

Investigating the Effects of City Open University Students' Different Backgrounds on Learning Satisfaction: A Case Study of "Hotel English" Online Course

Chih-Hung Tsai

Abstract

Hospitality industry in Taiwan has been facing keen competition of the global market. This leads to the urgent need of closer collaboration between industry and academia. Through a substantial teaching practice, this case study aimed to investigate an Open University students' learning satisfaction towards an online course "Hotel English" in terms of various demographic variables. A total number of 64 students joined this study. Throughout the semester, course contents were delivered with a situational syllabus, and a series of formative assessment tasks were implemented to measure learning outcomes. To detect course learning satisfaction, the students at the end of the semester responded to a 5-point Likert scale survey, Course Learning Satisfaction Questionnaire consisting of four constructs, 1) Professional know-how, 2) Language Attainment, 3) Comprehensive Ability, and 4) Course Design. The key research findings are as followings:

As for course learning outcomes, students had relatively higher recognition to four aspects 1) increasing hospitality service know-how, 2) obtaining vocabulary and practical oral expressions, 3) attaining more capability of conducting teamwork projects, 4) recognizing the feasibility of employing a formative assessment method.

Six demographic variables (gender, age, occupation, English learning years, daily course study hours, and hospitality service experience) yield significant differences in terms of different constructs of learning satisfaction. Besides, there was a positive correlation between course learning satisfaction and learning outcomes.

Keywords: course learning satisfaction, Hotel English, situational syllabus, formative assessment, online learning.

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1. Introduction

Taiwan, a technology-based and export-oriented nation, heavily relies on international trade and industrial productions to obtain economic profits. Under the keen competition of global market, Taiwan Central Government expects to create the economic prosperity and financial growth to enhance national power. This demands a considerable number of qualified talents having better English proficiency to engage in multi-industry, international business, cross-national service industry or tourism. One statistical data in 2019 showed that the total number of international tourists to Taiwan was 11,860,000 marking the historical peak. Its growth rate was 10.41% comparing with the same period of the previous year (Tourism Bureau, 2020). Noticeably, it featured tourists' visiting purpose to Taiwan conspicuously in dealing with commercial transactions and engaging in sightseeing. But, owing to the rampancy of Covid-19 pandemic disease, global tourism market has been encountered humongous recession. In 2021, the number of international visitors drastically dropped down to 1,447,900. Its negative growth was 89.80% comparing with 2020's; and 98.82% compared with 2019's (Tourism Bureau, 2021 & 2022). However, Tourism Bureau, Taiwan Ministry of Transportations and Communications has still steadfastly undertaken the action project, "Tourism 2021 Taiwan Sustainable Tourism Development Scheme" (Tourism Bureau, 2020) to boost both international tourism industry and domestic sightseeing business.

Lin, et al (2013) indicated, "the hospitality industry is one of the largest components of the global economy. The rapid development of the hospitality industry can directly affect language needs. Employees of the hotel industry have the same pressure to communicate efficiently with English-speaking hotel clients" (pp. 3). In addition, Wang (2018) manifested, "to better serve the economic deployment, cultivating a large number of sophisticated talents with both professional and technical skills, a considerable level of professional English skills has become a consensus in terms of national needs and individual needs" (pp. 236-237).

The Taiwan Tourism Bureau periodically organizes certificated English tour guides' and tour leaders' examinations for general public and aims to cultivate more eligible practitioners. Moreover, its affiliated civil tourism associations also frequently sponsor bilingual training camps for practitioners and general public in terms of the obtainment of professional growth in tourism or hotel industry and strengthening foreign language ability. The importance of English proficiency demanded in the workplace of international trade, tourism, and hospitality industry is recognized by its relevant personnel like practitioners, owners, management directors, and educators, etc., (Lin, et al, 2014; Wei, 2019). In fact, since Taiwan's hospitality industry has turned out to be more international, hotel owners or managing authorities started to shift their traditional management mode to a new focus that accentuates the cultivation of human resource and dimension of quality control, besides having their employees possess the qualifications of job-related know-how, interpersonal communication skills, problem-solving ability, etc. They give more focus on cultivating practitioners to have a better English ability (Chen, et al, 2011; Lin, et al, 2013; Poznansky, R., & Donald, D., 2021)

Chang (2015) indicated that “practitioners’ English ability would be becoming one of indispensable perquisites in hotel or hospitality service business circle” (pp. 108). He added that that “international tourist hotels have gradually replaced tourist hotels. With the developing perspective, English proficiency can be a key success benchmark for national competitiveness for professional talents development in hotel industry in Taiwan” (pp. 93). As a consequence, to keep abreast of such a societal trend to help forge quality practitioners for commercial and industrial circles, English or applied foreign language departments in Taiwan’s traditional universities or even open universities have undertaken curriculum reforms. More and more teachers recognize the indispensability of opening up courses of English for Specific Purposes (ESP) to help their students strengthen a certain job-related English skills before employment. A large number of ESP courses have been incorporated into the department’s curriculum, which mainly cover application-oriented domains, such as science and technology, medical care and nursing, mass communications, meeting, incentive travel, convention, and exhibition (MICE), E-commerce, marketing and cultural creation industry, etc. These efforts have been made to guide students to acquire job-related practical English. Currently, “Hotel English” has become one of popular ESP courses, especially in the departments of hotel management, tourism, and applied foreign languages (Chen, 2018; Wei, 2019). Open University students in Taiwan, dominantly working adults, have stronger learning incentive towards ESP courses than traditional students and also recognizing “Hotel English” as a useful course for their job-seeking need (Tsai, 2022). This current action research aimed to explore how the effects of various demographic variables on students’ are related to learning satisfaction of a hospitality English course at an open university in southern Taiwan, which employed a situational syllabus and a formative assessment method.

Seven research questions were addressed:

1. Is there any significant difference between genders towards learning satisfaction after taking this course?
2. Is there any significant difference among age groups towards learning satisfaction after taking this course?
3. Is there any significant difference among occupation groups towards learning satisfaction after taking this course?
4. Is there any significant difference among groups of English learning years towards learning satisfaction after taking this course?
5. Is there any significant difference between groups of daily-course-study-hour towards learning satisfaction after taking this course?
6. Is there any significant difference between groups of hospitality service experience towards learning satisfaction after taking this course?
7. Is there any relationship between students’ learning satisfaction and semester grade (course learning outcome) after taking this course?

2. Literature Review

2.1 ESP and Hotel English

As the transformation of Taiwan's industry shifted from heavy one to service one, ESP teaching in Taiwan has apparently increased its indispensability. Its target groups are college students or in-service working employees or practitioners who expect to receive more training on sharpening their English skills applied in job-specific environment. As Tsai (2009) advocated "ESP is well known as a learner-centered and content-based approach to teaching / learning English as a foreign language. It is regarded as meeting the needs of learners who must learn English for use in their specific fields, such as business, science, technology, medicine, leisure, and academic learning" (pp. 90). Thus, Hotel English has become one of core college ESP courses (Chang, 2011; Tsou, 2008; Wang, 2018) owing to the thriving growth of international tourism and Taiwanese government's tremendous incentive to promoting hotel hospitality industry closely related to global economy. But, as Wei (2019), an experienced ESP practitioner in China, criticized the current teaching model of Hotel English in several EFL Asian counties did not entirely keep up with the market's demand. He indicated "Teaching only focus on reading and writing; teaching model is too traditional to be flexible; teaching time is not arranged reasonably; drilling time is limited; teaching contents are too theoretical; single teaching measure cannot attract students' interest" (pp. 49). He further advocated immediate reform should be undertaken to make ESP teaching more effective. More empirical studies on tourism or hotel English have also been done. For instance, Wu, et al (2017) utilized importance-performance analysis- IPA to probe the relationship among course design, teaching efficacy, and learning outcome in a university ESP tourism course. The results showed a strong relationship among those three key factors. To investigate practicality of the topics in college tourism English, Weng, Li, and Chen (2015) conducted a survey study to 246 employees in various tourism workplaces, the results showed that "the expressions in a hotel, the expressions to deal with complaints, and the expressions about reception/amenities are the most practical topics in tourism English" (pp.78). These empirical studies have verified the necessity of opening up hospitality courses at vocation high school and colleges, which expects to help students learn how to deal with guests properly in various situations effectively and efficiently.

2.2 ESP Course Design

The essence of ESP's teaching has to blend domain-specific subjects into English learning. Undoubtedly, the success or the failure of implementing an ESP course is critically determined by the effective course design. Wei (2019) suggested that "the course design often a substantial and an important part of ESP teachers' workload. Designing a course is fundamentally a matter of syllabus design, materials writing, classroom teaching, and evaluation" (pp. 48). In specific, a course instructor developing a curriculum design must deal with five primary issues, 1) why to teach, 2) what to teach, 3) how to teach, 4) way to evaluate, 5) way to reflect and revise.

Furthermore, Westmeyer (1981) identified eight phases in a course design (as cited in Chang, 2015, pp. 97-98):

- 1) Statement of psychological basis for curriculum
- 2) The analysis of needs of clientele
- 3) Decide what program/course should accomplish
- 4) Outline the objectives that indicate the expected outcomes of instruction
- 5) Descriptions of instructional procedures
- 6) Sequencing procedures
- 7) Produce teaching materials
- 8) Focus on learning assessments

Essentially, the ESP teaching philosophy is to ameliorate traditional teaching methods overemphasizing reading aspect, rote-memory, and infusion of grammatical rules but lacking of applying linguistic knowledge to acquire professional know-how that is needed in job field (Master & Brinton, 1998). In reality, one of main goals of ESP teaching expects learners to dominantly possess practical skills. That is, the implementation of ESP course design means to have learners yield a sense of learning achievement, highlighting a proficiency-directed and student-centered teaching approach. ESP courses are unlike ones of general language modules, literature, or culture that purport to beautify mind and soul, indulge in aesthetic appreciation, or enjoy life-long learning. In reality, the core tenet of ESP teaching is “English” should be wielded as a powerful door key to open up and explore an applied knowledge domain and obtain substantial job-related skills.

2.3 Situational Syllabus

Course design is an unavoidable obligation to all course instructors who should be familiar with different types of syllabus and capable of adopting a most appropriate syllabus as a robust teaching axis and employing an eclectic instructional methods to accomplish course objectives. Cordova Montano & Corria (2021) expounded that “A syllabus is a tool between teacher and student because both have complete information about a course such as objectives, content, method, etc” (pp. 2). Sabbah (2018) supplemented that “syllabus refers to the principles of choosing and orchestrating the textbook content” (pp. 127).

Syllabus design has been historically through several reforms or transformations. Up to know, several types of them are more prevailing in ESL or EFL education enterprise such as notional-functional, situation-oriented, topic-based, content-based, structure-directed, skill-based, etc. Tao (2013) defined that “situational syllabus arranges the course topic and delivers contents on the use of English language according to specific situations” (pp. 111). This is, taking a specific situation by recognizing the language required establishes a situational syllabus replacing a grammar-directed syllabus. Situational syllabus is organized in terms of the purposes for which people are learning the language and the kinds of language performance that are necessary to meet those purposes in the specific social context. The linguistic premise of this syllabus is that language is always used in the social context, never in isolation and the choice of linguistic forms are restricted by social situations. The educational premise is that there should be a different syllabus for different learners, based on the individual needs of the learners. “Noticeably, utilizing “situational syllabus” in implementing an ESP course has become more dominant than ever among

various types of teaching syllabi (Chang, 2015; Cui, 2018; Sabbah, 2018, Wang, 2018; Zahra, 2011). Cordova Montano (2019), an Ecuador ESP educator, developed a theme-based syllabus (similar to situation-based) entitled booklet design for ESL teaching to tourism workers to acquire English knowledge and skills. Eventually, this problem-solving syllabus helped employees improve their English communicative ability and become more confident in interacting with foreign tourists with better hospitality service quality.

Additionally, Tseng (2009) explicitly expounded several merits of using situational syllabus, 1) it may systematically integrate intended teaching materials, 2) it may synthesize related knowledge domain in a consistent manner, 3) it may boost learners' learning motivation and interest, 4) it may lead students to engage in autonomous learning and forge more confidence (Chang, 2015; Tao, 2013; Yang, 2016; Zuo, 2016). As Li (2011) concluded, "Situational approach helps students to get a practical command of the four skills, especially listening and oral practice are emphasized...It is a good method to improve students' English abilities in listening and speaking, so it is an appropriate method for hotel English teaching" (pp. 142).

Hotel English is regarded as an ESP course that may cover the domains of hospitality service know-how, interpersonal communication skills, hotel management theory and practice. Especially employees in an international hotel are preferably expected to have a certain command of English to meet their job requirements, to provide quality customer service, to deal with everyday various regular activities, or to cope with unexpected incidents that occurred in the working arena such as, reception counter, room reservation, public relations, concierge, dining restaurants, entertainment & work-out, room service, butler, maintenance, etc. Its language use is applied to various occasions ranging from short conversations to lengthy interactions. For instance, doormen or valet parking servicemen greet arriving guests. Or, the butler provides VIP residents with private intimate written correspondence. Such additional service can take place in the hotel arena. To have hotel English learners familiarize those various occurrences, it is ideal to adopt a "situational syllabus" for course design and teaching approach (Li, 2011; Tao, 2013; Zeng, 2009). That is, to use frequently occurred or preset situations as teaching contents, to arrange them in an organized sequence, and to present them systematically help students learn about this course efficiently and effectively. I was convinced that the rationale of the situational syllabus may appropriately fit the nature of Hotel English course.

2.4 Formative Assessment

For academic learning, except for the implementation of home-school education, all institutionalized education stipulates a formal evaluation mechanism to assess students' learning outcomes that cannot simply rely on single direct observation or oral comments. It is to be measured by reliable and authentic multiple assessments to better pinpoint the learning performance. Broadly speaking, for one either knowledge-based or skill-oriented subject, the learning outcome is accumulated or formed by teaching (or training) through a certain period, which results in changes in knowledge, cognition, skills, behavior, or attitude that are not only observed but also measured by concrete psychometric tests (Chang, 2011; Ho, 2017; Hoffiman & Schraw, 2010; Huang, 2000). Therefore, according to the proposition

of cognitive psychology and the theory of multiple intelligence, evaluation or assessment is indispensable to teaching profession. Further, Wijayanti (2019) supported, “Assessment is an ongoing process that encompasses a much wider domain. It means whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students’ performance” (p.105-106). How to effectively and efficiently execute evaluation tasks is one of the qualifications of being an eligible and competent teacher. Listyowati, et al (2021) did a qualitative study in Indonesia. They positively recognized,

“Formative assessment can help English teachers monitor the progress of their students so that they can prepare better future lesson plans according to the conditions of their students in the online teaching and learning process” (pp. 177).

Wang (2021), a China EFL practitioner, also edited an English reading ability scale in self-assessment and learning portfolio as a reformed paradigm of the scale in the formative assessment to high school English teaching. A recent case study done during the COVID-19 pandemic, a professional online learning community was established in a South Korea university to 979 students by developing new forms of assessment practices featuring process-oriented and formative methods. In the end, the students showed a high level of learning satisfaction (Chung, & Choi, 2021). Plus, Huo (2007) explicated that educational evaluation can be categorized into 1) empirical, 2) humanistic. Formative assessment in nature belongs to humanistic, which values learners’ needs, experiences, potential, aptitude, and engage themselves in cooperative activities that require a sense of participation, interaction level, and team spirit. It is expected that all those affective factors are decisive to generating sustainable high learning interest and lead to successful foreign language learning.

2.5 Learning Satisfaction

“Satisfaction” can be miscellaneously defined depending on what context it is in. Commonly, it is also pinpointed as a variable in lots of academic research. In commercial circle, as Astrid (2020) explicated that there is a direct relationship between the level of satisfaction and psychological expectation to a target product for sale. Customers’ satisfaction was determined by multiple factors related to customers’ perceptions towards product quality, service quality, service attitude, and price. Satisfaction in pedagogical domain manifests learners’ perceptions and attitude towards a theory-directed course or a skill-centered subject. Learners expressing their pleasant feeling or showing supportive attitude generate positive satisfaction. Oppositely, dissatisfaction can be detected with learners’ negative response or attitude after a learning activity. This expounds that learner satisfaction condition is an indicator to examine the preset teaching goals. Thus, it is grounded that learning satisfaction can interpret learners’ motivations and learning effectiveness.

Chen (2007) once did a survey study on the relationship between learning motivation and satisfaction of 122 applied English majors in terms of several demographic background variables. Its learning motivation being measured on the questionnaire covered six constructs (aspects), 1) pursuit of knowledge, 2) social relationship, 3) career

development, 4) escaping or stimulus, 5) external expectations, 6) social service. The main findings indicated that there was a positive relationship between learning motivation and satisfaction. In specific, the stronger motivation students had, the higher satisfaction they showed. And, students also held a high satisfaction towards teacher's instruction. This is similar to Ma's 1998's study result. Ma proposed that "learning satisfaction included three aspects, 1) teacher's instruction, 2) learning outcome, 3) interpersonal relationship" (as cited in Chen, 2007, pp.142). And, interpersonal relationship stressed the association between learners and the institute. Hettiarachchi et al (2021) lent their support to Ma's and Chen's studies, implementing a big-scale survey study to 1,376 university students in Sri Lanka. They investigated the decisive factors affecting students' satisfaction with their cyber course learning during COVID-19 pandemic period. Among three variables being examined, learner motivation had the strongest effect on students' motivation. Plus, they continued to voice,

"whether learning happens online or face-to-face in a physical classroom, one of the measures of the effectiveness of education is student satisfaction. It is an important construct in higher education, the systematic study of which can lead to better student performance, improvements in online teaching practice, and the retention of students in their academic program" (pp. 4).

Undeniably, technological advancement has greatly shaped humans' learning behaviors and also facilitated the more extensive implementation of online instruction in either traditional institutions or cyber universities. Choe, et al (2019) conducted an action research at University of California, Los Angeles, designing eight-mode's online lecture videos to explore which modes students benefited more over their learning outcome and satisfaction towards a survey and summative assessment. Although "the body of literature on learning effectiveness, student satisfaction, and student engagement in online courses is growing, some gaps still need to be filled" (pp. 26). It is rare that investigating satisfaction of non-traditional university students in an ESP course learning in Taiwan. Choe, et al's study triggered the current researcher's scholarly inquisition and motivation of research, which inspired me to undertake this present study to investigate students' learning satisfaction of an online Hotel English course employing a situational syllabus to deliver intended topics and conducting a formative assessment method to probe students' learning outcomes.

3. Methodology

3.1 Research Site

This study was conducted at a City Open University, non-traditional university. It was founded in southern Taiwan in 1997 and supervised by the Municipal City Government. It is also the 2nd open university in Taiwan. Currently, there are six academic departments and one General Education Center. On average, the number of registered students is 3,600~3,800 approximately, per semester, (Kaohsiung City Government, 2022). This University, opening up courses congruent with the citizens' continuing education, career development, and life-long learning needs. Although courses are delivered by means of three channels, Internet, television, and radio, online distance learning (ODL) has been predominantly implemented. Such a learning mode alleviates time constraints and

transcends geographical barrier. Besides, the University designs monthly instructions for students required a physical presence in the campus, which aims to create more substantial interactions and communications between students and teachers. In specific, the course teacher provides 18-week online lectures together with 4 monthly face-to-face class meetings in a regular semester. This can be regarded as a form of quasi-blended learning. In reality, students can engage in academic study, manage job assignments, and look after their families simultaneously.

Conventionally, students admitted to the University can be considerably heterogeneous in their course-taking purposes, learning motivation, and academic entry proficiency level. The number of working adults is conventionally dominant in the student population. Noticeably, lots of students tend to take application-directed courses to strengthen the professional knowhow or skills to equip themselves with future job-seeking competence, or expect to upgrade their current job performance to obtain a salary raise and ranking promotion, or satisfy the sense of accomplishment, which is also a conspicuous feature of English majors' course-taking plan.

3.2 Research Design and Framework

The present action research was motivated by the researcher's (the course instructor, too) inquisition probing the teaching efficacy and learning effectiveness of an open university's distance education. The main research purpose was utilizing a survey method to investigate the effects of various demographic variables on affecting non-traditional students' learning satisfaction towards a "Hotel English" course. Having six demographic variables, the research instrument, "Course Learning Satisfaction Questionnaire" covered four main constructs. The research design (Figure 1) was mainly constructed on three axes 1) Theoretical basis, 2) Substantial teaching practice, 3) Survey of course learning satisfaction. In specific, there were five essential elements of entire course design and teaching practice (Figure 2).

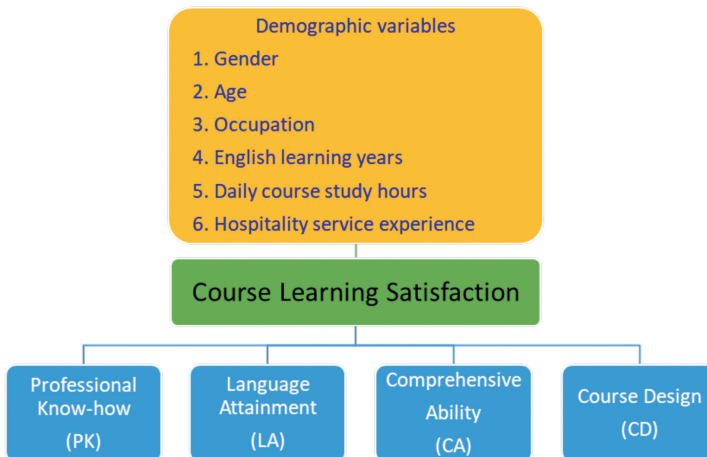


Figure 1. Research Design and Framework of "Hotel English" Course

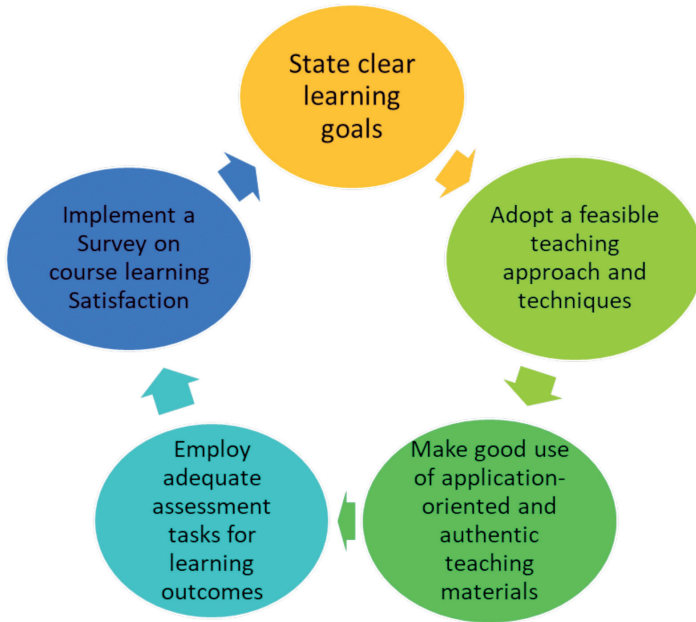


Figure 2. The Five Essential Elements of Course Design and Teaching Practice of “Hotel English”

3.3 Subjects

Refrained from the nature of this Open University and unstable class enrollment in the research site, a sampling method adopted by the present researcher was the convenience sampling.

“Convenience sampling is a non-probabilistic sampling technique applicable to qualitative or quantitative studies, although it is most frequently used in quantitative studies. In convenience samples, subjects more readily accessible to the researcher are more likely to be included. Thus, in quantitative studies, opportunity to participate is not equal for all qualified individuals in the target population and study results are not necessarily generalizable to this population” (Wu, et al., 2014, pp. 107).

One class of registered 64 students (Male: 19; Female: 45) taking a 3-credit online “Hotel English” course in 2020 fall semester was invited to join this study and all of them completed an after-class survey indicating their course learning satisfaction. Originally, there were 73 students enrolled in the course. In the middle of the semester, nine students dropped out of the course for unknown reasons. In reality, such an attrition is common to working-adult students at this University. Inevitably, a few students cannot but quit their study on account of irresistible factors resulted from unexpected life events, such as work transfer or relocation, family conflicts, financial crisis, health problem, etc., which usually lead to a hard-to-control attrition rate in an ongoing class. As a consequence, the

situation of class enrollment is not always stable and class size at this cyber university is comparatively smaller than the one at a traditional university since students' course-taking purpose is not solely degree-oriented.

In this study, there were six types of demographic data, 1) Gender, 2) Age, 3) Occupation, 4) English Learning Years, 5) Daily Course Study Hours, and 6) Hospitality Service Experience. Table 1 shows the demographic data of the participants. As for "Gender," the number of 45 females took up 70.3% of participant population. Noticeably, females predominantly outnumbered males, which shows that females tend to have higher interest to receiving continuing education or engaging in life-long learning, which is partially congruent with Chen (2007)'s study result. As for "age," the number of 36 participants who aged between 20 and 40 years old took up 56.3% of the population. Rejuvenation of student population is a recent trend to this cyber university. As for "Occupation," the three groups of industry, commerce, and freelancer totally took up 60.9% of the population. This supports the previous statement that most students at this school are in-service working adults. As for "English Learning Years," an overwhelming number of students fell on the range of 1-10 learning years. As for "Daily Course Study Hours," 57 students (89.1%) usually spent time on this course for 1-3 hours per day. This is a justifiable phenomenon for working adults receiving continuing education at this University while coordinating the time allotment among their family matters, job obligation, and academic study. It is commonly strenuous for them to spend considerable time on learning. As for "Hospitality Service Experience," 43 participants (70.3%) did not have previous working experience in the hotel arena.

Table 1. Respondents' Profile (N=64)

Item	Basic Information	Numbers	Percentage
Gender	Male	19	29.7%
	Female	45	70.3%
Age	20-30	19	29.7%
	31-40	17	26.6%
	41-50	12	18.8%
	51-60 (and above)	16	25%
Occupation	Industry	7	10.9%
	Commerce	15	23.5%
	Farming & Fishery	2	3.1%
	Government employee	11	17.2%
	Housekeeping	6	9.4%
	Retiree	6	9.4%
	Freelancer	17	26.6%
English Learning Years	1-5 years	25	39.1%
	6-10 years	22	34.4%
	11-15 years	12	18.8%
	16-20 years	5	7.8%
Daily Course Study Hours	1-3 hours	57	89.1%
	4-6 hours	7	10.9%
Hospitality Service Experience	Yes	17	29.7%
	No	47	70.3%

3.4 Instrument

The instrument employed in this action research was *Course Learning Satisfaction Questionnaire*.

To explore the effects of various demographic variables on students’ learning satisfaction conditions in the online Hotel English course with a blended learning mode, I edited “*Course Learning Satisfaction Questionnaire*” using a series of Likert-type items. The primary purpose to keep it in a bilingual format was to avoid any language barrier when eliciting information on students’ genuine perceptions or opinions towards their satisfaction levels. The questionnaire was mainly adapted from an existing research tool constructed by Wu, et al (2017). To specifically coincide with the teaching objectives, I modified their questionnaire in terms of category of construct and dictions of items. And, to further ensure item content and construct’s validity, I consulted two university professors in southern Taiwan. One Taiwanese professor is from a university of science and technology, and the other one, a native speaker of English from a comprehensive university. Both of them are ESP experts having college English teaching over 20 years.

They scrutinized the initial draft and examined every construct item. A few modifications on wording or phases were made to finalize the resulting questionnaire in the form of a 5-point Likert scale consisting of a total number of 24 items categorized into four constructs (aspects): 1) Professional Know-how (PK)—4 items, 2) Language Attainment (LA)—5 items, 3) Comprehensive Ability (CA)—6 items, and 4) Course Design (CD)—9 items. The aspect of Professional Know-how aimed to solicit students’ opinions about overall knowledge of hotel industry and hospitality service. The aspect of Language Attainment examined overall English oral and aural ability. The aspect of Comprehensive Ability probed the application of multiple technical skills. The aspect of Course Design mainly explored the effects of using situational syllabus and conducting formative assessment tasks.

Reliability test result (internal consistency) of a Questionnaire whose Cronbach’s α value smaller than 0.35 is recognized as a low reliability, 0.35 ~ 0.7 is moderate, 0.7 and above is considered a high one (Ou, et all, 2021). And, overall Cronbach’s α of this present questionnaire was 0.976. This may evidently assure that this adapted survey served as a reliable instrument to measure students’ perceptions on their learning satisfaction level. Table 2 indicates the reliability test of the respective construct in this Questionnaire.

Table 2. Reliability Analysis of the Respective Construct of Questionnaire

	Scale Mean	Scale Variance	Corrected Item-Total Correction	Cronbach’s Alpha
PK	12.33	4.073	809	916
LA	15.16	8.305	872	910
CA	19.86	10.442	706	890
CD	12.48	22.496	743	928

PK: Professional Know-how LA: Language Attainment
 CA: Comprehensive Ability CD: Course Design

3.5 Procedures

“Hotel English” is a 3-credit online ESP course whose teaching contents were delivered based on a situational syllabus, and students’ learning outcomes were evaluated with a formative assessment method. This action research focuses on investigating the students’ satisfaction level towards Hotel English’s course design and learning outcomes. Justifiably, the process of course implementation needs addressing as follow:

In the entire semester, students received 54 online lectures on a University-designed digital learning platform (*eeclass*), “which is easily accessible to students engaging in ubiquitous learning without geographical barrier and spatial limitation (Tsai, 2022).” Even though *eeclass* system is not available to do synchronous online communication, it does provide several technical functions, such as course schedule display, discussion forum, bulletin board, oral and aural assignment submission, online tests, learning record, grading, questionnaire implementation, etc., for teaching and learning. Aside from sequentially and systematically engaging in cyber learning with weekly online lectures, the students were obligated to physically attend a 2-hour monthly class meeting on the campus on the school-scheduled date. In the semester, four face-to-face meetings where student-teacher and student peers interacted were also used to conduct different assessment tasks.

As for students’ learning outcomes, seven formative and multiple assessment tasks were implemented according to the predesignated dates. Noticeably, the present researcher deliberately combined common assessment tasks with a few innovative ones to comply with cyber environment, coincide with the nature of this ESP course, and achieve the teaching goals as well. The completion or submission of respective assignments was not fortuitous or contingent, not being centralized at either the beginning or the end of semester. The completion of either aural or oral assessment tasks relied on a gradual learning progress as the week proceeded.

1) E-learning activity

Students regulated their cyber learning on *eeclass* in a self-paced and autonomous manner for 54 online lectures which were mainly instructed in oral English. At the end of semester, the amount of learning hours was calculated as one part of semester grade (see Appendices 1).

2) Youtube Video sharing

On Discussion Forum, *eecls*, selecting and posting one Youtube English video clip whose topic is relevant to the course topics, every student recorded a 2-minute oral English summary of the video as a listening assessment. This video-sharing assignment aimed to expand students’ content knowledge on hospitality service. Moreover, the whole class obtain an opportunity to maximum their English listening exposure online. Such an assessment design was in light of the theoretical proposition of “discovery learning” (Ananta, 2016; Bruner, 1986; Miatun, A., & Muntazhimah, 2018).

3) Listening post-test

Before the semester started, students were already required to take an online listening pre-test. Then, on the 3rd monthly class meeting, they took a 35-minute post-test in a physical classroom setting in order to genuinely measure students' listening performance after a 14-week-long course learning.

4) Written summary reports of online lectures

Every student selected five impressive lectures and wrote a summary report of each that covered three parts, 1) listing five target words and phrases, 2) analyzing one complex grammar point, and 3) addressing reflection (comment or critique). This meant to offer students with a chance to practice their writing skill even though this ESP course laid a heavy focus on the attainment of listening and speaking aspects.

5) Oral summary report of educational tour

To substantiate teaching efficacy in the cyber context, students joined an educational activity in the middle of semester, which helped them obtain practical real-life experience by physically visiting an international hotel in a southern city. The hotel manager was in charge of the visiting activity in English and delivered a talk on the topic of “current hotel managing strategies in Taiwan.” Then, the students were required to complete a 3-minute oral summary recording for what they harvested from the field trip, which was also uploaded to *eeclss*.

6) Group oral presentation

Four students formed a group. Each group selected and introduced a large foreign hotel for an 8-minute oral English presentation in the last monthly class meeting, which followed a format, a) describing one unique feature of the hotel, and b) acting out a self-designed dialogue of a situational incident occurred in the hotel arena. This task had students demonstrate speaking performance through collaborative efforts by executing a team-work project.

7) Written communications on Discussion Forum, *eeclss* (see Appendices 2)

Periodically, either the course instructor or students themselves posted a topic on Discussion Forum to solicit written responses. Students contributing to the discussion earned extra points of their semester grade. This platform helped trigger more mutual interactions between students and the teacher over course contents.

Besides, to facilitate more interactions between students and the instructor and also among student peers, a social media “*Line*” application (see Appendices 3), prompt communication platform, was launched to implement several class activities, such as disseminating course information, clarifying unclear learning contents, reminding the due day of assignment submission, etc. This fully corresponds to Anarzi Alsaadi's (2021) advocacy, “the use of social media platforms has made the application of technology in language assessment easier and wider” (pp. 79).

As all seven tasks were completed, students responded to the “*Course Learning Satisfaction Questionnaire*” for 20 minutes approximately at the end of the last monthly class meeting. Before administering the survey, students were orally instructed by the current researcher that they circled the response genuinely describing the level of their agreement. Further, they were explicitly warranted that their participation in the survey absolutely had no any impact on their semester grade. Each questionnaire labeled by an ordinal Arabic number that was merely encoded as a piece of data easily, which would be used only for a future research purpose and treated confidentially.

3.6 Data Collection and Analysis

Firstly, all the numerical data collected from the Questionnaire were processed by SPSS/PC 26.0. The data screening process excluded a few missing values. Secondly, the independent Sample t-test analysis and one-way ANOVA were executed to examine the relationships between various demographic variables and learning satisfaction. Thirdly, students’ semester grade resulting from the completion of the seven assessment tasks, which was calculated and processed by statistical Pearson correlation method to investigate the relationship between students’ satisfaction and learning outcomes.

4. Results and Discussion

4.1 The Respondents’ Ranked Choices of All Questionnaire Items

Table 3 shows the respondents’ ranked choices of Questionnaire items of “Professional Know-how (PK)” in terms of mean and standard deviation. Item (1) had the highest score (M=4.14). It is assumed that this ESP course helped students increase overall professional Know-how about hotel workplace. Item (3) ranked second (M=4.13), which means students might be benefited from course learning about cross-culture awareness.

Table 3. Respondents’ Ranked Choices of Questionnaire Items of Professional Know-how

PK	Mean	SD	Ranking
1) Increase overall professional know-how about hotel workplace.	4.14	.732	1st
2) Increase basic knowledge about hotel management	4.08	.762	4th
3) Increase the know-how about customer service and cross culture communications	4.13	.724	2nd
4) Increase the ability of handling various situational incidents and facilitating interpersonal interactions	4.09	.750	3rd

Table 4 shows that the respondents’ ranked choices of Questionnaire items of “Language Attainment (LA)” in terms of mean and standard deviation. Item (1) had the highest score (M=3.92). It is conjectured that most students had language attainment on glossary, phrases, and useful expressions used in the hotel context. Item (3) ranked second (M=3.90), which might mean that students also upgraded their oral ability through course learning. Comparatively, Item (5) scored lowest (M=3.45). It is speculated that most

students did not perceive that laying a heavy focus on promoting writing proficiency was their priority in learning.

Table 4. Respondents’ Ranked Choices of Questionnaire Items of Language Attainment

LA	Mean	SD	Ranking
1) Increase the number of vocabulary, phrases, and sentence expressions of hospitality services	3.92	.822	1st
2) Upgrade listening ability of hospitality services	3.88	.799	4th
3) Upgrade oral ability of hospitality services	3.90	.760	2nd
4) Upgrade reading ability of hospitality services	3.89	.857	3rd
5) Upgrade writing ability of hospitality services	3.45	.925	5th

Table 5 shows that the respondents’ ranked choices of Questionnaire items of “Comprehensive Ability (CA)” in terms of mean and standard deviation. Item (6) had the highest score (M=4.09). It is inferred that most students recognized the importance of executing academic projects through teamwork effort. Item (4) ranked second (M=4.05), which indicates that social media “Line” seems to become more prevailing to academic learning. Item (2) scored lowest (M=3.84), which implies that some students might be unfamiliar with or less skillful in utilizing cyber application tools to collect useful information for course learning.

Table 5. Respondents’ Ranked Choices of Questionnaire Items of Comprehensive Ability

CA	Mean	SD	Ranking
1) Promote job skills of hotel industry or hospitality service arena	3.91	.718	4th
2) Promote the capability of collecting relevant materials from google research and Youtube video clips	3.84	.822	6th
3) Promote the utilization of Learning Platform () to facilitate course learning	4.02	.826	3rd
4) Promote the ability of using instant communication media—Line	4.05	.785	2nd
5) Promote the capability of making English PowerPoint presentation	3.90	.868	5th
6) Promote the ability of completing projects through cooperative learning	4.09	.750	1st

Table 6 shows that the respondents’ ranked choices of Questionnaire items of “Course Design (CD)” in terms of mean and standard deviation.

Item (2) had the highest score (M=4.30). It is assumed that most students were in favor of receiving formative assessment tasks in a reasonably chronological order. Item (3) ranked second (M=4.20), which indicates that most students recognized the use of proper teaching materials whose level of difficulty met the majority of students’ ability. Item (7) scored lowest (M=3.91), which is speculated that some students did not enjoy taking a listening test in a physical setting that could create uneasy atmosphere to them.

Table 6. Respondents' Ranked Choices of Questionnaire Items of Course Design

CD	Mean	SD	Ranking
1) The appropriateness of using a situational syllabus for course teaching.	4.08	.741	3rd
2) The appropriateness of implementing a formative assessment method.	4.30	.790	1st
3) The appropriateness of textbook and supplemental materials' degree of difficulty.	4.20	.717	2nd
4) The assessment of Youtube video selection and making its oral summary.	4.05	.722	5th
5) The assessment of making an oral summary of hotel visit.	4.06	.710	4th
6) Practitioner's speech.	4.04	.664	6th
7) The assessment of in-class listening test.	3.91	.700	9th
8) The assessment of in-class group oral presentation.	3.95	.706	7th
9) The assessment of being engaged in "Discussion Forum" on <i>eeclass</i> .	3.94	.889	8th

4.2 The Quantitative Analysis Results of Course Learning Satisfaction Questionnaire

With questionnaire data, the relationship between course learning satisfaction and demographic independent variables were investigated in terms of 1) gender, 2) age, 3) occupation, 4) English learning years, 5) daily course study hours, 6) hospitality service experience.

Research Question 1:

Is there any significant difference between genders towards learning satisfaction after taking this course?

Table 7 displays mean, standard deviation, and t-test statistical results. There were significant differences in two constructs by "gender" variable, 1) PK, $t(62)=.480$, $p=.040$. This indicates that males had higher satisfaction than females in the construct of "professional know-how." 2) CD, $t(62)=.276$, $p=.033$. This shows that females had higher satisfaction than males in the construct of "course design."

Table 7. t-test Results for Four Questionnaire Constructs by Gender

Construct	Gender	N	Mean	SD	T	P
PK	Male	19	4.17	.76	.480	.040*
	Female	45	4.08	.62		
LA	Male	19	3.85	.68	.450	.071
	Female	45	3.76	.73		
CA	Male	19	3.97	.66	.657	.069
	Female	45	3.97	.64		
CD	Male	19	4.03	.61	.276	.033*
	Female	45	4.19	.59		

* $p < .05$ PK: Professional Know-how LA: Language Attainment
CA: Comprehensive Ability CD: Course Design

Research Question 2:

Is there any significant difference among age groups towards learning satisfaction after taking this course?

Table 8 displays mean and standard deviation and one-way ANOVA statistical results. There were significant differences in two constructs by “age” variable, 1) PK, ($F=2.825$, $p=.046$); 2) CD, ($F=2.744$, $p=.049$). This indicates that age difference affected students’ satisfaction in the two constructs, PK and CD. Further, there was a significant difference in PK after executing Scheffe post hoc examination, but not the case of CD. In specific, the age Group 3 (41-50 years) had better satisfaction than the Group 1 (20-30 years) towards PK.

Table 8. One-way ANOVA Results for Four Questionnaire Constructs by Age

Construct	Age	N	Mean	SD	F	P	Scheffe post hoc
PK	1) 20-30	19	3.78	.74	2.825	.046*	1 < 3
	2) 31-40	17	4.10	.48			
	3) 41-50	12	4.35	.67			
	4) 51-60	16	4.25	.62			
	(and above)						
LA	1) 20-30	19	3.74	.77	.388	.762	
	2) 31-40	17	3.88	.78			
	3) 41-50	12	3.63	.60			
	4) 51-60	16	3.88	.69			
	(and above)						
CA	1) 20-30	19	3.76	.68	1.135	.342	
	2) 31-40	17	4.15	.56			
	3) 41-50	12	4.00	.59			
	4) 51-60	16	4.01	.68			
	(and above)						
CD	1) 20-30	19	3.75	.64	2.744	.049*	
	2) 31-40	17	4.12	.62			
	3) 41-50	12	4.26	.44			
	4) 51-60	16	4.21	.50			
	(and above)						

* $p < .05$ PK: Professional Know-how LA: Language Attainment
CA: Comprehensive Ability CD: Course Design

Research Question 3:

Is there any significant difference among occupation groups towards learning satisfaction after taking this course?

Table 9 displays mean and standard deviation and one-way ANOVA statistical results. There was a significant difference in one construct by “occupation” variable, CA ($F=1.295$, $p=.021$). This indicates that occupation affected students’ satisfaction in the construct of CA (But, there was no significant difference among seven occupation groups after executing Scheffe post hoc examination to this construct).

Table 9. One-way ANOVA Results for Four Questionnaire Constructs by Occupation

Construct	Occupation	N	Mean	SD	F	P
PK	1) Industry	10	3.93	.74	1.631	.146
	2) Commerce	12	4.27	.38		
	3) Farming & Fishery	2	2.88	.18		
	4) Government employee	11	4.25	.64		
	5) Housekeeping	6	4.20	.75		
	6) Retiree	6	4.42	.66		
	7) Freelancer	17	4.01	.69		
LA	1) Industry	10	3.66	.72	.506	.826
	2) Commerce	12	3.85	.62		
	3) Farming & Fishery	2	3.00	.00		
	4) Government employee	11	3.96	.78		
	5) Housekeeping	6	3.90	.96		
	6) Retiree	6	3.83	.79		
	7) Freelancer	17	3.75	.73		
CA	1) Industry	10	3.55	.57	1.295	.021*
	2) Commerce	12	4.10	.43		
	3) Farming & Fishery	2	3.33	.47		
	4) Government employee	11	4.24	.50		
	5) Housekeeping	6	4.22	.62		
	6) Retiree	6	3.94	.74		
	7) Freelancer	17	3.88	.78		
CD	1) Industry	10	4.05	.36	.544	.798
	2) Commerce	12	4.12	.41		
	3) Farming & Fishery	2	3.50	.71		
	4) Government employee	11	4.00	.77		
	5) Housekeeping	6	4.28	.64		
	6) Retiree	6	4.26	.31		
	7) Freelancer	17	3.98	.71		

* $p<.05$ PK: Professional Know-how LA: Language Attainment
CA: Comprehensive Ability CD: Course Design

Research Question 4:

Is there any significant difference among groups of English learning years towards learning satisfaction after taking this course?

Table 10 displays mean and standard deviation and one-way ANOVA statistical results. There was a significant difference in one construct by “English learning years” variable, CD ($F=2.427, p=.038$). This indicates that English learning years affected students’ satisfaction in the construct of CD. Further, there was a significant difference between two English learning groups after executing Scheffe post hoc examination to this construct. Group 4 (16-20 years) had higher satisfaction than Group 2 (6-10 years).

Table 10. One-way ANOVA Results for Four Questionnaire Constructs by English Learning Years

Construct	English Learning Years	N	Mean	SD	F	P	Scheffe post hoc
PK	1) 1-5	20	4.21	.54	1.231	.308	
	2) 6-10	27	4.04	.68			
	3) 11-15	12	3.96	.88			
	4) 16-20	5	4.50	.47			
LA	1) 1-5	20	3.94	.68	1.478	.220	
	2) 6-10	27	3.57	.69			
	3) 11-15	12	3.68	.85			
	4) 16-20	5	4.28	.41			
CA	1) 1-5	20	4.04	.55	1.477	.221	
	2) 6-10	27	3.87	.58			
	3) 11-15	12	3.80	.89			
	4) 16-20	5	4.53	.51			
CD	1) 1-5	20	4.18	.61	2.427	.038*	2 < 4
	2) 6-10	27	3.83	.49			
	3) 11-15	12	4.00	.63			
	4) 16-20	5	4.62	.48			

* $p<.05$ PK: Professional Know-how LA: Language Attainment

Research Question 5:

Is there any significant difference between groups of daily-course-study-hour towards learning satisfaction after taking this course?

Table 11 displays mean and standard deviation and t-test statistical results. There was a significant difference in one construct by “daily-course-study-hour” variable, LA, $t(62)=2.081, p=.026$. This indicates that daily-course-study-hour affected students’ satisfaction in the construct of LA.

Table 11. t-test Results for Four Questionnaire Constructs by Daily-Course-Study-Hours

Construct	Daily-Course-Study-Hour	N	Mean	SD	T	P
PK	1-3	57	4.14	.67	.774	.245
	4-6	7	3.83	.29		
LA	1-3	57	3.84	.69	2.081	.026*
	4-6	7	3.00	.00		
CA	1-3	57	4.02	.60	1.785	.710
	4-6	7	3.39	.51		
CD	1-3	57	4.09	.58	1.254	.320
	4-6	7	3.67	.29		

* $p < .05$ PK: Professional Know-how LA: Language Attainment
CA: Comprehensive Ability CD: Course Design

Research Question 6:

Is there any significant difference between groups of Hospitality Service Experience towards learning satisfaction after taking this course?

Table 12 displays mean and standard deviation and t-test statistical results. There was a significant difference in two constructs by “Hospitality Service experience,” variable, CA, $t(62) = -.726, p = .037$; CD, $t(62) = -.418, p = .041$. This indicates that practitioner’s experience affected students’ satisfaction in the construct of CA and CD.

Table 12. t-test Results for Four Questionnaire Constructs by Hospitality Service Experience

Construct	Hospitality Service Experience	N	Mean	SD	T	P
PK	Yes	17	3.99	.76	-.833	.870
	No	47	4.14	.64		
LA	Yes	17	3.85	.87	.421	.190
	No	47	3.76	.67		
CA	Yes	17	3.86	.80	-.726	.037*
	No	47	3.39	.51		
CD	Yes	17	3.99	.76	-.418	.041*
	No	47	4.06	.52		

* $p < .05$ PK: Professional Know-how LA: Language Attainment
CA: Comprehensive Ability CD: Course Design

Research Question 7:

Is there any relationship between students’ learning satisfaction and course learning outcome (semester grade) after taking this course?

Table 13 displays the interpretation criteria of a correlation coefficient.

Table 13. Interpretation Criteria of Correlation Coefficient

Coefficient Range	Relation degree between variables
1.00	Complete positive correlation
.70 ~ .99	High positive correlation
.40 ~ .69	Moderate correlation
.10 ~ .39	Low correlation
.10 and below	Zero correlation

(cited from Ho, 2017, pp. 117)

Table 14 displays the Pearson product-moment correlation results between students' satisfaction condition and their semester grade (learning outcome). The results show that there are positive correlations between semester grade and four constructs of learning satisfaction, 1) between SG and PK, there is a moderate coefficient ($r=.67$), 2) between SG and LA, there is a moderate coefficient ($r=.63$) and a significant difference ($p<.05$), 3) between SG and CA, there is a high coefficient ($r=.74$) and a significant difference ($p<.05$), 4) between SG and CD, there is also a high coefficient ($r=.81$) and a significant difference ($p<.05$). Furthermore, there is a positive correlation between each construct and there was a significant difference found between the constructs (LA, CA, & CD) and SG, but not the case between PK and SG.

Table 14. Correlation between Students' Satisfaction and Semester Grade

	SG	PK	LA	CA	CD
SG	-				
PK	.67	-			
LA	.63*	.72*	-		
CA	.74*	.80*	.82	-	
CD	.81*	.70	.71	.77	-

* $p<.05$ SG: Semester Grade

PK: Professional Know-how LA: Language Attainment

CA: Comprehensive Ability CD: Course Design

5. Conclusions and Suggestions

The impact of global economics, fast technological advancement, and practical needs of employment has been shaping English education in Taiwan, especially in the higher education phase, including both traditional and non-traditional universities. More ESP courses are offered to promote students' professional knowledge or application-oriented skills in terms of English as medium of instruction. This action research used literature review, implemented online teaching practice, and conducted a survey method to explore the effects of various demographic variables on the learning satisfaction of City Open University students in an online course "Hotel English."

5.1 Conclusions

5.1.1 The Respondents' Ranked Choices of All Questionnaire Items

1) Among four items in the construct of Professional know-how, most students perceived that they increased more professional know-how in the domain of hospitality services, but not the domain of hotel management. It is assumed that the teaching topics and contents primarily focus on how to deal with various situations in the hotel arena, but not referring to deliver professional knowledge on hotel management. Nevertheless, students held a positive recognition to benefit themselves from this course over cross-culture awareness. This result was supported by Lin, et al (2014)'s advocacy that hospitality industry in Taiwan stressed the development of cultural and ethnic diversity in the workplace.

2) Among five items in the construct of Language Attainment, most students recognized that this course helped them enhance their vocabulary power, and learned more about useful expressions applied to the hotel context. This result is similar to Weng, et al (2015)'s survey study that the practicality of hotel usage was rated first among all the topics in tourism English teaching. Plus, the students also perceived that their oral English proficiency got promoted by completing several oral assessment tasks. This result is supported by Lin, et al (2013)'s study that recognized a considerable connection between language proficiency with spoken task and demographic characteristics.

3) Among six items in the construct of Comprehensive Ability, most student assumed that their ability of completing a group project was boosted through collaborative teamwork. This may correspond to the pedagogical proposition -cooperative learning (Chang, 2013). Besides, the second satisfied item was "Promote the ability using *Line* as an instant communication media." This finding is supported by White's Study using *Line* application in a web-enhanced course to 30 textile engineering college students who believed it assisted their learning (White, 2019).

4) Among nine items in the construct of Course Design, most students considered that the instructor's employing a formative and multiple assessment method would be adequate to evaluate learning outcome. Secondly, most of respondents recognized the difficulty level of textbook and supplemental teaching materials were appropriate. This finding is supported by some similar studies (Cordova Montano & Corria., 2021; Lin, et al., 2017; Wu, et al., 2017). Lastly, it is noticeable that students were not in favor of taking a listening test in the classroom. It is speculated that some older students might be easy to get nervous in a physically confined environment to have a test. It needs further probe for its true scenario.

5.1.2 The Quantitative Analysis Results of Course Learning Satisfaction Questionnaire

1) "Gender" variable yielded a significant difference in two constructs, "Professional Know-how (PK)" and "Course Design (CD)" through a *t-test* procedure. For PK, male respondents showed higher satisfaction than their counterparts. The true reason for this result is unclear, which may need further exploration. For CD, females felt more satisfied about entire course design than males. Wu, et al (2017)'s study lent partial support to this finding. They discovered that females did have a higher satisfaction level than males in the aspect of curriculum design but did not yield a significant difference. I conjectured

that several females at this Open University are middle-aged women holding a senior high or vocational school diploma. They generally have higher learning motivation than their counterparts and tend to be more obedient to comply with course evaluation requirements.

2) “Age” variable yielded a significant difference in two constructs, “Professional Know-how (PK)” and “Course Design (CD)” through a one-way ANOVA procedure. Further, the age group (41-50 years) had better satisfaction than the group (20-30 years). This could imply that compared with younger students, the middle-aged working adult ones having more workplace experience gave better recognition to practical job-related know-how and also realized the relation between hotel language use and cross-cultural communication in a hospitality program. This is supported by Chang (2015)’s proposition.

3) “Occupation” variable yielded a significant difference in one construct, CA, through a one-way ANOVA procedure. Most students were satisfied with their attainment of comprehensive ability. But, there was no significant difference between seven occupation groups through Scheffe post hoc test. And, one interesting data shows that the mean score of Government employee group had the highest satisfaction level in terms of their mean score. The real factor needs further exploration. Besides, another noticeable phenomenon is that students of “commerce” group had higher satisfaction than the rest of occupation groups in most constructs. This might imply that the entire curriculum design of this ESP course was appealing to this group.

4) “English learning years” variable yielded a significant difference in one construct, CD, through a one-way ANOVA procedure. This finding corresponds to Duan (2019)’s study that a hotel English course reform accentuating students’ performance by implementing more oral and written tasks besides providing professional knowledge may maximum students’ learning effectiveness. Further, there was a significant difference between two English learning groups through Scheffe post hoc test. In specific, Group 4 (16-20 years) had higher satisfaction than Group 2 (6-10 years). This implies that the more English learning years students had, the higher satisfaction they generated. But, the true scenario for this result needs further investigation.

5) “Daily course study hours” variable yielded a significant difference in one construct, LA, through a t-test procedure. Noticeably, this finding reveals that students having the less daily time-spent on the course learning had higher satisfaction than the ones of more time-spent. This needs further investigation by examining other potential factors like learning strategies, motivation (integrated or instrumental), or even learning environment, etc.

6) “Hospitality Service Experience” variable yielded a significant difference in two constructs, CA and CD through a t-test procedure. Most students had higher satisfaction towards comprehensive ability and course design. Likewise, this needs a further investigation for the true scenario.

7) The results show that there were positive correlations between semester grade (SD) and four constructs of satisfaction through a Pearson product-moment correlation examination. The average correlation coefficient ranged between moderate high and high one ($r=.63\sim.81$). The highest coefficient ($r=.81$) was between SG and CD. This demonstrates there was a strong relationship between SG and CD. It is speculated that most students perceived CD was most beneficial to them. Furthermore, there was also a positive

correlation between each construct as well, and a significant difference found between three constructs (LA, CA, & CD) and learning outcome.

In a nutshell, students' learning satisfaction of Hotel English course was related to six different demographic variables. And, its relevancy condition and satisfaction level varied from construct to construct, reflected on the survey data.

5.2 Suggestions

There are several suggestions derived from this action research.

1) Due to substantial unpredictable enrollment in the research site, the sample size in this present study was relatively small. It might be not easy to expect a statistical value of significant difference. As a consequence, it is inadequate to generalize its research findings to the entire population of cyber universities in Taiwan. Thus, to enlarge a sample size is strongly suggested for future similar study.

2) Other demographic background variables such as, various academic majors or original degree/diploma holding status can be added to investigate their effects on learning satisfaction.

3) In further study, it is suggested that incorporating other types of learning variable such as students' English entry level, learning motivation, learning styles, learning strategies, learning behavior, etc., into questionnaire constructs in the survey.

4) This action research featured a teaching practice conducting multiple and formative assessment tasks. Other types of assessment task may be added. For example, grouping students to co-design a dream hotel and have them do group oral presentation, which might trigger students' learning interest to complete a team-work project. This could help trigger students' learning interest and facilitate learning effectiveness.

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Appendices 1

A sample of online lecture, *eeclass*

04 The Check-in: Conversation 2: Guests Who Arrive Late (Page 34)

A) When **taking down** reservations, **you** may want to ask for the guests' time of arrival.

B) For guests **coming** (= **who come**) on **international flights**, you may want to ask about the guests' flight number and time of arrival.

C) **At any rate** (= **At any cost**=**In any case** = **Anyway**), unless a reservation is **guaranteed** (=warranted), rooms can be sold to other guests after a certain time--usually 6p.m.

D) I am terribly sorry, Mr. Porter. **Because of** (= **Due to** = **Thanks to** = **Owing to** = **As a result of** = **As a consequence of** = **Consequently**) your late arrival, we **no longer** (= no more) have a reservation for you.

長度: 50:11, 發表時間: 2020-08-26 14:38

1. 課程片頭	01:00
2. Hotel English (1)	00:09
3. 04 The Check-in: Conversation 1: Filling in the Registr...	01:44
4. 04 The Check-in: Conversation 1: Filling in the Registr...	04:37
5. 04 The Check-in: Activity 1: Asking countries, Langua...	02:15

附件 管理

Appendices 2
Samples of Discussion Forum Posts on *eeClass*

飯店英文(一)[大] (11317)

討論
○ 作業討論
○ 媒體討論
○ 課程討論
● 全部

編號	主題	回應	參與人次	最後發表
153976	分組名單及參訪康橋大飯店人員名單	6	4	2020-10-18, by 曹■璇
153879	班群QR code	0	1	2020-10-18, by 曹■璇
153649	請假	0	1	2020-10-17, by 張■珍
153202	請假	3	4	2020-10-16, by 陳■晴
153019	武領農場	3	2	2020-10-16, by 陳■均
152146	106110760 音■和 影音作業	2	2	2020-10-11, by 曹■和
151964	Presidential Suite	38	12	2020-10-10, by 蔡■宏

瀏覽模式 [切換]

您現在的瀏覽模式為 [教師]

[編輯介紹](#)

蔡■宏 2020-10-10

1 樓

Hi, folk,
Let me switch to another subject ! Does anyone introduce what a presidential suite in a big hotel generally looks like? You might like to share a video clip and give your comment as well.

曹■璇 2020-10-10

2 樓

<https://youtu.be/oRG5wUH0BwC>
Share the video, Arab dubai, the most luxurious hotel in the world. After watching it, some thoughts about the magnificence of the hotel. The wine and food are very attractive, and I hope to have the opportunity to see and see

王■耀 2020-10-10

3 樓

<https://www.dorchestercollection.com/en/milan/hotel-principe-di-savoia/your-guide-to-hotel-principe-di-savoia-and-milan/>
This is the Hotel Principe di Savoia in Milan. The hotel was first built at 1896. The building was neoclassical style. The location of the hotel is near the railway station and city center. Over the years the hotel expanded several times. Its grandeur and reputation for exquisite service had made it popular with royalty, celebrities and artists.
The presidential suite in this hotel is full of antiques, the floor is in its original tiles, but the beautiful chandeliers are new. And there is a Turkish bath tub, with a jecuzzi tub aside. All the painting are genuine. The European culture is in every detail. Don't forget the balcony, it's at 10th floor, so you can look down the whole

- [課程介紹](#)
- [課程活動 \(54\)](#)
- [課程公告](#)
- [行事曆](#)
- [討論 \(571\)](#)
- [教材 \(54\)](#)
- [作業 \(3\)](#)
- [問卷](#)
- [測驗](#)
- [小組專區](#)
- [成員 \(76\)](#)
- [學習進度](#)
- [出缺勤 \(統計\)](#)
- [成績計算](#)
- [我的筆記](#)
- [結業證書](#)
- [個人偏好設定](#)
- [統計報表](#)

Appendices 3 Samples of Line Application Messages

董和

Dear Mr. Tsai:
Do you need to distinguish the "assignment section" sent to you by PowerPoint, the Oral Presentation word file and the Conversation word file?

15:40

Well, each group just submits a PowerPoint file as well as a situational dialogue. (每組只交一分檔案，內含, 1) 至少8張飯店簡介之 PowerPoint slides, 2) 再附上至少8句書寫之情境對話(不是口語錄音!) 兩項同在一個file。OK, is my instruction clear enough to you? Let me know, please!

已讀 38
19:09

董和

I see. 19:28

2021年5月1日 週六

伍Crystal

蔡老師午安：
我們原本的組員有四位、現在一位已退出群組、另一位同學至今尚未於我們同組員聯絡、想請教老師：我們這一組的組員只剩下兩位、是只由我們兩位擔任介紹飯店的內容嗎？！時間上是否可算短為4分鐘左右？！還是可否將我們兩位另分派加入到其它組別？！
謝謝老師、造成老師的困擾很抱歉！

13:24

Ok. Now! I fully realize the true situation you are facing. There will be only two members left. Ok. Under this circumstances, I do NOT time and opportunity to resign you two to other groups. So, you two just stay together and go ahead continue your own plan and complete the presentation. And, your group has got my special permission to cut off your presentation a little shorter say, to about 4~5 minutes. I am also sorry to have you two encounter this unexpected conflict.

已讀 40
15:02

Sorry! I had a typing error. This is a correction for that! The correct sentence should be "I do not have time and opportunity to reassign you two to other groups." Hope you may catch my correction! (Sorry! I sometimes have typing errors!)

已讀 40
15:07