



AN ERROR-TOLERANT **TEACHING MODEL**

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Teacher's
GUIDELINES



Preface

The **Guidelines for an Errors-Tolerant Teaching Model in an English for Specific Purposes (ESP) Course** were developed to address the unique challenges faced by learners who require English proficiency tailored to specific professional contexts. This teaching model recognizes that in the rapidly evolving global landscape, English has become not only a means of communication but also a critical tool for success in specialized fields such as hospitality, business, healthcare, and technology.

These guidelines are underpinned by key theories in language learning and teaching, including **Communicative Language Teaching (CLT)**, **English for Specific Purposes (ESP)**, **English as a Lingua Franca (ELF)**, and contemporary learning theories such as **Krashen's Input Hypothesis**, **Constructivism**, and **Sociocultural Theory**. Together, these frameworks form a robust foundation for a teaching approach that prioritizes practicality, clarity, and learner confidence over linguistic perfection.

This document emphasizes the importance of creating a supportive and inclusive learning environment where errors are seen not as failures but as opportunities for growth. By fostering a positive atmosphere, learners are encouraged to engage in meaningful communication, take risks, and build the confidence needed to use English effectively in their professional roles.

The guidelines are structured to focus on:

1. Building mastery in field-specific vocabulary and terminology.
2. Prioritizing functional pronunciation to enhance intelligibility.
3. Understanding and articulating Standard Operational Procedures (SOPs).
4. Developing professional manners and workplace etiquette.
5. Encouraging speaking practice without fear of mistakes.
6. Using positive reinforcement to boost motivation and self-efficacy.
7. Deemphasizing explicit grammar instruction in favor of natural fluency.

Each strategy presented in these guidelines is designed to be practical, adaptable, and reflective of real-world needs. Activities such as role-plays, simulations, and task-based learning provide learners with hands-on experience in using English in their professional

settings. The focus on workplace-relevant language ensures that learners are not only able to communicate effectively but also to excel in their specific fields.

These guidelines aim to empower educators to create dynamic, learner-centered classrooms that prepare students to navigate the linguistic demands of their careers with confidence and competence. By implementing these practices, educators can contribute to the professional and personal growth of their students, fostering a generation of skilled communicators ready to thrive in a globalized world.

Table of Content

A. LOGICAL THEORETICAL FRAMEWORK.....	1
B. LEARNING SYNTAX.....	10
C. TEACHING BEHAVIOUR	15
D. LEARNING ENVIRONMENT	26
REFERENCES	29

A. LOGICAL THEORETICAL FRAMEWORK

The Errors-Tolerant Teaching Model in English for Specific Purposes (ESP) courses recognizes that language learning is an iterative process in which errors are an essential part of growth. This approach aligns with communicative language teaching (CLT) principles, emphasizing meaningful communication over grammatical precision. CLT's focus on real-life communication aligns seamlessly with the needs of ESP learners, who require practical and functional language skills for specific workplace contexts. Recent research, such as Ellis (2020), underscores the importance of task-based communication in fostering both fluency and confidence, particularly in environments where language serves as a tool for achieving specific professional goals.

By focusing on authentic interactions and task relevance, CLT provides ESP learners with opportunities to practice language that directly mirrors their real-world demands. The rationale incorporates Krashen's Input Hypothesis and Swain's Output Hypothesis, suggesting that language learners benefit from comprehensible input and opportunities for productive language use. It also adopts Vygotsky's sociocultural theory, which highlights the role of social interaction in cognitive development, supporting the notion that learners thrive in environments where they feel safe to experiment and make mistakes.

Recent studies, such as those by Lantolf and Poehner (2014), have demonstrated the effectiveness of Vygotsky's concepts in ESP and EFL settings, particularly in promoting scaffolded learning experiences. These applications show that peer interaction and teacher mediation can significantly enhance learners' ability to master job-specific language skills while fostering confidence in their communication abilities.

Additionally, the model draws upon the Universal Design for Learning (UDL) framework, which advocates for multiple means of representation, engagement, and

expression, ensuring that all learners can access and participate in meaningful ways. The emphasis on task-based language teaching (TBLT) further strengthens the model by focusing on authentic tasks that mirror real-life language use, promoting practical application and learner engagement.

By prioritizing functional language skills, the model focuses on intelligibility and practical application over native-like proficiency, aligning with Canale and Swain's communicative competence model. This framework emphasizes grammatical, sociolinguistic, discourse, and strategic competencies, all of which are essential for effective communication in ESP settings. By addressing these competencies, the model ensures learners develop the skills necessary for clear and professional interactions in their specific fields. It encourages learners to engage with job-specific vocabulary, pronunciation, and operational procedures, reflecting their real-world needs.

Additionally, the model fosters confidence through positive reinforcement and speaking opportunities, minimizing fear of errors and promoting resilience in communication. This rationale underscores the importance of creating a supportive learning environment that values progress and practical competence, drawing on socio-emotional learning (SEL) theories. SEL emphasizes building learners' self-confidence, emotional regulation, and interpersonal skills, which are crucial in fostering a safe and inclusive atmosphere. By integrating SEL principles, the model supports learners in managing the emotional challenges of language acquisition, enhancing their resilience and motivation to communicate effectively despite errors.

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Based on the above explanations, the Errors-Tolerant Teaching Model in an ESP Course are grounded in several overlapping and complementary theoretical frameworks. These frameworks provide a logical structure to justify the strategies, objectives, and practices promoted by the guidelines. Those theories are:

1. Communicative Language Teaching (CLT)

Key Principle: Language is best learned through authentic communication.

- **Explanation:** The guidelines emphasize real-life communication over theoretical accuracy, focusing on functional pronunciation, workplace manners, and speaking practice.
- **Relevance:** CLT underpins the emphasis on speaking practice and vocabulary contextualization, helping

students develop fluency and confidence in job-specific scenarios (Richards & Rodgers, 2014).

- **Application:** Activities like role-plays, simulations, and interactive tasks reflect the principles of CLT by prioritizing meaningful interaction over form-focused instruction.

2. English for Specific Purposes (ESP) Framework

Key Principle: Language instruction should meet the specific needs of learners in particular professional or academic contexts.

- **Explanation:** The guidelines target vocabulary and terminology mastery, SOPs, and professional workplace behaviors to align with learners' real-world needs.
- **Relevance:** ESP highlights the necessity of tailoring content to the learners' fields, ensuring practical applicability (Hutchinson & Waters, 1987).
- **Application:** Vocabulary-building exercises, teaching SOPs, and addressing workplace etiquette directly support learners' specialized language needs.

3. English as a Lingua Franca (ELF)

Key Principle: Intelligibility is more important than achieving native-like proficiency.

- **Explanation:** The focus on functional pronunciation over native-like accents is rooted in ELF theory, which prioritizes mutual understanding among speakers of different linguistic backgrounds (Jenkins, 2000).
- **Relevance:** ELF accommodates the global diversity of English speakers, recognizing that clarity in pronunciation and communication trumps adherence to native norms.
- **Application:** Feedback on pronunciation aims to enhance intelligibility, and a nonjudgmental approach reduces the affective barriers to learning.

4. Krashen's Input and Affective Filter Hypotheses

Key Principles:

- **Input Hypothesis:** Language is acquired when learners are exposed to comprehensible input slightly beyond their current level.
- **Affective Filter Hypothesis:** Low-anxiety environments enhance language acquisition.
- **Explanation:** The guidelines promote positive reinforcement and an error-tolerant atmosphere to lower learners' affective filter, encouraging risk-taking in communication.
- **Relevance:** Reducing fear of mistakes and offering supportive feedback aligns with Krashen's theories, enabling learners to focus on comprehensible input without fear of failure (Krashen, 1982).
- **Application:** Subtle grammar corrections, indirect feedback, and confidence-building activities create an ideal environment for language acquisition.

5. Constructivist Learning Theory

Key Principle: Knowledge is constructed through active engagement with meaningful tasks.

- **Explanation:** Strategies such as role-plays, SOP demonstrations, and real-life speaking activities reflect constructivist principles by engaging students in hands-on, relevant learning experiences (Vygotsky, 1978).
- **Relevance:** Constructivism supports the task-based nature of the guidelines, emphasizing learning by doing and applying language in context.
- **Application:** Students explain procedures, practice professional interactions, and solve job-related challenges, fostering deep understanding and retention.

6. Behaviorist Learning Theory

Key Principle: Positive reinforcement encourages desired behaviors.

- **Explanation:** The use of verbal praise, constructive feedback, and acknowledgment of progress aligns with behaviorist principles to build motivation and reinforce correct usage (Skinner, 1957).
- **Relevance:** This framework supports the emphasis on recognizing student effort and improvements to encourage persistence and engagement.
- **Application:** Certificates, verbal encouragement, and public recognition reinforce students' confidence and motivation.

7. Sociocultural Theory

Key Principle: Learning occurs in a social context, mediated by interaction with others.

- **Explanation:** Activities like group discussions, peer feedback, and role-plays facilitate learning through collaboration and social interaction.
- **Relevance:** Sociocultural theory underpins the guidelines' emphasis on contextual and communicative practices, where students co-construct knowledge (Vygotsky, 1978).
- **Application:** Students practice culturally appropriate workplace behaviors and engage in real-life scenarios to build sociolinguistic competence.

These theories complement one another to create a holistic framework:

1. **ESP and ELF** focus on the *pragmatic needs* of learners in specific and global contexts.
2. **CLT and Constructivism** emphasize active, meaningful engagement in communication tasks.

3. **Krashen's and Behaviorist theories** ensure a supportive, low-anxiety environment conducive to learning.
4. **Sociocultural Theory** highlights the importance of interaction and contextual learning in professional and workplace settings.

The logical theoretical framework underscores the efficacy of the Errors-Tolerant Teaching Model in English for Specific Purposes (ESP) courses by framing errors as a natural and necessary component of the language learning process. This approach aligns with the principles of Communicative Language Teaching (CLT), which prioritizes meaningful communication and the functional use of language over strict grammatical accuracy (Richards, 2006). The emphasis on practical communication mirrors the needs of ESP learners, who often require workplace-specific language skills to perform job-related tasks effectively. According to Ellis (2020), task-based communication not only fosters fluency but also enhances learner confidence in real-world contexts, a critical component for ESP learners striving to meet professional demands.

The incorporation of Krashen's Input Hypothesis (1985) and Swain's Output Hypothesis (1985) further strengthens this model's theoretical foundation. Krashen's Input Hypothesis highlights the importance of providing learners with comprehensible input—language slightly above their current proficiency level—to facilitate natural language acquisition. Complementing this, Swain's Output Hypothesis argues for the necessity of productive language use in promoting linguistic accuracy and fluency. By creating opportunities for learners to engage in both receptive and productive tasks, the Errors-Tolerant Teaching Model ensures a balanced development of language skills.

Vygotsky's sociocultural theory (1978) offers another critical perspective supporting this approach. This theory

posits that social interaction is fundamental to cognitive development and emphasizes the importance of scaffolding in learning. In the context of ESP, scaffolded learning experiences—whether through teacher mediation or peer collaboration—enable learners to acquire job-specific language skills in a supportive environment. Research by Lantolf and Poehner (2014) highlights the positive outcomes of applying Vygotsky’s concepts in ESP and EFL settings, demonstrating that learners who engage in guided interactions exhibit improved language competence and confidence.

Moreover, the model’s alignment with the Universal Design for Learning (UDL) framework ensures inclusivity and accessibility. By offering multiple means of representation, engagement, and expression (Rose & Meyer, 2002), the Errors-Tolerant Teaching Model accommodates diverse learner needs, thereby fostering equitable participation. This inclusivity is particularly relevant in ESP courses, where learners may come from varied linguistic and professional backgrounds.

The integration of Task-Based Language Teaching (TBLT) principles further enhances the model’s practical application. TBLT emphasizes the completion of authentic tasks that closely simulate real-life language use (Ellis, 2003). By focusing on tasks relevant to specific workplace scenarios, ESP learners are better equipped to transfer classroom learning to professional contexts. This task relevance not only boosts learner engagement but also ensures the practical applicability of acquired skills.

Canale and Swain’s (1980) communicative competence model provides a comprehensive framework for understanding the skills developed through the Errors-Tolerant Teaching Model. This model identifies four key competencies: grammatical, sociolinguistic, discourse, and strategic. By addressing these competencies, the model ensures that learners can communicate effectively in professional settings. For instance, the focus on job-specific vocabulary and pronunciation enhances grammatical and sociolinguistic

competence, while strategies for managing communication breakdowns strengthen strategic competence.

Finally, the socio-emotional aspects of language learning are addressed through the integration of Socio-Emotional Learning (SEL) principles. SEL emphasizes building learners' confidence, emotional regulation, and interpersonal skills (CASEL, 2020). By creating a safe and supportive learning environment, the Errors-Tolerant Teaching Model reduces learners' fear of making mistakes, fostering resilience and motivation. This aligns with recent research indicating that positive reinforcement and opportunities for meaningful interaction significantly enhance learners' willingness to communicate (Dewaele & MacIntyre, 2014).

Together, these frameworks justify the teaching guidelines' strategies and objectives, ensuring they are effective, learner-centered, and contextually appropriate.

B. LEARNING SYNTAX

This teaching syntax is designed to enhance students' language proficiency and practical understanding of job-related contexts by engaging them in structured, interactive activities. It follows a three-phase approach: Pre-Activity, Whilst Activity, and Post-Activity, each with specific goals and activities.

In the Pre-Activity phase, the lesson begins with activating students' prior knowledge through brainstorming sessions focused on job-related vocabulary. This approach leverages their existing knowledge as a foundation for new learning. Next, students are introduced to specific job-related terms using engaging multimedia tools such as images, videos, or real-life materials. This multisensory approach ensures that students are more likely to retain the information. To reinforce understanding, students participate in categorization activities like matching, grouping, or fill-in-the-blank exercises, helping them organize and internalize the new vocabulary.

The Whilst Activity phase is the core of the lesson, focusing on active skill development. Students first learn to understand and describe standard operating procedures (SOPs) with the help of visual aids like flowcharts and videos, encouraging them to articulate these processes in their own words. They then practice professional manners through examples and role-playing exercises, simulating real-world workplace interactions. Role-playing extends to conversations where students take on roles and engage in scripted or unscripted dialogues based on realistic job scenarios, fostering practical communication skills. This phase also introduces key job-specific language functions, such as essential expressions and sentence structures, reinforced through drills or guided practice. Finally, students collaborate in pairs or groups to create and rehearse workplace-relevant conversations, culminating in class presentations that enhance teamwork and public speaking abilities.

The lesson concludes with the Post-Activity phase, where students reflect on their performance through class discussions. This step encourages them to share their experiences, review what they have learned, and identify areas for improvement. To assess their understanding, quizzes are administered, covering vocabulary, SOP comprehension, and language expressions. The session ends with constructive feedback, where students' progress is highlighted, areas needing improvement are addressed, and encouragement for continued practice is provided.

This teaching syntax blends cognitive, emotional, and practical engagement, ensuring a holistic learning experience. It equips students with the language skills and confidence needed for effective communication in job-related contexts.

Pre-Activity

1. **Activating prior knowledge**
Begin with brainstorming job-related vocabulary and terms to engage students.
2. **Introducing new vocabulary**
Present job-specific terms using multimedia tools like images, videos, or real-life materials.
3. **Categorizing vocabulary**
Facilitate matching, grouping, or fill-in-the-blank exercises to reinforce understanding.

Whilst Activity

1. **Explaining SOPs**
Use visual aids such as flowcharts and videos to break down standard procedures, encouraging students to describe them in their own words.
2. **Practicing professional manners**
Introduce workplace etiquette with examples, followed by role-plays to simulate real-world interactions.

3. **Role-playing conversations**
Assign roles and have students perform scripted or unscripted dialogues based on realistic job scenarios.
4. **Teaching language functions**
Present key expressions and sentence structures for job-specific interactions, followed by drills or guided practice.
5. **Completing collaborative tasks**
Guide students to create and rehearse workplace-relevant conversations in pairs or groups, culminating in class presentations.

Post-Activity

1. **Reflecting on performance**
Facilitate class discussions to review what was learned and share feedback.
2. **Assessing through quizzes**
Administer objective tests covering vocabulary, SOP comprehension, and appropriate language expressions.
3. **Providing feedback and reinforcement**
Highlight students' progress and encourage continued practice while addressing areas for improvement constructively.

The proposed teaching syntax aims at enhancing students' language proficiency and practical understanding of job-related contexts. The three-phase structure—Pre-Activity, Whilst Activity, and Post-Activity—integrates cognitive, emotional, and practical engagement, aligning with established theories and contemporary research in language education and skill development.

The activation of students' prior knowledge in the Pre-Activity phase aligns with Ausubel's (1968) theory of meaningful learning, which emphasizes the importance of connecting new information to existing cognitive structures.

By brainstorming job-related vocabulary, students activate their schema, facilitating the integration of new concepts into their mental frameworks (Rumelhart, 1980). The use of multimedia tools like images and videos resonates with Mayer's (2005) cognitive theory of multimedia learning, which posits that presenting information through multiple channels enhances retention and understanding. Categorization activities further support the cognitive process of chunking, a strategy proven to improve memory and learning efficiency (Miller, 1956).

The Whilst Activity phase embodies Vygotsky's (1978) sociocultural theory, emphasizing the role of social interaction and scaffolding in learning. Role-playing exercises and collaborative activities create a zone of proximal development, where students engage in tasks slightly beyond their independent abilities with peer or instructor support. The focus on understanding and articulating SOPs, professional manners, and job-specific language functions aligns with task-based language teaching (TBLT), which prioritizes the use of language as a tool for accomplishing meaningful tasks (Ellis, 2003). Furthermore, integrating workplace simulations and visual aids addresses experiential learning principles (Kolb, 1984), enabling students to "learn by doing" in a controlled yet authentic environment.

The reflective component in the Post-Activity phase is consistent with Dewey's (1933) concept of reflective thinking, which encourages learners to critically analyze their experiences to foster deeper understanding. Quizzes and discussions serve as formative assessments, promoting metacognitive skills by requiring students to evaluate their learning (Black & Wiliam, 1998). Constructive feedback, a cornerstone of effective teaching, reinforces students' strengths while addressing areas for growth, creating a supportive environment that motivates continuous practice (Hattie & Timperley, 2007).

By integrating cognitive, emotional, and practical dimensions, this teaching syntax ensures a comprehensive learning experience. Cognitive engagement is achieved through activities that challenge students to organize and internalize job-related knowledge. Emotional engagement arises from collaborative and interactive tasks that foster a sense of accomplishment and peer connection (Fredricks, Blumenfeld, & Paris, 2004). Practical engagement, evident in role-plays and workplace simulations, prepares students for real-world challenges, bridging the gap between classroom learning and professional requirements.

Recent studies underscore the value of such structured, interactive approaches in vocational language education. For example, Sato and Ballinger (2016) highlight the effectiveness of peer interaction in developing communicative competence, while Tang and Taguchi (2020) emphasize the importance of task authenticity in enhancing learners' pragmatic skills. The inclusion of reflective activities and formative assessments aligns with research advocating for metacognitive strategies to boost learner autonomy and long-term proficiency (Anderson, 2002).

C. TEACHING BEHAVIOUR

This teaching behavior framework focuses on practical language acquisition, fostering confidence and effective communication in job-specific contexts. The strategies address vocabulary mastery, pronunciation, professional etiquette, and speaking fluency while creating an engaging and supportive learning environment.

To establish a strong linguistic foundation, lessons prioritize vocabulary and specific terms mastery. Activities begin with job-related vocabulary-building exercises, supported by tools such as flashcards, glossaries, and real-life materials like manuals or standard operating procedures (SOPs). Vocabulary is further integrated into speaking, reading, and role-play tasks, ensuring contextual understanding. Students are encouraged to create personalized vocabulary lists, promoting independent learning and practical application.

Pronunciation teaching focuses on functional clarity rather than native-like accents. Lessons emphasize correct stress, intonation, and pronunciation of key terms. Listening exercises and repetition drills help students enhance intelligibility, while a supportive environment allows them to practice without fear of criticism. Feedback is constructive, focusing on clarity to boost students' confidence in effective communication.

The teaching of SOPs equips students to describe work-related processes clearly in English. Using visual aids like flowcharts and videos, procedures are broken into simple steps, and students practice explaining them in their own words. Role-play activities and simulations provide practical application, and understanding is assessed by having students demonstrate and verbalize these procedures during class.

Professional communication and workplace etiquette are integral to the teaching framework. Lessons cover polite expressions, formal greetings, and culturally appropriate

behaviors like active listening, tone of voice, and body language. Scenarios and role-plays simulate real-world interactions with supervisors, colleagues, and customers, helping students practice professional manners. Discussions of appropriate and inappropriate behaviors deepen their understanding of workplace expectations.

Positive reinforcement plays a vital role in building students' confidence and motivation. Constructive feedback highlights progress, with verbal praise, certificates, or public acknowledgment for consistent improvement. Mistakes are framed as opportunities for growth, creating an error-tolerant environment where students feel safe to experiment and learn.

Grammar instruction is embedded naturally within task-based activities to encourage fluency and communication. Errors are corrected subtly through sentence reformulation, allowing students to focus on meaning and communicative intent. Grammar learning occurs incidentally through speaking, listening, and real-life scenarios, without interrupting the flow of communication.

Speaking practice is prioritized to enhance students' confidence and effectiveness in work-related situations. Activities such as role-plays, simulations, group discussions, and mock interviews ensure engagement and relevance. Pair and group work maximize opportunities for participation, while real-life tasks like presentations or briefings provide practical experience. Students are given ample time to express themselves without interruptions.

A supportive environment fosters speaking without fear of mistakes. Errors are addressed only when they change the meaning, with an emphasis on delivering clear and meaningful communication. Praise is given for attempts to speak, and indirect feedback models correct usage, allowing students to learn naturally while gaining confidence.

This comprehensive teaching behavior approach integrates practical strategies and a positive atmosphere,

helping students develop fluency, confidence, and effective communication skills in their professional contexts.

Table 1. Teaching Behaviour

NO	Indicators and Objectives	Strategies
1.	<p>Prioritize Vocabulary and Specific Terms Mastery</p> <p>Objective: Help students develop a strong foundation in vocabulary and terminology specific to their field of work.</p>	<ul style="list-style-type: none"> • Begin lessons with vocabulary-building exercises focusing on job-related terms. • Use tools like flashcards, glossaries, and real-life materials (e.g., manuals, SOPs) to reinforce learning. • Integrate vocabulary into speaking, reading, and role-play tasks to ensure contextual understanding. • Encourage students to create their own job-related vocabulary lists as a reference for practical use.
2.	<p>Focus on Functional Pronunciation, Not Native-Like Accents</p> <p>Objective: Ensure students can pronounce terms clearly enough to be understood by their peers, colleagues, and customers.</p>	<ul style="list-style-type: none"> • Emphasize correct stress, intonation, and pronunciation of key vocabulary and job-specific expressions. • Use listening exercises and repetition drills to improve clarity without demanding a native-like accent. • Create a supportive environment where

		<p>students feel comfortable speaking without fear of criticism.</p> <ul style="list-style-type: none"> • Provide pronunciation feedback aimed at improving intelligibility, not perfection.
3.	<p>Teach Standard Operational Procedures (SOPs)</p> <p>Objective: Ensure students understand and can describe work-related processes clearly in English.</p>	<ul style="list-style-type: none"> • Introduce SOPs relevant to the students' jobs using visual aids like flowcharts, videos, or diagrams. • Break down procedures into simple steps and encourage students to explain them in their own words. • Design role-play activities or simulations where students practice performing and explaining tasks. • Assess understanding by having students demonstrate and verbalize SOPs during class. •
4.	<p>Develop Professional Manners and Workplace Etiquette</p> <p>Objective: Help students communicate appropriately and professionally in workplace settings.</p>	<ul style="list-style-type: none"> • Include lessons on polite expressions, formal greetings, and professional communication styles. • Teach culturally appropriate behaviors, such as active listening, tone of voice, and body language.

		<ul style="list-style-type: none"> • Use scenarios and role-plays to practice how to interact with supervisors, colleagues, and customers. • Provide real-world examples of both appropriate and inappropriate professional manners to discuss.
5.	<p>Use Positive Reinforcement for Improvement</p> <p>Objective: Build students' confidence and motivation by acknowledging their efforts and progress.</p>	<ul style="list-style-type: none"> • Provide specific, constructive feedback when students make improvements, regardless of how small. • Use verbal praise, certificates, or public acknowledgment for consistent progress. • Focus on what students are doing right before suggesting further areas for improvement. • Create an error-tolerant atmosphere where mistakes are treated as opportunities for growth.
6.	<p>Avoid Explicit Grammar Explanations</p> <p>Objective: Encourage fluency and communication without overemphasizing grammar rules.</p>	<ul style="list-style-type: none"> • Use task-based learning where grammar emerges naturally through practice. • Correct grammatical errors subtly by reformulating students' sentences without interrupting the flow. • Focus on meaning and communicative intent

		<p>rather than grammatical perfection.</p> <ul style="list-style-type: none"> • Allow grammar learning to occur incidentally through speaking, listening, and real-life scenarios.
7.	<p>Prioritize Speaking Practice</p> <p>Objective: Enhance students' confidence and ability to communicate effectively in work-related situations.</p>	<ul style="list-style-type: none"> • Design speaking activities such as role-plays, simulations, group discussions, and mock interviews. • Use pair work and small-group activities to maximize speaking opportunities for all students. • Incorporate job-specific dialogues and encourage students to practice conversations relevant to their roles. • Provide opportunities for real-life speaking tasks, such as presentations, briefings, or customer interactions. • Give students enough time to express themselves and reduce interruptions during speaking practice.
8.	<p>Encourage Speaking Without Fear of Mistakes</p> <p>Objective: Foster a supportive environment where</p>	<ul style="list-style-type: none"> • Avoid explicitly correcting students' speaking errors unless they change the meaning or message. • Encourage students to focus on delivering clear

	students feel confident speaking in English without fear of being blamed for errors.	<p>and meaningful communication rather than achieving perfection.</p> <ul style="list-style-type: none"> • Provide encouragement and praise for attempts to speak, even if errors are present. • Use indirect feedback to model correct usage, allowing students to learn naturally.
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1. Prioritize Vocabulary and Specific Terms Mastery

Vocabulary is foundational in ESP because it enables students to function in specific professional contexts (Hutchinson & Waters, 1987). Theories of task-based learning (TBL) suggest that vocabulary integrated into meaningful tasks enhances retention and applicability (Ellis, 2003). Tools like glossaries and contextual activities align with the Lexical Approach, which emphasizes that language learning involves acquiring chunks of vocabulary rather than isolated grammar rules (Lewis, 1993).

2. Focus on Functional Pronunciation, Not Native-Like Accents

English as a Lingua Franca (ELF) underscores the importance of intelligibility over native-like accents (Jenkins, 2000). Functional pronunciation helps learners meet global communication needs by focusing on mutual intelligibility (Seidlhofer, 2001). This approach aligns with communicative language teaching (CLT), which prioritizes effective communication over linguistic perfection.

3. Teach Standard Operational Procedures (SOPs)

Teaching SOPs aligns with constructivist learning theory, where learners build knowledge through relevant, real-world contexts (Vygotsky, 1978). Using flowcharts and simulations integrates experiential learning principles, emphasizing learning by doing (Kolb, 1984). These strategies resonate with ESP's focus on preparing students for specific workplace scenarios (Dudley-Evans & St. John, 1998).

4. Develop Professional Manners and Workplace Etiquette

Professional communication practices reflect the pragmatic competence emphasized in ESP (Basturkmen, 2010). CLT supports the inclusion of sociolinguistic and cultural knowledge to ensure students can interact appropriately across various cultural settings. Teaching etiquette fosters learners' global communicative competence, essential in today's multicultural workplaces (Canagarajah, 2006).

5. Use Positive Reinforcement for Improvement

Positive reinforcement aligns with behaviorist learning theories, where feedback and rewards encourage desired behavior (Skinner, 1957). In ESP, building confidence is critical as students may initially feel less competent in workplace communication (Flowerdew & Peacock, 2001). Creating an error-tolerant environment also supports Krashen's Affective Filter Hypothesis, which suggests that reducing anxiety enhances language acquisition (Krashen, 1982).

6. Avoid Explicit Grammar Explanations

Avoiding explicit grammar explanations aligns with the Natural Approach, where language emerges naturally through meaningful input (Krashen & Terrell, 1983). Task-based learning and communicative approaches similarly advocate for grammar instruction embedded within communication tasks to prioritize fluency over accuracy (Ellis, 2003). This

approach encourages incidental learning, which is effective for adult learners in professional contexts.

7. Prioritize Speaking Practice

Speaking practice is crucial in ESP as it prepares students for workplace communication (Dudley-Evans & St. John, 1998). CLT emphasizes interactive speaking activities to build fluency and confidence (Richards & Rodgers, 2014). Authentic assessments, such as role-plays and presentations, align with constructivist approaches, helping students internalize knowledge by applying it in real-world situations (Vygotsky, 1978).

8. Encourage Speaking Without Fear of Mistakes

Creating a supportive environment aligns with Krashen's Affective Filter Hypothesis, reducing learner anxiety and fostering language acquisition (Krashen, 1982). The ELF framework supports the notion that communicative clarity outweighs grammatical precision, allowing students to focus on delivering meaningful messages (Jenkins, 2000). Indirect feedback models correct usage without discouraging learners.

The teaching behavior framework aligns closely with established theories and research on effective language acquisition in professional contexts. Its emphasis on practical language skills, confidence building, and contextual application is supported by both linguistic and pedagogical principles.

Focusing on job-related vocabulary reflects Nation's (2001) assertion that vocabulary knowledge is foundational to language use, particularly in specific domains. By integrating vocabulary into real-life tasks, such as role-plays and reading exercises, this framework fosters what Schmitt (2008) describes as "depth of processing," ensuring learners not only acquire terms but also understand their contextual meanings. Encouraging personalized vocabulary lists promotes

autonomous learning, aligning with Zimmerman's (2000) view that self-regulated learning strategies enhance language acquisition.

The framework's emphasis on functional clarity over native-like accents is consistent with Jenkins' (2000) *Lingua Franca Core*, which advocates for intelligibility as the primary goal in English as a lingua franca contexts. The use of repetition drills and listening exercises is supported by Celce-Murcia et al. (2010), who argue that structured practice improves phonological accuracy and confidence. Moreover, creating a supportive environment that encourages practice without fear mirrors Krashen's (1982) affective filter hypothesis, which posits that low anxiety levels facilitate language acquisition.

The inclusion of SOPs in the curriculum reflects a task-based language teaching (TBLT) approach, where learners engage with authentic tasks (Ellis, 2003). Using visual aids and simulations aligns with multimodal learning theories, which suggest that combining visual and verbal information enhances comprehension (Mayer, 2009). Role-plays and verbal demonstrations ensure procedural knowledge becomes communicative competence, an outcome supported by Bygate's (2001) work on task-based oral practice.

Teaching workplace etiquette through role-plays and simulations addresses the need for pragmatic competence, as outlined by Bachman and Palmer (1996). The integration of culturally appropriate behaviors and formal language aligns with Spencer-Oatey's (2008) work on intercultural communication, which emphasizes understanding sociocultural norms for successful professional interactions. The framework's scenarios deepen learners' ability to navigate workplace dynamics effectively.

The use of positive reinforcement echoes the principles of behaviorism, particularly Skinner's (1957) work, which highlights the role of rewards in shaping behavior. Framing mistakes as learning opportunities resonates with Dörnyei's (2001) motivational theories, which emphasize the importance

of fostering a supportive and encouraging learning environment. This approach reduces anxiety and promotes risk-taking, key components of successful language learning (Horwitz et al., 1986).

Embedding grammar instruction within task-based activities supports Long's (1991) interaction hypothesis, which emphasizes the role of meaningful interaction in developing grammatical competence. Subtle error correction through reformulation is consistent with Lightbown and Spada's (1990) findings that implicit feedback aids language development without interrupting communication.

Prioritizing speaking aligns with Swain's (1985) output hypothesis, which argues that producing language is essential for fluency development. Activities like role-plays and mock interviews ensure practical engagement, supported by the communicative language teaching (CLT) approach (Savignon, 2002). The error-tolerant environment reflects Vygotsky's (1978) sociocultural theory, where learners develop skills through interaction and scaffolding, fostering confidence in communication.

This teaching behavior framework integrates evidence-based strategies to address the linguistic and professional needs of learners. By prioritizing practical skills, confidence building, and contextual application, it equips students with the tools to succeed in workplace communication. Future research could explore the long-term impact of these methods on professional outcomes, contributing to the growing field of language for specific purposes (LSP).

D. LEARNING ENVIRONMENT

Effective classroom management is essential for creating a learning environment that fosters students' language development and professional skills. A vocabulary-rich classroom environment is crucial for building a strong foundation in job-specific terminology. Key terms and visuals are prominently displayed, and students are encouraged to contribute to a dynamic word wall with job-related vocabulary. This collaborative approach ensures active participation and a deeper connection to the terms they will use in their professional contexts.

A supportive and non-judgmental atmosphere helps students practice pronunciation with confidence. By prioritizing clarity over perfection, the classroom becomes a space where students can experiment with stress, intonation, and pronunciation without fear of criticism. This approach ensures students develop effective communication skills that are essential in the workplace.

Visual aids like flowcharts, diagrams, and videos of standard operating procedures (SOPs) are integral to enhancing comprehension. These tools provide a visual representation of complex processes, enabling students to understand and articulate work-related tasks clearly in English. Paired with discussions and role-plays, these aids bridge the gap between theoretical knowledge and practical application.

Professional workplace communication is emphasized by displaying examples of polite expressions, appropriate tone of voice, and effective body language. These visual reminders serve as constant cues, reinforcing the skills students need to communicate professionally with colleagues, supervisors, and customers. Role-play scenarios further enhance their ability to apply these skills in real-world contexts.

Creating a positive and encouraging atmosphere is key to building students' confidence and motivation. Mistakes are

reframed as valuable learning opportunities, fostering a growth mindset. By celebrating progress and providing constructive feedback, the classroom becomes a safe space for exploration and improvement.

Fluency and communication are prioritized over grammatical perfection, enabling students to focus on meaningful interactions rather than rules. Task-based activities and contextual practice naturally integrate grammar without disrupting the flow of communication, supporting a more practical and engaging learning experience.

Speaking opportunities are maximized through pair work, group discussions, role-plays, and mock interviews. These interactive activities create a dynamic learning environment where students can practice work-related conversations, enhance their confidence, and refine their communication skills. Real-life scenarios prepare them for professional interactions while ensuring active participation.

Finally, the classroom cultivates an environment where students feel comfortable expressing themselves freely. Mistakes are treated as part of the learning process, creating a supportive atmosphere where students can grow. This approach fosters confidence and ensures students are prepared to use English effectively in their professional roles.

Table 2. Classroom Environment

No	Classroom Environment	Objective
1.	Create a vocabulary-rich environment by displaying key terms and visuals in the classroom. Encourage students to contribute to the word wall with job-related terms.	Build a strong foundation in vocabulary and terminology specific to students' field of work.
2.	Foster a supportive and non-judgmental atmosphere where students feel	Ensure clear pronunciation for effective communication.

	comfortable practicing their pronunciation.	
3.	Display visual aids like flowcharts, diagrams, and videos of SOPs to support comprehension.	Help students understand and articulate work-related processes clearly in English.
4.	Display examples of appropriate workplace communication, including polite expressions, tone of voice, and body language.	Equip students with the skills to communicate professionally in workplace settings.
5.	Create a positive and encouraging atmosphere where students feel comfortable making mistakes and learning from them.	Boost students' confidence and motivation.
6.	Create an environment where fluency and communication take precedence over grammatical perfection.	Encourage fluency and communication without overemphasizing grammar rules.
7.	Maximize speaking opportunities by organizing pair work, group discussions, role-plays, and mock interviews.	Enhance students' confidence and ability to communicate effectively in work-related situations.
8.	Cultivate a classroom atmosphere where mistakes are seen as opportunities for growth, and where students feel comfortable expressing themselves freely.	Foster a supportive environment where students feel confident speaking without fear of mistakes.

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