential importance of language as a contributor to trade linkages has several foundation, each of which is linked to some aspect of the reasoning behind the importance of national border effect.

Perhaps, the simplest is an argument based on transaction costs, with communication across language barriers being more expensive, thus increasing the economic distance between potential trading partners not sharing a common language. The possession of any common language is of paramount importance to people in various societies. This is supported by Palace (1978:23) when he says the following that *possession of any language leads to communicate with group other than our own, and as the world becomes more and more interconnected by trade, improved communications, medical, political and cultural demands.*

If sharing a common language leads to increased densities, the results for economic welfare are generally thought to be positive, although the magnitude of possible gains remains uncertain. Recent cross -country evidence and economic growth rates are higher for countries that are sufficient open to enable the reasonably easy reaping of significant gains from trade and technology transfer. This is why, nowadays, people and nations are in need of a common language to avoid isolation.

As Palace (1978: 21) puts it, *People and nations need to be able to hide behind misunderstanding as well as reveal all to each other.* This statement shows that common language is necessary in the world and in trade especially so that nations can cooperate with one another without a misunderstanding.

As far as Burundi is concerned, English can open doors towards foreign countries and that may Burundi can import technology and science. In today's world of globalization and border-less economy, effective communication is crucial for successful functioning of any industry.

English has emerged as the language of business and trade and is accepted as the standard for communication. Hotel industry, which is an integral part of the tourism and commerce industry, is diverse in nature as it accommodates employees and guests, with different language, ethnic and cultural backgrounds.

Hotel industry is a core service industry which revels in people interaction and experiences. As English is the language of the globalized business world, effective and excellent communication and adequate English language competency is essential for better guest experience and hence better efficiency, productivity and , in the long run, profitability of the hotel industry. Hospitality is a harmonious mixture of tangible and intangible components-food, beverages, beds, ambiance and the environment; and the behavior of staff. The employment of proper communication strategies in the hospitality industry all over the world is an important aspect that ensures satisfaction of the staff and customers. Communication is vital to the customer because it imparts a feeling of satisfaction as it pays for the product and for the service being offered.

2. 4. Rise of the English Language

Many centuries ago, Latin was at the place of English today because the Roman Empire was strong but now it is a dead language. Russian for example held privileged status for many years ago among the countries of the former Soviet Union. Mandarin Chinese continues to play an important role in South-East Asia.Under this heading, Baugh and Cable (1978) show well the influences that contributed to make English what it is today. They cite the rise of an important middle class, the renaissance, and the development of England as maritime power, the expansion of the British Empire, the growth of commerce and industries of sciences and literature. Also, they link this importance with the people speaking it.

Likewise, Haugen (1972) asserts that the first use of English words by Germans in Pennsylvania was stimulated by the need of transacting business with English speaking tradesmen and dealing with representative of the American government.

In the case of Norway, he notes that the pressure of the use of English resulted from overwhelming international importance of English, as transmitted by schools, radios, films, newspapers and commercial channels. In other words, the importance of English today is associated with its speaker's contribution to the material and spiritual progress of the world.

We know that it is the mother tongue of Nations combining political influence, economic importance, commercial activity, social well-being and scientific progress. Talking of the international scope today, Blount and Sanches (1977) assert that the knowledge of this language can help to pave the way to a much that is desirable and to facilitate contact with the rest of the world.

Thus, from the previous work, there is no more doubt that any language is exposed to promotion as far as its function is concerned. Most of the factors that are not basis of this rise, as identified by different scholars are economic, political, geographical and socio-cultural. All in all, the role of English today all over the world gives it an international status. Mostly used for international trade and commercial activity as mentioned above, it becomes more and more a language of education since many books like diplomacy, banking, travel to name a few are now written in English. A number of authors who have conducted survey in different areas of the world, aimed at identifying the promotional factors of the use of English.

We base our study on their works as we try to identify the importance of English in communication between people from different cultures and nationalities. Once, the factors are identified, we try showing the language barriers existing between Burundian waiters and English speaking customers and to suggest some measures to be taken in order to abolish them. A similar study has been conducted by Rubin and Jernudd (1971) in Eastern Africa, in Malaysia and Indonesia. In Tanzania, they show the fluctuation in the use of Kiswahili depending on the time. In the pre independence period, Kiswahili was the first important language in the life of Tanzania. As the time passed however, this importance was overshadowed by that of English because of its wide scale use in Tanzania. For example, English enables members of the educated Elite in Tanzania to state their case in the international arena while Swahili restricted one to the local court. English symbolized power whereas Swahili was a sign of independence.

According to Ragnarson (2011) English arrived in East Africa as the language of colonists and was used only for administration at first. Gradually, its usage increased, especially with the emergence of a robust educational system, and the desire of many to understand English the most widespread language on the globe. Language policy and sociolinguistics settings have also impacted the development and status of English heavily.

The East African variety of English is like all other languages constantly evolving. Its origin is rooted in the language of colonists and it has developed into being an official language that East Africa's inhabitants choose to utilize when communicating with one another and to strengthen their tie to the English speaking world. As access to English material becomes more readily available on the internet and in the media, it is evident that the positions of English will only strengthen in East Africa, while still maintaining its distinctive features. For Ragnarsson (2011:10) *the English language is used to an ever-increasing degree all over the world. It is the language used by most for international communication.* But only a small part of those who use English to any degree regard it as their mother tongue.

2. 5. Issues in Communication

Communication problems are an issue for almost every human being. Few people are master communicators. People often fail to say what they mean, whether by design or because they just do not master the language of the sender. They often misunderstand others, and to make matters worse, may think they understand them when they do not. They respond to what is not being said and miss what is. Others "do" the same to them. Speakers are not often clear themselves about what they mean, which almost assures that what they say will unclear as well. Even when people know what they mean, they do not often say it as clearly as they should. They may hide their true feelings or ideas unintentionally.

Either way, people often get confused about other people's messages. This is especially common when people from different cultures try to communicate. If their cultures are different, it is easy for the same statement to mean one thing to one person and something different to someone else. Thus, intercultural communication is especially cause errors.

Communication practices are at the heart of every successful business. Without successful International Communication, work process slow down or grind to a halt and customers are not served properly. Effective communication begins with understanding the audience and the method of communication that serves it best. Kristie, (1996) asserted that the ability of a business operator to communicate is crucial to its success. From effectively with staff to teaching out to clients and customers, communication is a huge factor in business operator.

2.6. Breakdown in Communication

Communication breakdown refers to failure in exchange of information. It may be as a result of language barrier, lack of clear information, time pressure, emotion and distraction. It happens to all people while communicating. They are unable to get their messages across and express what they mean and what they understand. Through communication, people send and receive messages and negotiate meaning, according to Rubin and Thompson (1994). Generally speaking, communication breakdowns may happen to anybody communicating in a language other than their dominant language.

While communicating by speaking, regardless of whether it is our native language or a second language, writing, or translating, some breakdown in our speaking and getting across our meaning will occur because of the lack and weakness of the communicator's knowledge of vocabulary or grammar. These breakdowns are called "*communication breakdowns or difficulties*" because they create problems while exchanging information between interlocutors.

Communication breakdowns occur frequently and are unavoidable and can happen under specific conditions. Communication breakdowns in translation/ interpretation are the result of deficiency in one or more of the following: Language competence, Knowledge of grammar and vocabulary of the target language, Cultural differences and socio-cultural backgrounds. The ability to communicate is a central need for all human beings. However, following a stroke, the communication process which has been natural throughout someone's life suddenly becomes disrupted. Not only is the actual communication disrupted, but the impact on an individual's life is very significant. Both the characteristics of the communication disorders and the impact on life will be considered.

According to Sisgold: (2009) over and over, conflict arise from communication breakdowns whether it's between couples, co-workers, families and even countries. Although some communication breakdowns are intentional, most of what we say is unconscious and from poor habits we learn from others.Good communication skills are essential as you will have to interact with people, whether over the phone, through text message or mail or a website, or even through in-person contact.

The misunderstandings have the unfortunate opportunity to multiply if there are social and cultural differences between the people communicating each other.

Jamar Ramos (2014) states that even two people who speak the same language and have the same cultural touchstones may have a difficult time communicating. It cannot be any easier when people from different background have to understand each other. He also says that businesses are consistently asking for stronger oral and written communication skills. Businesses also consistently state that they seek graduates who have strong critical thinking skills and the ability to work effectively with others.

So, communication skills are important to businesses. For Jamar Ramos, when the left hand does not know what the right is doing in a business organization, it can lead to lost productivity, duplication of effort, poor customer service and a host of other problems that can cause significant financial damage. Understanding common ways in which business communication breaks down will help you take steps to improve your customer and employee interactions and avoid unnecessary problems.

2. 7. Barrier to Communication

Communication barriers are the factors that inhibit the effective flow of information in the process of communication. Communication barriers impede the flow of information or create problems in understanding and acceptance of information. From these definitions of communication barriers, it can be implied that communication barriers can lead to communication failure between speakers and listeners. Viboolphant (2005) states that barriers to communication and communication failure in business can occur if the recipient has failed to convey the meaning or the importance of the message such as sender breakdown, method breakdown, and recipient breakdown.

In a related matter, Scott (1986) asserts that barriers to communication may cause much of the message to be ignored or misunderstood. He states that different listeners receive different messages. There are barriers to hearing and to understanding. So, the speaker must develop techniques of preparation, structuring a talk, projecting energy and enthusiasm and gauging and reaching an audience's interest.

Davidoff (1994) points out that those barriers are causes of communication breakdown due to the language deficiency of either of the interlocutors or where nonverbal language strategies cannot be applied to convey the intended messages. Customer contact employees are therefore highly dependent on language for their ability to convey messages. Language problems are one of the most common causes of miscommunication. Senders and receivers may come from different regions of the country and interpret the words differently. This is very important for business communication.

Cultural and language differences can hinder effective communication. Hotel Workers who are not fluent in the primary language used may have difficulty expressing their needs or responding to customers' inquiry and provide incorrect or misleading information. A customer who is unable to speak clearly to the worker due to a heavy accent or lack of command of language may become frustrated and take his business elsewhere.

Czinkota and Ronkainin (2002) says that the issue of language barrier is particularly critical during intercultural service encounters in International service where the customer and the service provider are from different culture is very common in the service sector. Such international service encounter may be influenced not only by cultural differences, but also by language barriers, according to him. When working with International customers, clients and partners, whether virtually or face-to-face, the language barrier is often the first and most tangible challenge you encounter. Lauring (2008) says that increased globalization is forcing a growing number of business managers and employees to interact across linguistic boundaries. Since language affects all aspects of everyday life, there are needs to get knowledge in English to avoid communication barriers.

2.8. Speaking Skills, Necessary for Effective Communication

Speaking is one of four micro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication especially in the internet world and international business English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community.

Zaremba (2006) says that of all the four macro English skills, speaking seems to be the most important skill required for communication, adding that effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations.

Obsorn (2008) supports this idea that effective speaking skills result in achievements during ceremonial speaking activities, job, training activities, job interviews and many other business purposes. Brown, 1994, Bums and Joyce 1997 indicates that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purposes for speaking.

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations. For example, when a salesperson asks "May I help you?" he expected discourse sequence include a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (Linguistic competence) but also that they understand when, why an in what ways to produce language "sociolinguistic competence.

Speaking skill is the ability to convey information to another effectively and efficiently. Business manager with good verbal communication skills facilitate the sharing of information between people within a company for its commercial benefit. A good speaking skill is the act of generating words that can be understood by listeners. A good speaker is clear and informative. Almost entire libraries have been written on speaking, however space provided here does not allow covering all the theories and notes in this work. Harmer (2001) notes down that from the communication point of view, speaking has many different aspects including two major categories: -accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities, and fluency, considered being "the ability to keep going when speaking spontaneously". This is however, rather a superficial view of this skill.

In the same view, Bygate (1987) states that in order to achieve a communicative goal through speaking; there are two aspects to be considered-knowledge of the language, and skill in using this knowledge. "*We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decision rapidly, implementing them smoothly and adjusting our conversation as unexpected problems appear in our path*, Bygate(1987, 3). Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge "in action" which creates the second aspects of speaking skill, Bygate notes it. Every person desirous to reap the full benefits of modern education, library use, research knowledge, science, commerce and trade etc...know how should have a sound knowledge of English language and good communication skills.

The person who has not good communication skills will suffer badly in this area of competition in comparison to the person who has good communication skills and can soon catch the eyes of an authority to award him a higher position or responsibility in order to increase his self-esteem and reputation. John Laver, (1914) states that speech is the prime means of communication and the structure of the society itself would be substantially different if we had failed to develop communication through speech.

Language barrier may be based on speaking difference native languages, but it can also result from differences in regional accent. Addressing language barrier will significantly improve communication as well as productivity for both the employee and the guest. Respecting cultural diversity is also important. Providing workplace training enables hotels to offer their service guests with the housekeeping staff able to communicate in English.

Employees respect and greatly appreciate employers that provide training to improve their skill set and eliminate language barriers. An important component of a guest's stay is to be able to communicate with the housekeeper.

2.9. Barrier to Effective Listening

Listening is one of the most basic areas of communication skills and language development. Listening is not only the first of the language arts skills developed, it is also the skill most frequently used in daily life. In a language, listening ability plays a significant role in the

development of other language arts skills. Dunkel (1986) asserts that developing proficiency in listening comprehension is the key to achieving proficiency in speaking. Good listening is essential in business. But this listening is dynamic rather than passive. One responds in harmony with speaker and guides him/her in the direction that is mutually beneficial.

Many people consider speaking the most important element of communication. However, good listening skills are crucial to effective communication. They help you better understand the information other people are trying to convey, improve your rapport with others and improve your problem solving skills. The purpose of communication is to get your message across to others clearly and unambiguously. Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with errors, with messages often misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity. In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication.

Chumchaiyo (2001) mentioned that many non-native English speakers fail to listen to English because they are accustomed to listening to native speakers' accents. They attempt to catch every word they hear and try to analyze the sentence structure. They do not catch the whole picture of what they heard at all. In a related argument Harmer (2001) said that when people listen, they must use their background knowledge as they assess the process of comprehension. People who do not have background knowledge relevant to what they are hearing will find the listening task very difficult.

CHAPTER THREE: METHODOLOGY

3.0. Introduction

According to Sumers et al (1978:899), Methodology *is the set of methods and principles that are used when studying a particular kind of phenomenon.* This chapter describes the method used to collect the data which helped the researcher to identify the problems that break down effective communication between Burundian waiters and waitresses and English speaking customers. It describes the research area, research population, research instrument, data collection procedure and the data analysis procedures.

3.1. Research Area

The present study was carried out in six hotels of Bujumbura namely Best Outlook Hotel, City Hill Hotel, Belair Hotel, Ubuntu Residence, Martha Hotel and Tulipe Hotel. The choice of this area is not accidental. Bujumbura is the Burundian capital, It hosts the International Airport of Bujumbura; any visitor who comes to Burundi by air or harbor must pass through or stay in Bujumbura. Every foreigner who comes to a country needs to enjoy his stay in a hotel. Bujumbura is the main city of Burundi; it hosts foreigners from various countries and for various reasons.

3.2. Research Population

The target population for this research is waiters working in six hotels in Bujumbura since the objective of this study was to survey the problems that waiters encounter when communicating with English speaking customers. To select these hotels, a convenience sampling procedure was used. This was achieved by writing out ten names of quality hotels described by Ikiriho newspaper as top ten hotels in Bujumbura on a piece of paper and the researcher selected six of them.

Waiters and waitresses were considered appropriate as population of the study area because, as stated in chapter one, they are among hotel personnel who are often obliged to use English language in hotel business since their job consists of serving food, drinks to customers.

3.3. Sampling Method

For some studies, the population may be small enough to warrant the inclusion of all of them in the study. But a study may entail a large population which cannot all be studied. According to (Nworgu 1991:69): *That portion of the population that is studied is called a sample of the population:*

A sample in this study is, therefore, a smaller group of elements drawn through a definite procedure from an accessible population. The elements making up this sample are those that are actually studied. The sample of the population of this study stood at 60 waiters. Convenience sampling procedure was used for selecting respondents in this study. A convenience sample is either a collection of subjects that are accessible or a self-selection of individuals willing to participate which is exemplified by one volunteer. The sample was based on six private Hotels in Bujumbura. The researcher went to each hotel and asked the headwaiter to distribute questionnaires to the waiters and waitresses that were interested to responding to them.

3.4. Data Collection Procedure

3.4.1. Questionnaire

The research instrument was a questionnaire adapted for use by the researcher. Rogers (1969:27) says that: *The questionnaire is an essential channel of communication between the researcher and the informant.* The questionnaire consisted of two parts: The first part consisted of general information of the respondents: This section contained the respondents' information about education background and work experience. The second part consisted of most difficulties that waiters encountered when communicating with English speaking customers, the necessity of using English in their job area and their suggestions. In this part of questionnaire, the questions were divided into five main sections. In each section, the questions covered various English language difficulties for waiters.

We distributed questionnaires among respondents after having worked them out. It is worth mentioning that all 60 informants were people having various education backgrounds. For this, the questionnaire was made into three languages. A questionnaire written in Kirundi, French and in English was distributed according to respondents' choice.

Firstly, we sent a request letter to the Hotel Manager for permission and assistance in getting information from the waiters and waitresses. After getting permission, 60 copies of questionnaires were distributed to the staff. We distributed 10 questionnaires per hotel. After that, the questionnaires were sent back to the researcher within a month. In total 49 copies (81, 6%) were completed and returned to the researcher.

The table below presents a record of waiters and waitresses who completed the researcher's questionnaire in each hotel.

Hotels	**Population**	**Sample**
Belair Hotel	27	10
Best Outlook Hotel	25	10
City Hill Hotel	23	10
Martha Hotel	27	10
Ubuntu Residence	30	10
Tulipe	19	10

3.5. Data Analysis Procedure

The data obtained from the returned questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS). Some questions are open-ended while others were closed ones. Percentage and frequency were used in the analysis of the answers in the first part of personal information as well as in presenting results of waiters' problem when communicating in English, their suggestions and their needs to solve this problem.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND FINDINGS

4.0. Introduction

The preceding chapter described the population investigated as well as the data collection and data analysis procedures. This chapter presents the results and interprets them in relation to the research hypothesis the present study purports to confirm, which are:

- The general language environment in Burundi influence the communication problems between hotel waiters in Bujumbura and English speaking customers
- The low level of education of hotel waiters in Bujumbura exacerbates communication barriers with English speaking customers.
- The lack of English language mastery among hotel waiters in Bujumbura hinders effective communication with English speaking customers

4.1. Data Presentation and Analysis

4.1.1 Impact of the Language Environment on Effective Communication

Question1: Respondents' Nationality

Nationality	Frequency	Percentage
Burundian	48	97.9
Congolese	1	2.1
Total	49	100

Burundi hotels' waiters and waitresses often fail to communicate accurately in English. This might be explained by the fact that they grow in environment where English is rarely spoken. The current study shows that most of respondents (97.9 %) are Burundians and use their mother tongue Kirundi. French is a second and official language in Burundi while English is a foreign language spoken by a minority of Burundians.

Question 2: Respondents Service Period as Waiters or Waitresses

Service Period as waiter (years)	**Frequency**	**Percentage**
Less than one year	9	18.4
1-3	17	34.7
4-10	12	24.5
More than 10	11	22.4
Total	49	100

Table 2 shows that (34.7%) of respondents had worked for period 1-3 years while (24.5 %) of them had worked between 4 and 10 years. (22.4%) of respondents had worked over 10 years while (18.4 %) of them had worked less than 1 year.

Question 3: Respondents who Lived in an English Speaking Country

Being in an Country where English is an official language	**Frequency**	**Percentage**
Yes	6	12.2
No	43	87.8
Total	49	100

In Table3, we notice that most of respondents (87.8%) had never been in countries where English is an official language. Only (12. 2%) of them got the opportunity to go to countries namely Uganda, Kenya and Tanzania for tourism, holidays or attending trainings. We realized that among these respondents who have been to those countries, no one spent there over two months, which means that they did not spend there enough time necessary to learn a language.

Czinkota and Ronkainin, 2002 asserted that the issue of language barrier is critical during intercultural service encounters. The problem of communication is common when the customer and the service provider are from different culture.

4.1.2 Impact of Level of Education on Effective Communication

Question 4: Respondents' Level of Education

Education	**Frequency**	**Percentage**
Under Bachelor degree	33	67.3
Bachelor degree	15	30.6
Postgraduate	1	2.1
Total	49	100

Tablet 4 indicates that the majority of respondents (67. 3%) had an educational qualification lower than Bachelor's degree while (30. 6%) of them held a bachelor's degree. Only one respondent representing (2. 1%) held a postgraduate degree.

Question 5 Respondents' Scientific Field

Section or department	Frequency	Percentage
Trade school	29	59.2
Scientific section or faculty	9	18.4
Art section or faculty	10	20.4
English department	1	2
Total	49	100

Table 5 shows that the majority of respondents (59.2%) attended trade schools while (20.4 %) of them attended art section or faculties. (18. 4%) of respondents attended sciences sections or faculties while one respondent representing 2% studied in English department.

Question 6: Respondents With English training

English training	Frequency	Percentage
Yes	14	28.6
No	35	71.4
Total	49	100

Table 6 shows that most of respondents (71.6%) did not attend English training. (28.6%) of them got an opportunity to attend training in English.

4.1.3. Lack of English Language Proficiency

Question7: Necessity to Use English Language at Work

Necessity	Frequency	Percentage
Very great	27	55.1
Great	17	34.7
Moderate	2	4.1
Small	2	4.1
Very small	1	2
Total	49	100

Table 7 shows that most of respondents (55.1%) expressed a very great need for using English language at work. (34.7%) of them had a great need for using English while (4.1%) of them had a moderate need for using English. (4.1%) of respondents expressed a small need for using English when (2%) of them had a very small need for using English language at work.

Question 8: The Level of Respondents' English Speaking and Listening Proficiency

Skills	Level of Respondents' English proficiency									
	Excellent		Good		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
Listening	2	4.1	8	16.3	12	24.5	22	44.9	5	10.2
Speaking	2	4.1	6	12.2	9	18.3	26	53.1	6	12.3

Table 8 shows that for listening skills, the majority of respondents (44.9%) had low English proficiency level while (24.5%) of them had moderate English proficiency level. (16.3%) of respondents had good English proficiency level while (10.2%) of them had very low English proficiency level and (4.1%) of respondents claimed to have excellent level of English proficiency.

Regarding speaking skills, most of respondents (53.1%) had a low English proficiency level while (18.3%) of them had a moderate proficiency level in speaking English.

(12.3%) of respondents had a very low English proficiency level, (12.2%) had a good proficiency level while only (4.1%) of them had excellent one.

According to Table 9, (42.9%) of respondents had a high level of problems of listening and understanding what English speaking customers want while (20.1%) of them said the level of problem was moderate. For (16.4%) of respondents, the level of problem is low. The level of problem of listening and understanding what English speaking customers want is very low for (14.4%) of respondents while it is very high to (6.2%) of respondents.

The same Table shows that (36.7%) of respondents had a high level of problem when listening to English speaking customers' complaints while (28.6%) of them encountered a moderate level of problem. (14.3%) of respondents said the level of problems of listening to English speaking customers' complaints is low while (10.2%) of them said the level of problems is very high and very low respectively.

Question 9: Level of Problems in Listening to English

Listening skill	Level of problems									
	Very high		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
Listening to and understanding what customers want	3	6.2	21	42.9	10	20.1	8	16.4	7	14.4
Listening to customers' complaints	5	10.2	18	36.7	14	28.6	7	14.3	5	10.2
Listening to customers' satisfaction	5	10.2	11	22.5	15	30.6	12	24.5	6	12.2

Concerning the problem of listening to English Speaking customers' satisfaction, (30.6%) of respondents had a moderate level of problems while (24.5%) of them had a low level of problems. Table 9 shows that (22.5%) of respondent had a high level of problems to understand customers' satisfaction while (12.2%) of them had a very low level problems. (10.2 %) of respondents expressed a very high level of problems to understand English speaking customers' satisfaction.

Question 10: Level of Problems in Speaking English

Speaking skill	Level of the problem									
	Very high		High		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
Welcoming and greeting	1	2,1	3	6.1	8	16.3	26	53.1	11	22.4
Asking about customers' needs	0	0	4	8.2	11	22.4	25	51	9	18.4
Suggesting food and drink available in the restaurant	1	2.1	8	16.3	30	61.2	6	12.2	4	8.2
Apologizing when mistakes occur	6	12. 2	29	59.1	9	18.4	4	8.2	1	2.1
Explaining the reason for mistakes	10	20.4	29	59.1	7	14.3	2	4.1	1	2.1
Negotiating for mutual understanding	11	22.4	27	55.1	5	10.2	5	10.2	1	2.1
Pronouncing consonants and vowel sounds	4	8.2	23	46.9	19	38.8	2	4.1	1	2
Clarifying customers 'questions	9	18.4	29	59.2	6	12.2	4	8.2	1	2

According to table 10, the majority of respondents (53.1%) had a low level of problems of welcoming and greeting English speaking customers. (22.4 %) of them had a very low level of problems. The group of respondents who had a moderate problem of welcoming and greeting English speakers represented (16. 3%). The following group that represented (6.1 %) of respondents had a high level of the problem while (2.1 %) of respondents had a very high problem of welcoming customers.

As far as asking about customers' needs is concerned, the majority of respondents (51%) had a low level problems while (22.4 %) of them had a moderate level of problem. (18.4%) of respondents had very low level of problem to ask about English speaking customers' need and the minority of them (8.2%) had a high level of problem. No one had a very high level of problem of asking about customers' needs. This table also shows that the majority of respondents (61.2%) had a moderate level of problem when suggesting food and drink available in the restaurant to English speaking customers while (16.3%) of them had a high level of problem. (12.2%) of respondents had a low level of problem and (8.2%) of them had a very low level of problem. Only (2.1%) of respondents had very high problem of suggesting food and drink available to customers.

Concerning apologizing when mistakes occur, (59.1%) of respondents had a high level of problem while (18.4%) had a moderate problem. (12.2 %) of respondents had a very high problem and (8.2%) of them had a very high problem. The minority representing (2.1%) of respondents had a very low level of problem to apologize when they make mistakes.

Tablet 10 indicates that (59%) of respondents had a high level problem of explaining the reason why mistakes were made while (20.4%) of them had a very high level of problem. (14.3%) of respondents said they had a moderate problem to explain the reason for mistakes while (4.1%) of them had a low level of problem. Only (2.1%) of respondents had a very low level of problem.

According to table 10, the majority that represented (55.1%) of respondents had a high level of problem when negotiating for mutual understanding while (22. 4%) of them had a very high level of problem. (10.2 %) and (10.2%) respondents had respectively a moderate and low level of problem while (2.1%) of them had a very low level of problem.

About pronouncing consonants and vowel sounds, (44.6%) of respondents had a high level of problem while (38.8%) of them had a moderate problem. Those who had a very high problem represented (8.2%) of respondents while the rest of them (4.1%) and (2%) a low and a very low level problem respectively.

For clarifying customers 'questions, the majority were those who had a high level of problem that accounted for (59.2%) and (18.4%) of them had a very high level of problem. (12.2%) of

respondents had a moderate level of problem of clarifying customers 'questions while (8.2%) of them had a low level of problem. The minority of respondents that accounted for (2%) had a very low level of problem.

4.2 Findings

The present study was an attempt to problems that waiters and waitresses in Hotels in Bujumbura encounter when communicating with English speaking customers. The results of this study shows that waiters and waitresses fail to communicate in English because they have a low level of proficiency in English since this study shows that respondents (44.9%) had low English proficiency level in listening skills while most of respondents (53.1%) had a low English proficiency level in speaking skills. This result comes to confirm my hypothesis predicting that the lack of English language mastery among hotel waiters in Bujumbura hinders effective communication with English speaking customers. This view is also supported by WarinRungchatupat (2020) who mentioned that the inadequate knowledge of English language structure causes people to construct incorrect sentences in English and lack the chance to communicate in English effectively.

The findings of this research show that most of Burundian waiters stay in an environment where they do not practice English which hampers the effective communication in English. The results of this study confirm my assumption that the general language environment in Burundi influences the communication problems between hotel waiters and waitresses in Bujumbura and English speaking customers.

According to the current study, Burundian waiters and waitresses fail to communicate effectively with English speakers due to the lack of fundamental knowledge in English. It corroborates my hypothesis predicting that the low level of education of hotel waiters and waitresses in Bujumbura exacerbates communication barriers with English speaking customers. In the same view Harmer (2001) asserted that when people listen, they must use their background knowledge as they engage in the process of comprehension. People who do not have background knowledge relevant to what they are hearing will find listening task more difficult.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1. Summary of findings

The current study reveals that most of the respondents (97. 9 %) had a Burundian nationality. It also shows that (34.7%) of respondents had served as waiters between 1-3 years. The majority of respondents (67. 3%) had an educational level lower than Bachelor's degree while (59.2%) attended trade schools. Most of respondents (71.6%) did not receive English training and (87.8%) of them have never been in countries where English is an official language.

Regarding of the necessity of using English at work, all respondents said that they need to use English daily. Most of them (55.1%) expressed a very great need for using English language at work. For respondents' level of proficiency in English, (44.9%) and (53.1%) had low English proficiency in listening and speaking skills respectively.

5.2. Conclusions

In this study, we sought to present problems that Burundians waiters and waitresses encounter when communicating with English speaking customers. The results of this study shows that waiters in hotels in Bujumbura fail to communicate in English effectively because they lack English language proficiency, they lack ideal environment to learn and practice English language and lack fundamental knowledge in English due to their low educational level.

The current study reveals that (97, 5%) of Burundian waiters are Burundians who generally speak their mother tongue Kirundi. It also shows that (87, 8) of them have never been in English speaking countries. It seems that waiters in hotels in Bujumbura lack chance to practice English.

This study shows that majority of respondents (67. 3%) had an educational qualification lower than Bachelor's degree while (59.2%) of them attended trade schools. The present study also shows that (71.6%) of respondents' dot not get an opportunity to attend English training centers. This shows that Burundians waiters do not have background knowledge in English.

The current study shows that Burundian waiters lack proficiency and competency in the English Language since the majority of respondents (44.9%) had low English proficiency level in listening skills while most of respondents (53.1%) had a low English proficiency level

in speaking skills. Since communication is a the process of sharing and exchanging ideas, thought and feeling, people need to use language to express information clearly and unambiguously to communicate message. Since English language is the third foreign language in Burundi, Burundians' level of English proficiency is low in comparison on with other East African Community countries.

In terms of problems for speaking skills, most of respondents face difficulties of interference with mother tongue, particularly in pronunciation, syntax and idiomatic usage and they lack the opportunity to use English in their daily life. This is evidenced by the results of this study that shows that the majority of respondents (46.9%) had a high level problem of pronouncing vowels and consonants.

Rungchatupat (2020) mentioned that most non-native English speaker have problem problems in pronunciation. The inadequate knowledge of English language structure causes people to construct incorrect sentences in English and lack the chance to communicate in English effectively.

The current study also shows that Burundians waiters have a high level problem of listening to American, Asians, and British accents while the level of problem is moderate when listening to Africans such as Tanzanians, Kenyans and Ugandans since Burundians waiters are accustomed to Bantu language accents.

In the same view, Chumchaiyo (2001) mentioned that many non-native English speakers fail to listen to English because they are accustomed to listening to native speakers' accents. They attempt to catch every word they hear and try to analyze the sentence structure. They do not catch the whole picture of what they heard at all. In a related argument Harmer (2001) said that when people listen, they must use their background knowledge as they assess the process of comprehension. People who do not have background knowledge relevant to what they are hearing will find the listening task very difficult.

Consequently the lack of English skills and difficulty in communication with foreign customers affect the service and customer's satisfaction. Choi and Chu (2000) mentioned that the more satisfied the customers are, the more they are likely they are to return or prolong their hotel stay.

5.3. Recommendations

Based on the interpretation of the findings and the conclusions drawn from this study, communication between Burundian waiters and English speaking customers pose a major problem in hotel industry in Bujumbura. Therefore, I judge worth formulating recommendations to waiters and waitresses in hotels, hotels owners, the Ministry of Commerce, and Tourism and recommend further researches.

5.3.1 Recommendation to waiters and waitresses

Given that this study reveals that the majority of waiters and waitresses have a low level of English proficiency, I recommend waiters and waitresses to attend English training to improve their English proficiency.

5.3. 2. Recommendations to Hotel Companies

I recommend to hotel owners provide English training to waiters in order to avoid communication problem with English speaking customers.

Hotel Company should also organize training for waiters by Experts in English used in hotel industry to enhance English speaking customers' satisfaction.

5.3.3 Recommendation to Ministry of Commerce, Industry and Post

I recommend the Ministry of Commerce, Industry and Post to set up program to promote the English used in the hotel sector.

5.3.4. Recommendation to Further Researchers

To generalize results of problems in using English language for Burundians waiters and waitresses, further researches on the problem in using English skill for waiters in other areas are recommended.

Further researches should be also conducted to evaluate the training courses provided to waiters in terms of language contents and skills to determine whether these training courses actually serve the learners' needs.

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APPENDICES

Questionnaire

Part I. General Information

Instruction:

Please mark (X) and add information in the box that reflects your opinion. Gender

1. What is your nationality?

2. How long have you been working in your current position?

( ) Under 1 year

( ) 1-3 years

( ) 4-10 years

( ) More than 10 years

3. Educational Level d

( ) Less than Bachelor's degree

( ) Bachelor's degree.....

( ) More than Bachelor's degree.....

( ) Specify your education level.....

4. Name of Hotel you are working for.....

5. What school section did you attend?

( ) trade school

( ) scientific section

( ) Art section

( ) English department

6. Excluding compulsory school study, have you ever studied English in any other institute?

( ) Yes ( ) No

7. Where/ how did you study?

(can be more than one)

( ) General English language institute

( ) Hotel training program

( ) Self study

( ) Other (please specify).....

8. Have you been in a country where English is an official language??

a) ( ) Yes ( ) No (Which country)

b) For how long time, for what purpose?

(Please specify).....

9. Is English necessary for your current job, for what level?

5= Very High

4= High

3= Moderate

2= Low

1= Very Low

Please indicate your opinion towards the following topic areas by marking (X) the appropriate box

5= Very High

4= High

3= Moderate

2= Low

1= Very Low

How do you rate your listening and speaking skill?

Skill	Very High	High	Moderate	Law	Very Low
Listening					
Speaking					

Part II

English communication barriers between hotel waiters and English speaking customers

Instruction:

Please indicate your opinion towards the following topic areas by marking

(X) the appropriate box

5= Very High

4= High

3= Moderate

2= Law

1= Very Law

1. To what extent do you encounter difficulties with the listening skill in your job?

Listening skill activities	Level of problems Very High	High	Moderate	Low	Very Low
Listening to and understanding what customers want					
Listening to customers' complains					
Listening to customers' satisfaction					

2. To what extent do you encounter difficulties with speaking skills in your job?

Speaking Skill Activities	Level of Problems Very high	High	Moderate	Low	Very low
Welcoming and greeting					
Inquiring about customers' needs					
Suggesting food and drink available in the restaurant					
Apologizing when mistakes occurs					
Explaining the reason for mistakes					
Negotiating for mutual understanding					
Pronouncing consonants and vowels					
Clarifyingcustomers' questions					

3. According to you, what are the main causes of English Communication barriers?

(1) Lack of interest in the subject matter
(2) Lack of fundamental knowledge
(3) Language barriers such as vocabularies
(4) Individual differences or cultural differences
(5) Others (specify).....

4. What are three most English speaking customers (Nationality) you have most problems when communicating

5. What are three most English speaking customers (Nationality) you have less problems when communicating

6. Please suggest some useful ways to solve the problems

Questionnaire in French

Partie I Informations générales

Instruction:

Veuillez cocher le signe (X) et ajouter des informations dans la case qui reflète votre opinion.

1. Quelle est votre nationalité?.....

2. Depuis combien de temps vous travaillez comme serveur?

( ) Moins d'une année
( ) Entre 1-3 ans
( ) Entre 4-10 ans
( ) Plus de 10 ans

3. Quel est votre niveau d'étude?

( ) Moins de licence ou baccalauréat .....
( ) Licence ou baccalauréat ..... .
( ) 3 eme Cycle ou 3 eme cycle .....
( ) Précisez votre niveau d'éducation .....

4. Quel est le nom de l'hôtel pour lequel vous travaillez ....

5. Dans quelles sections avez-vous étudié à l'Ecole Secondaire ?

( ) Une école technique
( ) Section ou faculté des scientifique
( ) Section ou faculté des lettres
( ) Section ou département d'anglais

6. En dehors de l'école obligatoire, avez-vous déjà étudié l'anglais dans un autre institut?

( ) Oui Non

7. Si oui, Où / comment avez-vous étudié?

(Peut-être plus d'une réponse)

( ) Institut général de langue anglaise

( ) Programme de formation sur l'hôtellerie

( ) Auto-étude

( ) Autres ... (veuillez préciser)..... .....

8. Avez-vous été dans un pays où l'anglais est une langue officielle?

a) ( ) Oui ( ) Non si oui, (Quel pays ? précisez)

b) Pendant combien de temps, pour quel but?

(Veuillez préciser).....

9. L'anglais est-il nécessaire pour votre emploi actuel ? si oui pour quel niveau?

( ) Très élevé
( ) Élevé
( ) Modéré
( ) Basse
( ) Très basse

Veuillez indiquer votre opinion sur les questions suivantes en marquant

(X) dans la case appropriée

5 = Très élevé, 4 = élevé, 3 = Modéré, 2 = Basse et 1 = Très Basse

Comment évaluez-vous vos compétences d'écoute et d'expression orale?

Performance	Très Élevé	Élevé	Modérée	Basse	Trèsbasse
Ecoute et comprehension					
Expression orale					

Partie II

Problèmes de communication en anglais qui existe entre les serveurs des hôtels et les clients anglophones

1. Dans quelle mesure rencontrez-vous des difficultés de comprendre les clients qui parlent l'anglais dans votre travail?

Compétence d'écouter et comprendre	Le niveau de problème Très élevé	Elevé	Modéré	Basse	Trèsbasse
Écouter et comprendre les besoins des clients					
Comprendre les lamentations des clients					
Comprendre la satisfaction des clients					

2. A quel niveau rencontrez-vous des difficultés à vous exprimer face à un client anglophone ?

Competence de parler	Niveau de diffucultee Très élevé	Très élevé	Modéré	Basse	Très basse
Accueillir et saluer les clients					
Chercher à connaitre les besoins des clients					
Suggérer la nourriture et boisson disponible au restaurant					
S'excuser quand les erreurs se produisent					
Expliquer les raisons des erreurs commis					
Négocier pour se faire comprendre					

Prononcer les consonnes et les voyelles					
Clarifier les questions des clients					

2. Selon vous, quels sont les principaux obstacles de communication avec les anglophones?

( ) Manque d'intérêt pour apprendre l'Anglais
( ) Manque de connaissances fondamentales
( ) Les barrières linguistiques telles que les vocabulaires
( ) Différences individuelles ou différences culturelles
( ) Autres (précisez) ....

3. Quels sont les trois clients anglophones (Nationalité) vous avez le plus de problèmes lors de la communication

4. Quels sont les trois clients anglophones (Nationalité) vous avez moins de problèmes lors de la communication

6. Suggérez quelques moyens utiles pour résoudre les problèmes de communication entre les serveurs et les anglophones

Questionnaire in Kirundi

Igice ca Mbere : Intangamarara

Ukobigenda :

Shira akamenyetso(X) kwijambo rihuye n'inyishuyawe

1. Wavukiye mu gihugu ikihe (nationalitee) ? .....

2. Umaze imyaka ingahe ukora akakazi urimwo?

( ) Musiy'Umwaka
( ) Hagatiy'Umwaka 1 n' 3
( ) Hagatiy'Imyaka 4 na 10
( ) IyirengaImyaka 10

3. Wize amashure gushika kurugero uruhe?
( ) Sinashitse muri kaminuza (licence ou baccalauréat)
( ) Nararangije kaminuza. (Licence ou baccalauréat).....
( ) Nararengeje licence (2 eme ou 3 eme cycle).....
( ) Sigura urugero rw'amashure wagejejeko.....

4. Ukoramwi Hoteli yitwa gute?.....

5. Wize mu gisata ikihec'amashure?
( ) Igisata c'Imyuga
( ) Igisata c'Ibiharuro
( ) Igisata c'Indimi
( ) Igisata c'Icongereza

6. Inyuma y'Ivyigwa wize mumashuri, woba warize Icongerenza muyandi ma shirahamwe?
( ) Ego , ( ) Oya

7. Ico congereza wacize hehe/ gute? (Ushobora gutanga inyinshu nyinshi)

( ) Icongereza cigishwa n'amashirahamwe

( ) Icongereza kijanye no gukora muma Hoteli

( ) Wariyigishijemugusomaibitabo, amafilime....

( ) N'ibindi (tangainyishu iramvuye).....

8. Woba umaze kugenda mugihugu bavuga Icongereza nk'ururimi rukoreshwa mu ntwaro?

a) ( ) Ego ( ) Oya (Igihuguikihe?)

b) Woba wakimazemwo igihe kinganagute, wari ugiyegukorayo iki?

(Tanga inyishu iramvuye).....

1. Kubwawe Icongereza gifise akamaro akahe kumwuga ukora?Kurugero rungana gute?

( ) Runini cane

( ) Runini

( ) Biragereranye

( ) Rutoyi

( ) Rutoyicaane

Erekana iciyumviro cawekuri ibibibazo mugushira akamenyetso (X) kurugero ruhuye n'inyishuyawe

5= Neza cane
4= Neza
3= Biragereranye
2= Nabi
1= Nabi cane

Erekana urugero ugezako mukumva nogutahura umuntu ariko avuga Icongereza canke mukuvuga Icongereza

Urugero	Reza cane	Neza	Biragereranye	Nabi	Nabi cane
Kumva no gutahura					
Kuvuga					

Igiceca Kabiri

Intambamyi ziri mukuganira hagatiy'abahereza imfungurwan' inyobwamuma muma Hoteli yo mu Burundi hamwe n'ingezi zivuga ururimirw'Icongereza

Uko bigenda:
Shira akamenyetso (X) kwijambo rihuyen'inyishu yawe
5= Runini cane
4= Runini
3= Biragereranye
2= Ruto
1= Ruto cane

1. Ni kurugero rungana gute uhuran'ibibazo vyo kudatahura ivyo ingenzi zivuga ururimirw'Icongerezazivuga

Urugerorwo kumviriza	Runini cane	Runini	Bigereranye	Ruto	Ruto cane
Kumva no gutahura ico ingenzi ikeneye					
Kumva imyidogoy'ingenzi					
Kumva ingenzi yatunganirijwe					

2. Ni kurugero rungana gute ugira ibibazo vyo kuvuga Icongerea mu kazi ka misi yose

Urugero rwokuvuga	Runini cane	Runini	Biragereranaye	Ruto	Ruto cane
Kwakira no kuramutsa ingenzi					
Kubaza ingezi icoyipfuza					
Kubwira ingezi imfungurwa n'inyobwa ziboneka mwi hoteli					
Gusaba imbabazi igihe nakoze ikosa					
Gusigura					

icatumye nkora ikosa					
Kugerageza gutahuran amugihe habaye ukutumvikana					
Gutomora indomez' amavuga hamwen'indagi					
Gutahura neza ikibazo c'ingenzi					

3. Kubwawe ni izihe ntanduruko nkuru zituma haba inzitizi mukuganiran'ingezi zivuga ururim irw'Icongereza?

( ) Ni ukutitaho kumenya ururimirw'Icongereza

( ) Ni ukubura ubumenyi ntangamarara bw'ururimi rw'Icongereza

( ) Kutamenya gukoresha ururimarw'Icongereza

() Imico n'imigenzo yawe itandukanye n'ababa mu bihugu bavuga ururimi rw' Icongereza

( ) N'ibindi (Tanga inyishu iramvuruye).....

4. Vuga abantu bava mu bihugu bitatu bitandukanye (nationalité) ugira ibibazogusumba abandi iyo murikomuraganira mu Congereza

4. Vuga abantu bava mu bihugu bitatu bitandukanye (nationalité) woroherwa gusumba abandi iyomuriko muraganira mu rurimi rw' Icongereza

5. Vuga icokorwa kugira ingorane zokugniran'ingenzi zivuga ururimirw'icongereza zitorerwe umuti