

A Focus on Technical English for High School Students Pursuing a Specialized Career in Hotel Services

Inglés técnico para estudiantes de bachillerato que desean especializarse en servicios hoteleros

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Abstract

The study delves into the pertinent literature on English for Specific Purpose (ESP) in Hotel Services and the existing research and educational practices in this domain. Examining relevant literature, encompassing scientific articles and empirical studies yields insights into students' language needs, teachers' challenges, and teachers' perceptions of ESP when teaching in Hotel Services. These results are significant for educators, curriculum developers, and policymakers, as they can enhance ESP education and equip students for successful careers in the hotel industry. Moreover, the study could pave the way for further research on ESP education in other specialized fields, building on the findings of this study.

Keywords: Learning; Teaching profession; Vocational education; Technical school teachers; Hotel industry.

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Resumen

El estudio profundiza en la bibliografía pertinente sobre el inglés con fines específicos (ESP) en los servicios hoteleros y las investigaciones y prácticas educativas existentes en este ámbito. El examen de la bibliografía pertinente, que abarca artículos científicos y estudios empíricos, arroja luz sobre las necesidades lingüísticas de los estudiantes, los retos a los que se enfrentan los profesores y sus percepciones del ESP cuando enseñan en Servicios Hoteleros. Estos resultados son importantes para los educadores, los responsables de la elaboración de planes de estudios y los responsables políticos, ya que pueden mejorar la enseñanza de la ESP y preparar a los estudiantes para una carrera profesional de éxito en el sector hotelero. Además, el estudio podría allanar el camino para futuras investigaciones sobre la enseñanza de la ESP en otros campos especializados, basándose en las conclusiones de este estudio.

Palabras clave: Aprendizaje; Profesión docente; Formación profesional; Profesores de escuelas técnicas; Industria hotelera.

Introduction

English is the most widely spoken language in the world, and the number of speakers is still growing (Asrifan et al., 2020). It is used in many places and for many reasons (Roy, 2020). Asrifan et al. (2020), mentioned that one of the fields in which English has become increasingly important is Hotel Services. The ability to speak English has become a requirement for workers in the hotel industry (Thompson, 2010), for that reason, ESP is a topic that needs to be analyzed (Dudley-Evans and St John, 1998).

ESP concentrates on developing communicative competence within a specific discipline; for example, business, accounting, academics, teaching, or Information Technology (IT), and English language skills are essential in today's interconnected world, especially in specialized sectors such as Hotel Services because effective communication in English is crucial (Armas et al., 2022), teaching ESP in the classroom ensures that students can use the language appropriately. When implementing this approach, students must possess general English language skills, a targeted vocabulary, and language proficiency relevant to their future careers (Tunaz & Ataç, 2023). High school students pursuing careers in this field must acquire technical English skills to effectively engage with international clients and institutions, by focusing on ESP, students can develop the language competence necessary to navigate the intricacies of the hospitality sector, including customer service, reservations, front desk operations, concierge services, and hotel management (Luka, 2015). Speaking English can increase the prosperity of the local people because many tourists come from different countries, and the hotel staff can practice this language when dealing with their guests or clients (Erazo et al., 2019).

Taking into account the importance of the need for English ability in the Hotel Services industry, the curriculum outlined by the Ministry of Education in Ecuador wants to equip students to use English accurately in professional interactions with international individuals and organizations; English is taught to Hotel Service students to meet the language requirements of the industry before they enter the workforce (Ministerio de Educación, 2015).

Kırkgöz and Dikilitaş (2018), recommend that teachers use ESP to allow students to understand the topics and develop their foreign language abilities. Teachers must consider language, skills, and genre-appropriate content for specific learning activities for students (Armas et al., 2022). Furthermore, educators can enhance teaching approaches, curriculum design, and materials to meet students' language learning needs when pursuing a career in the Hotel Services industry (Rahman, 2023).

This research provides an overview of the literature supporting ESP and improving ESP education. It aims to delve into the reported specific students' language needs, challenges faced by teachers, and teachers' perceptions of ESP education in the Hotel Services industry.

Literature review

ESP, as defined by Sukying et al. (2023), is the English language knowledge and subject content in a specific field of study that learners effectively use for their specific employment.

ESP has gained significant attention in language education, as it caters to the specific language needs of learners in various specialized domains (Hijuelos-Cruz et al., 2020). According to Merine (2019), ESP is always focused on teaching language to a particular group of learners who need the English language for academic, occupational, or professional purposes; ESP is based on the learners' language needs, who are placed at the center of teaching and learning. Nazim and Hazarika (2017), state that ESP focuses on the learners effectively communicating in real-life situations.

The ESP Approach

ESP appeared in the 1960s (Armas et al., 2022) in response to the evolving global market landscape, the intensification of international trade, and the advancement of technology, which collectively necessitated the ability to communicate in English. It is related to the specific purpose of learning English, and it is divided into two branches (1) English for Academic Purposes (EAP) and (2) English for Occupational Purposes (EOP) (Baştürkmen, 2010). There is a difference between these two branches since EAP focuses on using English in the academic field; meanwhile, EOP allows learners to communicate effectively in English (Cummins, 2008). Some essential characteristics of ESP mentioned by Armas et al. (2022), are (1) it must address the learners' specific needs, (2) it is a language-centered approach, and (3) it applies a methodology and activities specific to the discipline it focuses on; it uses a different methodology for English learning than general English. Using the ESP approach, students can be actively engaged in the learning process and apply it in real-life situations because communicating among people in terms of business, commerce, and hospitality has made English the new "lingua franca" of the world (Armas et al., 2022).

The role of ESP is to help students acquire necessary language skills in specific fields (Dudley-Evans and St John, 1998), and it has to be built on a solid base of General English (GE) (Mohamed & Alani, 2022). According to Mohamed and Alani (2022), the word «specific» in ESP means the exact objective for learning the English language, meaning learners study English in the field in which they are involved in work or education. Besides, ESP seems more complicated than GE for teachers because they have to acquire and study the vocabulary and knowledge of a certain profession unknown to him/her (Mohamed & Alani, 2022).

Importance of ESP in the Hotel Industry

ESP is a branch of teaching or studying English in a particular field (Hasyim et al., 2022), and the hotel industry prioritizes comfort and hospitality in its services, so ESP plays a crucial role in the industry. As Hasyim et al. (2022), state, the importance and usefulness of ESP in this context can be understood from various perspectives.

Enhance communication skills

Effective oral communication in English is vital in the hotel industry, as it involves interacting with guests, colleagues, and management from diverse cultural backgrounds (Husin et al., 2023). ESP equips students with the necessary language skills to handle customer inquiries, provide excellent customer service, and effectively communicate information related to hotel operations (Erazo et al., 2019), in this sense, students need to address the linguistics requirements for success in school. Moreover, effective communication is a crucial aspect of the hospitality and tourism industries (Chumphong & Chuai-in, 2020). The hospitality industry depends upon providing exceptional service by quality employees (Luka, 2015). In order to ascertain the competence of a student in the English language, it is necessary to understand the student's English proficiency level and the specific sub-skills they possess (Al-Malki et al., 2022). Furthermore, aligning this proficiency with the Common European Framework of Reference for Languages (CEFR) (Kusevska, 2014) can provide descriptors of general language competence such as listening, speaking, reading, and writing skills that can be adapted to ESP (Athanasidou et al., 2016)

Industry-Specific Terminology

The hotel industry has its own unique set of terminology (Poldrugovac et al., 2016). ESP provides students with the vocabulary and language proficiency required to accurately understand and use industry-specific terms (Fitria, 2020) since students believe these specific words are not common daily. Using the correct and appropriate vocabulary and language, students can master courses such as law, economics, political sciences, and geopolitics (Tunaz & Ataç, 2023). In addition, Ma'fiyah and Sumardiono (2023), also stated that by introducing related topics and vocabulary, students can understand the content related to Hotel Services and communicate efficiently and effectively with guests.

Zahedpisheh et al. (2017), say that second-language speakers of English must acquire specific vocabulary to improve their language skills and use it in a particular situation to increase the quality of the service to guests. Mastering English provides learners with the linguistic tools needed for traveling or working in various professions in the hospitality sector (Zahedpisheh et al., 2017).

ESP challenges for teachers

ESP learning process is vital for students to understand the target situation, where they must know what types of English language they need to learn and use in their future workplace (Setyarini, 2018; Sukying et al., 2023). According to Ho (2011), a teacher also confronts challenges regarding the design of the curriculum, the tasks, the assignments, and the instructional strategies, all of these processes take place in a classroom environment and the main component for these practices to be successful is the role of an ESP teacher.

Moreover, an ESP teacher must be clear about which skills receptive (listening and reading) or productive (speaking and writing) are in demand for their career or occupation (Ma'fiah and Sumardiono, 2023) and how teaching these skills can be more interesting than teaching GE (Sukying et al., 2023). Furthermore, Alhumaidan and Alghamdi (2023), state that speaking and listening skills are very important in the Hotel Services field because they are needed to interact with the guests; furthermore, Bisena et al. (2021), say that the hotel staff needs to use English proficiently—more specific learning materials for particular work roles in hotels (Purwanti, 2019). ESP teachers in Hotel Services must develop or adapt their materials (Ho, 2011). In addition, Skril (2018), delineates a lesson plan with objectives and goals for the planned activities. Developing a curriculum model tailored to hospitality education is expected to improve students' English language skills (Lin et al., 2014). Employing authentic materials to bolster English proficiency is seen as possessing both tangible and intrinsic worth and is believed to significantly influence ESP teaching methods (Asmari & Gulzar, 2015). In addition, teachers must direct their attention not only to the contemporary world but also to the development of language skills essential for navigating the complexities of modern life (Ěvele & Komarovska, 2019).

High School Students' Language Needs

Authors such as Alhumaidan and Alghamdi (2023), Guntoro (2021), Pham (2023), Poedjiastutie and Oliver (2017), and Tunaz and Ataç (2023), have highlighted the specific language needs of high school students pursuing a career in Hotel Services. These needs encompass a range of language skills, including customer service communication (making reservations by phone, internet inquiry), effective handling of guest inquiries and complaints (room service, check-in, and check-out times, etc), professional interaction with colleagues, understanding hotel management terminology facilitates the interaction with service personnel and other customers, and these needs can be summarized as communication skills the students need to communicate effectively (Kandampully et al., 2017).

According to Guntoro (2021), English has become a primary competence in serving guests; for example, when a visitor stays in a hotel, English must be used. In that workplace setting, communication is vital and depends on the degree to which participants are satisfied. As Van (2015), says, communicative success depends on the degree to which participants exchange information with the guests meaningfully, which means how intelligible the message is between the speaker and the hearer in a given situation.

ESP Perceptions in Teaching

The efficacy of simulation-based teaching has led many researchers and teachers to investigate the promotion of learner autonomy in the teaching and learning nexus (Jilani & Yasmin, 2016), and it has a pivotal significance regarding experimentation with interactive learning situations. Furthermore, implementing online platforms, such as YouTube, as a medium for language learning has been demonstrated to enhance English language skills and elicit positive feedback regarding the training (Bisena et al., 2021). It is; therefore, evident that future professionals will be able to communicate in the target language on a global scale by demonstrating appropriate English language proficiency in the hospitality industry (Zou et al., 2019).

The perceptions regarding ESP emphasize using authentic materials to facilitate the enhancement and engagement of learners (Purwanti, 2019). Furthermore, Asmari and Gulzar (2015), conceive that using authentic materials enhances English language skills for undergraduate students by using newspapers and other materials to simulate authentic language. In addition, creating a well-structured lesson plan is conducive to achieving not only the desired learning outcomes and successful learning goals for students and teachers but also plays a role in fostering an organized and effective learning environment (Skril, 2018). Lin et al. (2014), propose a collaborative curriculum that bridges the needs of academic institutions and industry, emphasizing the importance of an organized learning environment to foster cooperative and reflective practices from classroom learning to workplace application. As a result, the learners are empowered to apply their knowledge in real-life situations (Zahedpisheh et al., 2017).

As it could be seen, it is imperative to address the growing need for comprehensive research in the domain of ESP. These programs are crucial in equipping students with language skills tailored to their professional and academic needs, and understanding their effectiveness requires a detailed analysis of existing studies. In this context, there are specific challenges and opportunities for ESP instruction that have not been fully explored. A research synthesis would provide valuable insights into best practices, highlight successful practices, and identify gaps in current regarding the ESP approach implementation. This synthesis would not only contribute to the academic community but also support local educators and policymakers in enhancing the quality of ESP education, ultimately leading to better educational outcomes and improved career prospects for students in the city.

Methods

The literature search was conducted as an exploratory research synthesis to analyze the students' language needs and teachers' challenges and perceptions when implementing ESP in their classes. Suri (2011), states that exploratory research synthesis is descriptive, evaluative, informative, and connective. An exploratory research synthesis aims to get insights by comparing and contrasting individual studies. The process involves careful selection, review, analysis, and synthesis of primary and related studies (Suri, 2011). The articles consist of empirical studies providing insight into students' language needs, teachers' challenges, and perceptions.

Specific criteria were used to select the studies for this research synthesis. These criteria ensured the inclusion of relevant and high-quality studies that contribute to understanding ESP in Hotel Services. First, the studies should address the topic of ESP in the hotel industry. Second, they should demonstrate a comprehensive research methodology to ensure the reliability and validity of the findings. Third, studies published within the last ten years were considered to ensure the inclusion of up-to-date research and current insights into ESP in the hotel industry. This criterion allows for considering recent developments, trends, and advancements in ESP education. By applying these selection criteria, the research synthesis ensured the inclusion of relevant and high-quality studies that contribute to a comprehensive understanding of ESP in the context of students' language needs and teachers' challenges and perceptions of studying Hotel Services. These studies were selected through databases such as Research Gate, Google Scholar, and Pro-Quest. The research terms used for this search were the following: a) Hotel Services, b) ESP education, c) ESP teachers, d) Hotel Industry, e) teaching-learning ESP, and f) challenges in ESP.

Data sources and strategies

As mentioned in the methodology section, the articles were selected according to the inclusion and exclusion criteria presented in the following chart.

Table 1. Inclusion and exclusion criteria.

Criteria	Inclusion	Exclusion
Scientific Articles	ESP teaching/ESP hotel services/ language needs for Hotel Services	Articles that do not talk about teaching ESP in hotel services. Articles that use ESP in other fields.
Date of Publication	2014-2024	Before 2014
Language	English	Other languages will not be included
Type of publication	Journal articles, scholarly articles	Non-academic publications

Own source.

Development

These findings can help the understanding of different language needs within an ESP classroom, especially in Hotel Services, as highlighted by several studies; they can be summarized in three aspects (1) students' language needs, (2) teachers' challenges, and (3) teachers' perceptions of ESP classes.

Students' language needs

Recent studies have shed light on the specific language requirements faced by students aspiring to pursue careers in Hotel Services. These studies have explored the nuances of these language needs, encompassing various skills essential for success in the hospitality industry. Therefore, some of the most important language needs studied by some authors are referenced in Table 2, which shows the ESP students' language needs.

Table 2. Students' needs in ESP.

Aspect	Description	Author/year	#articles	Percentage
Students' language needs	Speaking and listening skills	Alhumaidan and Alghamdi (2023); Al-Malki et al. (2022); Guntoro (2021); Pham (2023); Van (2015)	5	50%
	Communication skill	Athanasidou et al. (2016)	1	10%
	Writing skills	Kandampully et al. (2017)	1	10%
	Reading skill		0	0%
	Language system (grammar and vocabulary)	Fitria (2020); Poldrugovac et al. (2016)	2	20%
Total			10	100%

Own source.

As illustrated above, according to the studies focused on the students' needs associated with ESP, speaking and listening skills represent a significant proportion of the analyzed articles. These studies were conducted by Alhumaidan and Alghamdi (2023); Al-Malki et al. (2022); Pham (2023); Guntoro (2021); Van (2015), who stated that communication is pivotal in the Hotel Services field because people involved in this area are constantly interacting with guests. They need to have good communication skills. Pham (2023), mentioned that speaking and listening are essential skills as a receptionist constantly interacts with people from different countries, and they sometimes do not speak the native language of the country they are visiting; Guntoro (2021), emphasizes that speaking and listening are primary skills for a receptionist or front desk job, for that reason, it is crucial that the front desk staff can respond to the conversation in the check-in or check-out situation, explain where a specific place in the hotel is, or the facilities they offer to foreign guests, they need to have proficiency in English to communicate effectively with guests.

Furthermore, Alhumaidan and Alghamdi (2023), maintain that speaking and listening are the utmost skills, in their study, they showed difficulties in these specific skills; to solve this issue, they presented a new approach to teaching English in this field, they introduced Agile English for Specific Purposes (AESP) by conducting some interviews to students, teachers, and employees from different sectors, and they could realize the students' English needs. Not having good communication presents a disadvantage to functioning efficiently, Athanasiou et al. (2016) imply that they need to contemplate in their study the CEFR tool to assess language proficiency and provide descriptors of general language competence; however, the alignments of courses with CEFR must be faced by teachers or educators, Al-Malki et al. (2022), state that understanding tourists' details is the most problematic area (effective communication) because of the English proficiency levels of the students, and they recommend dividing and teaching process into different groups according to their proficiency level in the English language.

For Van (2015), communication success is contingent on the participants' satisfaction and the extent to which they reach the required purpose or purposes.

The process of identifying the students' language needs of high school students pursuing careers in Hotel Services is crucial for ESP; Kandampully et al. (2017), state that speaking and listening are the most essential skills of communication; however, they also highlight the importance of developing other language skills such as the writing skill since it can help to write correct reservations, or respond to guests' inquiries and complaints by writing. Similarly, Poldrugovac et al. (2016), and Fitria (2020), say that using appropriate grammar and vocabulary is crucial for effective interaction with service personnel and other customers. According to Pham (2023), hotel receptionists must employ these skills, but listening and speaking are significantly more critical in this sector since they interact with foreign people.

The studies above demonstrate the importance of communication skills and effective communication with guests and service personnel. In this sense, it is imperative to identify and address ESP students' language needs in the Hotel Service field, as this enables them to develop the skills needed for their careers.

Despite the growing importance of ESP in the hospitality sector, significant bodies have yet to explicitly focus on reading skills related to Hotel Services in ESP. Existing research primarily addresses oral and listening skills for direct interaction with guests. However, reading skills in ESP are essential for understanding technical documents in the hotel industry, and they have been overlooked in academic literature.

ESP Teachers' Challenges

It is important to recognize the challenges teachers face in the teaching process. Table 3 references some of these challenges teachers face in this field and illustrates the difficulties teachers have in teaching ESP.

Table 3. ESP Teachers' Challenges.

Aspect	Description	Author/year	#articles	Percentage
Challenges	Time-consuming to prepare materials	Lin et al. (2014); Ma'fiah and Sumardiono (2023); Setyarini (2018); Skril (2018)	4	50%
	Limited material for Hotel Services	Èvele and Komarovska (2019); Purwanti (2019); Tunaz and Ataç (2023)	3	37,5%
	Traditional teacher	Sukyng et al. (2023)	1	12,5%
Total			8	100%

Own source.

Most of the difficulties encountered by teachers engaged in ESP instruction can be attributed to the time-consuming preparation of materials. Setyarini (2018), says that teachers must either create their own materials or utilize the existing ones. She asserts that ESP teachers face more significant challenges in the classroom due to additional preparatory work, including creating a syllabus. Furthermore, she emphasizes the importance of ensuring that the teaching-learning process is effective and successful, and the role of an ESP teacher is multifaceted, encompassing the responsibilities of a traditional teacher, course and material designer, collaborator, researcher, and evaluator. In addition, she mentions that ESP teachers are expected to select and create the teaching materials or provide the necessary materials if they cannot find any suitable ones.

Ma'fiah and Sumardiono (2023), state that teachers must align students' language needs in the context of Hotel Services to create teaching materials that incorporate language functions and interactions between the hotel staff and guests. Additionally, Skril (2018), emphasizes the importance of practical usage of lesson plans by setting objectives to enhance the use of English. It examines various conditions, stages, and organizational forms within the process of teaching ESP. In addition, she says that the process of lesson planning enables teachers to focus their teaching on students, defining it as a description or outline of the goals or objectives that teachers have set for a lesson, the activities and procedures that teachers will use to achieve them, the time to be allocated to each activity, and the order to be followed. However, despite the potential benefits of lesson planning, it can seem overwhelming and laborious, according to Skril (2018).

Consequently, Lin et al. (2014), argue that curriculum and course content design are critical in academic institutions and the hospitality industry; furthermore, this ESP curriculum should foster collaboration, teamwork, and a self-reflective attitude among educational institutions. However, this process is lengthy (Skril, 2018).

According to Èvele and Komarovska (2019), teachers need more material for Hotel Services in ESP teaching. They state that the field of tourism and hospitality is undergoing rapid expansion, presenting new challenges, both in terms of foreign language acquisitions and the ability to communicate effectively with international clients is utmost importance, and the creation and utilization of materials that allow for the acquisition and practice of various languages are based

on the existing language levels. Moreover, Tunaz and Ataç (2023) posit that the development of English language materials necessitates the production of several presentations to enhance speaking abilities and numerous videos for students to utilize as listening and speaking to enable students to enhance their oral communication, which is an essential talent for success in their chosen fields. However, Purwanti (2019), in her study asserts that the limitation of material is a challenge for teachers because they need to provide high-quality materials that meet the learners' needs and wants. Identifying an appropriate book often aligns with the desired topic, register, or content the readers wish to explore in Hotel Services. Consequently, developing the compilation of materials is a process in which an ESP coursebook should specifically contain materials to provide learning support.

The next challenge identified in ESP teaching is the traditional teacher role, as Sukying et al. (2023), outlined. They argue that language teachers continue to adopt a traditional, teacher-centered approach and the grammar-translation method, which enhance learners' ability to remember linguistic traits and provide a target language system. Furthermore, they suggest that ESP teachers should assume the role of teaching subject areas in English rather than teaching the English language. As stated by Setyarini (2018), an ESP teacher must assume the roles of a language teacher, content expert, researcher, and material provider to address the challenges of teaching ESP effectively.

In conclusion, the challenges faced by the teachers involved in ESP arise from the need to adapt teaching materials to the specific language needs and contexts of students in the Hotel Services sector.

ESP Teachers' Perceptions

The studies have highlighted the most important perceptions in the field of Hotel Services by exploring some of the teachers' perceptions when teaching ESP. Teachers can gain valuable insights into engaging students in a productive learning environment. Therefore, some of them are referenced in Table 4, which shows these critical perceptions.

Table 4. Teachers' Perceptions in ESP.

Aspect	Description	Author/year	#articles	Percentage
Teachers' Perceptions	Effective communication	Chumphong and Chuai-in (2020); Luka (2015); Zou et al. (2019)	3	50%
	Interactive learning	Asmari and Gulzar (2015); Bisena et al. (2021)	2	33,33%
	Simulation-based learning	Jilani and Yasmin (2016)	1	16,67%
Total			6	100%

Own source.

As shown in the table above, according to ESP teachers' perceptions, effective communication is one of these essential keys, as Chumphong and Chuai-in (2020), mention, the main economic component of a country is the tourism industry, and English plays a vital role in this field, and English communication skills are pivotal for employees not only in Hotel Services, but also in any workplace that has direct contact with customers. For that reason, as an ESP teacher, as suggested by Zou et al. (2019), it is necessary to implement ESP instruction in classes with students of intermediate to advanced English level since tourism is the most significant sector demanding excellent oral communication skills; otherwise, not having good communication presents a disadvantage to function efficiently. However, Luka (2015), mentions that in addition to this, the Hospitality industry relies on quality employees to provide exceptional service to its guests, and teachers must include interculturally relevant tasks in their lectures to create a more natural learning environment.

The subsequent perception identified is interactive learning, with Bisena et al. (2021), proposing online training to improve workforce quality, and YouTube was identified as a potentially effective platform for this purpose. The research team observed a positive impact on guest service, facilitated by using English in online training, which reinforces the teachers' perception of the efficacy of incorporating interactive learning tools to improve language skills in the hospitality industry. In addition, the authors mentioned other online platforms, including Kahoot, Google Forms, and Live Worksheets, which were used to deliver the English language training.

In addition, Asmari and Gulzar (2015), examine the role of authentic material in undergraduate studies and conclude that students need to be exposed to the English language, which results in poor English language skills. They suggested that teachers simulate real-life situations in the classroom to facilitate learning a foreign language. This could be achieved using authentic materials such as newspapers, magazines, TV programs, radio talk, menus, brochures, and recipes, contributing to the student's progress.

Simulation-based learning is the next perception found in the studied articles by Jilani and Yasmin (2016). The authors mention that this approach is beneficial as it allows for a more comprehensive understanding of learner autonomy. They emphasize the role of simulation as an experiential learning mode in which independent, peer, and collaborative learning can be facilitated in conjunction with realia, with minimum teacher talk time (TTT) and maximum learning opportunities, while monitoring the rate of learners' progress and considering the pros and cons of their learning outcomes.

To conclude, the perceptions of ESP in the Hotel Services field provide valuable guidance for effective pedagogy. This is achieved by creating dynamic and impactful learning environments through effective communication, interactive learning, and simulation-based learning. ESP teachers can engage students in productive learning experiences that facilitate their growth and success in the hospitality industry.

Conclusion

This research analysis provides a multifaceted landscape shaped by diverse students' language needs, teachers' challenges, and perceptions of ESP in Hotel Services education. These findings highlight the importance of speaking and listening skills to facilitate effective communication with guests. Also, good writing skills and correct terminology ensure accurate communication and service delivery. Likewise, the challenges teachers face in ESP, such as the time to prepare materials or the limited materials, do not allow them to enhance students correctly in ESP classes; besides, the traditional teacher role does not allow them to create dynamic and impactful learning environments. However, using interactive learning tools or authentic materials can significantly improve the situation, engaging students and promoting learner autonomy and collaborative learning.

It is crucial to note that the importance of speaking, listening, and writing skills in ESP in Hotel Services education extends beyond their significance. These skills are essential for effective communication with guests and serve as the foundation for developing reading and critical thinking skills in this context.

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