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A LINGUISTIC APPROACH TO TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR FOOD AND BEVERAGE SERVICE STUDENTS

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ABSTRACT

This study explores a linguistic approach to teaching English for Specific Purposes (ESP) tailored for food service students in hospitality programs. The hospitality industry requires a specific set of English communication skills, especially in food service, where language proficiency directly impacts customer satisfaction. This research examines how a linguistic framework enhances learning and helps students develop specialized vocabulary, listening, and speaking skills critical to their future careers. The findings demonstrate that a linguistic approach to ESP significantly improves students' communication ability in food service environments. The study concludes by emphasizing the importance of ESP in preparing students for professional competence in the hospitality industry. Mastery of vocabulary and communication skills is essential for students pursuing careers in the hospitality industry, where clear and effective interaction with clients and colleagues is crucial. A Linguistic Approach to Teaching English for Specific Purposes (ESP) offers a comprehensive solution to these needs, focusing on the practical application of language in real-world situations. The findings emphasize the importance of tailored ESP education in preparing hospitality students for professional competence, with a focus on practical language application that directly impacts customer satisfaction. This linguistic approach offers a well-rounded solution for developing essential communication skills, positioning students to succeed in the dynamic hospitality industry.

Keywords: Linguistic Approach; Teaching; English for Specific Purposes; Food and Beverage Service, Students

I. Introduction

English for Specific Purposes (ESP) has become a crucial aspect of language instruction, particularly for students preparing for careers in specialized industries like hospitality. Food service, a core element of the hospitality industry, demands proficiency in English for communication and ensuring that service standards are met. Students in food service programs often face challenges in acquiring the specific language skills required for their field, including

understanding terminology, giving clear instructions, and handling customer interactions effectively. This study adopts a linguistic approach to teaching ESP to food service students in response to these needs. A linguistic approach focuses on understanding the role of language in specific contexts and tailoring instruction to meet students' communicative needs in those environments. By utilizing this approach, we aim to address the gaps in language learning and provide students with the tools to function proficiently in real-world food service situations. Besides, as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore English is widely regarded as a global language (Anggayana, Nitiasih & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). English is an example of a language regarded as a foreign language in Indonesia (Anggayana, 2023).

In the food service industry, communication skills in English are crucial, particularly given the frequent interactions with international customers. To meet the demands of effective communication, English for Specific Purposes (ESP) provides a tailored solution where language training is adapted to the specific needs of the food service field. Mastery of vocabulary, listening, and speaking skills is essential in teaching ESP to food service students. Accurate vocabulary enables them to understand instructions better and provide more professional service. Listening skills help them accurately capture customer needs, while speaking skills allow them to communicate courteously and efficiently. Explore the linguistic approach that can be adopted in ESP teaching for food service students, focusing on developing these three essential skills. By employing a linguistically grounded approach, learners are expected to not only acquire English language proficiency but also understand the cultural context and terminology relevant to their profession.

Effective communication is paramount in the food service industry, where staff must interact with diverse customers, often from different linguistic and cultural backgrounds. For students aiming to excel in this field, English proficiency becomes a valuable asset and a necessity for delivering quality service. However, traditional language instruction may not sufficiently address the specific language needs required in such environments.

A linguistic approach to teaching English for Specific Purposes (ESP) offers a targeted solution that significantly improves students' communication ability in food service settings. By focusing on the practical application of vocabulary, listening, and speaking skills relevant to their work environment, this approach bridges the gap between general language learning and the specialized communication demands of the industry. Explores how a tailored linguistic approach in teaching ESP equips students with the tools they need to succeed in real-world food service environments. Students are better prepared to handle customer inquiries, provide exceptional

service, and navigate complex interactions with confidence and cultural sensitivity by concentrating on context-specific language use.

It is done to minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018). The skills and components of the language contained in them are still general and less relevant to the needs of student (Sudipa, Susanta, & Anggayana, 2020). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019). The primary energy source in terms of language sounds is the presence of air through the lungs (Anggayana, Suparwa, Dhanawaty, & Budasi, 2021). Learning English can use cognitive linguistics, it is the sense with emotional and cultural marking, the mental essence responsible for shaping, processing, storage and transfer of knowledge (Pesina & Solonchak, 2015). A demonstration of peer-review lesson plan on Cognitive Linguistics designed in the form of a dialogue between two scientific (Bekzhanova & Ryssaldy, 2015). One of the subject of the research of cognitive linguistics is culture forming function of language (Zhanalina & Ordahanova, 2015).

Students' English learning problems is concerned with the mentioned theories: linguistic problem, sociocultural on second language learning (Ngersawat & Kirkpatrick, 2014). It draws on a qualitative research methodology by combining semi-structured interviews with design metaphor activities to understand Gen Z's altered mindset with the impact of digital technology (Berfin Ince et al., 2023). Better understand who and what influences Gen Z's knowledge of and decisions (Aldisi et al., 2024). While multiple studies have been done on cancel culture's history, evolution, and effects, none of them were focused on Cancel Culture for Gen Z, the most socially aware and digitally inclined generation (Roldan et al., 2024). Gen Z faced an unusual set of technology-driven circumstances while growing up and thus bring a distinct set of characteristics into the workplace (Pichler et al., 2021). Understand the factors that Gen Z students attribute as obstacles to their academic and professional success (Fischer & Luiz, 2024).

Indonesian traditional heritage have played essential roles from the past until now (Suzianti et al., 2023). Through a Randomized Control Trial (RCT) and eliciting time preferences with an incentivized task, we find robust evidence that enhancing financial literacy among Gen Zers significantly improves the quality of decision-making and the consistency of intertemporal choices (Sconti et al., 2024). Leveraging frameworks from psychology, sociology, environmental science, and cultural studies, integrates the Value-Belief-Norm theory and the Theory of Planned Behavior to analyze how Gen Z's values, environmental beliefs, and perceived behavioral control influence their intentions (Raman et al., 2024). As a young Gen Z group, too much pursuit of a virtual gamified experience will reduce the influence of trendiness elements in social media marketing on consumer-brand engagement (Huang et al., 2024).

Marketers can target Gen Y and Gen Z as more potential customers; also, the government can involve the youth in the green consumption drive and strive for a sustainable future (Pandey & Yadav, 2023).

The report also found that Gen Z is the most receptive and likely to purchase based on hedonic (personal, social and environmental) principles and values, gen Z generation also expects retailers and brands to become more sustainable (Gomes et al., 2023). Gen Z perception of gamified health awareness campaigns (Mat Zain et al., 2021). Parents were actively involved in their children's education to make up for unrealized ambitions (Liu et al., 2023). In contrast to Millennials, who grew up with technology, Gen Z was born in a society completely immersed in technology (Liu et al., 2023). Adapt their marketing strategies and optimize customer retention efforts in the face of Industry 5.0 advancements, particularly when targeting the tech-savvy Gen Z demographic within the South Asian context (Choubey & Gautam, 2024). Learning English is often a rote memorization of new words and sentence structure only on paper (Ngersawat & Kirkpatrick, 2014).

It is realizing the need for more investigation into exploring EFL students' perceptions of their problems, needs, and concerns over learning English in the university context using a qualitative approach (Akbari, 2016). Drew attention to a change in the learning context and a change in purpose for learning English (Ng, 2024). A variance test revealed favorability for self-perceived communication apprehension in groups that enjoyed learning English and for communication apprehension in groups that read English texts frequently and rarely (Haroen et al., 2024). Learning English becomes more than an academic pursuit; it becomes a journey of understanding and adapting to the diverse contexts in which the language is spoken (Hossain, 2024). Learning English well has become more important for college students (Jingning, 2024). Learning English well is not only to meet the needs of international communication, but also to have a deeper understanding and experience of the cultural background represented by English (Jingning, 2024). Sharing personal anecdotes and challenges related to learning English (Zhai et al., 2024). Learning and teaching experience built on a project-based methodology using Instagram accounts to improve technical vocabulary in the ESP classroom (Gómez-Ortiz et al., 2023). Vocabulary has always been one of the significant issues related both with teachers and learners of foreign languages (Zahedi & Abdi, 2012).

Languages studied can contribute to the Language Development and another researcher around the world (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020). Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014). Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018). Produces rules relating to the use and use of language on hospitality students. It uses theories and other disciplines related to the

use of language is essential (Anggayana, 2022). In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019).

Since Balinese people conduct many cultural and religious activities (Budasi, Satyawati, & Anggayana, 2021). The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). One of the developments in tourism is to open opportunities for the millennial generations to conduct tourism in tourism village synergizing different parties, namely, the community and the Government (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, & Anggayana, 2020). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019).

Bali is the center of tourism in Indonesia and one of the world's leading tourist destinations (Yanti & Anggayana, 2023). Many language expressions can be used to greet and offer help to the customers. In using those expressions, choosing the proper expression that suits the situation and the degree of the formality is essential (Anggayana, 2022). The interests of tourism began to explore the potential of the region and as much as possible to package it into alternative tourism products (Suryawati, Dewi, Osin, & Anggayana, 2022). The existence of the tourism industry today has increased significantly both in quantity and quality, which is able to make an economic contribution to the country's foreign exchange (Osin, Pibriari & Anggayana, 2020). Everyday hospitality students on campus attend lectures and practice according to their respective majors. There are still many found that errors in writing. This is very important to study, considering that hospitality students will often communicate with foreign guests, using English (Anggayana & Wartana, 2022).

Technology in this era is increasingly growing, advanced and modern. This requires the existence of quality human resources. Qualified humans are expected to be able to participate in the development of a country (Sengkey, Osin, & Anggayana, 2022). English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Antara, Anggayana, Dwiyanti, & Sengkey, 2023). Indonesia is better known internationally, as evidenced by the presence of tourist visits from various countries (Putra & Anggayana, 2023). The tourism sector is a dynamic and multicultural industry that

heavily relies on effective communication to cater to diverse audiences (Anggayana, 2023). Strong English skills allow professionals to confidently interact with senior management, participate in important meetings, and articulate their ideas and concerns (Asriyani & Anggayana, 2023).

The rapid development of information and communication technology in this digital era has brought significant changes in various aspects of life, including in the field of education (Anggayana, 2024). In today's era of globalization, it is important for hospitality students who come from Balinese culture to gain a deep understanding of English as an important cross-cultural language in the hospitality industry (Anggayana, Osin, Wiramatika, Sumardani & Chandra, 2024). Education at the vocational level tends to receive English material that is identical to Academic Education in general, so that students who take Vocational Education receive material that is not in accordance with the Study Program when taking Higher Education (Anggayana, 2024).

In the fast-paced and customer-oriented food service industry, effective communication is essential for ensuring high-quality service and customer satisfaction. However, many traditional language learning methods fail to equip students with the specific skills needed to handle the real-world demands of this sector. These gaps in language learning, particularly in mastering industry-relevant vocabulary, listening, and speaking skills, often leave students unprepared to function proficiently in professional environments.

A Linguistic Approach to Teaching English for Specific Purposes (ESP) addresses these gaps by focusing on the practical language skills required for food service roles. This approach enhances students' language abilities through tailored instruction emphasizing context-specific communication and provides them with the tools to navigate various real-world situations confidently. From taking customer orders to managing inquiries and complaints, students are trained to use language effectively and professionally. How can a linguistic approach to ESP fill critical gaps in language education and ensure that students are prepared to perform proficiently in the food service industry?.

II. Methods

The researcher conducted this study with a focus on students enrolled in the food service program. The participants included 25 students. A mixed-methods approach was employed, integrating both qualitative and quantitative data collection techniques Needs Analysis a preliminary survey was conducted to identify the students' specific language needs. This included an analysis of the tasks they are expected to perform in food service settings, such as interacting with customers, taking orders, and explaining menu items.

Curriculum Design: A specialized ESP curriculum was developed based on the needs analysis. The curriculum emphasized a linguistic approach, incorporating elements such as (a) Functional

language and discourse analysis, (b) Role-playing exercises focused on real-life food service scenarios, and (c) Vocabulary building specific to food service and hospitality. The course was delivered over ten weeks, with 2 hours of instruction per week. Lessons were structured around the key language functions identified during the needs analysis, with a strong focus on interaction and communication skills. Evaluation, both formative and summative assessments were used to evaluate the students' progress. This included pre- and post-tests to measure their vocabulary acquisition, listening, and speaking abilities, as well as observational assessments during role-playing activities.

III. Findings and Discussion

The study's findings indicate that adopting a linguistic approach to ESP significantly enhances the language acquisition process for food service students. Results from the pre- and post-tests showed that the students made substantial progress in their understanding of specific food service vocabulary. Their vocabulary scores increased by 35% on average, demonstrating improved knowledge of key terms related to customer interaction, food preparation, and service techniques. Moreover, the role-playing exercises highlighted notable improvements in students' speaking and listening skills. Before the intervention, many students struggled with structuring clear responses to customer queries and concisely explaining menu items. However, by the end of the course, their ability to engage in service-related dialogue had improved, with many students reporting increased confidence in their communicative skills.

A key observation from the study was that students benefited most from practical, hands-on activities that mirrored real-world scenarios. The focus on linguistic functions, such as offering suggestions, providing instructions, and explaining dishes, allowed students to understand how language operates in their specific context. This reinforces the idea that language instruction for specific purposes must be directly linked to the tasks students will encounter in their future workplaces. The following section presents the questionnaire results, as shown in Table 1. The interview results are also reported to support the findings in the questionnaire.

When interviewing Students about topics (a) learning experience; (b) challenges; (c) language needs; (d) curriculum; (e) learning strategies; (f) role of English in the job; (g) evaluation; (h) relevance of materials; (i) linguistic aspects; (j) impact of the specific approach as shown in table 2.

Table 1. Students' Responses to A Linguistic Approach to Teaching English for Specific Purposes for Food Service Students

No	Statement	Responses (%)					Mean	Std. Deviation
		SA	A	N	D	SD		
1	The English materials taught are aligned with my communication needs in the food service industry.	45.9	51.4	2.8	0	0	4.36	.569
2	The linguistic approach in ESP teaching makes it easier for me to understand the terminology commonly used in food service.	42.9	45.7	11.4	0	0	4.20	.707
3	The use of real-life dialogues and situations in class helps improve my speaking skills in English.	55	36.7	8.3	0	0	4.36	.700
4	I feel more confident using English in a food service environment after attending the ESP course.	50.9	40.7	8.3	0	0	4.32	.690
5	The linguistics-based ESP teaching provides sufficient emphasis on grammar and vocabulary relevant to food service.	37.7	56.6	5.7	0	0	4.24	.597
6	This linguistics-based teaching method helps me better understand cultural differences in serving international customers.	46.7	44.9	8.4	0	0	4.28	.678
7	The ESP materials provided help me in writing reports and formal communication in the food service industry.	37.7	56.6	5.7	0	0	4.24	.597
8	The linguistic approach used in ESP teaching improves my ability to respond to customer needs and complaints in English.	55	36.7	8.3	0	0	4.36	.700
9	I feel that the linguistic approach in ESP is effective in preparing me for real-life situations at the workplace.	51.4	37.4	11.2	0	0	4.28	.737
10	The learning resources and materials provided in the linguistics-based ESP course meet my needs as a food service student.	54.5	40	5.5	0	0	4.40	.645

Table 2. Topic and question for interview

No	Topic	Questions (Q)
1	Learning Experience	How has your experience been in learning English with a specific approach for the food service industry?
2	Challenges	What are the main challenges you have faced while learning English for specific purposes in the food service field?
3	Language Needs	In your opinion, what aspects of English are the most important to master in a food service job for example technical terminology, customer communication, team instructions?
4	Curriculum	Do you feel that the material taught in the English for Specific Purposes (ESP) food service class meets your needs in the workplace?
5	Learning Strategies	What methods or teaching approaches do you find most effective in supporting your language skills for the food service industry?
6	Role of English in the Job	How important do you think English proficiency is in your job in the food service industry?
7	Evaluation	How would you rate the effectiveness of the English course you took in preparing you for work in the food service industry?
8	Relevance of Materials	Do you feel that the examples or materials used in English lessons for food service are relevant to the real-world situations you will face in the workplace?
9	Linguistic Aspects	In your opinion, how do linguistic aspects, such as the use of specific registers or grammar, play a role in professional communication in the food service field?
10	Impact of the Specific Approach	How do you perceive the difference between learning general English and learning English specifically tailored to the food service industry?

The interview results based on the topic and questions for the interview were also reported to support the findings in the questionnaire. Q means question, S means student, and the results as shown below:

(Q): *How has your experience been in learning English with a specific approach for the food service industry?"*

(S1): *"Learning English with a specific focus on the food service industry has been quite helpful. The targeted vocabulary and scenarios we practiced in class have made me feel more prepared to handle real-life situations at work."*

(S2): *"Learning English focusing on the food service industry has been practical and useful. It's not just about the grammar or vocabulary, but about communicating effectively with customers and coworkers in specific situations."*

(S3): *"Learning English with a specific focus on the food service industry has been helpful for me. I feel more confident talking to customers or explaining dishes because we practice real scenarios in class."*

(S4): *"Learning English with a specific focus on the food service industry has been extremely useful for me, especially since I'm working as a daily worker at a hotel. The real-life scenarios we practice in class help me communicate better with guests."*

(S5): *"For someone like me who owns a food and beverage business, learning English specifically for this industry has been beneficial. It helps me communicate with international customers more effectively and gives me more confidence when dealing with suppliers or customers in English."*

(Q): *"What are the main challenges you have faced while learning English for specific purposes in the food service field?"*

(S1*): "One of the main challenges for me is remembering all the technical terms and using them fluently. Sometimes, I also struggle with understanding customer accents or specific idiomatic expressions they use."*

(S2): *"The biggest challenge is getting comfortable with the technical terms. Sometimes, I get stuck when I need to explain ingredients or cooking methods, especially if the customer asks detailed questions. Also, keeping up with different accents can be tough."*

(S3): *"The hardest part for me is getting used to the technical vocabulary, especially regarding food ingredients and cooking methods. Sometimes, I struggle when customers have strong accents or speak very quickly."*

(S4): *"One of the main challenges I face is balancing what I learn in class with what I experience on the job. Sometimes, the terminology used in the hotel is a bit different from what we learn, so I have to adjust. Also, understanding guests who speak English with different accents is tough."*

(S5): *"The biggest challenge is adapting what I learn in class to my business. Some of the technical terms or formal language don't always fit my business's casual, local style. I must adjust how I use English based on the situation and the customer."*

(Q): "*In your opinion, what aspects of English are the most important to master in a food service job for example technical terminology, customer communication, team instructions?"*

(S1): *"Mastering customer communication is the most important. We must clearly explain menu items, take orders, and handle complaints. Technical terminology is also essential, especially when dealing with kitchen orders or special dietary requests."*

(S2): *"I think customer communication is the most critical. You must explain dishes, take orders correctly, and handle requests or complaints politely and professionally. Technical terms are also important, especially when working in the kitchen."*

(S3): *"I think the most important thing is communicating clearly with customers. You must explain the menu, take orders, and handle any special requests professionally. Understanding technical terms in the kitchen is also necessary, but customer service is my priority."*

(S4): *"In my job, customer communication is the most important. I often have to explain menu items, take special requests, and answer questions in English. Knowing technical terms is useful, but being able to interact with guests smoothly is my top priority."*

(S5): *"For my business, clear communication with customers is the most important. I need to explain my products, handle orders, and sometimes resolve complaints, all in English. Having a good understanding of customer service language and food-related terminology is essential."*

(Q): *"Do you feel that the material taught in the English for Specific Purposes (ESP) food service class meets your needs in the workplace?"*

(S1): *"Yes, the material is generally relevant, especially when we focus on practical scenarios, like role-playing customer interactions or explaining food safety procedures. However, I feel more focus could be on handling difficult or dissatisfied customers in English."*

(S2): *"Yes, the material is quite relevant. I like that we focus on real-life situations, like explaining the menu or solving customer problems. But we could use more scenarios where we deal with customer complaints or special requests."*

(S3): *"I feel the material is relevant to what I will face at work. We practice things like customer interactions and menu explanations, which I find helpful. However, we need more practice in handling difficult customers or unexpected situations."*

(S4): *"The curriculum is very relevant to my job at the hotel. The role-playing exercises and real-world examples directly apply to my daily tasks, although I'd like to focus more on handling guest complaints professionally."*

(S5): *"The curriculum is relevant in many ways, especially when dealing with customer service and explaining food or beverage items. However, it could focus more on small business needs, like handling negotiations or dealing with international suppliers."*

(Q): *"What methods or teaching approaches do you find most effective in supporting your language skills for the food service industry?"*

(S1): *"I find role-playing and real-life simulations very effective. It helps me practice what I would say in specific situations. Group discussions and practice dialogues with my classmates also help improve my confidence."*

(S2): *"Role-playing works best for me. When we act out scenarios, it feels more real and helps me prepare for what might happen on the job. Practicing with classmates also gives me confidence in using the language in a relaxed environment."*

(S3): *"I find role-playing exercises and group discussions effective. When I get to practice conversations with my classmates, I feel like I'm learning more naturally. It also helps me be more confident in speaking to real customers in English."*

(S4): *"I find practicing real hotel scenarios during class the most effective. It's beneficial when we practice role-playing situations that I encounter at work. Group discussions also help because I hear how my classmates handle similar situations."*

(S5): *"Role-playing has been the most helpful, especially in practicing customer interactions. It simulates real situations that I face in my business. Group discussions also allow me to see how others might handle similar situations, which gives me new ideas."*

(Q): *"How important do you think English proficiency is in your job in the food service industry?"*

(S1): *"English proficiency is fundamental, especially in high-end restaurants or tourist areas where many customers speak English. Good communication can make a difference in customer satisfaction."*

(S2): *"English is essential in food service, especially in places where you have international customers. If you can speak clearly and professionally, it can make a big difference in customer satisfaction and even tips."*

(S3): *"English is essential, especially if you're working in a restaurant that attracts international customers. It helps to make a good impression and ensures no misunderstandings when taking orders or explaining dishes."*

(S4): *"English is essential in my job. As a daily worker in a hotel, I always interact with international guests. If I can communicate effectively in English, it will improve the guest experience and reflect well on the hotel."*

(S5): *"English is crucial for my business, especially since I sometimes get international customers. Explaining my products in English helps create a good impression and can even lead to repeat customers. It also helps me when sourcing ingredients or dealing with suppliers."*

(Q): *"How would you rate the effectiveness of the English course you took in preparing you for work in the food service industry?"*

(S1): *"I would rate the course quite effective in helping me prepare for my job. It has helped me with my speaking and listening skills, although I think more practice with different accents could be beneficial."*

(S2): *"The course has been very effective so far. It has improved my ability to handle customer conversations, but I think we could practice more on listening, especially to different English accents."*

(S3): *"The course has been very useful. I've learned a lot about communicating professionally in English, but I would like to focus more on improving listening skills, especially understanding different English accents."*

(S4): *"I think the course has helped me improve a lot, especially in professional communication. However, improving listening skills, particularly understanding different accents, would benefit my job."*

(S5): *"The course has been quite helpful in improving my communication skills. It has made me more confident when interacting with customers in English. I think it would be even more useful if there were more content related to small business communication, such as marketing in English."*

(Q): *"Do you feel that the examples or materials used in English lessons for food service are relevant to the real-world situations you will face in the workplace?"*

(S1): *"Mostly, the materials are relevant. We use a lot of case studies and examples similar to real situations in the food service industry. However, sometimes the examples feel outdated, and more modern, real-world examples would be helpful.*"

(S2): *"Most of the materials we use are relevant. We discuss real-life examples, which is helpful, but we need more up-to-date content or examples that reflect current trends in the food industry."*

(S3): *"The materials are mostly relevant. We work with case studies and real-life examples, which are good, but I think it would be great to have more modern examples or real restaurant case scenarios that reflect current industry trends."*

(S4): *"The materials we use are mostly relevant to my job. We cover a lot of real-world scenarios, but sometimes, the examples in class feel a bit outdated compared to what I experienced at the hotel. More updated, industry-specific examples would be great."*

(S5): *"The materials are generally relevant, but as a business owner, I sometimes feel that they focus more on working in restaurants than running a business. I want more examples and case studies for entrepreneurs like me."*

(Q): "*In your opinion, how do linguistic aspects, such as the use of specific registers or grammar, play a role in professional communication in the food service field?"*

(S1): *"Using the right register is important. In formal dining, for example, you need to be more polite and professional; in casual settings, you can be a bit more relaxed. Grammar is important, but the ability to express yourself clearly and correctly is more critical."*

(S2): *"Using the right tone and level of formality is important, especially in fine dining settings. It would be best if you sounded professional but also approachable. Grammar matters, but more important is being understood and ensuring your message is clear."*

(S3): *"How you speak is significant in the food service industry. Using polite language and the right tone can make a big difference, especially in formal dining settings.*

Grammar is important, but being able to communicate clearly and respectfully is what matters the most."

(S4): *"In the hotel industry, using the right tone and being polite is key. Guests appreciate my professionalism and friendliness even if I make minor grammar mistakes. I've learned that clear communication and the right attitude matter most."*

(S5): *"In a business setting, being polite and clear is key. It's important to strike the right balance between being professional and approachable. Even small grammar mistakes don't matter as long as I can communicate my message effectively and respectfully."*

(Q): *"How do you perceive the difference between general English and learning English specifically tailored to the food service industry?"*

(S1): *"Learning English specifically for the food service industry is much more useful than learning general English. It allows me to focus on the language and skills I need in my job rather than learning things that might not be relevant."*

(S2): *"Focusing on English for food service is much more beneficial than general English. It's more practical and teaches me exactly what I need to know for my job instead of wasting time on things I won't use."*

(S3): *"Learning English specifically for food service has been much more useful than general English. It prepares me directly for the tasks and interactions I'll face in my job, which saves time and makes me feel more ready for the workplace."*

(S4): *"For someone like me, who works in a hotel, learning English specifically for the food service industry has been much more beneficial than general English classes. It's practical, and I can apply what I learn immediately to my job."*

(S5): *"Focusing on English for the food and beverage industry has been helpful for my business. It's much more practical than learning general English because it prepares me for real situations I deal with daily in my business."*

IV. Conclusion

This study highlights the effectiveness of a linguistic approach in teaching English for Specific Purposes to food service students. By focusing on English for Specific Purposes within the context of food service, this approach enables students to acquire the specialized vocabulary and communication skills necessary for their careers in hospitality. The findings support the integration of ESP into hospitality curricula, ensuring that students are better equipped to meet the communication demands of the industry. Future research could explore the long-term impact of ESP instruction on students' professional performance in the workplace.

Mastery of vocabulary and communication skills is essential for students pursuing careers in the hospitality industry, where clear and effective interaction with clients and colleagues is crucial. A Linguistic Approach to Teaching English for Specific Purposes (ESP) offers a

comprehensive solution to these needs, focusing on the practical application of language in real-world situations. Addressing the specific vocabulary and communication challenges hospitality professionals face ensures that students are well-prepared to excel in their careers. This gives them the confidence and proficiency to succeed in the dynamic and demanding hospitality environment.

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Appendix 1

For each statement below, please provide your response by ticking one of the five options provided. Please fill out this questionnaire as truthfully as possible. Thank you.

Name:

Class:

No	Statement	Response				
1.	The English materials taught are aligned with my communication needs in the food service industry.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.	The linguistic approach in ESP teaching makes it easier for me to understand the terminology commonly used in food service.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.	The use of real-life dialogues and situations in class helps improve my speaking skills in English.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.	I feel more confident using English in a food service environment after attending the ESP course.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5.	The linguistics-based ESP teaching provides sufficient emphasis on grammar and vocabulary relevant to food service.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	This linguistics-based teaching method helps me better understand cultural differences in serving international customers.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	The ESP materials provided help me in writing reports and formal communication in the food service industry.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8	The linguistic approach used in ESP teaching improves my ability to respond to customer needs and complaints in English.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	I feel that the linguistic approach in ESP is effective in preparing me for real-life situations at the workplace.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10	The learning resources and materials provided in the linguistics-based ESP course meet my needs as a food service student.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree