

# THE GAP BETWEEN LEARNING NEEDS AND ITS' IMPLEMENTATION IN ENGLISH FOR HOSPITALITY SPECIFIC PURPOSES PROGRAM

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**Abstract:** This study is to reveal the gap between the English language communicative competence required by students of the hospitality department and English learning program provided at state of Vocational High School 1 Tasikmalaya, Indonesia, drawing through qualitative evaluation approach, including semi-structured interviews and observations. It explores how learning needs is implemented in teaching-learning process and the respondents' description, what they saw and what they felt. Findings show inconsistency between learning needs in enrichment students' English communicative competence and teaching-learning process. This prompts a re-instructional design of English learning for hospitality specific purposes program at this department currently. It provides to support of graduating required at hospitality industry workplace. Lead of recommendations, in terms of both the instructional design including materials development, teaching method usage and the professional development of ESP teachers, to address an understanding of the gap identified, so that students will enable to communicate more effectively with the English, in such contexts graduates can hire at the hospitality industry workplace.

**Keywords:** *learning needs, pre-vocational English field, authentic materials and teaching methods*

## INTRODUCTION

Learning needs is an effective ways of teaching and learning process to achieve the learning objectives of the students' competency targeted. It is one of the 'Needs Analysis' component in which ESP principles showing the important of learning needs analysis, target situation analysis, and present situation analysis. Learning needs involves teaching methods and authentic materials that must be implemented by the teachers to

facilitate students' needs in improving English communication skill.

Learning needs is related to participants' specific learning needs based on the personal needs of teaching content, interests, and motivation (Xie & Adamson, 2015). Dudley-Evans and St. John in Basturkmen state learning needs is language learning information: Effective ways of learning the skills and language to facilitate the learners'

lack in English learning (Basturkmen, 2010, p. 18). In relation to students' need of tourism vocational high school in learning English, in terms of language skills, they expect to improve their speaking ability, and listening ability. This makes sense because the two skills are closely interrelated (Amin, Arifudin, & Nurahmadi, 2017). In order to help the students to communicate English meaningfully, the teachers need a variety of teaching approach, in which communicative language teaching can be covered to develop students' communicative competence. This 'authenticity-centered' approach directly informs the design of language learning materials-exemplifying the symbiotic relationship between the approach to learning and the content/materials used in applying it (Mishan, 2005, p. ix). Strategies employed to develop communicative competence might include the use of authentic texts and teaching methods. The use of authentic materials and appropriate methodology can support real-life language by providing meaningful exposure to language as it is actually used. Basturkmen (2010) defines "The materials presented the students with complex information/ideas communicated through the second language" (p. 10). Furthermore, Patel and Jain (2008) state "Methodology is systematic and scientific way of teaching any subject and it guides teacher "How to teach" and "How his teaching may be effective" (p. 70). Employing such materials and methodology of teaching that covered by broader of communicative language teaching approach can be engaging and motivating, where learners need to communicate effectively in a specific work.

ESP is goal oriented and focused English teaching and learning, designed for the specific learners according to learners' academic and professional needs (Rahman, 2015). Pedagogically, the course needs to reflect this diversity and offer support which can be tapped according to a greater range of individual learning needs (Tomlinson & Whittaker, 2013, p. 102). Hospitality Students of Vocational High School need the tasks and activities at the beginning of the course about

what they can do in English learning with the specific subject for workplace demands. Furthermore, Dudley-Evans & St. John state "English for Vocational Purposes (EVP), Pre-Vocational English specifically, concerns with finding a job and interview skills and it also deals with succeeding in a job through an understanding of employer expectation and policies" (1998, p. 7). Therefore, the learning process and the English material should really be able to contribute positively and relevant to the interests and needs of the students vocationally. The strategies of cooperative activities, role-play, creative tasks, and drilling helped students to speak, as well as concerned oral production (Syafrizal & Rohmawati, 2017).

An understanding toward the kind of language required at the workplace, there are different types discourse that needed by employees. The types of hospitality workplace discourse include interpersonal and transactional utterance in language use. The transactional sense is a particular kind of negotiation to get things done in language or exchanging information to develop an understanding of the self and the other in communication, in which people interact and communicate" (Liddicoat & Scarino, 2013, p. 66). It describes various types of communication activities that promote the kind of comprehension that may lead to message acquisition. Rutherford and O'Fallon (2007) state that the prospective qualification of hospitality employees should be able to read, write and communicate in English and they have good organizational skills. Through interactions with customers, important messages about their needs and expectations can be received by service staff for their immediate actions to create customer satisfaction. "*Hotel Front Office Management*" was recommended as core material, along with some exercises (Masoumpanah and Tahririan, 2013). It shows that communicating with all guests' needs to provide the best possible guest services.

Interaction in communication necessarily is about verbal language as well as

body language. If it is necessary to talk to colleague in the presence of guest, it is suggested to talk in a standard language of communication. The common things to do while communicating are presenting ourselves with a warm smile, speaking in audible voice by maintaining eye contact with the listener, using simple and correct language that can be understood by everyone, and asking politely if missing to hear any point the guest or the colleague is putting forward. Hayes and Ninemeier (2009) state it is important to recognize that many employees in the hospitality industry have neither the language skills nor the computer skills and access required to take advantage of some of the communication options available today. It provides some insights in the nature of communication at the hospitality industry workplace with the implication for the development of interpersonal skill.

The important elements of hospitality workplace discourse are needed to look on how the students are able to communicate in English to fulfill their tasks in doing works. Building vocational knowledge and skills is a key goal to equip learners through a variety of applied activities within the workplace environment. Murray and Christison (2011) define, vocational programs involve teaching the necessary skills for specific jobs. These programs are often conducted in technical and further education institutions, and may include communication skills. The vocational program aims to prepare skilled learners using English in a communicative and applicative way to do certain kinds of work. This content should be designed and prepared with teaching materials based on vocational themes, assignments and activities and their supportive language to be skilled in communication.

Teaching materials used and designed to prepare students for hospitality industry contexts should aim, therefore, not only at supporting transactional talk, but should also address relational aspects of communication. Learning in the ESP approach is directed at achieving the competencies of learners that can be seen in the ability to perform

communicative steps. If ESP is to play a role of the broader educational process, then boarder competencies will be developed in courses with broader aims, courses which focus on "purposeful activity "rather than specific language" (Flowerdew & Peacock, 2001, p. 18). Communicative actions and strategies is a particular activity as a vehicle for mastering language skills in context. Unfortunately, relational talk in English is required for vocational educational settings, and awareness-raising of the importance of being able to handle this.

The authentic materials can support real-life language by providing meaningful exposure to language as actually used. Hospitality students are likely basic communicative competence required for their communication in workplace, in which might the effective require of learner context. Paltridge and Starfield (2013) and Day and Krzanowski (2011) state English for specific purposes (ESP) refers to the teaching and learning of English as a secondary domain and it is always a professional purpose - a set of skill that learners currently need in their work or will need in their professional careers. It is clear that ESP related to the approach of teaching and learning process that purposed to support students' ability to communicate in English and communicative in the context of the field of science or a particular field. The focus of ESP specifically facilitates the needs of learners to speak English language in doing certain work in the workplace or professional career.

It is important that teachers as well as materials designers are aware of how to select, adapt and evaluate materials used in the classroom. "English teachers and vocational content teachers were involved in the design of Vocational English (VE) materials, and this cross-curricular collaboration assisted ESP teachers to select the texts that were relevant to students' vocational areas" (Renandya & Widodo, 2016, p. 278). It is also important that teachers employ appropriate classroom methodology through which the benefits of using authentic materials within a broad

communicative language teaching approach by problem based learning or project based learning methods usage can be realized.

Educational authorities is the study conception of what teachers think, know and believe in arranging and choosing authentic materials and appropriate methodology to apply in classroom practice, likely learners training. "Learner training aims to help learners make more effective use of the learning opportunities they encounter focusing how to learn rather than what to learn. It seeks to broaden learners' knowledge and use of language learning strategies" (Thornbury, 2006, cited in Hall, 2011, p. 151). All teachers' concept should be covered in course planning that sometimes anyone might face some obstacles to implement it, provision of authentic materials and methodology specifically. "Course and lesson planning help you to develop a personal style since they involve sifting through all your information, resources and beliefs, and boiling them all down to a distillation for one particular group, time and place" (Woodward, 2001, p. 181). There is also a shortage of ESP teachers with appropriate training. However, these difficulties, some vocational teachers have attempted to implement of using authentic materials and teaching methodology that covered within communicative language teaching in their teaching contexts based on vocationally by their own desire to learn how to teach and how to communicate in English more effectively.

Department of hospitality accommodation is one of five departments held at state of Vocational High School 1 Tasikmalaya, Indonesia, which belongs to the tourism study scope. They have recognized that English learning program should be prioritized to meet students' need in which evidence of how the English language can operate in the real workplace. It is not only competence to do their job but also need competency in English communication with the specific demands of industry situation setting (Kardijan, 2017). On target situation, the ability to communicate in English has

become a demand for employees of hospitality industry that cannot be ignored. Hospitality industry is one of business organizations that focused in service field. In such contexts, "An employer may have a rule requiring that employees speak only English at certain times where the employer can show that the rule is justified by business necessity" (Hayes and Ninemeier, 2009, p. 66). It indicates the important of English communication competence for hospitality employees that functioned to serve every customer or guests' need. At present situation, the English communication skill is required by students to support them to become successful employees at the hospitality industry workplace. An understanding of learning needs has implication to use of authentic materials and teaching methods providing opportunities for the students in using English communicatively. The teachers themselves are suggested to design and use authentic materials and teaching methods effectively in line with principles of communicatively that reflect a learner centered approach.

In reference to the background of the research previously mentioned, this study aims to explore these issues. In particular, it looks at how learning needs design is implemented in teaching-learning process to meet the students' needs in using English communicatively. The assumption, there are may be a gap, that learning needs not met particularly well, a hypothesis will explore by review the relevant literature and outline the research methodology employed to present, discuss findings and draw conclusions including reflections, pedagogical implications, and future studies.

## **METHOD**

This is part of a larger study of evaluation research in English for specific purposes field using responsive model with countenance overview in which after analyzing of target situation, present situation, and learning needs as antecedents aspect (input and context), teaching-learning process and environment interaction as transaction aspect (process), and

result as outcomes aspect, saving each dimension in another article. However, due to limitations of space, this article would like to focus on the gap between antecedents and transaction aspects, learning needs and teaching-learning process specifically.

English instruction in the Vocational High School must be based on vocational English principles as part of English for specific purposes field. There was generally emphasized writing and speaking skills. Hospitality Accommodation Department at state of Vocational High School 1 Tasikmalaya, West Java, Indonesia has realized and emphasized communication skill in English as priority of students' needs. This study was conducted within three months, starting from February to April 2017.

Through the result of Target Situation Analysis, the English syllabus was developed and organized by the teachers in the lesson plan form that covered of materials and teaching methodology. As learning needs of authentic materials and teaching methodology, the teachers asked to organize English instruction to improve speaking ability in which the students give opportunity through learning tasks that required self-expression in using English communicatively. Thus, investigating is focused on learning needs implementation in teaching-learning process of English for hospitality specific purposes to support students' confidence in English communication with the unique demands of the hospitality workplace.

There are three English teachers teaching at the hospitality accommodation department and 204 students who are divided into three grades of classes. Grade 10 consists of class A (35 students) and class B (35 students), grade 11 consists of class A (34 students) and class B (35 students), and grade 12 consists of class A (33 students) and class B (32 students). To be an effective in choosing respondents, the researchers purposively selected, as follows: head of hospitality department, one an English teacher, and three students' 3rd class who have done field work practice in the hotel. It will be

served primary data sources to meet the nature of research design, aims and objectives.

This study is an evaluative research using qualitative evaluation approach which requires sharpness of analysis, objectivity, systematic and systemic to obtain accuracy in interpreting data.

“Qualitative evaluations often derive their data from fieldwork observations to describe activities, behaviors, actions, conversations, interpersonal interactions, and organizational or community processes, as well as open-ended interviewing to generate in-depth responses on the experiences, perceptions, feelings, and knowledge of individuals involved in an evaluation” (Leslie Goodyear, Jennifer Jewiss, Janet Usinger, and Eric Barela, 2014, p. 9).

A qualitative case study and narrative method were chosen to illuminate the analysis of data. Qualitative case study is characterized by the main researcher spending substantial time on-site, personally in contact with activities and operations of the case, reflecting, revising meanings of what is going on (Stake, 1994, cited in Stufflebeam and Coryn, 2014, p. 296). Furthermore, Goodyear, et. al. state “where descriptive studies will describe people's experiences in-depth” (2014, p. 155).

As outsider of school, the researchers had consider the ethical issues in observing classroom activities of teacher work and open-ended interview that would be integral to the research design included students' perceptions on teaching-learning process.

### ***Instruments and data analysis***

There were two main stages of the research. Firstly, the researcher conducted two interviews: (a) to the students in order to cover their perception toward what they saw and what they felt during teaching-learning process, and (b) to English teacher in order to determine what kind of materials and teaching method were required as learning needs to

enrich students' competency in English communicatively. The interviews were conducted through open-ended interview questions designed. Secondly, the researcher conducted a classroom observation to the teacher with an interval of two weeks in between (90 minutes was kept of each lesson) focusing on acts, events, and participants within the setting, in order to cover the achievement of learning goals, classroom interactions and classroom management. Afterwards, the researchers reviewed and expanded the notes, analyzing the recordings to include further information and detail. After doing each observation, there was discussed with the teacher related to use teaching materials and method in classroom activities to be reached students' competency in using English communicatively. The observation data were used to complement the interview data to facilitate comparison between learning needs and its implementation in teaching-learning process.

The transcripts of the two data resources (observations and interviews/discussions) were analysed and integrated, split into segments and then made into themes. A selection of extracts from observation and interview data, some of which were converted from Indonesia to English, was analyzed. The rounds of data collection mentioned above permitted methodological triangulation to do strengthen the trustworthiness of the research. In approaching the data, observation notes were compared with interview notes.

## **RESULTS AND DISCUSSION**

This is a larger study of evaluation research in English for specific purposes field with a small-scale set in one of vocational high schools at Tasikmalaya, Indonesia. The aims is to set out exploring the any gap between learning needs and its implementation in English learning process for hospitality specific purposes. A selection of extracts from observation and interview data in which were converted from Indonesia to English was analyzed.

The gap findings in the implementation of learning needs in English teaching-learning process are inconsistency between the learning needs components and classroom management including classroom interactions to enrich students' capable and confidence to use English communicatively. The teaching-learning process is not oriented to interactive habits, communicative, and applicative directly to use English in every activity. Therefore, the learners did not get opportunity and challenge to use English communicatively in real context of hospitality workplace discourse. It is in line with Dudley-Evans and St. John that "The ultimate proof for an ESP course is how well the learners fare when using English in their target situation; after the course they should be more effective and more confident using English in their target situations" (1998, p. 210). Thus, communication is crucial factor which requires the involvement of both customers and service staff to achieve excellences in delivery process.

Any part of gap occurred, there were no appropriate materials vocationally that supported relational talk in hospitality industry settings. Instead, the teachers used the general English textbooks provided which contains largely inauthentic material. Likewise in using teaching method, there was traditional method that primarily focused on accuracy norm, rather than communicative interaction pattern.

In short, there was little evidence that communicative competence that would facilitate workplace discourse was being developed (inauthentic materials and teaching methods in overview of communicative teaching language approach). These would be described in the following section.

### ***Communication characteristics in hospitality workplace***

The important of English skills types on target situation is ability in English communicatively. The most frequently of conversation at hospitality workplace can be classified under directives and requests. It is occurred in transactional work oriented. In

order to get work done, communication strategies must be adopted by hotel employees to serve the foreign guests' needs with directives and requests for explanation, for help, negotiations, and functional expressions. These observational data were used in hotel conversations, for example in booking the hotel;

**A : Fairway Hotel. Can I help you?**  
(for greeting and for help)

B : Hello, I would like a room for tonight.

**A : What kind of room would you like?**  
(negotiation)

B : I'd like a single room, please.

**A : Hold on, please....**  
**I'm afraid all our single rooms are reserved. The only room we have available is a twin.**

B : How much for the twin room?

**A : Sixty dollars including tax/excluding tax / before tax.** (negotiation)

B : Does that include breakfast?

**A : No, but breakfast is available in our dining room.** (explanation)

B : OK, I'll take a room for tonight (only).

**A : I'll need to get your credit card information to guarantee your room....**  
(functional expression)

(IEC Institute of Hotel Management, 2003)

All those are such strategies that often used in the employees' daily English conversation at the hospitality workplace. This phenomenon is appropriate with the respondents' perceptions (head of hospitality department, an English teacher, and students' 3<sup>rd</sup> class who have done field work practice in the hotel). This is a selection of extract the interview data from respondents that have converted and analyzed from Indonesia to English.

*Basically, all hotel employees should have the ability to communicate with guests, including communicating in English by good attitude. In the interaction of communication occur information transactions between*

*guests and hotel employees.*

(Interview data: head of hospitality department, February 16, 2017, 08.45-09.15 am)

It shows that the most frequency of daily conversation at the hospitality workplace was transaction in giving information. It also perception was given students

*My experience during field work practice in the hotel, the most types of English daily usage in conversation is greeting with good attitude to give transaction information clearly that guests required.* (interview data: student, February 16, 2017, 10.25-10.45 am)

Understanding of working in the field of hospitality could be quite challenging. Different from other sectors, the hospitality industry is unique in its nature which tends to be service-oriented and has a strong emphasis on human exchange in the service delivery processes (Chan and Mackenzie, 2013, p. 15). To lead into transactional, it is clearly needed rational talk in the hospitality workplace discourse.

Broadly communication characteristics in hospitality is the act of kindness in welcoming and looking after the basic needs of customers or strangers, mainly information in relation to guests' needs (food, drink and accommodation, etc). Bardi (2007) state the responsibility of communications within the hotel usually rests with the front office. From the guests' perspective, this department is the most visible part of the lodging establishment. A contemporary explanation of hospitality conversations refers to the relationship transaction process between a customer and a hotel staff. However, this characteristic of hotel conversation only satisfies most situations to fulfill the guests' needs.

### **Learning needs**

All learning needs aspects (objectives, materials, teaching and learning process,

media, resources, and assessment) are attempted to reach the use of English in the real world outside the classroom. In that context, the language element (grammar and vocabulary, including its pronunciation and writing) is more appropriately seen as a tool, not as a goal: a tool for implementing language action correctly, strategically, according to its purpose and context. Immediately, the action of 'learning by doing' is a more natural way (Ministry of National Educational Republic of Indonesia, Number 60, 2014). It is similarity with English for Specific Purposes (ESP) principles which is stated by Dudley-Evans and St. John (1998), Basturkmen (2010), Day and Krzanowski (2011), and Paltridge and Starfield (2013) that basically, ESP has functioned to help learners in developing English communicatively usage based on needs to function effectively at specific workplace domain, rather than their level of English. The fundamental is "what learners need to do with English.

Generally, the objective competence of English teaching-learning is students' capable in communication using English including interpersonal and transactional discourse through habitual action to carry out social or workplace functions. "...English for specific purposes (ESP), which focus on the communicative needs and practices of particular professional or occupational groups" (Hyland, 2006, cited in Cummins and Davison, 2007, p. 234). An understanding of this definition, the participant states:

*We are concern to push students not only competence to do their job but also need expresses confidence in using English communicatively with the unique demands of hospitality industry setting. They have to communicate in English habitually.*

(interview data: head of hospitality department, February 16, 2017, 08.45-09.15 am)

To achieve the objective, the authentic material is considered as the suitable material

to improve the students' competence. Nunan (2004) and Kiely and Dickins (2005) all state it is one of the teaching strategies that covered in classroom management. Classroom materials describe the scheme of teachers and students work. This insight led teachers to approach in curriculum development, material design, and pedagogy.

In application of using authentic materials, the teachers have to connect it with the learning process and actual variety of vocationally. It can be used and applied in social workplace to do certain types of work. "English teachers and vocational content teachers were involved in the design of Vocational English (VE) materials, and this cross-curricular collaboration assisted ESP teachers to select the texts that were relevant to students' vocational areas" (Renandya & Widodo, 2016, p. 278). In developing of materials, concept of genre is used as the basic to be consistent, groove, and showing communicative action. The authenticity in constructing teaching materials is an approach that described as orientation to the purpose of communicative activity through text types with meaningful specific outcomes not in the language pattern. "This 'authenticity-centred' approach directly informs the design of language learning materials-exemplifying the symbiotic relationship between the approach to learning and the content/materials used in applying it" (Nunan, 1989 as cited in Mishan, 2005, p. ix). Therefore, any task related to interpersonal and transactional texts should be an opportunity for Learners to interact with teachers, friends, and others during the learning process in and out of the classroom, hospitality industry workplace specifically.

Furthermore, other than authentic material in enhancing students' competence in using English communicatively, employing teaching method is also required. Patel and Jain (2008) state "Methodology is systematic and scientific way of teaching any subject, and it guides teacher "How to teach" and "How his teaching may be effective" (p. 70). The teachers have to provide challenges and opportunities for learners to continue trying

used English in every activity and not to fear wrong. Students are expected to practice as an effort to take communicative action independently.

Miscommunications in English seemed to cause a lack of confidence, with students who have done field work practice in the hotel reporting occasional reluctance to speak English with foreign guests, even though they knew the answers to their questions. Here the student's statement:

*To hard communicating in English, I am unconfident, although I knew what the foreign guests meant. Competency in English communicatively is important, so practicing English conversation needed more and more as habitually.* (interview data: student, February 16, 2017, 10.25-10.45 am).

Classroom English pedagogy has its own characteristics. One of them is to use of appropriate teaching technique by various activities that must be student-centered approach where teachers become good model to support students' confidence in English communicatively. In addition, teachers have to be excellent especially in deciding the most suitable teaching techniques for their students and managing vocational classroom discipline. Teachers are suggested to use teaching method, such as; inquiry based learning, discovery learning, project based learning and problem based learning by a wide variety of techniques, including group discussion, lecture, and individual task (Ministry of National Educational Republic of Indonesia, Number 60, 2014).

In English for specific purposes field, need analysis enables teachers to understand students' needs, students' learning problems, and lesson plan suitable for instructional goals. Additionally, teachers must have competence of stimulating interaction and cooperation in the classroom as well as implementing appropriate classroom management.

### ***Implementation of learning needs in teaching – learning process***

The classroom observations and interview were focused on covering the materials and teaching method used by teachers to facilitate students' competence and confidence in English communicatively. Generally, the implementation of learning needs does not run naturally with the students' needs in taking opportunity to use English in various activities. The process does not show the students centered approach, so the students are not accustomed to direct English usage. The results of observation toward the teaching-learning process covers: (a) teachers do not adapt the authentic or relevant materials to the learners vocationally, (b) teachers do not motivate students to learn contextually through the benefits and application of authentic materials in the local, national and international of hospitality industry workplace, and (c) teachers do not use instructional methods that appropriate with the students' characteristics.

Besides, there were no materials available that can be supported relational conversation in target situation settings. Instead, the teachers used the general English textbooks provided, these containing largely inauthentic material. The teacher states,

*I tend to follow the material in the 2013 Curriculum syllabus to prepare the national exam ... I do not have time to develop and search the material because there is no time and preoccupied with administrative obligations ...but sometimes, I also use discourse that related to the hospitality workplace, such as the reservation material in the book package* (interview data; teacher, February 22, 2017, 10:15 - 10:38 am).

It shows that the materials usage is not oriented to students in habitual English communication for target situation. The teacher is not maximal in preparing the learning process, authentic materials specifically. The feature of a communicative

approach is contextualization of the teaching material. Thus, the teacher has to try creating a learning context by personalizing the material and asking questions relating to students' experiences. It could encourage students to speak actively and enrich the students' experiences. There was also little variety in classroom interaction, with group work, which can help students improving their confidence in English communication. Moreover, the teacher was given opinion,

*The application of learning scientific method is sometimes difficult to apply, because the background of the students' ability previously and their learning habits, especially when asked to communicate in English.* (interview data; teacher, February 22, 2017, 10:15 - 10:38 am).

The problem is that there is a genuine information gap. The teacher did not use the appropriate method to develop communication skill. The main focus seemed to be on accuracy rather than extending communication practice, with grammatical categories rather than practical uses of language involving interaction with the students. Teacher was sometimes asked to work in pairs or groups, particularly towards the end of a lesson, activities were sometimes inappropriate for group work that students focused on vocabulary memorization and having little to discuss to try interpersonal transaction.

*I prefer to learn English with direct practice of speaking, such as dialogue in the role play ..so, we will be able to speak and communicate in English habitually.* (Interview data: student, February 16, 2017, 10.25-10.45 am).

In summary, there was little evidence that communicative competence that would facilitate hospitality workplace discourse was being developed. There were inauthentic materials that rarely contextualized in hospitality topics. Traditional methods and

interaction patterns with the teacher focusing primarily on accuracy were the English norm. There was notwithstanding apparently positive attitudes among the teachers towards communicative language teaching approaches, therefore, this was not a conducive environment to support the students' competence suitably in English communication required in hospitality workplace.

## **CONCLUSION**

The English for hospitality workplace's needs to be focused on communication skills in any discourse form (interpersonal and transactional) toward ESP materials. It is more closely tailored to the workplace needs and utilizable some technique based on communicative language teaching input that was carried out by teachers in this context into their own practices to improve their students' experiences. Developing materials and teaching method can be adopted anywhere to address communication required in the hospitality industry workplace. This would emphasize that this was not the teachers' fault in any way.

Besides, regarding the various implications toward the materials design, there are implications for teacher development, so that the suggested lesson plan innovations can be realized. It is likely that the teachers in this context would benefit from such an approach, as well as support for reflecting deeply on their work. Through responsive evaluation, the gap between English communication required at the hospitality workplace and the materials as well as teaching methods employed for English learning program at the hospitality accommodation department could be narrowed. To facilitate such a process of tailoring teaching-learning more closely to needs, there is a need to maximize institutional support, since investment in both material design and teacher of ESP knowledge is needed. However, in approaching any lesson plan change designed to better meet students' needs. Clearly, teachers and leaders of school worked in would benefit from support.

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