



March 2015

Development of ESP-Based Language Programs for Hotel and Restaurant Services Students of TESDA-Supervised Institutions

Maria Elena G. Jacinto

Philippine Normal University

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Philippine Normal University
National Center for Teacher Education
Taft Avenue, Manila

Development of ESP-Based Language Programs for Hotel and Restaurant
Services Students of TESDA-Supervised Institutions

A Thesis
Presented
to the Faculty of the
College of Graduate Studies and Teacher Education Research
Philippine Normal University, Manila

In Partial Fulfillment of the Requirements for a degree
Master of Arts in Education with specialization in
English Language Teaching

Maria Elena G. Jacinto

MARCH 2015

APPROVAL SHEET

This thesis entitled “Development of ESP-Based Language Programs for Hotel and Restaurant Services Students of TESDA-Supervised Institutions” prepared and submitted by **MARIA ELENA G. JACINTO** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in English Language Teaching is hereby recommended for approval and acceptance.

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ACKNOWLEDGEMENT

My living Lord Jesus Christ, to the eternal hope in You, Yours is all thanksgiving and glory. In all my near-death experiences and feats, You reminded me of Your triumph on the Cross. I stand by the statement of apostle Paul in Philippians 3:12 – I am not yet perfect but I press on for You. I love You too, Jesus.

To my one and only mother Lolita who stands strong and to my sister Gertrude, thank you for rising up for and with me all these years. Until we come see Jesus face-to-face, let us hang on and grow together.

My gratitude goes to my small families in my weekly cell groupmates, Lighthouse Christian Community - Bacoar, and my best friends and prayer partners. Thank you for your prayers and your words of encouragement. I feel them all the time. God bless you.

To the respondents and validators Dean Marge, Tita Espie, Chef Diana, Sir Orly, Mami, Sir Zarny, Dhaye, Ana, Ma'am Vhie, thank you for your time and friendship. To Ate Ming who went with me to printing shops with cheaper rates and bring my things, thank you. To Ma'am Zen of GRESO, thank you very much.

To Dr. Amarles who has been patient with me, and to Prof. Raymundo, thank you for being my advisers.

ABSTRACT

Name: Jacinto, Maria Elena G.

Title: Development of ESP-Based Language Programs for Hotel and Restaurant Services Students of TESDA-Supervised Institutions

Key Concepts: English for Specific Purposes, Program Development

Degree: Master of Arts in Education

Specialization: English Language Teaching

Advisers: Dr. Arceli M. Amarles
Prof. Ma. Concepcion Y. Raymundo

This study designed ESP-based language programs for the Hotel and Restaurant Services students of TESDA-supervised institutions.

This study utilized the descriptive research design to be able to assess the language needs and propose a language program. The main reference in making the needs checklist was the Core Competencies Training Regulation of the Technical Education and Skills Development Authority (TESDA).

The language program proposed in this study was based on English for Specific Purposes (ESP), as the language needs become the bases of the language program for these students.

This study capitalized on the language needs since those cannot be ignored. The language needs ought to be constantly addressed. The competent hotelier is someone who definitely performs the tasks of serving food, making the bed, and the likes, and is proficient in the English language. The industry practitioners are exposed to such demands, and an ESP-based language program is expected to meet these demands.

Future researches on the implementation of this ESP-based language program, teacher-training in technical-vocational institutions, the TESDA's Language Skills Institute and its facilities and programs, the design of ESP-based instructional materials for these Filipino (second language speakers) students, and the launch of the ASEAN MRA (Association of Southeast Asian Nations Mutual Recognition Arrangement) Toolboxes which includes Tour Operation and Travel Services are also recommended by the researcher.

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Appendix A

December 13, 2014

Dear Sir / Madame,

I am **MS. Maria Elena G. Jacinto, a student of Master of Arts in Education major in English Language Teaching at the Philippine Normal University**, with the student number G2007119204.

I am designing a language program for hospitality professionals like you. May I then request you to answer the following questionnaire that unlocks the language tasks in the industry. The data coming from you would really be treated with utmost confidentiality, as respect to the academe.

Thank you very much for your time.

In excellence,

MS. Maria Elena G. Jacinto
Student, MAEd-English Language Teaching
Philippine Normal University

Appendix B

Name (Optional) _____ Contact Number/s _____
 School and Year of Graduation _____
 Name of Employer / Address _____
 Job Post / Department _____ First Reporting Date _____

FOOD AND BEVERAGE SERVICES

- I. Have you performed the following skills in your work environment (not in the past OJT)?
 Tick YES if you had. Tick NO if you had not done this. Please write something relevant in the Others option. Feel free to write details beside some of your responses.

TASK	YES	NO
1. making inquiries of orders or supplies, reservation details, special requests		
2. asking for orders or additional requests		
3. following establishment standards (e.g. table setting)		
4. describing or introducing the restaurant		
5. suggesting items (food and beverage, additional orders, upsizes, etc.)		
6. stating the cooking procedure of menu items		
7. defining some menu items		
8. explaining promotional activities		
9. reading event forms		
10. listening to and noting event details		
11. performing credit card transactions		
12. answering the telephone		
13. asking questions (e.g. to clear the table)		
14. apologizing		
15. describing past events for an incident report		
16. managing conflicts within the dining area		
17. receiving customer complaints		
18. planning meetings		
19. delivering a short oral presentation		
20. writing a short message or business letter		
21. preparing the Daily Banquet Events Order		
Others, please specify:		

- II. Please answer the following questions in NOT more than three (3) sentences.
- Do you think more supervisory skills must have been taught in school? Why?
 - Did you learn the majority of the language demands in your work environment, in school? Why do you say so?
- end of F&B questionnaire

Appendix C

Name (Optional) _____ Contact Number/s _____
School and Year of Graduation _____
Name of Employer / Address _____
Job Post / Department _____ First Reporting Date _____

BARISTA AND BARTENDING

- I. Have you performed the following skills in your work environment (not in the past OJT)?
Tick YES if you had. Tick NO if you had not done this. *Please write something relevant in the Others option. Feel free to write details beside some of your responses.*

TASK	YES	NO
1. following manuals and maintenance procedures		
2. asking questions (e.g. customer preferences)		
3. suggesting menu items		
4. describing the menu items		
5. recording business transactions		
6. dealing with intoxicated persons		
7. reading receipts / presenting the bill		
8. preparing and managing inventories		
9. requesting for stocks (written or oral)		
10. writing a damage or incident report		
11. writing an inventory or end report		
12. preparing control system forms		
13. differentiating one beverage from another		
14. describing a process or service		
15. evaluating the beverage		
16. addressing guest requests for drinks		
17. entering information to the POS for new or upgraded products		
Others, please specify:		

- II. Please answer the following questions in NOT more than three (3) sentences.

1. Do you think more supervisory skills must have been taught in school? Why?
 2. Did you learn the majority of the language demands in your work environment, in school? Why do you say so?
- end of Barista and Bartending questionnaire

Appendix D

Name (Optional) _____ Contact Number/s _____
School and Year of Graduation _____
Name of Employer / Address _____
Job Post / Department _____ First Reporting Date _____

BREAD AND PASTRY PRODUCTION

- I. Have you performed the following skills in your work environment (not in the past OJT)?
Tick YES if you had. Tick NO if you had not done this. *Please write something relevant in the Others option. Feel free to write details beside some of your responses.*

TASK	YES	NO
1. understanding recipes		
2. following instructions		
3. writing a procedure		
4. describing something (e.g. filling, glaze, etc.)		
5. following enterprise standards and procedures		
6. giving definition to technical terms (e.g. fermentation, heating, etc.)		
7. stating ingredients, procedures, other facts		
8. writing dessert buffet service plans		
9. adjusting the amount of ingredients for a bigger order		
10. avoiding and handling spoilage		
11. managing the cleanliness of the kitchen		
Others, please specify:		

- II. Please answer the following questions in NOT more than three (3) sentences.

1. Do you think more supervisorial skills must have been taught in school? Why?
 2. Did you learn the majority of the language demands in your work environment, in school? Why do you say so?
- end of Bread and Pastry Production questionnaire

Appendix E

Name (Optional) _____ Contact Number/s _____
 School and Year of Graduation _____
 Name of Employer / Address _____
 Job Post / Department _____ First Reporting Date _____

COOKERY

- I. Have you performed the following skills in your work environment (not in the past OJT)?
 Tick YES if you had. Tick NO if you had not done this. *Please write something relevant in the Others option. Feel free to write details beside some of your responses.*

TASK	YES	NO
1. following instructions (e.g. recipes, event forms)		
2. defining terms		
3. describing and narrating a process		
4. describing an object (e.g. dessert plates)		
5. narrating a past event		
6. doing business transactions on the telephone		
7. managing conflict situations		
8. organizing food products and services		
9. preparing food products and services		
10. relaying the customer complaint to the manager or supervisor		
11. resolving customer complaints with the guests (being the frontliner)		
12. presenting food products		
13. avoiding and handling spoilage		
14. designing a concept for a major event or function		
15. planning meetings		
16. conducting meetings		
17. delivering a short oral presentation in English		
18. writing a short message in English		
19. writing a business letter in English		
20. writing different types of reports		
Others, please specify:		

- II. Please answer the following questions in NOT more than three (3) sentences.

- Do you think more supervisory skills must have been taught in school? Why?
 - Did you learn the majority of the language demands in your work environment, in school? Why do you say so?
- end of Cookery questionnaire

Appendix F

Name (Optional) _____ Contact Number/s _____
 School and Year of Graduation _____
 Name of Employer / Address _____
 Job Post / Department _____ First Reporting Date _____

FRONT OFFICE

- I. Have you performed the following skills in your work environment (not in the past OJT)?
 Tick YES if you had. Tick NO if you had not done this. Please write something relevant in the Others option. Feel free to write details beside some of your responses.

TASK	YES	NO
1. stating facts (e.g. guest rooms and profiles)		
2. suggesting rooms and services		
3. asking questions		
4. filling out guest forms		
5. handling guest arrivals		
6. describing something (e.g. booking status)		
7. giving directions		
8. writing past events (e.g. cancellations, payments)		
9. listening for details		
10. using reported speech		
11. reading a Reservation System		
12. following instructions (e.g. departure lists)		
13. verifying information (e.g. room rates, room status, transactions)		
14. explaining membership application forms		
15. preparing forecasts		
16. reading forecasts		
17. preparing the guest folio		
18. communicating on the telephone		
19. managing conflict situations		
20. understanding basic written instructions		
21. delivering a short oral presentation in English		
22. managing intoxicated persons		
23. coordinating with the Housekeeping Department for room checks, etc.		
Others, please specify:		

- II. Please answer the following questions in NOT more than three (3) sentences.
- Do you think more supervisorial skills must have been taught in school? Why?
 - Did you learn the majority of the language demands in your work environment, in school? Why do you say so?
- end of Front Office questionnaire

Appendix G

Name (Optional) _____ Contact Number/s _____
 School and Year of Graduation _____
 Name of Employer / Address _____
 Job Post / Department _____ First Reporting Date _____

HOUSEKEEPING

- I. Have you performed the following skills in your work environment (not in the past OJT)?
 Tick YES if you had. Tick NO if you had not done this. Please write something relevant in the Others option. Feel free to write details beside some of your responses.

TASK	YES	NO
1. asking and answering questions as in conducting room checks, etc.		
2. confirming request details		
3. apologizing		
4. disagreeing with statements		
5. following instructions		
6. stating facts (e.g. services)		
7. explaining the use of equipment		
8. asking for permission (e.g. conducting mini-bar, room and bathroom amenities check)		
9. thanking		
10. reading event forms		
11. filling out accomplishment forms		
12. communicating on the telephone		
13. managing conflict situations		
14. planning and conducting meetings		
15. delivering a short oral presentation in English		
16. reading brochures		
17. managing intoxicated persons		
18. writing different types of reports or brochure displays		
Others, please specify:		

- II. Please answer the following questions in NOT more than three (3) sentences.
- Do you think more supervisorial skills must have been taught in school? Why?
 - Did you learn the majority of the language demands in your work environment, in school? Why do you say so?
- end of Housekeeping questionnaire

Appendix H

Dear Validator,

Please refer to the language program and evaluate it according to the following criteria. Tick the box which corresponds to your answer.

Thank you very much for your valuable time.

The Researcher

ESP-Based Language Program Validation Instrument (as adapted from Pareja's Materials Validation Criteria)

ITEM	4 very much	3 much	2 a little	1 not at all
1. It is relevant to the qualification.				
2. The vocabulary is relevant.				
3. I can easily use the program.				
4. I find the program realistic.				
5. I find the tasks realistic.				
6. I find the time component attainable.				
7. The jargon is accurate.				
8. The program can improve the communicative needs of the students.				

Please add your comments and suggestions to the language program you have validated. Thank you.

Signature Over Printed Name

Chapter I

THE PROBLEM AND ITS BACKGROUND

Introduction

Education is always aimed at refining individuals and a society. In the old times, education opposed colonizers and even conquered a race. It has always been a status symbol too. In the Philippines, parents leave the country to work and earn more to be able to send their children to school. When it comes to the budget lists of many Filipino mothers, the tuition and school projects have always been at the top so that their children will eventually land a good-paying job in the future.

In the succeeding years of flooding job offers abroad for skilled workers, technical subjects were opened in secondary schools and tailored courses are launched by different special or vocational schools. The Technical Education and Skills Development Authority (TESDA) does not just offer short courses to be able to open small and medium enterprises. It launched training centers for more vocational course offerings on welding, automotive services, computer repairs, hairstyling, and food technology among others. Various certificate courses were designed and re-designed to ‘make’ students tailor-made for each job demand. Hence, education not only has become simply a status symbol but is the primary tool for employment.

According to the Philippine Statistics Office, in April 2014, the Services sector comprise 52.8% of the 38.7 million employed Filipinos. This workforce must have been the statistic behind the concepts of employability and competence in all the endeavors of the government. With around 20 million Filipinos in this sector that deal

with guests and clients, language is vital. Employability is thus a term coined to mean the ability of education to fully train a learner for her/him to land a job. Since more jobs are abroad, knowledge of English is a need.

The TESDA divides the technical-vocational courses into different sectors. Hotel and Restaurant Services is under the Tourism Sector (Hotel and Restaurant). The qualifications in this sector being restricted by a Training Regulation are Barista NCII, Bartending NCII, Bread and Pastry Production NCII, Cookery NCII, Food and Beverage Services NCII, Front Office Services NCII, and Housekeeping NCII.

In the TESDA, *competency assessment* deals with the collection of learning outputs to vouch for the learning that had taken place in the student. This ‘learning’ involves skills, knowledge, and attitude as in the work values. Language in itself is not a focus. This is regardless of the competency – whether it is under Basic and Common where the English subject falls under, or the Core which comprises the skills involved in performing the job description itself of the practitioner.

The current labor statistics from the Department of Labor and Employment regional offices from January to June 2014 says that there are 13, 051 displaced workers in the 963 establishments surveyed. This is due to economic reasons as in the redundancy of the job or the ability of one employee to take the role/s of the other one (thus displacing the latter), lack of market or slump in demand (companies closing down or competition becoming stiff), and lack of raw materials (incompetent graduates or competent graduates going abroad).

In the January 2007-2008 survey of the Bureau of Labor and Employment Statistics (BLES), despite having two million Filipinos unemployed, employers still encounter difficulties in filling up the vacancies in their companies because of a shortage of applicants having the right competencies and educational background.

English for Specific Purposes (ESP) is the approach deemed to be the most appropriate for these students who will soon belong to the rank and file posts of the hotels and restaurants, as kitchen staff or food servers, to the managerial positions like that of housekeeping supervisors and dining managers who perform manning and planning tasks to writing end reports. The skilled hotelier who is not only able to fold napkins and serve food but is able to follow and write recipes, who is not only able to clean the bathroom following the prescribed procedures but is able to fill out accomplishment forms, who knows the procedures of housekeeping and delivering soiled linens to the Laundry Department and how to answer voice calls of room reservations and guest requests, is the hotelier seen by the language program for the hoteliers.

There had been researches in the field of ESP for business managers, sailors, to technology-related jobs like that of engineers, and criminology and medicine students. For the hospitality industry, the language needs of hospitality providers in Front Office assistants, chief flight attendants, tour guidance students, public relation officers, and hotel maids were assessed and dealt with by designing needs analysis instruments, a competency-based English course module, and ESP materials. In the Philippines where the TESDA-supervised institutions are, the language needs are left

to the Language Skills Institute. This is the facility of TESDA which seeks to help improve the language skills of the trainee. It allots 100 hours regardless of the qualification. These 100 hours comprise grammar instruction and conversations. This course is not compulsory.

The Training Regulation also provides 18 hours for the basic competency. It lists down the competencies and does not present a language program. The ESP-based language program that follows aims to deal with the language needs of the hoteliers with a greater amount of time.

Theoretical Bases

Language proficiency is the aim of each language program. Language proficiency in the hospitality industry may be defined as the ability to deal with guests, fill out and turn in correct accomplishment forms, write educated business proposals, or merely complete transactions.

English for Specific Purposes (ESP) is utilized towards the future workplace needs (English for Occupational Purposes or EOP) and the language skills inclined to analysis and critical thinking, as in the school setting (English for Academic Purposes or EAP).

Pennycook's accommodationist approach dictates that students' home languages and their *pragmatic need* to master Edited American English/Standard Written English are objectives of language learning and teaching. Accommodationism links the languages used in the home and the school. Horner (as cited in Ellis, et.al, 2007) adds that the accommodationist approach aims to give the

students the ‘language of power’ – one that is widely used in the world of trade and business. The famous African author Chinua Achebe deemed it derogatory to esteem English as that power and command. He insinuated that English can have varieties as pronounced, and can just suit the culture where it is used. He adds that English is not really a language of power but that of transaction.

Belcher (2004) cites Pennycook now calling accommodationism as *vulgar pragmatism*. This implies that the learner tries to ‘fit into’ the socioeconomic and political structures. This fitting into the multilingual world is the premise of ESP as an approach.

The characteristics of ESP

In a 1997 ESP Conference held in Japan, Anthony presents the assertion of Dudley-Evans and Johns that ESP has its own characteristics, contrary to the idea that it only follows the branch of knowledge where it is used. Dudley-Evans & Johns (as cited in Anthony, 1997) presented theirs. They even divided the characteristics into absolute and variable ones. The methodology, materials, target audience, and content may really vary from one ESP classroom to another. However, it stands to meet the specific and specified needs of the learners as to the language tasks and activities, and the content to be presented (grammar, lexis, register, discourse, genre). The language program below shall deal with the language register of the Tourism Sector (Hotel and Restaurant) as in the Training Regulation of the Core Competencies and the units of competency for English which is a Basic Competency.

Gatehouse (2001) tells of three (3) reasons common to the emergence of ESP. These are the demands of the so-called 'Brave New World' , the revolution in linguistics, and the focus on the learner. English instruction is not seen to be taught comfortably as per the language teacher's expertise. It is to revolve around the discipline of learner-centeredness and learning-centeredness. In connection with accommodationism, this concept tells of alleviating the language of the learner starting from her/his bank and culture to her/his need to improve himself in a workplace, earn, and achieve self-actualization. If hoteliers, for example, learn the language needed in the workplace as fast as he/she does with the skills, the big idea of the Brave New World can just be removed.

English for Specific Purposes is drawn from a commitment to rational and scientific language education. The limitations of the social context on language use are also considered. The ESP-based language program is integrative as learners are taught to be able to survive and gain control in the language setting (Hyland, 2007, p.392). He goes on to mention the six (6) important aspects of the key influences on ESP. These are: needs analysis, ethnography, critical perspectives, contrastive rhetoric, social constructivism, and discourse analysis. Without taking these into consideration, there could have been no English language instruction across the disciplines. How a language learner learns and gains control of the language depends largely on her or his collective unconscious – the native language with all its phonology, morphology, and semantics among others, the concepts of respect, subordination, and even time and work. ESP embraces these concerns too.

This study draws from the so-called ‘pedagogy of access’ or critical perspectives as in considering the culture (Connor, 1996) and schema of the audience in designing and developing learning materials, and social constructivism as it considers jargons and other technical terminology towards workplace communication. Voracek (1987) terms these jargons as *language with a superstructure*.

Yogman & Kaylani’s study (1996) was cited by Gatehouse (2001) with their observations of a four-week English for business course. They said that the learners themselves define their language need but must be grounded on a *minimum proficiency level*. If they are then exposed to content-related activities without the general language proficiency, the ESP approach could have been futile.

Hyland (2007, p.391) says that ESP springs from an eclectic theoretical foundation. It is committed to being research-based and therefore restrained by the social contexts and the behavior of the participant-learners in them. Its eclecticism was intensified by the descriptions of Caberos (2012, p.15) and Swales (n.d.) with ESP being termed as a phenomenon. Caberos (2012) considered ESP to be a phenomenon upon considering various other language education trends. Swales adds that *ESP is the end of the matter but the heart of an affair* (p.220). This affirms that ESP is eclectic as it came from different disciplines but is summarized by its top priority of promoting both English use and usage. Prince (1984), in addition, says that ESP is both goal and process-oriented. He emphasizes later in his article though that ESP is a process-oriented approach as every stakeholder and guideline should be considered in launching it.

Hutchinson & Waters (1987, p.17) give a comprehensive discussion of the entire picture of English Language Teaching which begins with the guiding principle of ESP defining the language descriptions first and being able to label the kind of English needed. *Tell me what you need English for and I will tell you the English that you need*, it says. This is basically according to how, how often, and where English is used. However, in this consideration of the intricate use of the language, the specific purposes spring out this time – the English for the Sciences, Business and Economics, and the Social Sciences. English Language Teaching branching out to the different areas signals the claimed focus of the learner – the chosen field of the learner and her/his language needs. Carter (1983 as cited in Gatehouse, 2001) ascertains this differentiation when he identified the three (3) types of ESP: English as a restricted language; English for Academic and Occupational Purposes; and English with specific topics.

Conceptual Framework

ESP revolves around pre-determined learner needs. Hutchinson & Waters (1987) adds that the developments in ESP are not separate entities but are carefully analyzed altogether, towards proper usage in the workplace.

ESP program development

In the advent of the English for Specific Purposes and the branching out of English for Occupational Purposes in the technical-vocational stream or the Technical Vocational Institutions (TVI) themselves, it was all the more deemed important to be adapted. In the technical-vocational institutions here in the Philippines, the guide is

the Training Regulation per qualification towards the design of the learning materials. These materials are written abiding by the realistic view that truth is experienced. It would be full of real-life activities according to the industry partners themselves – in this case, the hotels, resorts, restaurants, and the likes.

In the site of the Department of Education of the Philippines, it could be seen that purposeful education is more important. The K-12 curriculum, now being implemented, is hinged upon the usefulness of the content areas to the chosen field of a student. A student is exposed to most TESDA qualifications in Grades 7 and 8, and pursues a point of interest for Grades 9 and 10. As he or she steps up to Grade 11, the selected area of study is upgraded to a college degree or an NCIII qualification level in the TESDA. Hence, English for Specific Purposes or the ESP approach is more helpful. The English language needs to be learned and focused on are the ones that will be used in the intended workplace, as to fulfilling international standards.

The factors involved in ESP program development

Hutchinson & Waters (1987, p.22) present the factors affecting program design. The language descriptions or what in language is to be taught, the language learning theories or how language is to be taught, and the analysis of the language learner needs, work together towards an effective ESP course.

The integration of the needs assessment questions results in the ESP-based language program to be designed. Any of the language descriptions, learning theories, and needs analysis may come in first as in being considered in designing a program. As the language descriptions to be enhanced are enumerated, the theories

with which it will be taught are also weighed. This is also ascertained by the Needs Analysis results.

Jiajing (2007) supports this with the claim that examining the specific needs – the how and what of a learner group – is the prelude to an ESP-based language program design. The author then cites the core elements in the ESP course design such as needs analysis, course goals and objectives, course details, materials design, and assessment and evaluation. Triangulation of methods was also made by Jiajing in order to ascertain the language needs of the International Business students of Chinese universities. After which, a course framework containing target language events, skills, language functions, topics, and materials, was proposed for the Guilin Institute of Technology. This is said to benefit similar Chinese universities and other schools wanting to adopt English for Specific Purposes.

Language learner needs

Various studies would be grounded on the analysis of the needs first. In fact, there are journals which would dwell on the needs alone. The likes of Ekici, Munby, and Hutchinson & Waters devoted chapters of their studies or even their entire studies for this. Moreover, Encina Calvario (2009) said that the mere concept of needs analysis has broadened to the inclusion of the identification of communication requirements, personal necessities, distinct characteristics and resources of the learners, and the motivation, to the so-called *partners for learning* as in the teachers, family, friends, to the materials writers and the textbook publishers. In considering everything mentioned, the ESP-based language program is developed.

Tequillo (1995) narrates that as the demand for English grows, the academe wanted to focus on the suitability of the program to the language needs of the learner. Johns & Price-Machado (2001 as cited in Belcher, 2004) and Hutchinson & Waters (1987) simplified it to the concept of learner-centeredness. The latter and Dibakanaka & Hiranburana (2012, p.2) add that ESP wanted language teaching to base its content and methodology decisions on the learner's reason/s for learning a language. The language needs being either academic or occupational, socioeconomic or political structures, are the foci of ESP (Swales, 2000 as cited in Belcher, 2004). The ability of ESP to base its content and methods on learner's needs is termed by Pennycook as *accommodationism* (Belcher, 2004, p.166). A language program cannot be developed without assessing and analyzing the language needs of the learners. The concept of Global English and learning it without regarding the specific language needs is the opposite of accommodationism which seeks to produce language learners who are able to practice English in their workplace. It cannot really be implemented without having defined the language conflicts or the workplace demands. Its learners, who may be beginning language learners to intermediate ones in a workplace situation, shall understand and interpret texts in the second language, towards the language goal (Rezende, et. al., 2013, p.80; Dibakanaka & Hiranburana, 2012, p.1). This complexity of the goals despite the impartiality of ESP in itself moves towards learning a language functionally, from the school institution in this case.

Additionally, Khan, et. al. (2011, p.632) launch the idea that ESP is a linguistic term which simply dwells on the learner's needs in a target situation, the

language functions, and the personal language need. However a linguistic term ESP is seen to be, it continues to be demanding to both the ESP practitioner and the learner. Belcher (2004, p.166) adds that the learner is given the task of coping with both the unfamiliar content and use of the language. Again, triangulating the language needs of the learners from the school to the workplace to the learner himself is the key to strengthening ESP as a linguistic term – one that moves from culture, environment, specific needs, to learning preferences and methodologies.

This paper defined the language needs in the workplace and designed a language program to bridge the gap and lessen the lack. The following diagrams this.

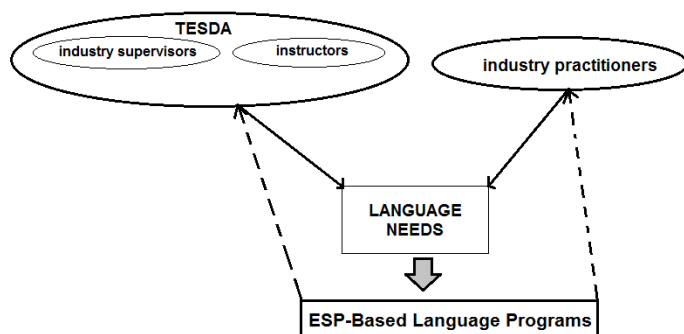


Figure 1.
A Schematic Diagram of the Study

The language needs of the industry supervisors and the instructors who are observing the TESDA Training Regulation and are trained by the TESDA, and the industry practitioners who are the supervisors in the hotels and restaurants is the center of this study. From the language needs they posed, the ESP-based language program is developed. The solid arrow from the language needs implies that the

language needs are addressed by the ESP-based language programs. The broken lines of the arrows from the ESP-based language programs dictate the recommendation to implement the language programs and evaluate it regularly. Then, the language needs are carefully considered.

Statement of Objectives

In the abundance of the HRS graduates, if the language training is not congruent with the demands of a job design, the mismatch may remain unresolved. Fresh graduates may not land a job or they may be forced to take on ones that are not even related to the course they have graduated. Short courses of language training, skills enhancement, and the likes have been popular because of such unpreparedness of the graduate to the real world – the workplace.

This study aims at developing an ESP-based language program for the Hotel and Restaurant Services students in TESDA-supervised institutions. Specifically, this study shall answer the following questions:

1. What are the language needs in the hospitality industry according to:
 - a. the industry supervisors;
 - b. the industry practitioners?
2. What are the language needs of the HRS students according to the English instructors?
3. What language program can be proposed?

Significance of the Study

A Technical Vocational Institution (TVI) where the students already are aware of the future demands of their job has done the first requirement of an ESP approach. With the homogenous population, there need to be ESP principles infused. The individual language needs and the demands of the future workplace are to be the springboard of an ESP-based language program, towards language proficiency, better job placement, effectiveness in workplace performance, and promotion opportunities.

The K-12 curriculum probes on this usability of language. English then, as a language subject, supports the content as to facilitate the learning area being pursued by the student. Thus, the needs are defined and targeted by the lessons being taught. This study is deemed useful up to 2025 or beyond, when the K-12 curriculum shall have been full-blown as the functionality of the English language in the workplace is espoused. Should the K-12 curriculum not push through due to protests, the development of an ESP-based language program would bridge the gap between the vocational skills and the language skills needed in executing the workplace responsibilities. The student is still readied for the industry better.

The hospitality industry which would deal more with skills and attitude in the workplace, would prioritize speed and accuracy of service. Hence, language correctness would be given less attention. This study shall connect classroom instruction and the language demands of the industry with much regard to accuracy, appropriateness, and even global competitiveness – especially in the English language.

For the hospitality industry or the Tourism Sector (Hotel and Restaurant) which uses jargon to expedite production and service, this ESP-based language program shall highlight the importance of language and communication. Products like food and beverages, and guest requests and services of cleaning rooms, guest assistance, and the likes, are to be delivered with the hospitality of language. Phraseologies or formulaic dialogs of the front desk clerk would not be effective to an extent. Answers to complaints may vary from one to another; hence ESP is needed.

For the academe, this language program matched with advanced skills training certainly moves the graduates to employment. If it remains to be otherwise, as HRS graduates remain unemployed or underemployed as in some cases, the entire course offering may be futile. In fact, there are debates that K-12 graduates by 2018 who have been exposed to the rudiments of the hospitality industry as a discipline, together with the national certificates (NCII) that come with it, shall be competing with the hospitality graduates who may be jobless by then. With the two groups equaled in their vocational skills, at least the language of these HRS graduates has been honed earlier and practiced longer. TESDA-supervised institutions, in addition, will benefit from this program as this prepares them towards standardization, and the competitiveness of their graduates. Branding may also be a concept here. A school with an ESP-based language program that readies its students to the national and international demands of the sector is not just an ordinary plus point to the studentry but also an advertisement in itself. The curriculum would speak for the school.

For the Language Skills Institute of the Technical Education and Skills Development Authority (TESDA), this language program would simplify the language instruction in at least the Tourism Sector (Hotel and Restaurant). This paper shall also show the importance of enhancing the language skills of all the graduates.

For the HRS graduates, this language program would narrow down their language skills to the ones they would really need in the workplace. Knowing more than what is demanded of one is considered a good thing. However, if the aim is to deliver something – a product or a service – accurately, the language needed right there and then would be the most apt.

Scope and Delimitation of the Study

This study dwells on the principles and elements of ESP program development to come up with a language program geared toward harnessing the language needs of the hospitality industry. These language needs are the ones that are appropriate to the tasks being performed in the hotels and restaurants – from following the instructions of a recipe or an establishment handbook, to dealing with customers and intoxicated persons over the telephone, by electronic mail, or personally, to promoting a hotel event among others.

The researcher looked into the language needs posed by thirty-six (36) industry practitioners – whether from TESDA-supervised institutions or not - and who are in the different hotel departments. The questionnaires are based on the Core Competency Training Regulations for the qualifications Barista NCII, Bartending

NCII, Bread and Pastry Production NCII, Cookery NCII, Food and Beverage Services NCII, Front Office Services NCII, and Housekeeping NCII.

The qualifications that seemingly are related with hotels and restaurants but are not labeled by TESDA as ‘Hotel and Restaurant’ are not included. The qualifications with no Training Regulation but seem to be leaning toward the industry are also not included. The ESP-based language program is developed from the Competency Standards and/or language skills that surfaced out as to be the focus.

The ESP-based language program presented is patterned after the Training Regulation of the TESDA. It shall then cover the following qualifications as sequenced in the program: Food and Beverage Services; Barista and Bartending; Bread and Pastry Production; Cookery and Food Production; Front Office Services; and Housekeeping.

The table below defines the language program developed.

LEVEL	SEMESTER	QUALIFICATIONS
1	1	English of the Food and Beverage Services (English 1)
	2	English for Baristas and Bartenders (English 2)
2	1	English in the Bakeshop (English 3a) English in the Kitchen (English 3b)
	2	English of the Front Office Services (English 4a) English in Housekeeping (English 4b)

Table 1.
The Outline for the ESP-Based Language Program

Following the TESDA Training Regulations, the language program that follows is designed for the Hotel and Restaurant Services students. The components

of the program are: semester and number of contact hours; Element of Competency (a TESDA term); language points/tasks; Assessment Evidence (a TESDA term); and the support system as in the materials and method of instruction among others.

Definition of Terms

The following terms are operationally defined in this paper as:

Assessment Evidence

This pertains to the outputs that display the competence of the trainee or student. Examples of this are observation with oral questioning, written test, and portfolio. For this language program, the output is usually oral exercises and written outputs.

competency

This refers to the ability to meet the standards in the workplace.

Competency Standard

This refers to the supposed outcome in a workplace activity.

Core Competency

This refers to the competencies which are directly involved in the qualification being expounded. The English subject is not a Core Competency.

Element of Competency

This refers to the skill of being able to perform in order to complete a task dictated by the unit of competency.

industry practitioner

This refers to the rank-and-file employee in a hotel or restaurant, or is self-employed and cooks and serves food.

industry supervisor

This refers to the practitioner who has longer experiences in the industry, has been promoted to be bosses, or is already teaching in these TESDA-supervised institutions.

language needs

This term refers to the needs in communicating in the various hotel departments, as indicated by the language skills and tasks or events. These are the bases of the ESP-based language program below.

language point / language task

This refers to the language topics or lessons targeted in a certain situation within the hospitality industry.

language program

This refers to the language program espousing English for Specific Purposes towards meeting different language-related endeavors (Lynch, 1996), as based on the language needs of the practitioners themselves.

Technical-Vocational Education and Training (TVET)

This is the formal or non-formal training process which involves the study of techniques and related sciences, and the acquisition of the practical skills connected with occupations, and economic and social life. (UNESCO)

Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter explores the intricacies of the approach called ESP or English for Specific Purposes which has reached the globe in the hopes of attaining curriculum enhancement and even professional advancements. The endeavor to achieve globalization remains in language education. Consequently, the use and usage of ESP also pose the arguments that shall be presented.

Holme (1996) adds that ESP involves narrowing the needs spectrum. The environment and the language learning needs must be defined. A program which does not consider these disciplines, skills, and even teaching techniques is not complete. Thus, the review that follows includes these essential points.

Conceptual Literature

Culture and ESP

English for Specific Purposes, moving from Accommodationism, is one of special languages which are composed of complex man-made systems from a general language to one with a superstructure or an imposed terminology, use, and usage (Voracek, 1987).

In that journal, Jacob is cited with a discussion of language culture. Culture, he states, is one with communication – negotiation and transmission of knowledge. Cultural competence then is being familiar with the ‘cultural repertoire of the academic community.’ One field would have its own language and a language user shall be knowledgeable of it. This being termed the culture, the terms

‘accommodationism,’ ‘vulgar pragmatism,’ and even the Social Theory of Mican (2013) are supported and strengthened.

The English curriculum vis-a-vis the culture of the academic community was also cited. She says that this integration and enhancement of participation and involvement advance cultural competence and ESP use in the academe as well. (p.216)

This adaptability guides this review to the language needs and its resolutions.

Needs analysis and assessment

Because of the ESP movement, needs assessment was introduced to language teaching (Ekici, 2003, p.29). Thus, this becomes basic to any ESP material. Ekici made a thorough study of this, highlighting its basic essence especially to language program development. Smith (1989) was cited in Ekici, with a need signifying the difference between what a learner can do with language at present and what he/she should be able to perform. The definition of Reviere (1996 as cited in Ekici, 2003) of a need was also added in the study. A need was finally identified as a gap between the real and ideal conditions. That gap needs to be acknowledged furthermore by the language community. Subsequently, the need is a need.

Despite the different kinds of a need, the target need is considered the focus of ESP. It hides a number of important distinctions, but are deemed to be analyzed (Hutchinson & Waters, 1987, p. 55). Belcher (2012, p.133) even focused on examining the needs.

Consequently, needs analysis is said to have been extended to include the identification of the communication requirements, motivations behind the learner's needs, resources, and other relevant characteristics. The stakeholders being the teachers, administrators, employers, family and friends, and materials developers and textbook publishers, thrive on those elements.

Hutchinson & Waters (1987, p.55) analyzed the learning needs as to the learners' schemata and interests, the metacognition methods, and the available resources. The Communicative Needs Processor of Munby in 1978 was the basis of all those guide questions in developing an ESP-based language program. This program, though, focuses on the learners' schemata and purpose for learning – the relevance of the competency standards with the industry demands and classroom instruction.

Richards (2001, p.28) calls these needs as *practical concerns*. Not only are needs driven from the inside but these are also external. He later enumerates the needs behind the use of ESP as a language teaching approach: the need to prepare the increasing number of non-English-background students to study at American and British universities and the need to prepare materials to teach non-English-background students and immigrants with a mastery of general English but are on to English for Occupational Purposes.

ESP and adult learning

One of the variable characteristics of English for Specific Purposes is being generally designed for intermediate or advanced learners, or at least learners who are in a professional work situation (Dibakanaka & Hiranburana, 2012, p.1).

Decisiveness is a characteristic of adult learners and/or learning. According to Kirscht & Schlenz (2002, p.2), humans themselves contour language to fit into their needs, communities, and jobs. In fact, they add, the university ought to increase the adult learner's knowledge, to make them search for truth, and the likes. Adaptability, purposefulness, and flexibility are those distinct characteristics.

Adult ESL (English as a Second Language), also known as the other ESP, ascertains the decisiveness point of Kirscht & Schlenz (2002) with the concept of adult ESL having to keep in mind employment with the learning of linguistic content and skills. Dudley-Evans & Johns (1998; 2001 as cited in Caberos, 2012) agrees with this point. ESP is said to be specifically discipline-related yet requires a different teaching methodology from that of general English.

Voracek (1987) lists down the three (3) advanced ESP target needs. These are: the ability to study English scientific literature; the ability to discuss the technicalities of research; and to write simple reports. Thus, adult learning and ESP can be very narrow in scope yet can be very critical into the topic.

When the learner is immersed into the essence of the learning situation, they need to be guided by the ESP practitioner. Adult learners have to be further introduced to what they should be learning, and directed to finding reliable

information (Isaac, 2010). Isaac (2010) also cites Robb (2002) who suggested that these ESP practitioners should guide the students to materials that are manageable at their present level of language proficiency (p.15).

The learning attitude consists of seven (7) subscales: aspiration; enjoyment; anxiety; interest; motivation; confidence; and importance (Ekici, 2003, p.29). This implies that in the adult learner where these tend to aggravate as the learner ages, these should be all the more guarded. This determination to learn is also looked into by Hutchinson & Waters (1987) with their Positive Learning Cycle. Beginning with learning motivation, the learner applies her/his cognitive powers to be able to acquire new pieces of information. With this becoming successful, the learners' competence is developed. This competence elevates to increased competence and satisfaction.

Learning does not depend much on one's determination to learn. One of those is the importance or relevance to the working environment. In connection with this, Hammerly (1985, p.40) coined the Immersion Approach that can be considered a naturalistic-communicative-acquisitionist approach. The aim was to naturally expose students to communicative activities towards an 'unconscious' language acquisition. This goes to show that this learning cycle does not dwell on language structure alone.

Adult learning cum English for Specific Purposes was studied by Rezende, et.al. (2013, p.80-83). This project also aims at enhancing the socio-economic and cultural life of the entire academic community, towards enhancing the chances of the future workers to be competitive in the industry they are soon entering. Rezende, et.al. calls this as 'citizenship construction.' They also suggested that ESP learning

could be done with much interaction infused in the activities, formally or informally. Language education here is focused on transforming the nation, in all its intricacies, to the large-scale components like economy and culture.

The ESP practitioner

The ESP practitioner cannot be a mediocre in the teaching field. Holme imposes an ESP practitioner to ‘know’ the specialization to be highlighted in the English class (1983). Additionally, an ESP teacher is supposed to be the authority in the classroom, however communicative the set-up of this ideal adult classroom is. Anthony (2007) then suggests that the ESP teacher is also a student of the content itself. The basics of the language lesson is present but the specialized content where the lesson revolves around may be unfamiliar to the teacher herself or himself.

Hence, Dudley-Evans & Johns (1990 as cited in Anthony, 1997) lists down the roles of an ESP practitioner. The ESP practitioner is a designer, executor, and evaluator of the ESP lesson. According to Robb (2002 as cited in Isaac, 2010), the foremost role of an ESP practitioner is that of a teacher. Isaac (2010) defines this role as giving controlled and guided ESP instruction to the learners that he/she knows well as a teacher. ESP teachers (Johns, 1990 as cited in Gatehouse, 2001) are even expected to juggle these roles – teach and design a course that matches the needs of a group of learners – at a very limited preparation time. The program to be designed shall undergo textual revisions from finely-tuned input to roughly-tuned input, or one nearing genuine language use. This may come in with a lot of fillers and gaps (Widdowson, 1998, p. 3). Alongside this challenging role, doing textual revisions and

using specialized language are rejected by a lot of ESP teachers (Spack, 1998; Bruce, 2002 as cited in Belcher, 2004). This might be perceived as too taxing and unrewarding. In ESP, language and context need to be preserved.

Belcher (2004, p. 167) also cited that most ESP theorists and practitioners espouse immersion, being a socio-cultural approach, to be helpful and essential. This immersion is spearheaded by the program designer undertaking task analyses vis-a-vis the intellectual abilities of the language learner (Flowerdew, 1987, p. 121).

However, normally, the lessons are not religiously based on the learner's needs, but are just handed down from the administration (Hyland, 2007, p. 104). In this case, the ESP teachers or practitioners insist on knowing and considering the demands of the target situation like job descriptions and study situations, among others. The register, how communication is to take place, and even the nature of learning, need to be taken note too (Dibakanaka & Hiranburana, 2012, p 2-3).

Mancill (1983) agrees with this. She adds that the two primary professional skills of the ESP teacher or practitioner are being able to select which to teach and being able to write and implement teaching and learning methods.

Robinson (1991 as cited in Encina Calvario, 2009, p.1) diagrams the key stages in ESP. This seemingly spells out the areas within the reach of the ESP practitioner. For her, evaluation, assessment, teaching-learning, course design, and needs analysis are linked with one another. Determining the language needs are considered in ESP whether it is during the planning, during instruction, or during and after testing. Course design dwells in the constant evaluation as ESP is really towards

globalization. These factors are always to be considered in using ESP in language teaching. The concept of these key stages may also be careless and unscientific especially when the practitioners lean more on their own strengths or language specializations. This *safe house* is actually described as dangerous by Canagarajah in a 1997 article. The entire environment may not be too conducive to learning if the higher authority in this case even refuses to perform the needs analysis and tailoring everything afterwards, to aid language learning. Sound theoretical knowledge of language learning needs should be the foundation of ESP practice.

EAP and EOP

English for Academic Purposes

EAP is geared toward learning English which is to be used in the academic settings. Researching, outlining, and using cohesive devices are some of the skills exclusive to EAP.

It is said to be concerned with the communication skills in English which are necessary for scholarly purposes in a formal education system (Jordan, 2012). This is definitely geared towards professional advancement.

This leaning towards academic purposes leads EAP to be treated more contemplatively. This was affirmed by Belcher (2004, p.167) who says that *guided immersions* need to be performed all the more. EAP has actually risen to a discipline of applied linguistics and education which runs after a research-oriented perspective. The various areas of knowledge webbing in have really added complexity to EAP in

language education, especially if the prospective workplace is abroad (Jordan, 2012, p.2).

English for Occupational Purposes

According to Gong (2012, p.81), EOP teaching is actually the inclination of English language teaching in vocational colleges towards reformation. The revolution shall dwell on the steady principles of learner-centeredness, occupation-orientation, openness, variety, and practicality. Knowing the individual needs of the learner and the nature of a certain occupation together with all its jargon, technologies, linkages, and practices, propel an ESP practitioner to develop a continuously-developing program towards learning and even career advancement. It involves a *systematic reform* in program development or curriculum design, course content, models of teaching and practice, testing, and teacher training. EOP teaching is a continuous process of exploring new job trends and demands, innovating, development, and adapting to job design changes. Contradictory to the branches mentioned above as in Jordan's (2012), Carter (1983 as cited in Gatehouse, 2001) says EOP may not be considered a branch of ESP. The terms may then overlap.

Unlike EAP, EOP is more purpose-directed as in communicative settings are simulated to suit future occupational demands (Gatehouse, 2001; Srabua, 2007, p.1; Kim, 2008, p.1). Hence, the teaching-learning development has to radically match the identified specific workplace needs, So-mui & Mead (2000, p.351) suggests.

Lu (2012) even cites Yang (2001) with the clearer definition of EOP. It says it develops English skills used in jobs.

Finally, the good command of English enables the learners to communicate with their counterparts from different countries, towards efficient relationships (Aiguo, 2007 as cited in Dibakanaka & Hiranburana, 2012, p.3).

The ESP learner

Ekici (2003, p.1) describes ESP learners to have different attitudes in learning, needs and interests, motivation, and effectiveness of learning. The parameters earlier cited stabilize these differences. Graham & Beardsley (1986, p.1) terms these learners as *field specialists* who lack effective oral communication skills. The mastery of the teachers would always be a question now in ESP classrooms – either the content has been mastered and the language learning is deferred, or the teacher remains a pseudo-professional and possesses a mastery of the language to be taught. Thus, if the scenario remains as shaky as this, the learner would really most likely wane in her/his drive to learn the language. This is in contrast with Blackie (1979 as cited in Srabua, 2007, p.12) who sees ESP learners being all driven to learn both the content and the language.

These ESP learners who are most probably from a bilingual environment may lag behind, especially in being able to build their vocabulary (Gleason, 1989, p.327). These seemingly become evidences to the claim that English has to be taught purposefully in both the academic context and the workplace; hence, ESP. One variable characteristic of ESP is being discipline-related, and Allan & Widdowson (1974 as cited in Tequillo, 1995) also attests to this claim. The difficulties encountered by the students are not just from an incomplete knowledge of the English

system but merely an unfamiliarity. In addition, a course which provides only practice in the composition of sentences is not enough. The lessons ought to be able to develop a knowledge how these sentences are intelligently delivered in different socio-linguistic settings.

A new generation of language learners is generated by the internationalization of English, being the language of business and commerce, the learners now understand why and even how they were learning the language. Nowadays, learners would seem to embody a different set of interests and needs. These learners are more motivated. Thus, language learning is faster and more effective (Ekici, 2003, p.1-2).

Graham & Beardsley (1986, p.1) add that the ingredients to a good ESP classroom are motivation, mastery of content, and effective oral communication. Flowerdew (1987, p.121) sees the ESP learners as having that lack but are needful of help. The help needed, he said, may be in developing the divergent skills associated with good language learning – like understanding a material explaining how a fertilizer plant is designed for a Chemical Engineer to learn and practice how process texts are written, and the present tense is used; or speaking about global warming caused by unmaintained school kitchens as a future chef, and using the simple past tense and the present perfect tense to be able to do so. The ESP learner is therefore needful of an ESP teacher who masters both – the language and the content.

ESP is an approach which may be pressing for the teacher has to study even another content (in example, restaurant service, cleaning procedures, road offenses) and genre (chic literature, newspapers, school forms). The student, on the other hand,

is required to be immersed in the convergent disciplines he/she is made to read or listen to. The materials per se cannot just be used for classroom teaching. Needs analysis should be performed first. Moreover, the statement of Weinstein (2001 as cited in Belcher, 2004) tells us still of where studies on ESP and English language teaching have come. It states:

“...the curricula of numerous ESP practitioners clearly exemplify an expansive notion of public good, but persuasive means of assessing ESP’s present and potential contributions to the advancement of individuals and communities still at a relatively early stage of development.”

Thus, there is a real need for deeper research and implementation towards the use of the evolving learner-centered phenomenon – English for Specific Purposes.

The EOP learner

Stevens (1977) implies the relevance of ESP to the path of industrial and scientific revolution, as in the book of Master & Brinton in 1998.

This paper dwells on this branch of ESP which revolves around work and professions – English for Occupational Purposes. The need to incline English language teaching and learning to a specific language demand for a task or job is the wind beneath this research paper.

In Pareja’s work on developing ESP materials for criminology students in 2001, EOP deals with authentic texts written in the language exclusive to a course or the jargon. Although this study deals with ESP materials, it highlights that the language lessons to be presented to the criminology students are highly-related to the course.

Now unlike the previous paper which caters to a homogenous group of students, Bautista, et.al. (1982) capitalizes on the language needs which are useful to college life and the future profession. The paper had presented different units on the writing skills of these Arts and Sciences students who will organize ideas and write reports and letters. The materials may be broad enough as Arts and Sciences would still be a large discipline. The target audience or occupation must really be identified and the needs clearly pointed out.

Mickan (2013) corroborates the EOP principle as he cites the Social Theory. This theory describes the texts as *practice-related* and relevant to the changes of time. Since the characteristics of a peoples or a job with another creative job demand are ubiquitous, students should also be exposed to these changes. He later quotes Callaghan, et.al. (1993 as cited in Mickan, 2013) who defines languages as that *occurring* in a social context and are the purposefully contextual and activity-related. In the case of adult learning, this EOP considers time, experience, schema, up to involvement.

The national standard

The Technical Education and Skills Development Authority (TESDA), specifically an industry expert panel, formulated the Training Regulation for the vocational skills identified. There are Training Regulation documents from Welding, Automotive Services, to Nail Care and the services industries.

DACUM or Developing a Curriculum is observed in the development of the Training Regulation. This primarily revolves around the selection of the tasks for

training. The main factors behind writing the Training Regulation are task importance, task difficulty, and the frequency of performance. The so-called 'final task list' observes the principles of program design. However, this is not considered 'final' yet as time and technology dictate the modification of the tasks.

The ESP-based language program

Christison & Stuller (1997, p.72) defines the language program by enumerating the multi-faceted role of the language program administrator. They say that a language program administrator is a leader, a promoter, an organizer, and a visionary. Not only does he is a strong believer of the approach being espoused but someone who embraces its principles towards improving and innovating it. Klinghammer was cited in this work and Mintzberg (1987) was cited with the idea that these roles are matched with strategic planning. The program does not remain how it has been from the very beginning. It should be adaptive to the changes within and without the program – as in the evolving job designs, and materials development trend.

Administrators according to them take on the following additional expertise. The program developer ought to be this administrator who can manage instruction, materials development, recruitment, program research, budgets and finances, employment conditions, interpersonal relations, interdepartmental politics, and global issues and events. This program covers and caters to most of these. These considerations lead to educational stability, quality, and teaching and learning success (Henry as cited in Christison & Stuller, 1997, p.77).

That same journal also presented Davidson & Tesh with the principles in language program organization design. This designed ESP-based language program shall adapt to both the mechanistic and organic models. According to Weber (1925, 1947), the mechanistic model follows syllabi and materials prescriptions as it focuses on values. In contrast, according to Likert (1967 as cited in Christison & Stuller, 1997), the organic model is more on suiting the values to the training standards. This program which observes the ESP principles sets the entire program from the core – giving value to the language learner needs.

In designing ESP programs, Robertson (1989) listed the following questions: To where it is supposed to be leaning. Is it really essential to espouse ESP over say, general English? The demand should be examined. The program presented in this study emphasizes the importance of ESP to the changing times and its relevance to the job designs becoming more creative or discriminating, to the pressing language demands, and the concept of the brave new world. Does it really focus on special purpose English or is it just masquerading as such? The literatures shall support what might have been practiced haphazardly without much awareness even before. Which teaching techniques are appropriate for ESP? As it begins with the idea of learner needs, it should also end in the same idea of how it would be taught and shown to the ESP learners from the visual aids to the audio files to the assignments to the tests. Fourth, how equipped are the teacher implementors of using ESP within a specified subject area? Do we back it up with teacher trainings or immersions? Is the teacher just becoming a pseudo-specialist in everything? Fifth, how does ESP fit into various

learning environments? It has already been mentioned that the learning environment matters. How is ESP supposed to be handled and sustained in the different learner levels? The ESP practitioner should be able to intelligently handle ESP in the different levels of education, different paces of learning, different learner interests, and even the different parts of a lesson. It needs to be taken into careful consideration inasmuch as the language needs of the target group of learners are.

The ESP practitioner also has to know when to write or tune learning materials for each teaching situation. Ninth, which language skill is to be given more attention? Tenth, what is the language register governing the lesson? All of these considered below, it is off to contributing positively to the educational system.

In a more recent study, Mickan (2013) mentioned the steps in designing a curriculum in general. First is to identify the target community/ies. Once those have been identified and defined, the social practices that come with it are. Third, the communication signs and symbols should be selected. These are the notions, language functions, and even the non-verbal signals that come with it. The fourth and last is in the encounters with texts in cultural contexts.

He later presents the basic components of a language program or curriculum through a diagram to show the interrelation of the ‘teaching activities’ being at the center, with the syllabus, workplan, resources, and assessment. He implies that time may just be put to waste in a language classroom if those factors are not considered. The ESP approach shall not stand alone but to ascertain all those components.

In Mickan's study on language program design, a procedure was cited which was very similar to the development of the TESDA Training Regulation itself. The TR observed the DACUM (Developing a Curriculum) principles where its curricula are authored by a technical expert panel composed of field experts and language specialists to put things together. Mickan said that the design all starts with defining the epistemology or the philosophy that propels the program, before everything is mapped out, charted, described and analyzed, and released for use and scrutiny.

In Brown (1995), needs analysis, the objectives, testing, the materials, and teaching all share a double-headed arrow with evaluation. This is said to be the systematic approach to designing and maintaining a language curriculum. He goes on to mention following the government policies in developing a program or a curriculum, considering the need, testing, learner levels, and support system in developing a program like what Robertson believed.

Holme (1996, p.13) adds the TOSIDPAR approach to course design. These are Tuning in, Objective setting, Success measures (or the course objectives), Information collection (or testing and assessment), Decision-making, Planning, Action, and Review(ing) to improve. 'Success measures' is a positive way of terming course goals or even learning outcomes, as it shows the motivation of a course – which is learning and retention. A good program carefully considers all of these to gear the learner towards the national and international job demands.

Research Literature

The following researches aim to build up the need for a deeper search for knowledge and practice in the field of ESP.

Needs analysis

Van de Poel & de Rycke (2011) mentions the multidimensional needs to language training of the mobile professionals. This involves the medical staff who go abroad for work. This implies their need to be able to use the foreign language for their transactions inside and outside the hospital premises. The researchers aimed at designing a language training tool for these people who are to learn a foreign language and use it in the workflow.

The premise of the study was that needs analysis is a perennial basic. The evaluation of both the process and product are seen to come together all the time.

The problem was that these medical professionals could not be held into traditional classroom contact hours. The solution was the ‘Medics on the Move’ online project which is a language tool that will not only enhance the language transaction skills of these medical professionals but also respect their limitations as to their profession. However, the project was seen as time-consuming and expensive. It required the presence of medical interpreters, medical mediators, and individualized workflow training. In designing a program, the Needs Analysis itself may be expensive. In any case, the planning of the entire study is a must.

Eventually, Van de Poel & de Rycke found out that in their controlled methods, ‘just-in-time and tailored solutions’ were to be highlighted. The question to

be highly considered is the adequate response to the specific communication needs of these medical professionals – together with their limitations in their work shifts and demanding workfloors or relating with patients, confidential matters, emotion-driven relatives, and the sickness itself.

The language tool itself may be inadequate if the researcher lacked immersion to the workplace of the target group. However, needs will always be individualized in nature and so, more hours of teaching and tuning of materials could have been given more attention.

The study of Ekici in 2003 dwelt on the examination of the needs of Tour Guidance students of the Faculty of Applied Sciences at the Baskent University. It was an assessment of the language needs of the selected population. The study later escalated to the relevance of being founded on the target learning needs.

Ekici had based the study of needs using the perceptions of students and the Tour Guidance instructors. With the involvement of the variable of attitude to learning the English language through the use of self-ratings, forty-five (45) students were asked. Additionally, a written midterm and final exams and an oral exam were seen. The study found out that the following speaking skills were needed: expressing one's self; answering questions; solving problems; reasoning; and dealing with customers. For reading, scanning, skimming, reading intensively, making inferences; transferring information; and reading correspondences, were catered. Ekici said the solution would be more of immersing the student into the language he/she will use in the workplace.

The Tour Guidance instructors do not deem Writing as an important skill at this point. However, the curriculum coordinators said that Writing still is. This shall involve the specialist vocabulary or the jargon. In this study which inclines itself to communicative relevance, it is recommended to pay more emphasis on the presentation and practice of the listening and speaking skills. The instructors would also need to undergo a special ESP training.

Finally, Ekici was able to design an ESP course for the Baskent University. These courses which catered to both academic and job needs were required of students. The four (4) ESP courses developed consisted of six (6) hours of English instruction for 14-15 weeks.

Needs analysis or defining the characteristics of the language learners especially on skills development was deemed useful by Encina Calvario in 2009. She considered the diagram presented by Robinson in 1991 regarding the key stages in ESP. She adds that needs analysis extends to the identification of the communication requirements, personal needs and resources, and motivations and interests of the learners themselves.

Similarly, the study of Cheng in 2006 was clearly pointing towards dwelling on the language needs of a writer, specifically. She suggests that careful thought be given to the needs that have been identified. The ‘intricacies’ of the need must be detected in order to come up with clear ESP genre-based writing instruction classrooms.

Cheng's paper was divided into two scenarios to imply the need for ESP to be grounded on the text material itself. The first scenario was on redefining the 'advanced learner' for a better understanding of learner dynamics in the ESP genre-based literacy framework. This 'advancedness' was made to relate with language proficiency, degree of progress, or familiarity with generic and disciplinary practices. If the learner has to have basic knowledge on at least the content, the language then immediately follows. The task was based on the guiding principle for the entire curriculum and materials development.

The second scenario dealt with examining the learner annotations towards Language Awareness. The language material itself was built on specialist vocabulary and tuned inputs.

Finally, Cheng recommended for more researches on learners on ESP genre-based pedagogical contexts towards academic literacy and the mastery of specialist second language varieties.

In 2007, Rogerson-Revell conducted a preliminary research to investigate on the use of English as a lingua franca in the business world. English was not imposed to be the language of the business world unless the need was determined. The paper involves the exploration of EIB (English in International Business) in a European business organization. The ones looked into are the language uses in international contexts and the possible communication difficulties and frustrations that can result. It was later found out that these international language contexts spring from the need of speaking the *same language* in multilingual environments. As is the case,

multilingualism is the philosophy behind developing and designing programs, courses, materials, and tests to fit individualized language needs and gaps.

An engineering university in the East Coast region of Malaysia launched a tracer study to the companies where their alumni have been employed. The study of Kassim & Ali in 2010 dwelt then on the design of syllabi and modules to uplift the performance of their alumni in the workplace, even if they were housed with them in the school. However controlled the variables were, the materials designed were small-scale syllabi and modules when the alumni have really shown weaknesses in various language situations in the workplace. Needs are assessed to be considered carefully, at this point.

Self-made questionnaires were distributed to ten (10) engineers in multinational chemical companies. The questionnaires revealed that the emphasis of the instructional materials should be on the oral communication skills like teleconferencing, networking for contacts and advice, and the presentation skills. Engineers who are analytic, more than being linguistic, were found wanting in these skills which are still needed in the workplace. Thus, the goal of achieving fluency to be a *global engineer* was concretized by real-life scenarios.

This time, the study did not focus on the practitioners of pure sciences. The study of Lockwood in 2012 leaned towards the languages and social sciences. It is familiar as it dwells on non-native English speakers in BPO (business process outsourcing) companies in India and the Philippines catering to the needs of the native-speaker clients. The study saw the communication breakdowns that usually

occur. From there, an ESP syllabus was developed to meet the need. The study was participated in by large multinational BPOs and back offices in Asia. This curriculum development project aimed at training for program content and design – or the language being used to transact with the native-speaker clients. However, the study failed to reach the implementation stage. The language needs were just analyzed but the real outcome of the endeavor did not really reach a closure.

Lockwood also suggested that needs be considered in tailoring a language program to the BPO officers in India and the Philippines. The author used the term *tailor* to mean the refining of ESP materials development to the entirety of its instruction.

The usual move of the ESP studies was on designing syllabi limited to hotel and restaurant companies itself. The studies might have failed to come back to the schools who must have offered the program specifically designed for the needs that have already been identified and analyzed.

Cowling (2007) also resorted to this Needs Analysis before developing a course syllabus and materials for a leading Japanese industrial firm. After a thorough assessment of the language needs of the employees who were mostly Japanese nationals, semi-structured interviews, and open-ended and structured questionnaires, a notional-functional syllabus was drafted, in order to enable the Japanese employees to describe their products and services, do business presentations, conduct and document business meetings, do business negotiations and introductions, host business visitors, handle business calls, describe business trends and write reports,

and even perform business transactions in the English language. The materials which were later designed were ensured to be authentic.

The ESP practitioner discussed the needs with the client – the Japanese industrial firm Mitsubishi Heavy Industries (as called in 2007). The needs spelled out in the discussion were the contents of the semi-structured interview questionnaire given to the target group of teachers who were said to be in direct contact with the Japanese employees. Interview questionnaires were also administered to the target group themselves. Finally, open-ended structured questionnaires were completed by the Japanese employees, together with their senior employers.

The employees had been grouped into three (3) proficiency levels – elementary, lower intermediate, and upper intermediate. The grouping was also based on their TOEIC (Test of English for International Communication) scores. This study was limited to the preparation of syllabi and materials. Had it been a program that will track the development of each employee, there would not have been a need to hire Filipinos or employees who are English speakers. However, basing the learning materials on test scores is a good Needs Analysis measure.

Meanwhile, the study of Jasso-Aguilar (1999) utilized the Needs Analysis, and triangulated it with participant observation, unstructured interviews, and questionnaires, to better the use and usage of the Needs Analysis material. In a study for a textile and clothing merchandiser, the Needs Analysis was used to investigate into the workplace English needs of the employees (hotel maids, supervisors, executive housekeepers, and human resource staff) who are to communicate in the

international workplace. Khan, et.al. (2011), furthermore, delved into the many theoretical bases of Needs Analysis, its criterion, and real practice. The objective was to define the prerequisites for developing and implementing the ESP course. They added that Needs Analysis should be able to present holistic information necessary to English language learning, to reaching one's goals.

In this study in a hotel setting, the Needs Analysis was done to define which is to be the focus of a language training program. The differences of the perceptions of the Front Office assistants and their managers were also looked into. This thoroughness in assessing the language needs is required especially in corporate language training environments (Munby, 1987; Graham & Beardsley, 1986 as cited in Chan, 2002).

Chan (2002), then, found out that the language training program for the Malaysian front office assistants, food and beverage service attendants, and housekeeping department staff had to focus on speaking and listening. The perceptions of the managers themselves reveal the same skills. Furthermore, the study highlighted that the program may not deal anymore with the activities of low relevance. These are describing charts and graphs at meetings, responding to complaints in the Food and Beverage department, and answering customer enquiries on food and beverage through written correspondences. The final recommendation was to have more language activities within the program. Reading and writing activities may not even gain the interest of the hotelier-learners in the first place. Purposeful English is once more supported.

York (1982) who was cited in Ekici in 2003 concludes that the identification of the language needs is a systematic way of ordering and prioritizing community needs.

The study of Srabua (2007) also agrees with this prioritization and even the detection of the extent and depth of language needs. His research dealt with the Public Relations officers in different hotels in Bangkok, Thailand. Unlike the front office assistants who are exposed to listening and speaking activities, he says that PR Officers wrote more too. Writing is used more often and is the most problematic. Reading, on the other hand, is almost not used and therefore is least problematic. In conclusion, ESP courses shall be designed with respect to the frequency of the use of the English language skills.

Yalden (1987 as cited in Encina Calvario, 2009) corroborated this importance with the argument that anything in education cannot really exist without considering the needs of the learners.

In the 2002 edition of “English for Specific Purposes,” Salmien conducted a case study on the discourse of the Business Managers of a multinational corporation in the computer industry in Finland. Observation and interview was performed to find out the types of business reports being written, the jargon, and even the speed of work in this company. Salmien later found out that interlanguage may affect language production, making language learning difficult. The solutions were to arrest the phenomenon as early as possible, and immerse the learners in real and simulated

situations often. The native language now is another factor which is to be given consideration in writing the ESP-based language program below.

ESP is seen by Flowerdew & Widdowson in a journal published in 1986 as a process-oriented approach. They said that the learners are really homogenous and so the genre and text type would have to be adapted.

ESP materials development

Vergara (2012), Isaac (2010), and Encina Calvario (2009) all thrived on the gaps they had observed in Canossa College (San Pablo City, Laguna), in an internet-based school, and Pamantasan ng Lungsod ng Maynila respectively. All of them did not start from scratch, as in knowing the needs of the learners, as a program is already being used. Their analyses were still based on models of materials design. Additionally, Isaac (2010, p.6) actually espouses the stand of Robb (2002 as cited in Isaac, 2010) that ESP teachers must guide the students to the materials that are both made interesting and manageable, at least at their level of language proficiency at present. Edwards (2000) found out too that a lot of preparation was to be performed by the ESP teacher. He later recommended that the senior German bankers he had studied, in a specialized business context, be exposed to authentic materials in a native-speaker environment.

A study of chief flight attendants was made by Dibakanaka & Hiranburana in 2012, as propelled by the issue of competition in the airline industry business. The companies preferred non-native speakers with good communication skills. Thirty-five (35) chief flight attendants were interviewed and surveyed to be able to know and

define their language instructional needs. The course module was later developed, implemented, and evaluated. The e-learning competency-based English course module was said to make the participants happy to take the course because of its practicality and authenticity. The final result was on the chief flight attendants needing English as a course in their competencies, like making decisions and solving problems.

Job-related English language communication training is recommended to be administered to the hotel frontliners or the Front Office clerks. The study later resorted to having more activities for these skilled individuals (Chan, 2002). In a fast-paced industry like that of hotels and restaurants, where jargons abound in order to expedite transactions, EOP or job-related English classes are highly recommended.

Hyland (2007), Lockwood (2012), and Yogman & Kaylani (1996) all reintegrated the principles of ESP materials and curricula, and observations directly and indirectly in their researches. Flowerdew (1995) recommended that ESP teachers should do task analyses of the intellectual abilities in the activities towards the specific purposes of the learners. This was supported by Mickan (2006, 2013, p.58). The study on the Japanese employees took the TOEIC first before they used the learning materials, or the design was done. The learners are of utmost priority really. Hyland designed a resource book not only geared to the occupational purposes, but for the academic ones too. Lockwood designed an ESP syllabus to equip non-native English speakers who serve as customer service representatives (CSRs) to the native-speaker BPO clients. Yogman & Kaylani refined a four-week Business English

program, as guided by ESL and ESP principles in materials and course design. Course design needs to consider the company culture, the language and culture of the learners, and their specific job posts in teaching the English language. In some cases, though, the academic background may matter but generally ESP has to be seen as an evolving approach. It had really sprung up from accommodationism, after all.

In considering the needs, materials, and syllabi, and the descriptions of the prospective jobs, finally, the curricular program is designed. Below are more concepts on ESP curriculum design.

Vidal (2005) infused the idea of language learning strategies in the development of instructional materials. With the use of the Oxford's Strategy Inventory for Language Learning (SILL), the proficiency and effectiveness of the learning strategies were looked into. The learners favored the communicative approach which is espoused by ESP as well. Working in pairs and small groups, taking part in language activities and getting involved in authentic communication, are seen to be effective too. Vidal also found out that receptive skills are favored more than productive skills. Moreover, the principles of ESP on using responsive language and considering individualism (learning styles and preferences, interests, and motivational skills) are mentioned.

Bona (2003), however, tells that not only the language needs are to be defined and treated. She was able to prove that English language proficiency is also correlated with the mother's occupation, frequency of the use of English at home, and parental encouragement. Although she spelled out the macro-skills concerned with these

factors, Bona proved that language needs are not just defined by workplace demands but the other factors mentioned above. There are many concepts behind language learning. Because of this, the source and the nature of language needs may also be looked into. In designing materials and the entire ESP program, environment would matter.

Strevens & Johnson (1983) designed an ESP material for sailors. Although at this point, there were no results yet, it ensured the effectiveness and internal validity of the SEASPEAK material. The material wanted to teach the sailors to regulate and control seagoing traffic, and achieve *communicative revolution* as job-related tasks like unloading quickly, avoiding dreadful hazard, and reducing the risks to the lives of these sailors and even their property, are performed. This reference material which includes standard message formats, the jargon and/or the superstructures and the suprastructures, and the speaking recommendations like tempo and microphone techniques. Within knowing the language tasks in a certain job or post, a program and not just a material could have been developed. However, in these changing times, the standardization of the skills would always be beneficial.

ESP program development

The principles that were carefully studied and weighed, have gone through various methods of validation and triangulation. Hence, different research designs combine to ascertain the best program in these changing times and the Brave New World. Helen Basturkmen in 2012 would describe ESP program development earlier but this section shall pose more of the elements underslying it.

Below are more ESP curriculum samples already being used in different countries, in different disciplines.

The WEA Academy (Wisconsin Education Association) owns an ESP certification program aimed to provide an educational ‘support’ to professionals. It is also termed as the *career continuum* approach where the learners move from ordinary classroom instruction to more content areas and higher concentration on specific topics. The whole program was made of forty (40) hours where five (5) is given to the four (4) core areas, ten (10) to the electives or the job-specific areas, and ten (10) additional hours given to one possible curricular area to be focused. An example is five (5) hours for the core areas of communication added to one (1) hour of application tasks.

Savage & Storer (1992, p.187) highlighted, moreover, the relevance of planning and participating with the learners themselves when designing a language curriculum. As early as 1992, the endeavor was on relating the learner’s experience and interest to language learning.

The ESL (English as a Second Language) Program of the University of North Carolina Wilmington primarily focuses on the speaking and listening skills in the daily ESL classes. These classes include TOEFL (Test of English as a Foreign Language) reviews. This points to their ESP program which is individualized to their client groups of ten (10) who request and identify their language needs. For hospitality professionals, the topics tailored for them are: job-specific vocabulary development; language skills for customer services; understanding workplace

jargon/idioms; writing skills; and accent reduction. The hospitality professionals – especially the frontliners – shall face their guests with the latter’s complaints and requests in English. The program is then towards lessening the need.

Brown (2001, p.13) sees this ESP approach as being service-oriented. He adds in a 1995 study that program evaluation is healthy towards the improvement of the curriculum and its effectiveness within the context of specified institutions. He adds that there are basically two (2) components of language program design. These are needs analysis and program evaluation. Such are necessary for the constant improvement of language programs towards the demands of the workplace.

An ESP course was also designed by Jiajing in 2007 for the Chinese university students in Business Education. The ESP course were first defined to contain five (5) core elements – needs analysis, course goals and objectives, course details, materials design, and assessment and evaluation.

In the same article of Jiajing (2007), Xenodohidis’ study in 2002 was cited. The proposition was to focus on realistic goals and objectives. Finally, the considerations in ESP course design are the grammatical functions, acquisition skills, terminology, and the specific functions of the discipline content.

The ESP course prepared by Jiajing contained the following points: background of the Business English course; overview of a University English for Business purposes course; the goals and objectives including the course details, course framework, assessment, and course evaluation; and the conclusion. The juxtaposition of the TESDA TRs and the questionnaire responses spells out a well-

rounded ESP-based language program for these industry professionals. All of those considerations really need to be infused in any educational program at that.

Cheng (2006) worked on the identification and factors behind even the learner's potential needs. Hence, the following factors comprised the questionnaires and the entire research methodology:

- language needs
- learning style
- preferred activities
- attitudes
- documents (e.g. assignments)
- course framework
- assessment
- course evaluation

Furthermore, the following were noted – grammatical functions, terminology, comprehension, and workplace abilities. This is to ascertain the fact that ESP is helpful towards the 'tight' competition in the industry. In the Tourism Sector (Hotel and Restaurant), jargon, structures, and the vocational skills are given much importance. Thus, this study takes on Chen's principles.

Novel terms like 'wide-angled' and 'narrow-angled' course designs were introduced by Basturkmen (2003), on the other hand, to simply refer to the focus of the ESP course – whether it be multi-disciplinary or not.

Kaur (2007, p.1) had the following items to comprise ESP course design. He says the week number, key topic/s, grammar focus, and duration need to be basic to any language program. These shall be noted together with the timeline of the Philippine educational system. Time as shown in the implementation timetable is also given importance by Mendoza (1986) and Patenaude (1972). Moreover, the abovementioned factors are corroborated by the semi-structured interview and the sample written inputs of the fifteen (15) Malay administrative staff members, where the Speaking and Writing skills were the foci. That of Hutchinson & Waters (1983, p.1) was quite dissimilar as it aimed at all the communication skills.

Mendoza (1986) had proposed an enrichment program this time to an existing one in Theresa's College in Quezon City. Again, the number of minutes seemed to be the foci of the entire program, as time determined the significance of a learning content, skill, and task.

In designing an ESP course or program for multi-disciplinary or multi-background technical learners, even the specific language learning needs are identified. This was strengthened by the use of special language, dynamism, tailor-made materials, and learner-centeredness among others (Chen, n.d., p.1).

According to the ILO (International Labour Organisation) International Center for Advanced Technical and Vocational Training articles, a programme has three (3) categories for its characteristics. These are the desired outcomes which include the aims, goals, and objectives; the activities which include observing demonstrations,

role playing, completing exercises, and constructing projects; the resources for which people, materials, equipment, money, space, and time are examples.

In Queensland, Australia, where most of the learners consider English as a first language, the ESP course for Tourism and Hospitality dwells on texts already seen in the workplace. The course outcome and content are similarly arranged too. This includes other information on the course like the level, entry requirements, duration, and even the tuition.

To further improve Philippine education, different programs are the subject of different theses and dissertations. English Language Teaching in the Philippines which focuses on the tougher job demands, ESP is the approach. The perennial question is how English can be involved in meeting the job demands.

In a private school in 1995, Nabua evaluated its language program using the CIPP Model of Stufflebeam. The consideration of the context, input, process, and product also revolved around the detection of the needs of the learners first, before the implementation. Nabua also provided a three-year implementation plan for the program she has evaluated. Although the Model is quite obsolete, the concepts of schema and immersion are considered in language teaching and learning.

The study of Oculares in 2000 had more considerations in designing a language program. There were classes in the Philippine Normal University Laboratory School which are multilevel. Thus, the researcher derived the needs straight from the benefactors of the program. She did not make a test anymore yet she presented a narrative on how to improve everything, as per the involvement of every

stakeholder. From observations, interviews, questionnaires, and video recordings and analyses, the conclusion of the study was that proper implementation is supposed to be given careful attention in program design and development. In terms of the multilevelling of the English classes, the implication was to have a constant evaluation whether a program or its component is to be retained or modified. The TESDA qualifications with the Training Regulation also are faced with modifications. Some have already moved until the NC IV level, although some are in the NCII level as its highest for a period of time.

Luib (2001) plainly assessed the existing language courses of Technology students. However, the focus was still on the ability of the English subject to assist in the learning of content subjects like the Sciences. She later drew out the supposed focus of the English lessons. This sheds some ESP principles as in providing purposeful English lessons which may be EAP, or less of EOP, this time, and still are very much same in principle with that of the TESDA Training Regulations. From the survey given to the ESP learners, the interview performed with Math and Science teachers, the observation guides in the English classes filled out by the English teachers, and the self-assessment scale of Dyna S. Rodriguez (1997) answered by the researchers, the means and modes were weighed to come up with a studied listing of the supposed focus of the English course of those Technology students. This is very similar to this research where the learners themselves are asked of their needs.

Padillo (2001), on the contrary, must have focused on a single stage of ESP program development. She dwelt on the details of the communication process

occurring in the upper secondary ESL learners, and transcribed even the speech errors and gap markers. These sprung into more recommendations. Sometimes, language problems need to be examined closely and seen in a macro-scale in order to be able to suggest more comprehensive program specifications. Had this study looked into international standards, the entire ESL learning environment could have benefited.

Dimaano (2002) then enumerated more suggestions to developing a language program. Among many others, the findings are the inability to meet the learning objectives of the students themselves and the said deteriorating quality of the teachers. Thus, programs need to be developed in the light of these lacks. Moreover, the conclusion of Dimaano on the quality of teachers was evidenced by the findings of Ramones (2004). She mentioned that the schools and colleges should hire and assign competent faculty. Ramones dealt with Asian students with limited English proficiency. Hence, her recommendation went from teacher improvement to strict student admission.

The sustainability of a language program must also be a part of the implementation plan of every educational program. The study of Fontanilla in 1998 is a descriptive paper aimed at assessing the language program of the Angelicum College, evaluating its present status, defining its strengths and weaknesses, drafting a development program for it, and determining the stakeholders of the program. The study used the percentage and mean in the interviews and comments of the English teachers, classroom moderators, alumni, and parents. Not only was the aim to know the general status of the program, it also examined the extent of the implementation

of the components of the program. The components looked into by Fontanilla are the instructional objectives, faculty and special service personnel, instruction, instructional materials center, evaluation of the student progress, and the facilities. It later landed on the conclusions of improving all the components mentioned.

The *restricted repertoire* of specific vocabulary and structures attest to the fact that the education which does not remain in the classroom shall hone in the language learner the particular jargon in the context specified, the general set of academic skills, and the language skills of the daily active life in the workplace, in her/his interest and inclination. This study shall pose the importance of both the occupational and academic purposes of the English language in the Brave New World of demands and innovative job designs, to competition driven by skills competence, language exposure, and the X-factor perhaps.

This study would be similar to the methodologies of Fontanilla (1998), Cowling (2007), and Kassim & Ali (2010) in that the development of the program is based on the knowledge and careful consideration of the language teaching and learning needs of the educational community first before the program is drafted. The Training Regulation imposed by the TESDA, which had been prepared by the industry stakeholders in the first place, comprises the questionnaire of this study. The parallelism or the ability of the student to connect the standards listed by the industry stakeholders and the instruction in school moves the drafting of a language program which thrives on the specific language needs of the students or the future professionals.

All those restricted vocabulary, homogenous population, and the tough job demands, comprise the ESP-based language program which prepares the HRS graduate to the Brave New World of proving himself in simple to complex business transactions.

Richards (2001) even presented the ideology behind a curriculum. ESP embraces his four (4) perspectives. First is social and economic efficiency which deals with the practical needs of the learning society who will soon participate or are already part of economic growth. The learners moving in this idea are more likely the ones in the production sector of the society. Second is learner-centeredness which we have already been discussing since the beginning of this paper. Finally, there are social reconstructivism and cultural pluralism which could be related to Hyland's ethnography. Designing a curriculum, they say, is a product of analyzing the culture of the country of the learner and the first language or other language issues, the culture of the job or vocation one is exposed to, the sociology of the environment the learner is familiar with, and the family upbringing among others. The study of Bona (as cited earlier) even pinpoints the mother's occupation to be connected with the language learning phenomenon.

For the banking staff in Italy, a *made-to-measure ESP course* was designed by Land (1983). He began it with a pre-test setting the English language proficiency level of the respondents. The test results merely revealed the coverage of the supposed course. However, it was not implemented. At least, though, a numeric, quantitative, and tangible evidence could be made the springboard to a full-blown

ESP course. Needs can somehow be defined by the practitioners even by glancing at work performance perhaps but researchers and program developers can only rely on some fixed data in one way or another.

Gong (2012) defines EOP to be leaning toward English language teaching in vocational colleges towards reformation, as it deals with authentic texts. Many language researches deal with ESP curriculum development and/or just one specific qualification. Additionally, different vocational colleges in the Philippines do not hold a language program based on real language needs. If these schools follow a standard, this is only from the TESDA. Otherwise, a general English course is observed. Kaur (2007) adds the essence of the inclusion of grammar at all times.

Synthesis

The language needs in the different contexts were analyzed by the previous studies in order to come up with syllabi and materials. The relevance of pinpointing the language need is ascertained by various researches which later concluded that the language points to be taught in the language classroom are the ones that are really used in the workplace. The study of Chan in 2002 even concluded that the other skills not needed in the workplace need not be taught anymore. This study, however, deems all the language skills and grammar to harness the language proficiency of the HRS student or the industry practitioner.

Different scholars have studied the development of English for Specific Purposes and its application in various fields. Above are the mention of ESP studies

dealing with practitioners in a chemical plant, a hotel front desk, an airline, and a cargo shipping company among others.

The main goal of an ESP program is decisiveness. A *decisive* language program considers the linguistic content and skills. Thus, it dictates the ability of the ESP teacher to know the language register of the specific field and the practice in the hospitality industry.

A language program for a fixed set of qualifications, and the ones really encountered by the industry practitioners themselves, the grammar principles, and the national standards are deemed necessary in the context of the present study. Thus, an ESP-based language program is designed to promote decisiveness, purposefulness, and accommodationism in the TESDA-supervised institutions.

Chapter III

METHODOLOGY

This chapter presents the research methodology employed in this paper.

Research Design

This study employs the descriptive method as it describes the want in language education and the proposed language program that seeks to resolve it. An ESP-based language program is designed in order to improve the language proficiency of the Hotel and Restaurant Services students.

This study moves from the language needs of the industry practitioners, the industry supervisors, the English instructors, to an ESP-based language program for the six (6) qualifications taken by the HRS students. The language program is later validated using the criteria adapted from Pareja (1999) who developed and validated ESP materials for Criminology students.

Participants of the Study

Questionnaire design / Needs analysis

The TESDA Training Regulations Core Competency was referred to for the language needs of the industry supervisors. The language skills appropriate to the competencies in the Training Regulation were then listed down. Moreover, a chef and MBA graduate, a Dean of a TESDA-supervised HRM institution and MBA graduate, and a marketer licensed by the Philippine Retirement Authority and MBA student added more skills needed to be possessed by the industry practitioners.

English instructors were also informally interviewed for more language needs that ought to be taught. The researcher also conferred with them as the researcher has taught in a TESDA-supervised institution for more than five (5) years.

Questionnaire respondents / Needs analysis

The ones who have answered the different questionnaires according to the specified qualifications are waiters in different restaurants in the Philippines and abroad, baristas and bartenders in the Philippines and/or are employed in a luxury ship, bakers here in the Philippines and abroad, chefs here and abroad, front office personnel of which two are taking their practicum in Alabang, Muntinlupa, and housekeepers here and abroad.

Specifically, the respondents were the following as shown in the table below.

Field / Qualification Focused On	Number of Respondents
Food and Beverage Services	11
Barista and Bartending	6
Bread and Pastry Production	4
Cookery	5
Front Office Services	6
Housekeeping	4

Table 2.
Questionnaire Respondents per Qualification

The industry practitioners were asked if they have encountered the language needs mentioned in the questionnaire. There are 36 industry practitioners who had answered the questionnaire designed for them.

Language Program Validators

After the development of the language programs for the specified qualifications, the following experts validated the content, relevance, and form of the language program seen:

- a National Master Trainor
- an NC III holder for Food and Beverage Services and Cookery
- a Dean of a TESDA-supervised HRM school and MBA graduate
- an English teacher for three years in a TESDA-supervised HRM school
- the department head of the English Department of a TESDA-supervised HRM school

Instruments

Needs analysis questionnaires

Food and Beverage Services

The Training Regulation Core Competency Units of Competency was referred to for the language tasks and points in the ESP-based language program.

Element of Competency (provided by TESDA)	Relevant Language Skill
taking table reservations	asking questions, making clarifications
setting up the tables in the dining area	following instructions
setting the mood of the dining area	describing something
welcoming the guests	greeting, handling reservations
taking the orders	offering the menu, asking

	questions, taking down notes
liaising between the kitchen and service area	stating facts
undertaking suggestive selling	explaining, describing, making recommendations
serving food orders	describing
concluding food service and closing down the area	stating facts, following establishment standards, handling credit card transactions
taking and processing room service orders	asking questions, taking down notes, noting details
apologizing to the guest/s	apologizing
recording complaints	describing past events

Table 3.
The TESDA Elements of Competency and the Language Skills
(Food and Beverage Services)

The language skills within the mentioned Units of Competency were the ones included in the questionnaire presented to the industry supervisors who had seen the Needs Analysis checklist.

For the qualification Food and Beverage Services, there are twenty-one (21) close-ended questions and the Others blank. The language needs are enumerated at the left, and the industry practitioners would have to tick yes or no, as placed at the right side of the questionnaire. The language needs are written in the English language but are simplified so as to make them answer with ease. There is also an ‘Others, please specify’ blank to allow the respondents to indicate the other language needs they might need to perform.

The second part of the questionnaire is composed of two (2) open-ended questions. These deal with the opinions of the industry practitioners on the effect of

the language lessons in school to the work exposure and the demands of the job. (See Appendix B for the questionnaire.)

Barista and Bartending

The Training Regulation Core Competency Units of Competency was referred to for the language tasks and points in the ESP-based language program.

Element of Competency (provided by TESDA)	Relevant Language Skill
setting up and preparing the machine and equipment	following instructions
preparing milk	following instructions
taking drink orders	asking questions, suggesting, describing the menu items
receiving payments	presenting the bill, stating facts
maintaining par stock of items	writing inventories, making requests, filling-out forms
cleaning the bar, equipment, and tools	writing reports, following instructions on glassware and equipment maintenance procedures
taking drink orders	asking questions, retelling
serving drinks	describing the drinks, stating facts
dealing with customers affected with alcohol	retelling, narrating past events, observing service policies in dealing with intoxicated guests
explaining the different types of wines to customers	describing the wine list, explaining the process of wine production
opening and serving wine	asking questions, following industry standards, describing wine
checking wine for faults	describing wine, writing incident reports, filling out forms

Table 4.
The TESDA Elements of Competency and the Language Skills
(Barista and Bartending)

The language skills within the mentioned Units of Competency were the ones included in the questionnaire presented to the industry supervisors who had seen the Needs Analysis checklist.

For Barista and Bartending, there are seventeen (17) close-ended questions and the Others blank.

The language needs are enumerated at the left, and the industry practitioners tick yes or no, as placed at the right side of the questionnaire. The language needs are written in the English language but are simplified so as to make them answer with ease.

There is also an ‘Others, please specify’ blank to allow the respondents to indicate the other language needs that are present in that specific department.

The second part of the questionnaire is composed of two (2) open-ended questions. These deal with the opinions of the industry practitioners on the effect of the language lessons in school to the work exposure and the demands of the job. (See Appendix C for the questionnaire.)

Bread and Pastry Production

The Training Regulation Core Competency Units of Competency was referred to for the language tasks and points in the ESP-based language program.

Element of Competency (provided by TESDA)	Relevant Language Skill
preparing bakery products	reading recipes, following instructions, writing a procedure
decorating and presenting bakery products	describing the fillings, glazes, etc.

storing bakery products	following storage standards and procedures, describing the ingredients and products
preparing pastry products	defining the baked products, following instructions
decorating and presenting pastry products	describing products, writing descriptions

Table 5.
The TESDA Elements of Competency and the Language Skills
(Bread and Pastry Production)

The language skills within the mentioned Units of Competency were the ones included in the questionnaire presented to the industry supervisors who had seen the Needs Analysis checklist.

For Bread and Pastry Production, there are eleven (11) close-ended questions and the Others blank. The language needs are enumerated at the left, and the industry practitioners tick yes or no, as placed at the right side of the questionnaire. The language needs are written in the English language but are simplified so as to make them answer easily and fast. There is also an ‘Others, please specify’ blank to allow them to indicate the other language needs they might encounter in that specific department.

The second part of the questionnaire is composed of two (2) open-ended questions. These deal with their opinions on the effect of the language lessons in school to the work exposure and the demands of the job. (See Appendix D for the questionnaire.)

Cookery

The Training Regulation Core Competency Units of Competency was referred to for the language tasks and points in the ESP-based language program.

Element of Competency (provided by TESDA)	Relevant Language Skill
cleaning, sanitizing, and storing equipment	following instructions
preparing stocks, etc.	defining terms, describing a process
storing and reconstituting stocks, sauces, soups	describing an object, narrating a process, narrating a past event
performing mise'en place	following instructions
preparing appetizers, salads and dressings, sandwiches, main dishes, desserts	following instructions, describing something

Table 6.
The TESDA Elements of Competency and the Language Skills
(Cookery)

The language skills within the mentioned Units of Competency were the ones included in the questionnaire presented to the industry supervisors who had seen the Needs Analysis checklist. For Cookery, there are twenty (20) close-ended questions and the Others blank. The language needs are enumerated at the left, and the industry practitioners tick yes or no, as placed at the right side of the questionnaire. The language needs are written in the English language but are simplified. There is also an 'Others, please specify' blank to allow them to indicate the other language needs they might have encountered in that specific department.

The second part of the questionnaire is composed of two (2) open-ended questions. These deal with their opinions on the effect of the language lessons in

school to the work exposure and the demands of the job. (See Appendix E for the questionnaire.)

Front Office Services

The Training Regulation Core Competency Units of Competency was referred to for the language tasks and points in the ESP-based language program.

Element of Competency (provided by TESDA)	Relevant Language Skill
receiving and processing reservation requests	asking questions, stating property standards, making suggestions, retelling, taking down notes
updating reservations	writing past events,
advising others on reservation details	stating facts, retelling, using reported speech, asking questions
preparing the reception area for guest arrivals	stating facts, following instructions
welcoming and registering guests	stating room details, services, etc., taking down notes
performing <i>during stay</i> functions	following instructions, asking questions, noting details, stating facts
organizing guest departure	reading departure lists
providing information on club services	stating facts
handling guest arrivals and departures	preparing and reading forecasts, stating facts, following establishment standards
preparing the guest folio	asking questions, noting details, taking down notes
collecting cash and non-cash transactions	stating facts, retelling, using reported speech, thanking

Table 7.
The TESDA Elements of Competency and the Language Skills
(Front Office Services)

The language skills within the mentioned Units of Competency were the ones included in the questionnaire presented to the industry supervisors who had seen the Needs Analysis checklist. For Front Office Services, there are twenty-two (22) close-ended questions and the Others blank. The language needs are enumerated at the left, and the industry practitioners tick yes or no, as placed at the right side of the questionnaire. The language needs are written in the English language but are made simple and easy to answer. There is also an ‘Others, please specify’ blank to allow the respondents to indicate the other language needs they encounter in that specific department.

The second part of the questionnaire is composed of two (2) open-ended questions. These deal with their opinions on the effect of the language lessons in school to the work exposure and the demands of the job. (See Appendix F for the questionnaire.)

Housekeeping

The Training Regulation Core Competency Units of Competency was referred to for the language tasks and points in the ESP-based language program.

Element of Competency (provided by TESDA)	Relevant Language Skill
handling housekeeping requests	answering questions, following instructions, confirming details
advising guests on room and housekeeping equipment	stating facts, explaining, making requests
setting up equipment and trolleys	following instructions, filling out forms
accessing rooms for servicing	reading for details
making up the bed	following instructions

cleaning the rooms	asking for permission, thanking, confirming request details, stating facts
processing laundry items	reading request forms, reading manuals
selecting and setting up equipment and materials	following instructions
cleaning dry and wet areas	reading equipment manuals, following instructions

Table 8.
The TESDA Elements of Competency and the Language Skills
(Housekeeping)

The language skills within the mentioned Units of Competency were the ones included in the questionnaire presented to the industry supervisors who had seen the Needs Analysis checklist. For Housekeeping, there are eighteen (18) close-ended questions and the Others blank. The language needs are enumerated at the left, and they tick yes or no, as placed at the right side of the questionnaire. The language needs are written in the English language but are simplified. There is also an ‘Others, please specify’ blank to allow the industry practitioners to indicate the other language needs they might have encountered. The second part of the questionnaire is composed of two (2) open-ended questions. These deal with the opinions of the industry practitioners on the effect of the language lessons in school to the work exposure and the demands of the job. (See Appendix G for the questionnaire.)

Language program validation instrument

The language program underwent an internal validation by industry practitioners or course content validators and the English teachers who are immersed in the rudiments of the hospitality industry.

The validation instrument was adapted from Teresita Pareja's dissertation in 1999 on developing and validating ESP materials for criminology students.

The questionnaire is composed of eight (8) statements on the relevance of the language program to the TESDA qualification, the relevance of the vocabulary, the ease of using the program, the authenticity of the tasks and the program itself, the attainability as indicated in the time component and activities, and the usefulness of the program towards producing a proficient industry practitioner in the future.

The scale, indicated on the right side, comprised of 4 for *very much* (as in having been able to meet the criteria), 3 for *much*, 2 for *a little*, and 1 for *not at all*. (See Appendix H for the ESP-based Language Program Validation Instrument.)

Data-Gathering Procedures

The TESDA TR Core Competency Elements of Competency which was prepared by the technical expert panel of TESDA was reviewed and the language skills involved were listed. This is now the first listing for the Needs Analysis. This was shown to the industry supervisors and English teachers before fielding. They had modified some jargons and added some skills as to their own experiences in the industry.

The validated questionnaires were then fielded to the 36 industry practitioners in total. The yes's and the no's were tallied. The table below presents the tallies per qualification.

YES – NO	Language Skill / Needs Analysis item
11 – 0	- making inquiries of orders / supplies, reservation details, special requests - following establishment standards - asking questions - apologizing - managing conflict situations within the dining area
10 – 1	- asking for orders - suggesting items - listening to and noting event details - receiving customer complaints
9 – 2	- defining some menu items
8 – 3	- describing or introducing the restaurant - stating the cooking procedure of menu items - reading event forms
7 – 4	- explaining promotional activities - performing credit card transactions - answering the telephone - describing past events for an incident report
6 – 5	- delivering a short oral presentation - writing a short message or business letter
4 – 7	- planning meetings
3 – 8	- preparing the Daily Banquet Events Order

Table 9.
The Summary of the Tallies for the 11 Respondents
(Food and Beverage Services)

The skill/s which garnered more YES responses are given longer time allotment and more activities so as to be able to use the skills correctly.

YES – NO	Language Skill / Needs Analysis item
6 – 0	- following manuals and maintenance procedures - asking questions (e.g. customer preferences) - suggesting and describing the menu items

	- recording business transactions - dealing with intoxicated persons - requesting for stocks - writing a damage or incident report - writing an inventory or an end report - differentiating one beverage from another - describing a process or service - addressing guest requests for drinks
5 – 1	- reading receipts / presenting the bill - preparing and managing inventories - evaluating the beverage - entering information to the POS for new and upgraded products
4 – 2	- preparing control system forms

Table 10.
The Summary of the Tallies for the 6 Respondents
(Barista and Bartending)

The skill/s which garnered more YES responses are given longer time allotment and more activities so as to be able to use the skills correctly.

YES – NO	Language Skill / Needs Analysis item
4 – 0	- understanding recipes - following instructions - describing something - stating ingredients, procedures, and other facts - adjusting the amount of ingredients for a bigger order - avoiding and handling spoilage
3 – 1	- writing a procedure - defining technical terminology - writing dessert buffet service plans - managing the cleanliness of the kitchen
2 – 2	- following enterprise standards and procedures

Table 11.
The Summary of the Tallies for the 4 Respondents
(Bread and Pastry Production)

The skill/s which garnered more YES responses are given longer time allotment and more activities so as to be able to use the skills correctly.

YES – NO	Language Skill / Needs Analysis item
5 – 0	- defining terms - describing and narrating a process - narrating a past event - managing conflict situations - organizing food products and services - preparing products and services - presenting food products - avoiding and handling food spoilage - designing a concept for a major event or function - writing a short message in English - writing different types of reports
4 – 1	- following instructions - describing an object - doing business transactions on the telephone - resolving customer complaints - conducting meetings - writing a business letter in English
3 – 2	- relaying the customer complaint to the manager or supervisor - planning meetings - delivering a short oral presentation

Table 12.
The Summary of the Tallies of the 5 Respondents
(Cookery)

The skill/s which garnered more YES responses are given longer time allotment and more activities so as to be able to use the skills correctly.

YES – NO	Language Skill / Needs Analysis item
6 – 0	- asking questions - giving directions - listening for details - reading a Reservations System - following instructions - verifying information

	- communicating on the telephone - managing conflict situations - understanding basic written instructions - coordinating with the Housekeeping department for room checks, etc.
5 – 0 (1 waived)	- stating facts
5 – 1	- suggesting rooms and services - handling guest arrivals - describing something
4 – 2	- using reported speech - explaining membership application forms - preparing forecasts - reading forecasts - delivering a short oral presentation
3 – 3	- writing past events - preparing the guest folio - managing intoxicated persons

Table 13.
The Summary of the Tallies of the 6 Respondents
(Front Office Services)

The skill/s which garnered more YES responses are given longer time allotment and more activities so as to be able to use the skills correctly.

YES – NO	Language Skill / Needs Analysis item
4 – 0	- asking and answering questions as in conducting room checks - confirming request details - apologizing - following instructions - thanking - filling out accomplishment forms - communicating on the telephone - managing conflict situations
3 – 0 (1 waived)	- stating facts - managing intoxicated persons
3 – 1	- explaining the use of an equipment - asking for permission - reading brochures

2 – 2	- delivering a short oral presentation - writing different types of reports or brochure displays
1 – 3	- reading event forms - planning and conducting meetings
0 – 4	- disagreeing with statements

Table 14.
The Summary of the Tallies of the 4 Respondents
(Housekeeping)

The skill/s which garnered more YES responses are given longer time allotment and more activities so as to be able to use the skills correctly.

The frequency of the responses determines how the language demands are prioritized and sequenced in the language programs.

The six (6) language programs made by the researcher were then validated by industry supervisors and English instructors.

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the ESP-based language program based on the language needs posed. This chapter also presents its relevance to the industry and the academe itself.

The Language Needs of the Industry Practitioners

The specific language needs of the industry practitioners, the industry supervisors, and the English instructors who have worked or are working in the different hotel departments, or are immersed with the job, are specified in the Core Competencies section of the Training Regulation of the TESDA. This is finalized by an expert panel and is revised regularly to meet the evolving standards of the hospitality industry. The objective of TESDA in enhancing the basic, common, and core competencies is to make the Filipino competent and possess life skills, and be able to survive and pursue more economic opportunities, leadership, management, and innovation.

These language needs, together with the vocational skills, qualify the industry practitioner to perform beyond routine and *predictable* tasks, problem solving and more work processes.

The language needs of the industry practitioners are specific to the qualifications and have been identified. The industry supervisors were asked regarding the language needs that need to be highlighted in the language program. All of them agreed with the language skills and tasks indicated in the questionnaires.

The Language Skills Institute Head in the TESDA Office in Laguna who oversees the language teaching to the future hoteliers even professed that there is no language program used for any qualification. The proposition of TESDA was just to have 100 hours of English to build the confidence of the students. This ascertains the lack in English language instruction in this vocation.

For the English instructors, the language needs are more on the comprehension skills of the students – in that the students do not really understand the scene and their supposed dialog (termed as the *phraseology*) by the TESDA. This is why the students memorize without comprehension. They affirmed the inclusion of more micro-skills to be infused in the lessons in the language program.

Thus, this language program below capitalizes on these language needs identified by the industry practitioners, industry supervisors, and the English instructors, and the Language Skills Institute.

The Needs to the Program

The different qualifications pose different language needs primarily because the use of the language vary from one qualification or industry sector to another. The Front Office personnel has different duties and language tasks to do, compared with a room attendant or a chef.

The language program below capitalizes on the needs from the industry itself and how the practitioners see its importance and weight in her/his daily immersion. The recurring language needs are then placed in the language program first and are given longer time allotment, as the data are treated per qualification.

Description of the ESP-Based Language Program

The data from the Needs Analysis instrument revealed the language needs encountered in the industry and the different hotel departments. Those are the kitchen area, dining area, hotel lobby, hotel rooms, Sales Department, to the virtual world of call center representatives who handle room reservations among others, where language is used. The language needs are then identified, sequenced, and allotted the proper time.

Features of the Language Program

The language program below includes the Course Description and the Objectives, the Elements of Competency (from the items from the questionnaire from the TESDA Training Regulation and the additional language needs posed by the industry practitioners), the language points and tasks, the Assessment Evidence (as patterned from the TESDA Training Regulation) as modified to meet the language points and tasks and the objectives of the language program itself, and the Support System which is the mode of instruction and the materials to be used (Brown, 1995; Christison & Stuller, 1997), the suggested learning activities (Mendoza, 1986), and the main resources (Patenaude, 1972; Mickan, 2013).

The researcher included the relevant language skills and grammar point/s to be able to meet the Element of Competency or language need. The jargons and sample situations are also included. In terms of the evaluation, the Assessment Evidence from the TESDA Training Regulation is modified for a lesson to ascertain the objective and description of a language program.

The tabular presentation of the ESP-based language program (See Appendices B – G.) specifies the 80 hours of time allotment for one (1) program. This is to be able to meet at least the Senior High School requirement for English classes, as opposed to the 18 hours for the English subject as per the TESDA standard.

Usage of the Language Program

The student who is enrolled in Hotel and Restaurant Services takes up the English subject which comes with the qualification. The qualification Food and Beverage Services is taken with ENGLISH OF THE FOOD AND BEVERAGE SERVICES, for example. The English subject and the qualification observe a strict order. With the various qualifications being offered at the same semester, a student cannot take up one that does not observe the protocol. The student takes up the English subject that matches the qualification. In the case of utilizing this language program in the Senior High School program for the K-12 curriculum, the programs are taken with the relevant subjects.

The sequence of the English subjects is:

1. English of the Food and Beverage Services (English 1)
2. English for Baristas and Bartenders (English 2)
3. English in the Bakeshop (English 3a)
4. English in the Kitchen (English 3b)
5. English of the Front Office Services (English 4a)
6. English in Housekeeping (English 4b)

The lessons are allotted a specific amount of time as indicated in the language programs. The one/s who will use the language program refers to the week number column to know the time allotment for the Element of Competency, the language points/tasks, and the Assessment Evidence. The teacher is the one who adjusts according to the pace of the students. Additionally, the objectives indicate the goals of the English subject.

ESP Principles Intensified

The language program presented observes the organic model of a language program of Davidson & Tesh (1997 as cited in Christison & Stuller, 1997). It actually gives importance to the values of adaptability and flexibility inasmuch as the language needs are assessed. English for Specific Purposes (ESP) highlights the language needs and not just a set of lessons to be taught. In this model of ESP course design, additionally, language instruction training is the priority. This concept was indirectly observed by the technical experts who have designed the Training Regulation for the TESDA. The Training Regulation Basic Competency was made to somehow jive with the Core Competencies.

The Training Regulation was made by the program specialists of TESDA who are composed of occupational experts, and staff who do job analysis, task analysis, and the validation of the Training Regulation itself. This process is very similar to the positions of Reviere, Hutchinson & Waters, Richards, and Dibakanaka & Hiranburana. All of

them took note and respected the language needs of the learners as to their schemata and pace, and the language demands of the job.

The course titles observe the ESP principle of accommodating to the needs of the job demands through the English language. The English subject is named after the hotel service, the hotel department, or the personnel within that department. The English for the Food and Beverage Services is termed as ENGLISH OF THE FOOD AND BEVERAGE SERVICES; the English for the Barista and Bartending is ENGLISH FOR BARISTAS AND BARTENDERS; the English for the Bread and Pastry Production is ENGLISH IN THE BAKESHOP; the English for the Cookery and Food Production is ENGLISH IN THE KITCHEN; the English for the Front Office Services is ENGLISH OF THE FRONT OFFICE SERVICES; and the English for Housekeeping is ENGLISH IN HOUSEKEEPING. English is made to connect with its learners even from this simple aspect of titling the English course.

Weinstein (2001 as cited in Belcher, 2004) implies that ESP programs really do point toward the ‘expansive notion of (the) public good’ and therefore regards language learning as a must, in the light of the industry demands. Thus, this language program did not just refer to the international and national standards but what the industry practitioners have to say about their experiences and how they make sense of their learning experiences, in relation to their academic background.

The Assessment Evidence items were written in gerund form to emphasize not only the accomplishment of the output – skill enhancement or a tangible output like a

write-up or a mock sales call. The emphasis of this ESP-based language program is how the skill is acquired and learnt by the ESP learner.

Pennycook's theory of Accommodationism which deals with the 'pragmatic need' of having to use language in order to meet one's needs of being understood, getting meanings across, to being promoted, is the backbone of this ESP-based language program. This aims to equip the future hoteliers primarily to fit into both the national and international standards, since he or she is readied as early as now.

Teacher mastery is also to be considered. An ESP practitioner is not just supposed to know the rudiments of the English language but the content and language of the 'specific purpose.' There were arguments of having mediocre teachers in the field and the supposed solution is to train them or teach in teams. With this ESP-based language program, the teachers themselves would be confined to improving themselves to knowing jargons, and the basics of hospitality and tourism.

The ESP-Based Language Programs

Based on the national standards posed in the Needs Analysis instrument distributed to the different industry practitioners, these language programs are designed and presented below.

English of the Food and Beverage Services

The first course in this language program is for the qualification Food and Beverage Services.

The eleven (11) industry practitioners for this qualification were asked of their language needs. All of them affirmed of: making inquiries of orders/supplies,

reservation details, and special requests; following establishment standards, asking questions (to clear the table); apologizing; and managing conflicts within the dining area. With asking for orders, suggesting items (food and beverage, additional orders, upsizes, etc.), listening to and noting event details, and receiving customer complaints, ten (10) said they encounter the task or Element of Competency, while one (1) said he/she does not. Nine (9) said they do define some menu items; two (2) said they do not. Eight (8) affirmed that they do describe and introduce the restaurant, state the cooking procedure of the menu items, and read event forms; three (3) of those industry practitioners said they do not perform those. Seven (7) said they explain promotional activities, perform credit card transactions, answer the telephone, and describe past events for an incident report; four (4) of the 11 industry practitioners do not. Six (6) said they do deliver a short oral presentation and write a short message or business letter. Four (4) of the 11 plan meetings. Lastly, three (3) said they do prepare the Daily Banquet Events Order; eight (8) of them do not.

The other required skills according to the industry practitioners are doing the daily inventory, requesting the staff to do something, and preparing sales reports. (See Appendix I.)

The ‘English of the Food and Beverage Services’ subject is opened by the orientation to the entire industry. The qualification Food and Beverage Services contains the basics of Hotel and Restaurant Management as hospitality establishments would always have restaurants as a facility. Some hotels would have more than one

restaurant. Some hotels would even have a large buffet area that serves as a marketing strategy. Cruise ships, in addition, has food and beverage services as a basic amenity.

Gatus, one of the respondents, even added that supervisory skills must be included in the curriculum of HRS students. Yuching, a former pizza chain Branch Manager, even wants to highlight the relevance of the English language especially to the ones who want to work abroad. She is a Flight Attendant at present and she sees the high priority that must be given to the English language. A waitress at the Jumeirah Lake Towers in Dubai agrees with this.

English for Baristas and Bartenders

The second course in this language program is for the qualification Barista and Bartending.

Out of the six (6) industry practitioners, everyone mentioned that they perform the vocational skills: following manuals and maintenance procedures; asking questions (e.g. customer preferences); describing and suggesting menu items; recording business transactions; dealing with intoxicated persons; requesting for stocks (written or oral); writing a damage or incident report; writing an inventory or end report; differentiating one beverage from another; describing a process or service; and addressing guest requests for drinks. For reading receipts/presenting the bill, preparing and managing inventories, evaluating the beverage, and entering information to the POS (Point of Sales) system for new or upgraded products, five (5) said they do encounter those skills while one (1) ticked NO. Preparing control system

forms garnered four (4) YES and two (2) NO. In addition, one mentioned that flairtending is also an important skill as it is an advantage.

These skills are sequenced and prioritized in the program in Appendix J.

Unlike Food and Beverage Services, the industry practitioners for Barista and Bartending esteem experience higher than education. They say that in bartending, one has to practice a lot in knowing, mixing, and presenting the drinks.

Half of them added that one has to be equipped with the skills of being a manager at the soonest possible time. Thus, supervisory skills and more focus on the English subject are to be considered.

English in the Bakeshop

The third course in this language program is for the qualification Bread and Pastry Production. (See Appendix K.)

Out of the four (4) industry practitioners (of which one is a baker in Canada), everyone answered that they perform the skills: understanding recipes; following instructions; describing something (e.g. filling, glaze, etc.); stating ingredients, procedures, etc.; adjusting the amount of ingredients for a bigger order; and avoiding and handling spoilage. With writing a procedure, giving definitions to technical terms (e.g. fermentation, heating, etc.), writing dessert buffet service plans, and managing the cleanliness of the kitchen, three (3) answered YES and one answered NO. An equal number said YES and NO to the skill following enterprise standards and procedures.

Although the number of industry practitioners was too small, the necessary skills surfaced out. However, one respondent bakes as a personal business so the likes of following enterprise standards and procedures and writing dessert buffet plans may not be applicable.

All four of them, though, agreed that in this field, supervisorial skills must be infused in the curriculum and taught in school.

Moreover, even if a baker bakes for a small-scale or large-scale bakeshop or a small enterprise, the industry practitioners affirmed that language lessons should be intensified. The interpersonal dealings may be few in this field but language is in the recipes being read, instructions being followed, to the advertisements to be posted in the social media among others.

English in the Kitchen

The fourth course in this language program is for the qualification Cookery and Food Production.

Out of the five (5) industry practitioners, all those five said that defining terms, describing and narrating a process, narrating a past event, managing conflict situations, organizing food products and services, preparing food products and services, presenting the food products, avoiding and handling food spoilage, designing a concept for a major event or function, writing a short message in English, and writing different types of reports are encountered in their job. Four (4) answered YES and one (1) answered NO with skills like following instructions (e.g. in recipes and event forms), describing an object (e.g. dessert plate), doing business transactions

on the telephone, resolving customer complaints, conducting meetings, and writing a business letter in English. With relaying the customer complaint to the manager or supervisor, planning meetings, and delivering a short oral presentation in English, there were three (3) who encounter the skill in their workplace and two (2) who do not encounter the skill in their workplace.

These skills are shown in the program in Appendix K.

The linguistic demands of the job of the chef are limited to planning the menu with other chefs, the suppliers, and the restaurant owner among others. Otherwise, the job requires dealing with recipes. Some, most often, cook with ouido or sheer talent.

Moreover, some skills may have been answered with a NO because the specifics of the job, especially in a large-scale kitchen, may not require of it.

Three (3) of the industry practitioners add that supervisorial skills should be taught in school and the language lessons be intensified. Gatchalian, one of the industry practitioners who works abroad, adds that English must be practiced.

English of the Front Office Services

The fifth course in this language program is for the qualification Front Office Services.

For this qualification, six (6) respondents were gathered. For the skills asking questions, giving directions, listening for details, reading a Reservation System, following instructions (e.g in departure lists), verifying information (as in room rates, room status, and other transactions), communicating on the telephone, managing a conflict situation, understanding basic written instructions, and coordinating with the

Housekeeping department for room checks, etc., all six of them affirmed of encountering the skill. For the skills suggesting rooms and services, handling guest arrivals, and describing something (e.g. booking status), five (5) industry practitioners said they encounter the skill and one (1) said NO. With stating facts, five (5) said YES and the other one had no answer. Four (4) of the respondents said he/she has performed the skills using reported speech, explaining membership application forms, preparing and reading forecasts, and delivering a short oral presentation in English. Two (2) said they do not. For the skills writing past events, preparing the guest folio, and managing intoxicated persons, three (3) said YES meaning they encounter the skill, and three (3) said NO, meaning they have not encountered the skill or were not exposed to such needs. The program in Appendix L shows how these skills were prioritized and even made relevant with one another.

The Front Office Services is the one of the most language-demanding of all the other qualifications in this language program. The job may not require the hotelier to hold the mop and clean an entire floor, or stand for a long period of time to wait, serve food, buss out plates (clear tables), and do everything over. It requires so much logistics as in forecasting and manning the Reservation System, doing paperwork, to entertaining the guests for requests, doing mini-bar checks, and the likes. Most of those skills require language. Of all the qualifications, telephone conversation and etiquette and writing skills were deemed as important points. These hotel frontliners perform a lot of their dealings over the telephone or are even written as electronic mails.

Clamor added that the skill of dealing with the Front Office of other hotels was something he has encountered, like when one of their guests had to transfer from their hotel to another for security purposes. Another mentioned the skill on booking tickets.

The respondents all say that language lessons should be given more focus in the curriculum. Maala adds that supervisory skills must be infused into the curriculum as well.

In this part of the language program, more time is concentrated to the task of managing conflict situations which is more managerial in nature. This includes managing the forecasts and dealing with conflict situations of room joiners, high-risk guests, and confidential meetings held in the hotel.

English in Housekeeping

The sixth course in this language program is for the qualification Housekeeping.

For the Housekeeping qualification, there are four (4) industry practitioners. All of them said they encounter the skills asking and answering questions as in conducting room checks, confirming request details, apologizing, following instructions, thanking, filling out accomplishment forms, communicating on the telephone, and managing a conflict situation. Three (3) industry practitioners said they explain the use of equipment, ask for permission (as in conducting mini-bar, room and bathroom amenities check), and read brochures. One of the four (4) said NO meaning the skill has not been performed by her/him. With stating facts and

managing intoxicated persons, three (3) said YES and one industry practitioner waived. The same respondent did not answer either a YES or a NO for both skills. Two (2) and two (2) respondents said YES and NO for delivering a short oral presentation in English and writing different types of reports or brochure displays. With reading event forms, and planning and conducting meetings, one (1) said YES and three (3) said NO. The skill with no one having done it yet is disagreeing with statements.

These skills are sequenced and prioritized in the program in Appendix L.

The Front Office Department holds under it the Housekeeping Department as the Front Office Department is the one that primarily deals with guest accommodation. The Front Office coordinates with the Housekeeping regarding room transfers, guest requests, check-ins and check-outs, and other forms of guest assistance. For example, the Housekeeping maintains the cleanliness of the room as the guest has called the Front Office to request for such. In this case, the Housekeeping is restrained from having direct contact with the guests. This implies not really using language. If the Front Office is language-demanding – using all the macro-skills, Housekeeping may be exposed to very few instances for each skill. Writing may not even be a part of it. However, this course includes all the skills to qualify the housekeepers or room attendants to the managerial positions.

For Viola who is a housekeeper in the Middle East though, the knowledge of English remains an advantage. He says it is needed to be able to stand competition with Indians who also vie for promotion in the future. Ople suggests that a lot of

language practice must be done, in addition to schools promoting the English language.

The Validation of the ESP-Based Language Programs

After the development of the ESP-Based Language Programs, a pool of experienced industry practitioners and English teachers in a TESDA-supervised institution validated it using a language program validation instrument (See Appendix H) adapted from Pareja (1999).

The National Master Trainor said the language program meets all the criteria very much. Another NCII and NCIII holder said the programs are all relevant to the qualification, the vocabulary is real, the jargons are accurate, and the program definitely contributes to the improvement of the communicative needs of the students. However, she believes that the weeks are full of language tasks that the time component may suffer. The Dean of an HRM school and two (2) English instructors agreed with this.

Chapter V

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter includes the summary of the research findings, the conclusion drawn from the findings, and the recommendations to the academe and to the hospitality industry.

Summary of Findings

In a course which is later required to level up especially in its English language instruction, whose practitioners sometimes coin terms to promote the speed of service (e.g. delivery of the food) instead of completing a statement, the need of having an English language program remains. English for Specific Purposes is necessary to launch this. This study started with referring to the language needs posed by the TESDA Training Regulation and the industry supervisors and English instructors. Then, the industry practitioners were asked of their language needs:

1. For Food and Beverage Services, the most frequently-occurring language task is ‘managing conflict situations’ like dealing with wrong orders and hot-headed guests, and slow service for example. All eleven respondents affirmed of this task. The least for this qualification is ‘planning the Daily Banquet Events Order.’ This must be because that task is specifically for the managers, and none of the 11 respondents are of the managerial level yet.
2. For the Barista and Bartending qualification, the top language tasks are suggesting menu items, recording business transactions, and

differentiating one beverage from another, among others. Similarly, the industry practitioners for this qualification mentioned that they often manage conflict situations too, specifically in ‘dealing with intoxicated persons.’ The baristas and bartenders say too that they prepare control system forms least often.

3. For the Bread and Pastry Production, there was not much with managing conflict situations. The respondents ticked YES for understanding recipes, describing something like the fillings and glazes. The language task done least often is ‘following enterprise standards and procedures.’
4. For Cookery, the language task which is most often done is also managing conflict situations like dealing with suppliers, shortages, and schedule constraints. The least often used is delivering a short oral presentation, planning meetings, and relaying customer complaints to the manager or supervisor.
5. For the qualification Front Office Services, all six of them affirmed that the language task they encounter most often is managing conflict situations. These conflict situations are not really the dealings with intoxicated persons. The conflict situations are normally on room availability to lady joiners. For them, though, they do not usually write about past events, prepare the guest folio, and the managing of the intoxicated persons (as already mentioned).

6. The housekeepers, on the other hand, as per the responses of the four industry practitioners, usually encounter the need to deal with and pacify intoxicated persons. In addition, housekeepers rarely read event forms, and plan and conduct meetings.

The ESP-based language program developed in this study deals with different qualifications which were assigned into the two (2) semesters of the HRS student. This ESP-based language program makes the HRS graduate language proficient and ready for the real workplace. This validated ESP-based language program does not only meet the national standards but considers the language needs posed by the industry practitioners themselves. They are the ones directly exposed to the language need.

Conclusion

The backbone of language teaching in TVIs especially is knowing the language needs. Without assessing the needs at present, teaching the same English lessons in the sequence and length of time they are usually given, is rather useless. This ESP-based language program might then be very relevant at present, as some more language needs and tasks may be added. It is either job designing becomes more creative, different technologies are introduced to the industry, or the demands increase. With non-ladderized schools yet, this language program could be used in order to slowly adapt to offering the international standards soon enough.

The language tasks that garnered a lower tally of YES responses were still included in the ESP-based language program. This is because the tasks included in

the questionnaire are all national standards, and are real and have been encountered by the industry supervisors themselves. The NO responses may not even mean not performing the skill at all. It shows either the limited exposure of the industry practitioner to the skill or the skill may not even be necessary for the establishment to which the industry practitioner belongs. For ESP, the need remains a need. A language program must prepare and equip the practitioners, as early as they are students, to situations to which the students will be exposed.

The language needs that were most often affirmed by the industry practitioners in all the six (6) qualifications or English courses of the ESP-based language program dealt with listening and speaking. This is corroborated by the findings of Chan who studied the essential components of training hoteliers. Thus, this program is developed.

Knowing the language needs and working on them constantly are important to English language teaching and learning, especially for specific purposes such as the hospitality industry where speed and accuracy are the primary values.

Recommendation

This language program which is needs-based is to be adopted by the HRM schools in the Philippines. A language curriculum cannot just be the traditional one if the language needs are evolving according to the changes in job design, technology, and the move of the economy as in putting up new establishments.

The enhancement of the job skills is achieved by this language program too. The industry practitioners are able to execute their jobs accurately with the better

facility of the English language. Longer hours must also be given to ESP instruction not just to catch up with the international standards soon but to be able to practice using the language itself. Second language speakers like the Filipinos still opt to speak in their first language in doing business transactions, until the situation calls for it. It is, at this stage of English language instruction here in the Philippines, still a must to supervise if and how the students use the English language.

The industry practitioners who work abroad may not have been exposed to an ESP-based language program during their school days but are placed in such situations already. This ESP-based language program will better equip the HRS students to perform their job and speak in English accurately.

To the academe, this ESP-based language program has to be adopted. In the next few years that the TVI decides to come up with a branding of readiness to international standards, this can even be modified to having a greater number of hours. The TVIs can also consider enhancing their faculty members who directly equip the HRS students to work here and abroad.

This is also a language program best suited to the Filipino learners who learn English as their second language, even have limited exposure to fluent English, and are going to be exposed to more English subjects come Senior High School and the ASEAN MRA (as in the tourism industry) integration. This respects the need of the Filipino learner to learn English using the four macro-skills and the knowledge of some more relevant grammar concepts.

To future researchers, the following topics in relation to this ESP-based language program are suggested:

- teacher training in TVIs;
- the TESDA's Language Skills Institute needs;
- present status of TVIs as to their facilities, programs, etc.; and
- designing ESP-based instructional materials for Filipino HRS students.

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