

**Hospitality English Curriculum Design by Instructional System Design  
Theory and Practice**

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***Abstract***

*This research proposes developing the Hospitality English curriculum for English as a foreign language learners and investigating the effects of adopting an instructional system design model. The researchers applied the Dick and Carey method with two non-English major classes at a private vocational college in this study. The results of the two classes were compared by pretest and posttest and revealed a significant difference in the posttest score between the experimental and control classes ( $p = .000$ ,  $p \leq .05$ ). In addition, a peer observation form and student questionnaire were analyzed to conclude that the Dick and Carey model can be implemented to design Hospitality English curriculum and provide efficient learning of English.*

***Keywords:*** Curriculum Development, Hospitality English Curriculum, Instructional System Design

**Introduction**

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With the rapid growth of globalization, the hospitality industry has always been considered to be of paramount importance in national economic growth by countries all over the world (Lin, Wu, & Lin, 2013; Shieh, 2012). In order to maintain its competitive position in the global market, Taiwan government has launched a series of campaigns for promoting international tourism, such as “Project Vanguard for Excellence in Tourism” (MOTC, 2009) and the “Economic Power-Up Plan-Tourism Optimization through Quality/Quantity Upgrading” (MOTC, 2012). As the most widely used language of international communication, English plays the prime role in the tourism industry. Language competence gradually becomes an essential requirement in the delivery of quality service in the hospitality industry (Shieh, 2008). However, the deficiency in learning English by students obtaining higher vocational education has been widely considered a serious problem (Chang, 2005; Tsai & Hsu, 2009; Tsao & Hsu, 2010). There are disparities between the English competency of tourism major graduates and the expectations of industry (Leong & Li, 2012). One aspect possibly attributing to the disconnection between educational instruction and application in the workplace (Leong & Li, 2012) is a flaw in the course design of Hospitality English. This can result in students possessing low motivation in the course if they feel the course is not adequately preparing them.

Previous works related to instructional systems design (ISD) have generated a great deal of theoretic basis to facilitate effective teaching (Chang & Lu, 2007; Chen, Lu & Lee, 2011; Lin, Lu & Lee, 2010; Lu & Cheng, 2008). With ISD, instructional experiences are created, “which make the acquisition of knowledge and skill more efficient, effective, and appealing” (Merrill et al., 1966, p. 2). Factors correlated to this effectiveness include: organizing the learning contents systematically, analyzing relevant factors of instruction, designing learning materials precisely and utilizing teaching resources effectively (Ou, 2004). ISD differs from traditional curriculum design, which relates the instructional process more to the content rather than having a clear focus on the learner. With unique procedures that fit the needs of all target learners, the systems approach has been considered as an essential method to implement appropriate instructional materials (Lu & Cheng, 2008). However, few previous studies conducted in Taiwan have investigated the effectiveness of how

students learn English, especially Hospitality English using this method. The use of ISD to influence a student successfully learning English has received little attention in the overall body of literature. Based on the lack of related published works, this research aims to design practical instructional material for students majoring in tourism; meanwhile, the researchers are motivated to utilize the instructional systems design to conduct an empirical study and verify the ISD theory in a real practical context. This effort has the ability to fill in gaps in current research on the English learning performance of students for both theoretical and practical implications.

### **Statement of the problem**

In Taiwan, ESP has become a core study subject and cultivated competence within hospitality training program (Lin et al., 2013). Although the Hospitality English courses were designed to fulfill different language learning needs of students, they have often been criticized for not fully serving their purpose because students still underperformed, felt dissatisfied with their abilities, or were frustrated with certain aspects of the course (Liu, Chang, Yang, & Sun, 2011). Ghany and Latif (2012) stated that textbooks used for instruction needed to be revised to accord with real needs of students and their expected uses in the workplace. In an attempt to reduce this discrepancy, this study therefore is intended to adapt the steps provided in the Dick and Carey model to serve as a guide to teachers when designing instruction. As such, the purposes of the study is to try out the Dick and Carey model in order to determine its effectiveness, and to find out whether there is difference in performance between the group of students taught under guidance of the model and those without in the posttest.

### **Literature Review**

Instructional design (ID) was a system of procedures for developing education and training programs in a consistent and reliable fashion (Akbulut, 2007). Price and Repman (1994) addressed the use of ID in course planning to make instruction more successful regarding the learning proficiency of students. The fundamental components, which included learners, objectives, methods and evaluation, formed the framework for systematic instructional planning (Morrison, Ross & Kemp, 2007).

Instructional design models could help designers to understand the theoretical framework better and apply it correspondently (Akbulut, 2007). In other words, the models outline the ways to apply instructional theory to create an efficient lesson (Morrison, Ross & Kemp, 2004). Among a variety of instructional approaches, the most commonly used model was ADDIE (Chan & Robbins, 2006), which was applied to numerous formal ISD models as the basis (Myers, Watson & Watson, 2007). It utilized the sequential steps of: analysis, design, development, implementation, and evaluation. The use of the ISD process ensured an efficient system including the proper audience and specific instructional needs being identified. In addition, instructional objectives were established, along with appropriate instructional strategy selected and evaluation strategy devised and implemented (Myers et al., 2007). Every component, such as the instructor, learners, materials and context, was vital to successful learning (Dick, Carey & Carey, 2009).

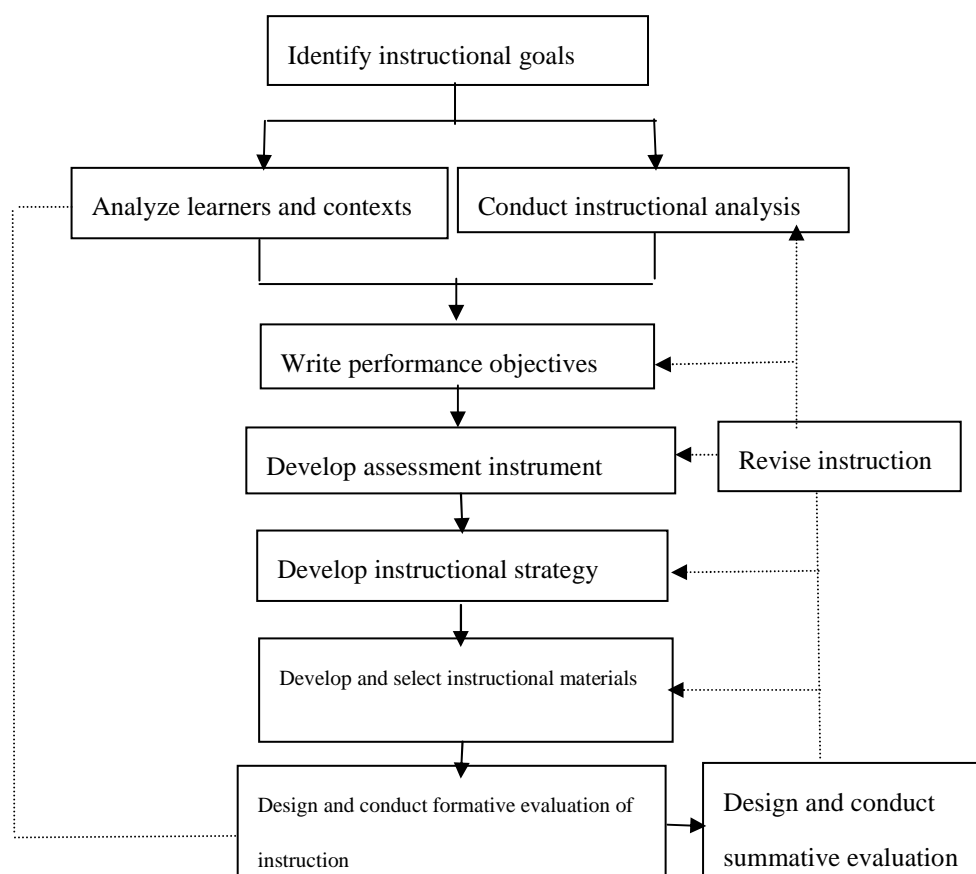
Dick and Carey model was a well-known instructional design model, originally published by Walter Dick and Lou Carey in their book entitled *The Systematic Design of Instruction* (1978). There was a predictable and reliable link between the instructional materials and the learning of the materials. Dick and Carey made a significant contribution to the instructional design field by addressing instruction as an entire system, focusing on the interrelationship between context, content, learning and instruction (Bello & Aliyu, 2012). In this model, designers identified sub-skills that students must master to permit the intended behavior to be learned and then selected the suitable strategies for content instruction to build the behavior. It provided an instructional design sequence where the instruction was broken down into several small components (Akbulut, 2007).

The components of this model were as follows: identify instructional goals; conduct instructional analysis; analyze learners and contexts; write performance objectives; develop assessment instruments; develop instructional strategies; develop and select instructional materials; conduct formative evaluation of instruction; and revise instruction along with summative evaluation administered by third-party evaluators. Each component had an input and output as indicated in Figure 1, and every

component was considered crucial to successful learning. Accordingly, the instructor, learners, teaching materials, instructional activities, delivery system and performance environment interacted with each other and worked together to bring about the desired student learning outcomes (Dick et al., 2009).

**Figure 1.**

**Dick and Carey Model (Dick et al., 2009, p. 1)**



In Dick and Carey model, all elements entwine in the instructional process and provide opportunities that allow teachers to evaluate their instruction in accordance with the formative evaluation (Lin et al., 2010). This model not only emphasizes task analysis before instruction and evaluation after instruction but also provides teachers a definite operational procedure. It assists them in adjusting their delivery in the process of analysis, instruction and evaluation. Bello and Aliyu (2012) suggested that, when designing instructions, teachers should apply the guidelines provided in the Dick and Carey model. They further recommended that this model should be considered as the

standard for teacher education in planning instructional activities to ensure that teachers set clear instructional objects, make good use of instructional strategies and efficient assessment of students' learning outcome, thereby resulting to students' good academic performance.

**Methodology**

This study was designed to be quasi-experimental. The design involved an experimental group (A1) and a control group (A2); both groups were given a pretest (Y1 and Y2) and a posttest (Y3 and Y4), respectively. The independent variable was the application of Dick and Carey model during the research period, while the dependent variable was the performance of the students on the posttest. The experimental group was exposed to the influence of the model (X), while the control group was instructed by traditional lecture teaching method. Observations of the test results were made to investigate the differences occurring in the experimental group and the control group. The research design is diagrammed in Table 1.

**Table 1.**

**Quasi-Experimental Design**

	Pretest	Treatment	Posttest
Experimental group: A1	Y1	X	Y3
Control group: A2	Y2		Y4

**Participants**

Conducted at a private vocational college in eastern Taiwan, this research aimed to cultivate highly effective professionals in the hospitality and tourism industry. A pilot study consisting of a single class period of teaching had been conducted to facilitate initial data collection. Peer observation of the instructional fluency and feedback from students of ISD were collected and then used to revise the intended curriculum and research tools. Afterwards, the formal research continued with eight class periods of teaching during a four-week period being modified. This study aimed to evaluate the learning efficacy of students with ISD applied as the teaching method. Therefore, all the subjects were grouped into two classes based on their entrance examination scores of English proficiency when they enrolled in the school. The researchers selected the

group possessing lower English proficiency level as the experimental group, while the other served as the control group. The subjects in the control group were 28 third graders, and the experimental group consisted of 26. The participating subjects had already completed three semesters of Hospitality English courses. In both the experimental and control groups, students possessed a wide range of English proficiency levels, from beginner to intermediate-advanced. According to the observations of the researchers, the subjects with limited English proficiency (LEP) typically showed low interest and motivation in this course, while their counterparts showed more autonomy and higher motivation in learning English. As a result, the subjects possessed different attitudes toward learning English.

### **Instruments**

The research instruments used for this study consisted of implementing the Dick and Carey model and an achievement test developed by the researchers based on the concepts in the content area of Hospitality English curriculum. The focused language usage was the specific vocabulary presented on the menu and the sentence patterns applied in taking orders and paying bills at a restaurant. The goal of instruction at this stage was mastery learning of key words and expressions by students. Therefore, the test instrument was an objective assessment consisting of closed-ended multiple choice questions. The same test instrument served as pretest and posttest and facilitated the function of formative evaluation.

Responses of students from the experimental group to the feedback questionnaire administered by the researchers revealed their attitudes toward the instruction. This questionnaire was divided into four parts with a total of 14 questions covering: teaching content, unit content, overall and semi open-ended questions. The first three parts of the questionnaire were designed with a Likert four-point scale. Students were required to select the option best describing their personal opinions in the first three parts and were requested in the last part to express their opinion in words. Additional blank space was provided for students to include other suggestions and comments. The questionnaire could be completed in ten minutes.

A peer teacher observation was also held during one period of instruction. Peer observation typically involves a teacher having one of their teaching sessions observed by a colleague who subsequently provides them with feedback on their performance (Chamberlain, 2011; Cosh, 1999). The peer teacher was provided with the Peer Observation Form designed by Chang, Feng & Chiu (2004). The peer observer checked the instructional fluency and selected the task items completed by the reviewee. The purpose of this tool was to ensure the instruction was recorded and reflectively checked between the instructor and peer observers. In this way, acquired comments could be utilized for achieving the purpose of effective teaching (Cosh, 1998).

### **Praxis of Instructional System Design**

Based on Dick and Carey model, the researchers categorized the procedure into four dimensions: identifying instructional objectives; writing instructional objectives; course design and development; instruction and developing assessment tools, followed by data collection and analysis. Each stage included its own developmental tasks.

### **Identifying Instructional Objectives**

Dick et al. (2009) adjusted Gagné's (1985) five learned capabilities to their four instructional objectives: psychomotor skills, intellectual skills, verbal skills and attitudes. In this study, the key vocabulary, sentence patterns and dialogs that fit the two units, "Taking Orders" and "Paying Bills", were selected. The instructional activities contained three dimensions: subject content, target language and the combination of both. Since no psychomotor skills were required, three instructional objectives were stated in this research, namely intellectual skills, verbal skills and attitudes. In intellectual skills, students would apply the learned vocabulary and sentence patterns to practice communication in the classroom and use appropriate sentence patterns in different situations. From the perspective of verbal skills, students could read and write both vocabulary and sentence patterns. With regard to attitudes, students could participate in the communication practices and enhance their English abilities.



Take the topic “Taking Orders” for example. It included two parts of instruction: “Greetings” and “Taking Customers’ Orders”. No sequence existed between these two subcategories; therefore, the procedure of instruction could have started either from the former or the latter one, depending on the implementation strategy of the researcher. However, to acquire the language of “Greetings”, students must have differentiated the usages in various occasions, such as “May I help you?”, “How are you?”, and “Take care.” Accordingly, arrows were drawn from boxes 1.1.1, 1.1.2 and 1.1.3 to box 1.1 and further to box 1.0 (see Figure 1). Likewise, to learn the procedure of making a reservation, students had to know how to ask if there was a reservation, the number of people and whether the smoking- or non-smoking section was preferred. Nevertheless, no sequencing relationship occurred between box 1.2 and 1.1. Consequently, no arrow lines were found in between “Taking Customers’ Orders” and “Greetings”. The iconic presentation of the diagram was drawn to show the partial process of the proposed instruction.

### **Writing Instructional Objectives**

In this study, the indicated linguistic ability and knowledge were listed on the left column by numerical order (1.0, 1.1, 1.2, etc.), and the corresponding performance objectives were listed on the right column. The contents in these two columns should show reasonable matching relationship between knowledge and performance objectives. In mastery learning, the students are helped to master each learning unit before proceeding to a more advanced learning task (Bloom, 1985). Bloom (1968) believed that students should perform at or over 90th percentile on criterion examinations in mastery learning (as cited in Kulik, Kulik, Bangert-Drowns, & Slavin, 1990). In the present study, the focused language point was greetings and key vocabulary, and students were required to master these linguistic abilities and knowledge. In this case, the performance objectives needed to be completed 90% correctly. If students did not demonstrate they had mastered the objective, a series of correctives would be employed by the instructors. These correctives could include varying activities, individualized instruction, and additional time to complete assignments (Guskey, 2007). Table 2 presented the well-written instructional objectives.

**Table 2.**

**Instructional Objectives of “Taking Orders”**

Linguistic ability/ knowledge	Performance Objectives
1.0 Greetings	
1.1 Usage of greetings in tourism industry	1.1 Students can 90% correctly greet the guests in different occasions.
1.1.1 Usage of “May I help you?”	1.1.1 Students can 90% correctly use “May I help you?” when first receiving the guests.
1.1.2 Usage of “How are you?”	1.1.2 Students can 90% correctly recognize the usage of “How are you?”
1.2 Procedure of making a reservation	
1.2.1 Asking if there is a reservation	1.2.1 Given several sentences, students can correctly judge the expressions of reservation making.
1.2.2 Number of people for the reservation	1.2.2 Students can 90% recognize the numbers.
1.2.3 Smoking or non-smoking section for the reservation	1.2.3 Provided with several signs, students can indicate 90% correctly the smoking or non-smoking section.
2.0 Taking customers’ orders	
2.1 Types of menu	2.1 Students can 90% correctly recognize the types of menu.
2.1.1 Usage of “à la carte menu”	2.2 Students can 90% correctly identify the types of dishes on the menu.
2.1.2 Usage of “set menu”	2.2.1 When given several dishes, students can 90% correctly distinguish appetizers.
2.2 Dishes on the menu	2.2.2 When provided with some dishes, students can 90% correctly recognize entrées.
2.2.1 Meaning of appetizer	2.2.3 When provided with some dishes, students can 90% correctly recognize side dishes.
2.2.2 Meaning of entrée	
2.2.3 Meaning of side dishes	

**Course Design and Development**

With the previously designed components, this instructional material was finalized in a format containing the pretest, instructional materials, practice, feedback, posttest and questionnaire. The sequence of the presentation of the content was critical as it affected the factors of learning. The designed material began with vocabulary for students to understand the goals of the unit, followed by presentation of the content, which included sentence patterns used and oral practice. The material ended with students completing the questionnaire and providing feedback. Additional resources, such as lesson plans, PowerPoint slides, relevant films, website sources, flashcards and activities were also utilized at this stage. An example of the description used for instructional objectives 2.1 and 2.2 follows: First, researchers informed students of the teaching procedures being utilized for class and the reasons for and regulations involved in administering a pretest. The pretest was then given to the students. Following the pretest, which presented the two types of menus and used flashcards, the instructor started teaching vocabulary and displayed the à la carte menu as well as

the set menu for students to differentiate between these two types of menus and the types of dishes on each. At the end of the instructional period, a posttest based on the instructional contents was administered to verify learning results of the students.

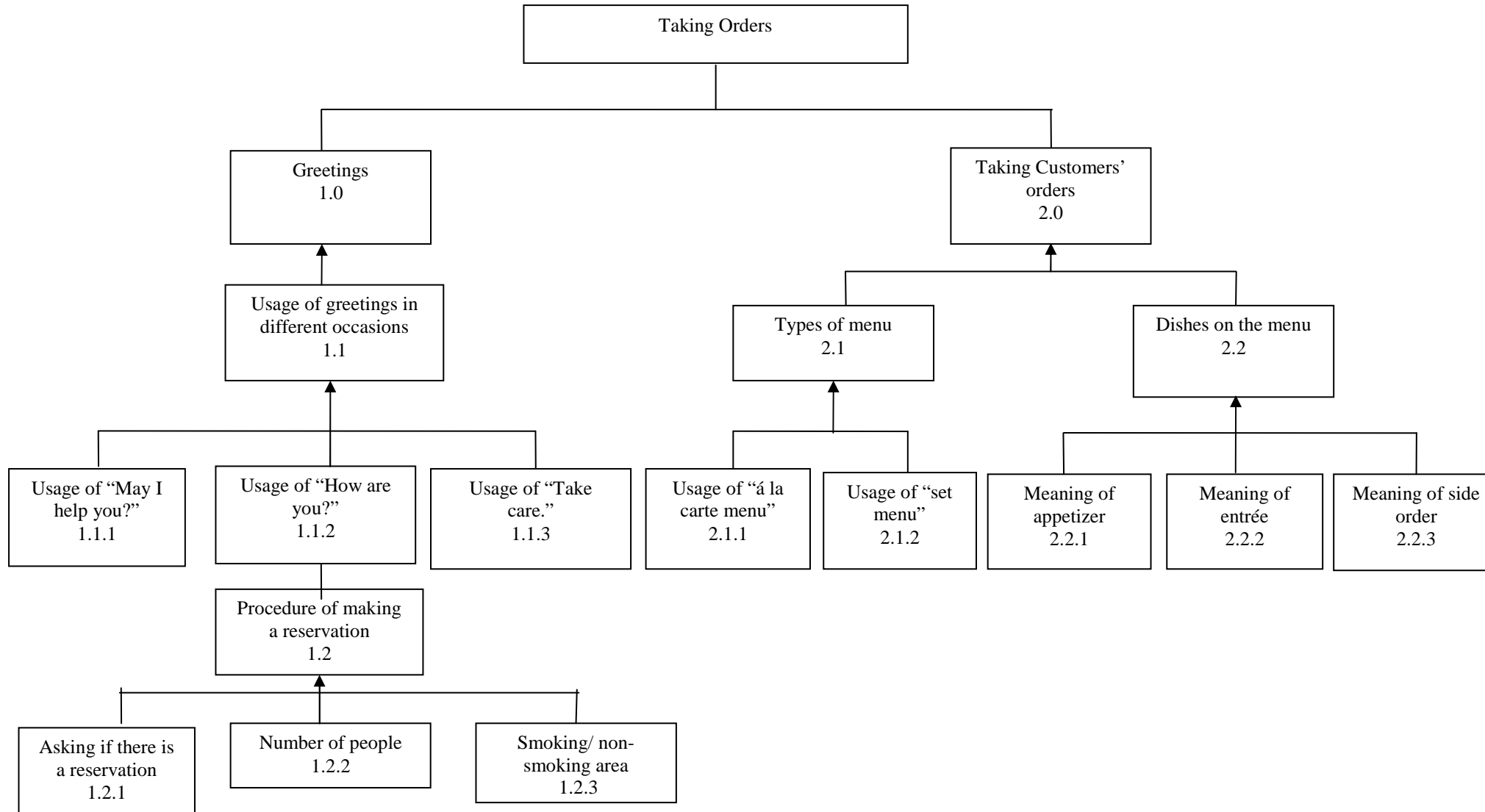
### **Developing the Assessment Tools**

In order to examine the learning efficiency of students during the instruction, pretest-posttest was adopted to conduct the function of formative evaluation, and test items were designed based on the criterion-referenced assessment. The relevant test items were designed on the basis of the instructional content and matched with the instructional objectives. The pretest was administered prior to teaching, while posttest was implemented after the instruction for each class. The items in the pretest were exactly the same as those in the posttest. A nine-item test was designed for “Taking Orders” and a ten-item test for “Paying Bills”.

### **Data Collection and Analysis**

Before the instruction, a pretest was given to the experimental class and the control class. Only participants in the experimental class were exposed to the Dick and Carey model, while the control class was instructed using the traditional lecture method. After the instruction was conducted, students in the experimental and control classes completed a posttest. Achievement scores could then be compared to verify whether any significant differences in learning proficiency were measured. Furthermore, descriptive analyses, such as number, mean and standard deviation, were used to analyze demographics of students. An independent *t*-test was used to compare differences in the demographics and knowledge scores. The *p*-value for all statistical analyses was 0.05. All data were analyzed using the SPSS for Windows 18.0.

**Figure 2.**  
**Analysis of the Instructional Process**



## Results and Discussion

### Results of the Learning Achievement of Students

Tests were used to evaluate two classes of learning achievement by the students and compare English proficiency of the students before and after the treatment. This study analyzed teaching efficiency and learning achieved by students through analysis of pretest and posttest scores. An example of information collected can be seen in Table 3, which displays results related solely for the first unit.

**Table 3.**  
**Results of Learning Achievement of Students**

Classes	N	Pretest		Posttest	
		$\bar{x}$	SD	$\bar{x}$	SD
Experimental	26	57.27	15.96	77.58	18.00
Control	28	59.93	15.03	64.25	23.31

As seen, the average scores for the experimental class on the pretest and posttest were 57.27 ( $SD = 15.96$ ) and 77.58 ( $SD = 18.00$ ), whereas the average scores for the control class were 59.93 ( $SD = 15.03$ ) and 64.25 ( $SD = 23.31$ ). Clearly, no significant differences were found between the average score of the pretest for the two classes ( $p = .531$ ,  $p \geq .05$ ), according to Independent-Samples T-test analysis of SPSS. The findings showed the learning achievement for students in both classes were not measurably different at the beginning of the unit. After the intervention, mean scores increased for both the experimental and control classes. In order to examine whether there was a significant difference between the paired scores (Paired Differences) of experimental and control classes, pretest and posttest scores of each class were compared by using a paired-samples T-test (see Table 4).

**Table 4.**  
**Results of Paired Samples T-Test**

Classes	Tests	Paired Differences		95% Confidence Interval of the Difference		T	Df	Sig.(2-tailed)
		$\bar{x}$	SD	Lower	Upper			
Experimental	Pretest-Posttest	-20.30	21.26	-28.89	-11.72	-4.87	25	.000***
Control	Pretest-Posttest	-4.71	15.96	-10.90	1.47	-1.56	27	.130

\*\*\* $p < .001$

In Table 4, the experimental class experienced a significant difference between the pretest and the posttest ( $p = .000$ ,  $p \leq .05$ ), whereas the control class showed no significant difference between the two scores ( $p = .130$ ,  $p \geq .05$ ). Therefore, only students in the experimental class demonstrated progress in learning achievement. However, in order to evaluate the effects of

using ISD, the posttest scores of the experimental and the control classes were compared by using the analysis of covariance (ANCOVA) model (see Table 5).

**Table 5.**  
**Comparison of the Posttest Score for Experimental and Control Classes**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8554.92	2	4277.46	12.73	.000
Intercept	2954.57	1	2954.57	8.79	.005
Pretest	6299.61	1	6299.61	18.75	.000
Classes	2940.09	1	2940.09	8.75	.005
Error	17135.16	51	335.98		
Total	296911.00	54			
Corrected Total	25690.09	53			

\*\*\* $p < .001$

As shown in Table 5, a significant difference existed in the posttest score between the experimental and control classes ( $p = .000$ ,  $p \leq .05$ ). The findings indicated that students in the experimental class where instruction using the ISD model occurred displayed a higher amount of progress related to English learning than those in the control class. Therefore, ISD appeared to help English as a foreign language novices learn more effectively as predicted.

### Results of Feedback Questionnaire of Students

The questionnaire was employed by the researchers at the end of instruction to understand student attitudes toward the teaching and consisted of ten closed-ended questions and four semi open-ended questions. In the closed-ended portion, three concepts were subcategorized: teaching content, unit content and overall summary. Students were asked to select the appropriate answer according to their feelings and thoughts on the instruction by the researcher. "1" correlates to "Strongly Disagree", "2" "Disagree", "3" "Agree" and "4" "Strongly Agree". Descriptive statistics were used to calculate arithmetic means as shown in Table 6.

**Table 6.**  
**Feedback from Students on Closed-Ended Questions**

Items	$\bar{x}$	SD
A. Contents		
1. The contents are easy to understand.	3.24	.43
2. The contents are rich and versatile.	3.20	.40
3. The contents are interesting.	3.12	.44
B. Contents of the units		
4. The vocabulary learned is useful.	3.32	.47
5. The activities are helpful.	3.28	.45
C. Overall		
6. The teaching methods are helpful.	3.28	.45
7. The instruction can arouse my motivation.	3.12	.52
8. The instruction is helpful in my practical use of English.	3.28	.45
9. It's easy to learn with the aid of film.	3.24	.59
10. Overall, I learned a lot from the instruction.	3.20	.40
Total	3.23	.46

The results revealed that Item 4 received the highest mean score ( $\bar{x} = 3.32$ ,  $SD = .47$ ), indicating that students considered the vocabulary learned useful in their daily life. Moreover, three items received the next highest mean score ( $\bar{x} = 3.28$ ,  $SD = .45$ ), including Item 5, Item 6 and Item 8. The findings signified students strongly agreed that 1) the content they learned was useful and 2) ISD was helpful for learning English. It should be noted that Item 3 and Item 7 received a mean score of 3.12 ( $SD = .44$  and  $.52$ ). This suggested two things: students agreed the teaching content was easy to understand and the instructional method stimulated their motivation to learn. Overall, ISD was rated at the mean score of 3.23, which indicated the model was appropriate and satisfactory.

The semi open-ended questionnaire included four questions: “Does the way of teaching make you feel interested in learning English?”; “Do you like the way of teaching? Why?”; “What do you like most in teaching process? Using multimedia? Using video? Applying games? Or others?”; and “Other comments.” The results revealed 46 students (92%), including those participating in the two presentations, agreed the instruction had actually made them interested in learning English. They considered it as stimulating and fun, useful in daily life and allowed more interaction with others. One student commented, “It’s useful for internship,” particularly because they were leaving for a six-month internship. Item 12 was designed to ask opinions from students on the ISD instruction. Results showed that most of them supported this kind of teaching method with one particularly interesting comment: the pretest and posttest could strengthen their learning efficiency. They commented the administration of the pretest could assist them in better understanding the language outlines to be learned. In addition, the posttest could examine their learning outcome. The application of multimedia was written in Item 13 to acquire opinions from students related to teaching aids. Almost all students voted the application of multimedia in the teaching process was enjoyed the most, especially the use of PowerPoint slides and website resources like YouTube.

### Peer Observation Form

Based on methodological triangulation of research, peer observation was held during one instructional period for the “Taking Orders” unit for evaluation purposes. The peer teacher, an experienced English teacher, adopted the Peer Review Form designed by Chang et al. (2004). The form was comprised of five dimensions: mastery of course knowledge; clear presentation of teaching content; flexible usage of teaching strategies; mastery of effective classroom management skills; and making good use of communication skills. The evaluation ratios were categorized into four groups: excellence; satisfactory, below average and not applicable/not performed. As part of this process, the peer observer selected items completed by the observed and checked the fluency of instruction. Table 7 reveals the comments and suggestions from the observer.

**Table 7.**  
**Comments on “Taking Orders” Instruction**

Criteria of evaluation	Comments
Mastery of course knowledge	1. The reviewee may collect menus from the restaurants which students can link their new knowledge with the old.
Presenting the teaching contents clearly	1. The reviewee can present the content systematically, comprehend student’s learning, and generalize the contents and make conclusion timely. 2. The reviewee may use the teaching media more effectively.
Flexible usage of teaching strategies	1. Most teaching strategies are repeating and Q&A skills, and the reviewee may apply more instructional skills. 2. The reviewee may apply other sources like YouTube to increase students’ motivation and improve teaching tempo.
Mastery of effective classroom management skills	1. The reviewee can keep classroom regulations well. 2. The reviewee is good at controlling teaching tempo and timing.
Making good use of communication skills	1. The reviewee possesses extreme teaching enthusiasm and maintains good interaction with students. 2. The classroom atmosphere is positive and active.

According to feedback received, the peer observer felt the instruction by the researcher was a positive experience for the students and was able to provide useful suggestions for future implementations. The suggestions adopted for designing the unit “Paying Bills” were designated as: “The reviewee may use the teaching media more effectively”; “Most teaching strategies are repeating and Q&A skills, and the reviewee may apply more instructional skills”; “The reviewee may apply other sources like YouTube to increase students’ motivation and improve teaching tempo.” Again, the instruction of “Paying Bills” was videotaped and used for reviewers and instructors to discuss and make sure the instructional procedure was smooth.

### Conclusion

Based on the Dick and Carey model, this research intended to develop a course design for Hospitality English instruction. By means of organized texts including vocabulary, flashcards, pretest, practice, and posttest, students really learned how to take orders and pay bills at a restaurant through this study. The instructional contents of feedback questionnaire and peer review form applied to reflect the teaching efficiency and opinions. Most students expressed satisfactory opinions after taking the lessons. Overall, this research project implemented the essential components of instructional systems design to accomplish a practical teaching context in the tourism and hospitality industry. After examining the effect of the systematic approach in this empirical study, implications were henceforth drawn as below.

First, Dick and Carey model could be applied to design Hospitality English curriculum accordingly to the needs of students and research purposes. The curriculum was empowered to



develop listening and oral abilities of students by means of PowerPoint slides, website sources and role play. Furthermore, two complete sets of PowerPoint slides and two test sheets were employed, while teaching materials were presented through this empirical instruction to achieve teaching efficiency.

Second, this hospitality curriculum provided positive impacts on the learning performance of students by combining contents from the textbook and life experiences of students and consequently facilitated learning effectiveness. Based on feedback from students, it revealed that the application of ISD could initiate and maintain their learning motivation. Once researchers understood the English proficiency of students, appropriate teaching materials and multimedia aids could be designed to enhance the instruction and make learning more fulfilling. From the results of the feedback questionnaire, most students considered this type of instruction useful and helpful for their learning. Therefore, the results implied that ISD could facilitate learning effectiveness for students.

The Dick and Carey Model actually brought extensive changes to the traditional way of teaching English. For pedagogical implication, the development of the Dick and Carey model offered practical solutions for development of Hospitality English curriculum and improved learning performance of students.

### **Teaching Implications**

For instructing, teachers need to remind students of not guessing when taking the tests. The decline in results of some test items revealed that students may have guessed an answer if they did not know the answer or understand the problem. To solve this situation, teachers should confirm with students that they can omit the dubious items without concern because remedial instruction for students will occur. Furthermore, it is flexible to increase or decrease the instructional contents based on the English proficiency level of students. Instructors can reduce vocabulary size and sentence patterns, allow more practice time for students and reduce the difficulties of tasks to provide students with successful learning. In contrast, for classes possessing higher English proficiency level, activities, such as role play and discussion, can be applied during instruction.

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