

English-for-Specific-Purpose Curriculum Designing: Equipping the Students of Hospitality and Tourism with Global-Job Skills for Global-Job Opportunities

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English-for-Specific-Purpose Curriculum Designing: Equipping the Students of Hospitality and Tourism with Global-Job Skills for Global-Job Opportunities

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Abstract

Several global events such as the agreement of free visas within ASEAN countries, the enactment of APEC in 2020, the policy of the Indonesian government to add free visas for thirty countries this year, and the MDGs will impact significantly on the teaching learning process of English, including curriculum designing. The challenge faced by students of hospitality and tourism in learning English nowadays is that they are demanded to be more functional, in that they have to be able to demonstrate their English competences in the workplace which covers not only high softskills but also cultural aspects. With the more open regulations among many countries in many aspects including education, the needs to design the curriculum which can accommodate global job opportunities for the students is crucial. This paper discusses ESP curriculum designing based on global challenges to facilitate the students to be more linguistically, vocationally, and culturally sound in the hospitality and tourism for global job opportunities.

Key words: curriculum designing, English, students of hospitality and tourism, global job opportunity

1. Introduction

Curriculum designing cannot be separated from the issues that emerge at the time where the curriculum undergoes modifications or changes to adjust the development of the recent condition. It is a common belief that the new reign of a local authority in an education institution will be followed by the change of the curriculum. However, the rapid growth of local and international rules, network and agreement such as AEC, APEC and MDGs will also influence the curriculum designing. Therefore, the local authority change is not the only reason to change the curriculum.

Students of hospitality and tourism nowadays have many choices for internships as they already learn the training for practicing attitude, knowledge and skills in their colleges. They can do internships only, or they can do it in combination with their study. The countries that offer such programs are Australia and Thailand while Malaysia, Japan, Spain, and Italy offer internships only. Another interesting offer for internship is cruiseship program which sail in Asia, Europe, and other countries (Official Documents of Diploma IV Tourism Program 2012-2015). With the many opportunities and easier contacts globally, global internships and global jobs are easier for them to get than they used to be.

English for Tourism, English for Hotels, and English for Floating Hotels or Cruiseship under the umbrella of English for Specific Purpose (ESP) is the first requirement for internships in whatever departments. Therefore, equipping the students with those branches of ESP is considered crucial. Curriculum developer is required to get abreast with the tourism industry world, the tourism education that the growth of tourism industries based on UNWTO and WTCC provides them with long-term forecasts to 2020

and beyond. UNWTO predicts 123 million arrivals by 2020 and 187 millions by 2030; the IATA predicts 115.5 by 2022 (Greene, 2013). The case is similar in ASEAN countries. ASEAN forecasts tourism arrivals in the region to have reached 107 million by 2015, almost double than the 65.7 million tourists recorded in ASEAN, the rising phenomenon of budget airlines, and finally integration and liberalisation (Invest in ASEAN, 24 June 2015).

However, the need to develop tourism is no longer enough by only running Tourism Colleges to meet the need of industry. In 31 March 2008 Indonesia declared tourism as independent science (Sodikin, 2010). This will be of a great advantage to support the colleges or diploma programs that focus on practice. With the declaration of tourism as a science, it is hoped that education tourism in Indonesia enters the era of developing tourism in Indonesia in a wider sense. This means that there will be experts of tourism that have the role to forecast of how tourism in Indonesia will be in 10 or 20 years to come in many fields of tourism which focuses on science and research. Nowadays there are undergraduate programs (Stratum-1), Graduate Program (Stratum-2), and Postgraduate Program (Stratum-3) of Tourism in some universities in Indonesia. The problem is how to develop tourism into sustainable tourism development (Kusmayadi, 2008 as cited in Sodikin, 2010). This paper aims at discussing the curriculum designing based on global challenges to facilitate the students to be more linguistically, vocationally, and culturally sound in the hospitality and tourism for global job opportunities

2. Review of Related Literature

2.1 Tourism Education in Indonesia and Australia

Compared to other countries, for instance, Australia's tourism education is under TAFE or Technical and Further Education which uses the name of institute in which the name is Certificate and Diploma. Meanwhile the tourism program that focuses more on science and research is offered at universities. This model is adopted by tourism education in Indonesia. An idea about how the college system works can be seen in the following qualifications framework.

Table 1: Qualifications in Tourism Education in Australian Colleges

Qualification	Duration	Career Path
Certificate I	4-6 months	competent operator
Certificate II	6-8 months	advanced operator
Certificate III	about 12 months	qualified trades person
or technician Certificate IV	12-18 months	supervisor
Diploma	18-24 months	para-professional
Advanced Diploma	24-36 months	junior manager

(Australian Colleges, 2015)

Beyond the diploma and advanced diploma levels, a student may be eligible for entry into a university and may also be eligible for credits, in some cases full credits for work already completed (Australian Colleges, 2015). In contrast, Diploma Colleges in Indonesia offer the following as shown in Table 2.

Table 2: Qualifications in Tourism Education in an Indonesian College

Qualification	Duration	Career Path
Diploma I	12 months	operator
Diploma II	24 months	competent operator
Diploma III	36 months	supervisor
Diploma IV	48 months	junior manager

(Diploma Pariwisata Universitas Merdeka Malang, 2015)

2.2 EGP and ESP in Tourism Colleges and Universities

English for General Purpose (henceforth EGP) and English for Specific Purpose (henceforth ESP) are taught at the Tourism Colleges. Based on the observation in the earlier semester, EGP is offered or it is the combination between EGP and ESP, and the next semester is more on ESP but there is a possibility of offering EGP when the class needs it. The credit load of English offered at Tourism Colleges or Diploma is between 6-18 credits. The undergraduate Tourism Program of Universitas Gadjah Mada (2011) offers 13 credits. Meanwhile, Diploma Tourism Program Universitas Merdeka (2015) offers 18 credits and Diploma Tourism Polnas Denpasar (2013) offers 16 credits but Diploma Tourism Hotel Program of Universitas Sahid (2015) offers only 6 credits. There is no EGP or ESP at Graduate Program of STP Trisakti but all of the subjects are written in English (www.stptrisakti.net, 2014). The case is the same at the universities or institutes/colleges in Australia where all subjects are in English (<http://www.csu.edu.au>, 2015). At its Graduate Program of Universitas Merdeka, English is offered at the matriculation program but load is only 2 credits which focuses on reading. This means all of the subjects are taught by subject specialists who master English. The students at this department have to pass TOEFL or IELTS, which is a demand more on EGP than ESP. From the illustration aforementioned, it can be concluded that EGP and ESP are offered at colleges and undergraduate programs but not at Graduate Programs and at Colleges of Tourism abroad. Those who want to study at those two kinds of education have to pass TOEFL or IELTS with the certain minimum score which has been decided by the education institution.

2.3 ESP at Industries: Hotel, Cruise ships, Airlines, and Tourist Attractions

ESP is one of the requirements of working in hospitality and tourism industries as it is explained below and this can be for the students of the hotel department. The mastery ESP should be added with 5 year-experience in industries and a skill communicator which is in this case shown by the attitude and communication skills. So, the ability of mastering English is blended with experience and high skills in communication. Here is the example of job vacancies in industries with their requirements:

Job Title: Director of Communications and Public Relations

Job Locations : Dubai/UAE Dubai

Employment : Hospitality (Hospitality and Tourism, International Hospitality)

Areas : Hotel Industry (Hotel Management)

Type : Full Time

Job Description and How to Apply Below:

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Mandatory requirements for this position

Undergraduate college degree and 5 years of public relations or related work experience; expert understanding of media (traditional, online and social); skilled communicator with oral and written fluency in English. Highly preferable are experience in hospitality, travel, luxury and related field. Fluency in Arabic is an advantage –(Global recruitment Partner, 2015).

ESP plus is also found in cruise line. Below is the example:

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–All the major cruise lines require that applicants be able to speak and understand English fluently. English is the language spoken on board by crew and most passengers. Safety training and drills are conducted in English. And, it is encouraged that English is the language spoken when there are passengers present (Ruggero, 2012-2014). ||

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–Must be able to adapt to confined and sometimes limited living conditions for extended periods of time. In addition must be flexible in terms of last minute changes in itineraries, activities, events and schedules (NCLS, JobPosting, 2015)

Now what about the candidates who want to have a career to be a cabin crew? The

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requirement is below:

Emirates Cabin Crew are dynamic, professional, outgoing and challenge themselves daily. They are ambassadors for our brand and strive to maintain a positive and healthy lifestyle.

Do you have what it takes to be part of our team?

- The Emirates Cabin Crew requirements are:
- At least 21 years of age at the time of joining
- Arm reach of 212 cm while standing on tiptoes
- High school graduate (Grade 12)
- Fluency in English (Written and Spoken)
- No visible tattoos while in Emirates Cabin Crew uniform (cosmetic and bandage coverings not permitted)
- Physically fit to meet the Emirates Cabin Crew requirements

Emirates Cabin Crew must deliver exceptional customer services experience on every flight. Thus, in addition to the Emirates Cabin Crew requirements above, you should demonstrate:

- A positive attitude and empathy for others
- Strong cultural awareness and the ability to adapt to new environments and people
- Flexibility and the motivation to manage a demanding work schedule
- Qualities necessary to live up to the mission and values that Emirates holds in high regard – Professional, Empathetic, Progressive, Visionary, Cosmopolitan

(<http://www.emiratesgroupcareers.com/english/career>)

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And the last example is a career in Tourist Attraction.

–We are seeking to appoint an experienced Assistant Guest Experience Manager who has direct line management responsibility for a team of permanent Guest Ambassadors and agency Guest Ambassadors.

Position: Assistant Guest Experience Manager

goodpeopleconnect.applytojob.com/apply/job_20150622 29 June

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Personal Specification

- Good knowledge and experience of providing premium customer service

- ¹ Good knowledge of good health & safety management practice with experience of using systems for checking and monitoring health & safety issues (forexample by completing risk assessments)
- Excellent communication, customer service and influencing skills, communicating clearly and confidently in English to a diverse range of guests, staff, peers and managers verbally and in writing
- Experience of working at an operational supervisory level with demonstrable evidence of delivering excellent customer service, ideally within a large tourist attraction or similar environment
- Experience of supporting emergency situations, including evacuations
- A levels or equivalent qualification or proven experience in a customer facing role at management level in a similar environment || (goodpeopleconnect.applytojob.com/apply/job_20150622 29 June 2015)

All the above examples show that ESP is a must for the positions. The absence in the ESP teaching is on how to accommodate soft skills and attitude into ESP. From the above examples there are many points that show the attitude mastery is blended in knowledge and skills. Some examples are as follows: 1) traditional, online and social media; 2) skilled communicator with oral and written fluency in English, 3) highly preferable are experience in hospitality, 3) a team of permanent Guest Ambassadors and agency Guest Ambassador, 4) must be able to adapt to confined and sometimes limited living conditions for extended periods of time, 4) must be flexible in terms of last minute changes in itineraries, activities, events and schedules, 5) excellent communication, customer service and influencing skills, communicating fluency in diverse range of guests, staffs, peers, and managers verbally and in writing.

Those above points are concerned with soft skills and need to be accommodated in the subjects. But not all can be easily implemented in the classroom; some can be implemented at the laboratory and to make it complete, sending the students to the related industries abroad specifically in the countries where English is used as a communication will be a strategic decision.

⁵ 4 Study, Work and Internships, and Opportunities for Tourism Global Jobs

Economic Impact of Travel and Tourism (2015:1) in Annual Update Summary reports that Travel and Tourism direct contribution to world gross domestic product (GDP) and ⁵ employment in 2014 was US\$ 2 trillion (2014 prices) and 105 million ⁵ jobs respectively. Trends to look out for over the next ten years include among others UK, Mexico, India, Indonesia, Myanmar, and Montenegro. These will make noticeable moves up the global league table for total Travel and Tourism GDP. To realize that Indonesia will be one of the prospective tourist destinations in ten years to come, some preparations have been done and are still underway and those that will be done are hoped to be continuously evaluated to get the better achievement.

The extensive vacancy of tourism is a good opportunity for tourism human resources including the tourism students. To realize that they have to compete globally at least with the human resources within ASEAN countries, a combination in learning experiences involving study and work and also internship is a strategic program for the students to fasten the skill and attitude mastery. As what Muhrofi-G (2011:51) states that internship for 6 to 12 months abroad can lead to better emotion control, keeping smiling

while working hard, having self confidence, discipline, good performance and most importantly the English mastery of the students also increases.

To pick up the golden opportunity of tourism, it is advisable to know the study and work or internship which is available in some neighboring countries which use English as a language of communication. Such countries include Singapore, Australia, or Malaysia. Study and work in Australia can be done by having networks with reliable education agencies in Indonesia which will help the education institution prepare the requirements of joining the program. The program is partly in Indonesia and partly in the country partner. In this program students will experience learning in the campus and industries. The first thing that education has to do is to map the curriculum between the two institutions. The number of the subjects that the students take is the decision of the tuition fee amount. The more similar curriculum of the two, the less tuition fee the students have to pay.

There are two levels of Diploma of Hospitality that has the duration of 18 months and 24 months. The first level consists of the operational, supervisory, and management levels. The second level, Advanced Diploma of Hospitality consists of operational supervisory, management, and senior management levels. After the students finish from a diploma program, they can continue their study at the university level, or they can come back to the home college to continue their study (Australian Professional School, 2014).

2.5 EGP and ESP from Australia Project to Mutual Recognition Agreement of ASEAN

To anticipate tourism and hospitality in the global world and to prepare tourism human resources, Indonesia has cooperated with Australia in a project of Joint Australia for Hospitality Industry in 1999. One of the results of this program is seven levels of rank in hotel industries which require a TOEIC score as language mastery evidence. The seven levels are: Junior staff with no English, Senior staff with TOEIC 450 points, Senior staff multi skills TOEIC 500 points, Supervisor TOEIC 550 points, Junior manager TOEIC 650 points, Senior Manager TOEIC 750 points, and Executive and CEO TOEIC over 800 points.

In 2009 to prepare the tourism human resources, Indonesia published *Standar Kerja Nasional Indonesia* (SKKNI) or Indonesia National Work Standard. It is a formulation of work mastery which covers knowledge, skill and or expertise and work attitude which is relevant to the duty execution and position requirement (SKKNI: <https://hpjJakarta>, 2015). The idea of SKKNI is taken mostly from Joint Indonesia Australia Project of 1999. In the case of English in SKKNI there is English for basic ability which is more EGP in listening, speaking, reading and writing and ESP. In addition to this, based on the Decree of Minister of Workforce and Transmigration number 158, 2010 on English for Housekeeping Sector of English Education Service, the Sub Sector of English for Housekeeping has become SKKNI. This means that the examination for certification of Housekeeping will be conducted in English. Here are one of the examples of the competences: 1) handling complicated complaints of housekeeping, 2) making memo of housekeeping, 3) making business letter of housekeeping, 4) making housekeeping presentation, 5) running housekeeping meeting, 6) making housekeeping documents.

Mutual Recognition of Agreement (MRA) in ASEAN for hospitality and tourism industry has been published. In that document ESP is given more priorities than EGP. All of units competency standard is written in English and Indonesian which consists of *Core and Generic Competencies, Functional Competencies and Cluster Competencies*. English is included in Core Competencies and Cluster Competencies. In the last cluster there are four competencies, 1) reading and writing in the operational level, 2) reading and writing

in the supervisory level, 3) reading and writing in the managerial level, and 4) reading and writing in senior management level (BNSP and Kementrian Pariwisata, 2014). There is no explanation of TOEIC as it is in the Joint Indonesia Australia Project 1999. This means that even in Mutual Recognition of Agreement (MRA), ESP has a wider place than EGP.

2.6 Curriculum Designing and the Need to be Periodically Checked

To see the illustration of the position and the role of English at education institution, tourism industries, study, work, internships and ASEAN Mutual Recognition, curriculum designing on English has to be taken into one of the considerations to make English more global marketable and adjustable. As what Makalam (2011) stated the quality of education, education institutions should be improved, starting from the quality of syllabus and curriculum, adding practical sessions and development of professional attitudes for students (Oktadiana, 2011:2). As what is mentioned by the requirement of industries, what is stated by Makalam is similar in the sense that more practical sessions and more experiences, and professional attitudes will be of a great advantage for the students. Improving the quality of curriculum designing as what Makalam stated can include evaluating and designing the syllabus and curriculum. Rutherford, (2011, p. 29) states that:

³ *–Periodically in the early years, a new or revised curriculum be checked for its match to the intended design and can be done in two complementary steps internal and external. Internal includes committees composed of teachers, administrators, students, and interested citizens, including some members of the design team itself. External is institutions need ³ input from external perspectives including visiting committees and outside experts. School systems are complex institutions whose parts, including the curriculum, ought to undergo periodic examination by outside experts. The tradition of –visiting committees, common in college and secondary education.*

Both internal and external factors as the consideration of redesigning curriculum play a very important role. Internal factors are supposed to have visionary ideas to anticipate the development of external factors.

3. Discussion

¹⁵ Designing Curriculum Model of ESP

A curriculum is typically a guideline ¹⁸ out for educators that prescribes what they need to teach their students, and a syllabus is a more descriptive list of the concepts that will be taught in a particular class. Rutherford, (2011:22) states that there are some models of curriculum: 1) a hands-on curriculum, 2) a language immersion curriculum, 3) a learning –learn curriculum, 4)an individualized curriculum, 5) a language immersion curriculum, 6) a work-study curriculum, 7) a vistas curriculum, 8) an inquiry curriculum, and 9) an environmental curriculum. For hospitality and tourism students point 1, 5 and 6 seem appropriate though others can be inserted.

ESP already exists in the curriculum of Tourism and Hospitality Colleges with various number of credits. The illustration ⁴ of education in Australia, industry requirements, Mutual Recognition of ASEAN, the Decree of Ministry of Workforce and Transmigration number 158, 2010 on English for Housekeeping are the points that can be used for the input to design or redesign ESP which according to Rutherford (2011:29)

has to be periodically revised. The revision will help the students, teachers, education institution to be always updating ESP based on the external development of industries, workers, the rules of the government and education, and training in the country and abroad.

3.2 The Proposed of ESP Curriculum Designing

The certification scheme which is based on ASEAN MRA (2014:1) is hoped to be beneficial for three stakeholders: industries, workers, education, and training. For education and training it will help 1) ascertain link and match for the graduates competency with the requirement of industry, 2) help ascertain the efficient achievement in the development training program, 3) help ascertain high result achievement, 4) and help ascertain education and training institution in assessment system in the form of formative, summative as well as holistic that can ascertain and maintain the learners within the process of education and training. In addition, the scopes of the use are the execution of certification of professional competency and developing learning package.

Developing learning package which is also called developing materials has the big impact on developing ESP. English for Housekeeping as one of the examples can be broken down into many subtopics starting from the operational level to managerial level which is blended into content and language. This is actually a good opportunity for EGP and ESP practitioners who want to develop their professionalism in ESP and specifically English for Housekeeping.

3.3 Hands on Curriculum, Work-Study Curriculum, and Language Immersion Curriculum

The three kinds of curriculum proposed by Rutherford (2011) seem appropriate for Tourism and Hospitality Colleges because of some reasons. First, a hands-on curriculum is down to earth and life skill focused, and the students start to learn something in a very basic level and have to start to work in operation, supervisor and managerial levels. Second hands on curriculum is suitable for those who want to work immediately and finally it can help a lot to the learner to have specific ability.

During the 3 or 4 year study, work and study can be implemented. Based on the experience in *Universitas Merdeka Malang* the students have the opportunity of casual or part timers however the activity or the offer from industry for casual does not always exist or if there is any it is seasonal, and there is no specific time schedule for casual. Therefore, a hands-on and study and work curriculum in Indonesia is not fully implemented. However, this activity trains the students to practice what they have got in Tourism Colleges, so this one is more on vocational practice.

Language immersion curriculum is applied in *pesantren* or Islamic boarding schools in some cities in Indonesia. The students have to practice English and Arabic as the language-built environment by applying some do's some don'ts in practicing the languages. In relation with ESP curriculum which has the close relation with language immersion curriculum, the practice of ESP in Tourism Colleges in terms of frequency in practicing language is less than that in *pesantren*. As experiences in Diploma Tourism Program of Universitas Merdeka at the time when the students are facing interviews for internships in country or overseas tourism, extra hours for English are added. This has the purpose of the need of linguistics capability

Concerning the duration of study at Tourism Colleges in Australia, Advanced Diploma is taken only 36 months and for Tourism Colleges in Indonesia; the students have to study for 48 months. This might be difficult for Tourism Colleges in Indonesia because there are other subjects such as Religion, Citizenship, Indonesian Language, *Pancasila* and other specific subjects which become the special characteristics of the

institution. Non-tourism subjects will enrich the students as Indonesian, so from those subjects students learn culture and help learn to have cultural identity.

3.1 Curriculum Mapping

Curriculum Mapping is a procedure for reviewing the operational curriculum as it is entered into an electronic database at any education setting). Schools are using curriculum templates that display 21 components of the curriculum: content, skills, assessments, and essential questions (https://en.wikipedia.org/wiki/Curriculum_mapping) Curriculum mapping is conducted by benchmarking the curriculum of a tourism college of a certain institution with that of the tourism college partner. When the students want to have study and work in Australia, they have to attend IELTS, so curriculum mapping is done for the sake of content because this will also help ESP practitioners accommodate content. By knowing the curriculum from the partner, it can be used for measuring whether our curriculum is left behind, flexible, or whether our students have to take many more subjects or some subjects only when they want to attend study-work programs. Another way to do is by benchmarking the curriculum with Mutual Recognition of ASEAN. In that scheme English is incorporated in cluster and core competencies. This means that the students are hoped to be able to communicate, read, and write from the operational to managerial levels based on the department they work.

As the examples competences in the subjects which are offered at the Supervisory Level are: *coaches in job skills, monitor work operation, customer service and leadership skills*. At management level the subjects are: *compliance with legal framework, prepare and monitor budgets, establish business relationships, leadership skills and manage operation plan and human resource management skills*. So, the subjects are more about content, and it will be for the content Instructor but ESP even ESL instructors have to know the subjects area.

3.5 Inserting Soft Skills in Curriculum

Industrie need soft skills such as team work, skilled communicator, being good in serving clients, flexibility in terms of last minute changes in itineraries, activities, events and schedules and other requirements. These are all needed to be inserted in all courses, including ESP. When it is in the class, the easiest way to do is by inserting them in assessment. The assessment has the content of attitude such as grooming, discipline, and on time assignment submission. Soft skills have the relation with character building. Based on a study of *Penguasaan Bahasa Inggris bagi Front Office Staff untuk Meminimalisir Keluhan Tamu di Concorde Hotel Kuala Lumpur*, it shows that 61.70% of Front Office Staffs let the customers wait for a long time and only 12.76 % Front Office Staff used formal expressions when they speak English. This means that speaking skills have to be accompanied by soft skills to minimize the complaints (Rachmadian and Muhrofi-G, 2013)

3.6 Redesigning the Content and Language in ESP

The redesign of English for Health Science by Gatehouse (2014) is a good example for breaking down ESPs which already put in curriculum. The final weekly breakdown of 25 hours consists of the following:

- 8 hours of Integrated Language Learning (ESL instructor)
- 6 hours of Health Science Lectures (content instructor)
- 4 hours of Workplace Communication (jointly facilitated)
- 3 hours of Medical terminology (content instructor)
- 2 hours of Pathophysiology (content instructor)
- 2 hours of Applied Computer Skills (ESL instructor)

If those are modified at Diploma *Pariwisata Universitas Merdeka* Malang which has 24 hours, the modification is more on content. The proposed arrangement might be the following:

- 12 6 hours of Integrated Language Learning(ESL instructor)
- 8 hours of Hospitality and Tourism (content instructor)
- 4 hours of workplace communication (jointly facilitated)
- 2 hours of Hospitality and Tourism terminology(content instructor)
- 2 hours of soft skills (content Instructor)
- 2 hours of Cultural Attitudes and Skills (ESL instructor)

When the students would like to join acertification based on MRA, the additional curriculum is added. The following is the example for Housekeeping and for the operator level which can be modified to other subjects such as *Front Office, Food Product, Food Service* for Hospitality Department and *Guiding, Tour Operating or, Travel Agencies* for Tourism Department

- 2 hours for general communication (ESL Instructor)
- 2 hours for operator level knowledge and skill on Housekeeping (content Instructor)
- 6 hours for Housekeeping (content Instructor)

For an experienced EGP lecturer who has been teaching ESP and who has joined training on ESP, he/she can teach without content instructors but he/she has to consult a content instructor as there are external factors and updated rules and regulations that might be not known by ESP instructors. Novice ESP instructors are suggested to consult a content instructor and learn a lot on the principles of teaching ESP such as the role of ESP as teacher, course developer, co-ordinator, researcher, collaborator

(Dudley Evans and St. John,1998:13-18) a competent cultural instructor, and a competent professional instructor (Luka, 2004:18).

4. Conclusion

ESP curriculum designing is needed because of the issues of ASEAN Economic Community that will be implemented on December this year. This has been incorporated in the form competency units in Mutual Recognition Agreement for the sake of certification. Other issues are first global education in which the students can get easy information on study-work programs and internship programs, and secondly the Decree of Minister of Workforce and Transmigration on English for Housekeeping, and global jobs. All of these have the consequences on the use of ESP.

There are some ways on designing ESP curriculum: mapping, inserting skills that lack in a curriculum based on what global jobs need, and redesigning the content and language. Some points that have to be taken into considerations are the internal condition of tourism colleges and the external ones because the first thing is that ESP curriculum designing has the purpose and it is not just a list of courses. The purpose should be clear; otherwise, it cannot have significant benefits. Therefore, designing an ESP curriculum has to be followed by actions that will be fruitful specifically for the students and tourism college stake holders in general.

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