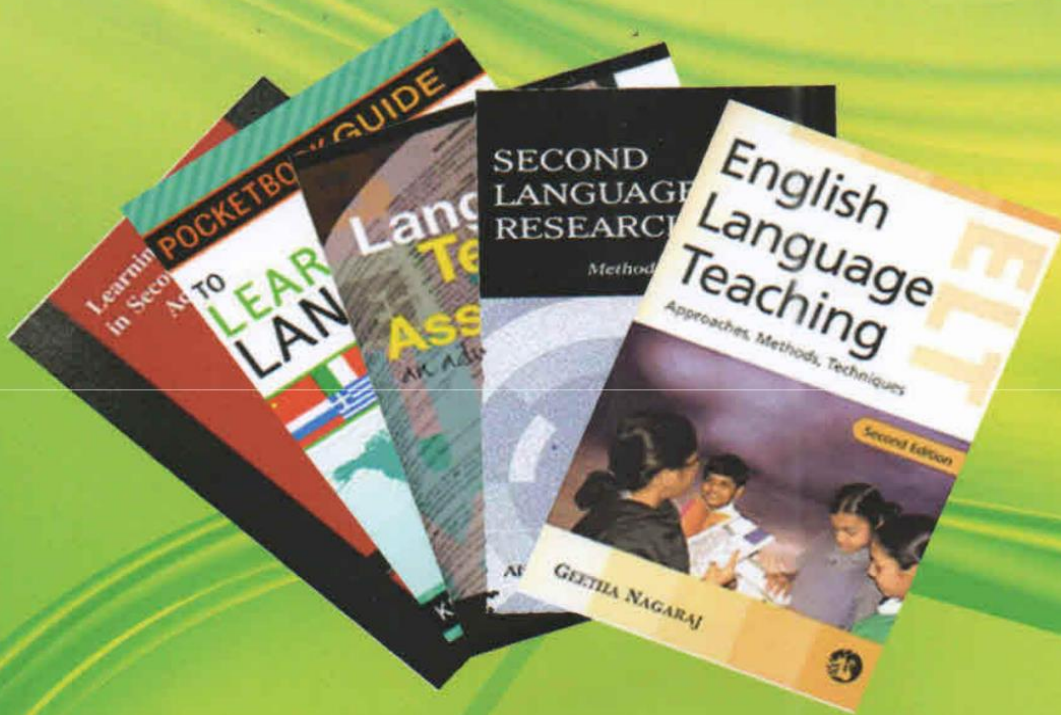




VIETNAM GENERAL CONFEDERATION OF LABOUR
TON DUC THANG UNIVERSITY



PROCEEDINGS OF
THE FIRST INTERNATIONAL CONFERENCE
ON LANGUAGE DEVELOPMENT
ICLD 2016



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An ESP Curriculum Development for Hospitality Industry Personnel

***Chontichalinee Kanshon
Jansuda Boontree***

*Faculty of Humanities and Social Sciences
Buriram Rajabhat University, Thailand*

Abstract

The purposes of this study were to find out the characteristics and to develop an ESP curriculum for hospitality industry personnel in Buriram Province. The samples of this study were 30 business English students at Buriram Rajabhat University, selected by purposive sampling technique. The research instruments were an ESP curriculum development for hospitality industry personnel in Buriram Province and achievement tests. The statistics used to analyze the collected data were percentage, mean, standard deviation, and E1/E2. The findings were: 1) the characteristics of the English language skills in the ESP curriculum for hospitality industry included 6 topics: Greeting, introduction, and leave taking; Describing things and places; Describing people; Asking and giving directions; The reception desk; and Dealing with complaint at the front desk; 2) an ESP curriculum development for hospitality industry personnel in Buriram Province had an efficiency (E1/E2) of 77.44/79.00 which was higher than the standard criterion set at 75/75. The results may be taken into account when developing ESP curriculum for hospitality industry personnel in Buriram Province.

Keywords: Curriculum development, English for Specific Purposes (ESP), Hospitality industry personnel

1. Introduction

It is undeniable that the English language is important for international communication. It is also one of the universal languages and can make good relationships among people in different countries. In addition, English language is a channel to express thoughts and cultures and takes a big role in economy, politics, education and also a variety of mass media, such as internet, television, radio, and newspaper. In ASEAN countries, English is very crucial as it is the language for working. Thus, people extremely realize the importance of the English language in their daily life including in routine works and in business works, especially in tourism industry such as travel agency and hotel business. Thailand is preparing the English language of the citizens for to be a member of the ASEAN countries. Especially, hospitality industry personnel, they can use English to communicate on the joint and negotiating with the production of goods and services.

Buriram is one of Provinces which has tourist attractions and has both locals and foreign tourists to travel. The amount of the booking and the amount of hotels, restaurants and souvenir shops is increasing every year. Moreover, a large number of foreigners who work and live in Buriram Province are increasing, so English is necessary for communication. In particular, the hospitality industry personnel such as hotel staff, resort, restaurants and survivor shops and so on.

From the above, the researchers have realized the importance of English which is required to perform the work of the hospitality industry personnel in Buriram Province and be prepared to become a member of ASEAN. Therefore, the researchers have decided to develop an ESP curriculum for hospitality industry personnel in Buriram Province. The result can be taken into account when developing ESP curriculum for hospitality industry personnel in Buriram Province.

2. Purposes

1. To find out the characteristics of the ESP curriculum development for hospitality industry personnel; and
2. To determine the efficiency of the ESP curriculum development for hospitality industry personnel.

3. Research Questions

1. What are the characteristics of the ESP curriculum development for hospitality industry personnel?
2. What is the efficiency of the ESP curriculum development for hospitality industry personnel?

4. Hospitality Industry

The hospitality industry is made up of thousands of exciting organizations including hotels, restaurants, food service management, fast food, coffee shops and pubs, bars and nightclubs. One of the most defining aspects of this industry is that it focuses on customer satisfaction. While this is true of nearly every business, this industry relies entirely on customers' being happy. This is because these businesses are based on providing luxury services. Very few hospitality businesses provide a basic service that people need, like food or clothing. Another defining aspect of this industry is its reliance on disposable income and leisure time. For this reason, the majority of these businesses are for tourists. If disposable income decreases due to a slump or recession, then these are often the first businesses to suffer because customers won't have the extra money to enjoy their services.

Most people think that hotels alone belong to the hospitality industry, but hotels are only one sector of this industry. Many forms of transportation that cater to tourists are also part of this business world. For example, this niche includes airlines, cruise ships and even fancier trains. Restaurants, general tourism and event planning also belong to this niche. Some of these businesses partially belong to the hospitality industry. For example, a fast food restaurant would be considered convenient. A restaurant that provides fancy food with amazing service would be providing a hospitality service.

To sum up, the hospitality industry is an industry sector that consists of a wide selection of fields within the service industry. It includes; restaurants, lodging, event planning, transportation, cruise line and relevant fields within the tourism industry. Many countries would like to see their hospitality industry grow as it earns revenue for the country. The hospital industry is the involvement of providing services to guests in places like hotels or restaurants.

5. Efficiency

Efficiency of an ESP curriculum refers to the quality of the ESP curriculum that is created in the instruction set. It facilitates and reinforces students' learning the content effectively (Promwong, 1980). An ESP curriculum has been tried out with the target groups of students and has been calculated the efficiency by considering from the percentage of exercise, learning process, or sub-test (Kitrakarn, 2001): Two numeric values such as $E1/E2 = 75/75$, $E1/E2 = 80/80$, $E1/E2 = 90/90$, etc.

Efficiency criterion refers to the levels of efficiency of an ESP curriculum employed in classroom activity and helps reinforce learners' learning and leads the satisfaction to those teachers who construct them. Defining efficiency criterion can be defined by assessment the two kinds of the learners' behavior: efficiency of procedure (E1) assessed by noticing the learners' learning activities performance continuously and efficiency of result (E2) assessed by post-test or final examination. Efficiency is expected as the criterions that satisfy the teachers with the learners' learning behavior. Efficiency is defined as percentage of the learners' whole score.

6. Methodology

Participants

The participants of this study were 30 hospitality industry personnel who worked in the hospitality industry sectors in Buriram Province, selected by purposive sampling technique. They were selected to be the samples of this study for two reasons: they hope to work in the hospitality industry after graduation, and they were studying "English for Tourism and Hotel courses" when this study is conducted. They, therefore, can be the good representativeness for piloting the present investigation.

Research Instruments

1. An ESP curriculum development for hospitality industry personnel was a curriculum conducted by the researchers entitled English Language Skills for Hospitality Industry Personnel in Buriram Province. The curriculum contents are : 1) Greeting, Introduction, and Leave Taking; 2) Describing Things and Places; 3) Describing People; 4) Asking and Giving Directions; 5) The Reception Desk; and 6) Dealing with Complaint at the Front Desk.

2. Achievement Tests (pre-test and post-test) about English language skills for hospitality industry were included 60 multiple-choice questions.

Data Collection

The samples did the pretest at the beginning of a class and then they were orientated to understand about learning via ESP curriculum for 1 hour. Then they were taught by using ESP curriculum for hospitality industry personnel for 30 hours. A post-test was given to all of the samples after the class for 1 period.

Data Analysis

The data obtained from the exercises, pre-test and post-test were analyzed and deduced by using the data analysis methods as follows:

1. In order to evaluate the samples' proficiency before and after being taught through ESP curriculum, the pre-test and post-test were computed to find out percentage, mean, and standard deviation (S.D.).

2. The scores obtained from the exercises and a post-test were calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3. A dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect significant differences at .05.

7. Findings

The characteristics of the English language skills in the ESP curriculum for hospitality industry

The characteristics of the English language skills in the ESP curriculum for hospitality industry included 6 topics: 1) Greeting, introduction, and leave taking; 2) Describing things and places; 3) Describing people; 4) Asking and giving directions; 5) The reception desk; and 6) Dealing with complaint at the front desk. In addition, there were 6 activities in each unit as follows: 1) Warm up, 2) Words Study, 3) Conversation, 4) Language Focus, 5) Exercise, and 6) Role Play

For the training, this study was conducted for 12 periods described as follows: 1) 10 periods for learning through an ESP curriculum, 3 hours for each period; and 2) 2 periods for orientation, doing pre-test to check their prior knowledge before learning through an ESP curriculum, and for doing an achievement test (post-test) to check their learning achievement. The IOC from the three experts in order to check the correctness and appropriateness of the ESP curriculum was at 0.91.

The efficiency of the constructed ESP curriculum development for hospitality industry personnel

The efficiency of the constructed ESP curriculum for hospitality industry personnel in Buriram Province is shown in table 1 below:

Table 1: Mean and S.D., and Percentage for each ESP Curriculum Item (n = 30)

Activities Scores of Learning through ESP curriculum (Efficiency of the Process) (60)		Post-test (60)
\bar{X}	46.47	47.40
S.D.	1.89	2.25
%	77.44	79.00

As shown in Table 1 above, the efficiency of an ESP curriculum development for hospitality industry personnel in Buriram Province, which were conducted by the researchers was 77.44/79.00 which was higher than the criterion set at 75/75. It stated that samples who learned an ESP curriculum development for hospitality industry personnel in Buriram Province received total mean scores from the activities scores of an ESP curriculum at 77.44 % and total mean scores from the achievement test after learning through an ESP curriculum at 79.00 %.

8. Discussion

1. This ESP curriculum was designed based on needs of hospitality industry personnel in Buriram Province. The useful English language skills for hospitality industry were divided into 6 topics: 1) Greeting, Introduction, and Leave Taking; 2) Describing Things and Places; 3) Describing People; 4) Asking and Giving Directions; 5) The Reception Desk; and 6) Dealing with Complaint at the Front Desk. Each topic was designed into various classrooms' activities. This finding is consistent with a study of Lin et. al. (2014). He studied on constructing a curriculum model of hotel English for undergraduate hospitality management in Taiwan. The main topics in his research focused on services such as the topic of Reception Counter Services, Introducing menus, and Complaint Responses; moreover, Iwata (200) conducted curriculum design for the tourism and hospitality Japanese course at the University of Guam. His topics related to hotel services and food and beverage services. The study of development of hotel English training program focusing on task-based instruction to enhance communication skills by Taraporn et. al. (2014) expressed the topic in hotel field as welcome to hotel, hotel enquiry, and complaint and Emergency. In addition, it can be said that an ESP curriculum which developed for hospitality industry personnel in Buriram Province had contents with validity quality as the content validity quality mean score was 3.92 (S.D. = 0.37).

2. The efficiency of an ESP curriculum development for hospitality industry personnel was 77.44/79.00, which was higher than the criterion set at 75/75. This is because an ESP curriculum development for hospitality industry personnel were completely developed in three trails; an individual, a small group, and a field trail. For each step, the researchers could see both good and bad points of an ESP curriculum to be resources and guidelines to complete the efficiency of an ESP curriculum. The results illustrated that the efficiency of the outcomes (E2) were higher than the efficiency of the process (E1). That means the students got post-test score more than exercises score as Taraporn et. al. (2014) mentioned that the efficiency score of the hotel English Training Program was 83.13/78.48 which was higher than the expected. It might be that the students used instructed knowledge have learnt and prepared them before doing post-test. In addition, an ESP curriculum was developed appropriately step by step as experts made suggestion, gave comments, and evaluated the researchers' instruments. Furthermore, this curriculum focused on development for hospitality industry personnel which encouraged learners to practice English communication more in pairs and in groups. The target tasks also involved the real-life situations in hotels so the learners felt the curriculum was very practical.

9. Recommendations for Further Research

1. A follow-up study should be conducted to evaluate and propose English training course in terms of language contents and skills in order to determine whether the course for hospitality industry personnel.

2. Trying out to find out the efficiency of an ESP curriculum development for hospitality industry personnel with the big group of samples and other fields should be examined.

3. Studying the results of learning via an ESP curriculum development for hospitality industry personnel with other variables such as the level of intelligence, attitude, consistency in learning, etc. should be investigated.

In conclusion, the researchers believe that this study will be advantageous for hospitality industry. Also, the results from this study will help develop the English courses for hospitality industry personnel in order to improve their English not only in daily life but also for working.

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Biographical Data

Chontichalinee Kanshon is a lecturer of English at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. *Her email address is: pingiee@hotmail.com*

Jansuda Boontree is a lecturer of English at the Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. Her email address is : *jansuda.bt@bru.ac.th*

TON DUC THANG UNIVERSITY

No. 19, Nguyen Huu Tho Street, Tan Phong Ward, District 7,
Ho Chi Minh City, Vietnam
Tel: (+84) 8 37 755 035, Fax: (+84) 8 37 755 055
Website: <http://tdt.edu.vn/>
E-mail: dhtonducthang@tdt.edu.vn