

CHAPTER I INTRODUCTION

This chapter presents the research background, research identification problem, research limitations, research questions, research objectives, research significances, and the novelty of the research. As this present study belongs to a research and development design, this chapter specifically highlights the importance of the development of the module of English for Front Office.

1.1 Research Background

The development of the 21st century world is marked by the widely adopted and applied use of information and communication technology in all aspects of life, including the learning process. The skills needed in this century surely change the demands in the workplaces. These 21st-century skills are defined as a set of broad knowledge, skills, work habits, personality traits considered important for success in today's world, especially in the future career or job (Mishra & Mehta, 2017) and these skills are needed to be competitive in the twenty-first century workforce, participate appropriately in an increasingly diverse society, use new technologies and cope with rapidly changing workplaces (Scott, 2015). In global era, these skills are of highly importance as they are essential for modern day life and the workplace. 21st century learners are seen as the future workforce of independent thinkers, problem solvers and decision makers (Silva, 2009).

The core elements or skills that comprise and define 21st century skills are reported in diverse ways. Some of the prominent examples were brought by the following organizations and experts: 1) The Partnership for 21st Century Learning (P21) with 4C or Critical Thinking, Creativity, Communication, and Collaboration; 2) Wagner et al. (2006) with 3R or Reading, Writing and Arithmetic; 3) Prensky (2012) with 3P or Passion, Problem Solving, and

Producing; and 5) Griffin and Care (2012) with ATC21S or The Assessment and Teaching of 21st-century skills (Joynes et al., 2019; Scott, 2015).

The 4Cs skills by P21 are by far the most popular framework of 21st-century skills (Stauffer, 2022). These skills are also called the learning skills and are said to be the keys to unlocking a lifetime of learning and creative work (Trilling & Fadel, 2009). The 4Cs skills include critical thinking, creativity, communication, and collaboration (P21, 2019). Critical thinking is the process through which students sift through, evaluate, and challenge any knowledge they may come across in a variety of media, including written, spoken, and televised content, before synthesizing it to meet their understanding. Creativity, or to think outside the box, empowers students to see concepts in a different light, which leads to innovation. Communication is the ability to convey ideas and thoughts quickly, clearly, and effectively. Collaboration entails getting students to cooperate, reach agreements, and produce the greatest outcomes while tackling a problem (P21, 2019; Stauffer, 2022; Trilling & Fadel, 2009). All these skills are considered to be the basics of 21st century learning and are of importance to be taught in schools.

Among various competency-based education frameworks, the concept of the 6Cs has emerged as a powerful guide for fostering holistic development in students across diverse contexts. The 6Cs are the most commonly associated with Michael Fullan's 21st Century Competencies framework, which drive what is called as Deep Learning, a learning system for students to create their own ideas about how to fit in and thrive in their ever-changing world (Fullan & Langworthy, 2013). The 6Cs according to Fullan refer to Critical Thinking, Creativity, Communication, and Collaboration, Character and Citizenship. The 2Cs newly introduced other than the 4Cs from the P21 are Character and Citizenship ((Fullan & Langworthy, 2013; Fullan & Scott, 2014). Character refers to human attributes such as grit, tenacity, persistence, resilience, dependability, and honesty that are necessary for one to be individually effective in a complicated society. Citizenship entails thinking like world citizens, taking into account global challenges in light of a thorough comprehension of various values and a sincere desire to collaborate with others to address complicated issues that affect human and environmental

sustainability. Another 6Cs were introduced a year later by Miller in 2015, added Connectivity and Culture to the 4Cs introduced by P21 (Miller, 2015). Connectivity focuses on using digital tools and networks to access information, connect with others, and engage in continuous learning. Culture addresses intercultural competence, global awareness, and the ability to function in diverse social and cultural environments.

In Indonesian school context, The Ministry of Education and Culture launched the 6Cs to be taught in Indonesian learning system in 2020 to face the industrial era 4.0 and the upcoming 5.0. The 6Cs are the 4Cs of P21 with two additional skills, Computational thinking and Compassion (2Cs), to foster HOTS (high order thinking skills) (Junaidi et al, 2020). Computational thinking commonly refers to the use of computers to establish facts in a logical formalism. The ministry defines it as extracurricular activities that educate students to have problem solving skills in the digital era. Compassion means to help students build character (Budiansyah, 2020). These skills are the abilities that artificial intelligence (AI) does not have, thus, with the addition of these two skills, future humans will not be defeated by technological advances. At this moment, Innovative Learning Transformation (*Transformasi Pembelajaran Inovatif* or TPI) has been run in schools. TPI is a framework for transforming schools to be ready to welcome the 21st century. This framework supports schools in Indonesia with a modern and effective learning and teaching system, with the development of 6Cs (Creativity, Collaboration, Communication, Critical Thinking, Computational thinking and Compassion) (Junaidi et al, 2020).

Higher educations in Indonesia are also to impart the 6Cs of 21st-century skills since they produce graduates who do not only possess literacy and learning skills but also life skills. The 6Cs are mentioned in the guidelines for the preparation of higher education curriculum in the industrial era 4.0 to support Merdeka Belajar - Kampus Merdeka (independent learning - independent campus) released by the ministry in 2020. Universities must encourage students to think critically and solve problems since these skills are seen as having a higher level of cognitive ability. The 21st-century skills obtained are the provisions for university graduates to face

the era of society 5.0. The importance of the skills can be exemplified by a graduate who has just been hired in a company in the future and is asked to create infographic for the company's promotion. Even though the student does not have experience in creating this, but she utilizes her soft skills of communicating with a friend who is a graphic designer, watching YouTube to learn how to use it, doing some researches, and then refining the design through trial and error. Not only does this student keep the job, but she has also demonstrated to employers that she has soft skills of 21st century that make her an asset to the team.

To help primary, secondary and tertiary level students master 21st-century skills, these skills should be developed within the context of teaching nine core subject areas (Joynes et al., 2019; P21, 2019). One of the core subjects is English. As the most widely used language in international communication, English has developed along with the growth of the global tourism industry. In ASEAN countries including Indonesia, the necessity of English is due to the establishment of the ASEAN economic community (AEC) in 2015 (Fidyati et al., 2018; Nurhidayat, 2017; Syafitri & Artika, 2019), which aims to facilitate the free movement of skilled labor especially in the eight prioritized skilled professions: medical practitioners, dentists, nurses, engineers, architects, accountants, surveyors and tour professionals (Petraki & Khat, 2020).

In tertiary education level, to prepare professionals with specialized English language skills, there is a need for English for Specific Purposes (henceforth ESP) course development. ESP is generally used to refer to the teaching and learning of a foreign language for a clearly meaningful purpose. It makes use of the underlying methodology and activities of the discipline it serves, and it is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities (Dudley-Evans & St. John, 1998). This indicates that the materials, syllabus and the purpose of ESP should be designed and developed based on the needs of students (Robinson, 1991; Hutchinson and Waters, 1992; Richards & Roger, 2001; Dudley-Evans, 2001). In other words, ESP approach is a bottom-up approach. This based-on-needs analysis is one that characterizes ESP, which aims to find out as much detail as possible the goals to be achieved in learning English.

In this concept, learning materials were adapted to the needs of students who come from certain fields. The concept of needs analysis has a goal for English language material and then relates it to what do students need in both vocational and professional fields.

To date, ESP has been applied in the tertiary educations in many countries such as Cambodia, Slovak, and Vietnam (Chmelíková & Hurajová, 2019; Petraki & Khat, 2020; Pham & Ta, 2016). The situations of ESP teaching in these countries have not been satisfying, however. In Vietnam, there is a shortage of qualified ESP teachers due to the late encounter of ESL in this country around 1990s; thus, the government holds a number of pre-service ESP teacher training programs. Similarly, in Cambodia, there is a shortage of appropriate ESP training for teachers in the field of STEM. In Slovak, the growing interest on ESP caused ESP teachers had to accommodate a new role of facilitators in the internationalization program of higher educational environment.

In Indonesian context, some institutions applying ESP as their course to prepare graduates to succeed in the work place face challenges as well. The challenges lay on the quality of the ESP teachers (having less competence and experience in teaching ESP course), unclear objectives (more like General English), and the quality of ESP materials where suitable learning materials for the needs of the students are not always available (Kusni, 2013; Sari, 2018).

Teaching materials are of highly importance in all educational levels as they are the main learning resource to achieve basic competencies and core competencies. In fact, their standards are regulated by the Minister of Education and Culture Regulation. The standard for the contents of the book in the compulsory subject textbooks should meet four elements as mentioned in Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016 concerning Books Used by Educational Units in 2016, i.e. the content aspects, linguistic aspects, material presentation aspects, and graphics aspects (*Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan oleh Satuan Pendidikan, 2016*). The feasibility components of content comprise: a) scope of materials; b) accuracy of materials; c)

updated; d) contains productivity insights; e) stimulate curiosity (curiosity); f) developing a sense of diversity; g) developing life skills. From these components, it can be seen that 21st-century skills are to be inserted in components of content of teaching materials. With critical thinking (to support curiosity), creativity (to support productivity insights), collaboration (to support a sense of diversity), communication (to support developing life skills), compassion (to support developing a sense of diversity) and computational thinking (to support developing life skills), the standards of the content were enriched and strengthened.

In preparing students with the skills that are compatible with the 21st century, English teachers are responsible to select or to develop teaching and learning materials and utilize them to help students learn effective 21st-century skills that enable them to function appropriately and effectively within a global community of English language speakers (Luciana et al., 2020; Rakhmawati & Priyana, 2019) in order to succeed the program of the policymaker and produce competent human resources (Gunawan et al., 2022). However, after 25 years since the 21st-century began, not all English materials used in teaching English integrate the 21st-century skills. In fact, not all English materials are relevant with the needs and condition in language class (Richards, 2001).

Materials in ESP courses are not just teaching tools but are central to meeting learners' communicative needs. Effective ESP materials are typically designed to reflect real-world tasks, authentic language input, and job-specific situations. They integrate language skills with professional competencies, allowing learners to perform work-related tasks confidently. The importance of teaching and learning material in ESP is indicated by some studies conducted aiming at developing ESP materials (Ilmi & Madya, 2019; Syakur, 2015; Syakur et al., 2020). These studies perceived that the relevance of teaching and learning materials in ESP classes is compulsory. They support one prominent theory in ESP that it is important to select teaching and learning materials and or developing the materials for ESP course that is adaptable, skill-integrated, and ideally developed based on a needs analysis (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987). However, the materials learnt in these previous studies' ESP subject programs were

irrelevant to the students' needs, thus, needs analysis were conducted as a start in the development of the teaching and learning materials in the subjects. Conducting needs analysis is expected to increase the students' motivation, resulting in better and more rapid learning.

One prominent application of ESP is in the tourism and hospitality sector, particularly in English for Front Office (henceforth, EFO) courses. Front office serves as the face of any hospitality establishment. It is the first and last point of contact for guests, playing a crucial role in shaping customer perceptions and satisfaction. Front office staff are responsible for handling reservations, managing check-in and check-out procedures, addressing guest concerns, and facilitating smooth communication across departments. Given the service-oriented nature of this role, strong communication and interpersonal skills, particularly in English, are essential. These courses prepare learners, especially vocational or pre-service students, for communicative tasks such as handling reservations, checking guests in and out, giving directions, and responding to complaints. Thus, the ideal language instruction in this EFO course should be functional, scenario-based, and focused on both spoken and written communication relevant to front office roles. Moreover, as the industry evolves, front office staff are expected to demonstrate not only linguistic competence but also 21st-century skills such as problem-solving, teamwork, analytical thinking, logical reasoning, and empathy.

Despite the increasing recognition of the importance of 21-century skills in the hospitality industry, conventional ESP courses often fall short in addressing the specific demands. Embedding 21-century skills into the class has become a challenging task for educators and students (Santosa et al., 2022). This condition is also reflected in an ESP course offered in a vocational English Department of a state university in Bali, Universitas Pendidikan Ganesha (henceforth, Undiksha). Based on a document analysis of the syllabus used in English for Front Office course in *Semester Genap* 2022/2023, students learned from some textbooks and handouts from different sources given by the course instructor. The textbooks are available in printed version, but there were gaps highlighting the urgent need for a more contextually relevant, skill-integrated ESP module that aligns with both the

real-world demands of front office work and the principles of 21st-century education.

The first textbook used is entitled *English for Professional Accommodation Services*, written by Sutanto Leo in 2001 and was published by PT. Gramedia Pustaka Utama (Leo, 2001). This textbook is the one used mostly in the course. There are many exercises that use collaborative work where students should work in pairs or in groups and mostly are speaking activities. However, based on the standards of teaching materials regulated by the Ministry of Education and Culture Regulation and the skills necessary in 21st-century, this textbook has some weaknesses as follows: 1) the book is not updated since it was published in 2001. 24 years have passed and there are many updates in hotel industry that are surely not provided; 2) it does not stimulate curiosity as there are many exercises using questions with LOTS instead of HOTS. There are many exercises where students are asked to match the words with their meanings by drawing lines; 3) it does not develop a sense of diversity as it does not meet diverse learning needs. Very few activities provide alternatives or options with different learning styles, such as visual/spatial, body/kinesthetic; and naturalistic; 4) it does not develop life skills in terms of cross-cultural skills. No activity found related to the development or training of cross-cultural skills. Cross-cultural training is necessary for hotel employees-to-be to succeed in a multicultural environment such as hospitality (Kotsaga, 2015); and 5) it does not integrate completely the 6Cs. Communication and Collaboration are the only skills integrated in the exercises in the textbook as previously mentioned. Thus, Critical Thinking, Creativity, Computational Thinking and Compassion were left untouched in this book.

The second text book is entitled *Hotel Front Office Management Fifth Edition*, written by John A. Bardi in 2011 and was published by John Wiley & Sons (Bardi, 2011). Similarly, this textbook also has some drawbacks as follows: 1) the scope of materials is too broad since it discusses more about management instead of the communication skills needed by the Front Office staff; 2) it is not updated enough as it was published in 2011; 3) it does not stimulate curiosity as exercises are mostly using LOTS question, e.g. “What are the four most common locations for hotel

properties? What determines the end destination of the guest?'; 4) it does not develop a sense of diversity as it does not meet diverse learning needs. Similarly with Leo's textbook, very few activities provide alternatives or options with different learning styles, such as visual/spatial, body/kinesthetic; and naturalistic; 5) it does not develop life skills in terms of cross-cultural skills; and 7) it does not integrate all of the 6Cs especially collaboration as this book does not provide any activities in pairs or in groups.

One very crucial weakness from both textbooks is the outdated learning materials. Hotels and hospitality sectors are dynamic that adapt quickly to the time. To stay up with the rate of change in the business environment, all industry stakeholders and businesspeople must become more skilled and well-prepared. Thus, it is important for hoteliers-to-be to have adequate and updated knowledge in the hotel industry. In fact, lack of knowledge is one of the most critical factors behind service innovation failure in the hotel industry (Ziyae et al., 2021).

Researches on the development of English teaching materials for ESP have been carried out by some researchers (Ariyanthi et al., 2020; Hidayatullah, 2020; Ilmi & Madya, 2019; Maula, 2021; Syakur, 2015; Syakur et al., 2020). These studies investigated the procedure of developing the teaching materials, and the quality of the developed teaching materials. A few studies have examined the development of teaching materials for English for Front Office course (Kasumajaya et al., 2015; Wibawa, et al., 2021). One gap that is found in all the previous researches is that there is no evaluation on the effect of the material. All the previous studies ended at the stage of expert judgment and did not continue to experimental researches to find out the effect of the ESP teaching materials. Another gap found is that there has been no research found yet related to the development of English for Front Office teaching materials based on the 6Cs of the 21st-century skills. Therefore, this research aimed to fill this research gap by developing a module for English for Front Office based on the 6Cs of the 21st-century skills which are called: Critical Thinking, Creativity, Communication, Collaboration, Compassion, and Computational Thinking.

In addition, previous studies in developing ESP material used single theory in conducting needs analysis such as Hutchinson and Waters (Yamin, 2021), Richey and Klein (Utami et al., 2020), Dudley-Evans and St. John (Todea & Demarcsek, 2017), Mackay (Prachanant, 2012). This present study is combining three theories in conducting the needs analysis, i.e. Hutchinson & Waters (1987), OEM by Kaufman (1992) and Gupta (2007) and CIPP evaluation model by Stufflebeam (2015). A single theory on needs analysis could only be used to evaluate the current situation, whereas the need or gap in needs analysis should compare the current situation and the desired situation.

Academics, educators, psychologists, and teachers agree about the importance of incorporating 21st-century skills into the classroom (AACTE & P21, 2010; Joynes et al., 2019; P21, 2019; Saleh, 2019; Santosa, 2022; Scott, 2015; Stauffer, 2022; Trilling & Fadel, 2009). The concept of 21st-century skills is widely accepted to be integrated in many subjects to encourage learners to become autonomous and creative to secure opportunities in the demanding competitive global market.

In the rapidly evolving global landscape, proficiency in English for Specific Purposes (ESP) has become essential for professionals in fields such as business, medicine, technology, and engineering. However, traditional ESP courses often lack an integrated approach that equips learners with the necessary 21st-century skills. This research proposes the development of an ESP course module that systematically incorporates the 6Cs of 21st-century skills: communication, collaboration, critical thinking, creativity, computational thinking, and compassion.

Realizing the importance of integrating the 6Cs skills of 21st-century skills into the teaching, and considering the weaknesses of the current materials used for English for Front Office (EFO) as described previously and the scarcity of the EFO learning materials available which fulfills the criteria provided by the Ministry of Education and Culture, developing a relevant module on EFO is urgently needed. For that reason, it is considered necessary to develop an appropriate teaching material for English for Front Office that integrate the 6Cs of the 21st-century skills. The research focuses on designing and developing a module for English for Front

Office. The absence of research in designing and developing English in this particular ESP course with the 21st-century skills integration is another prominent reason for undertaking the research.

In this study, the term 6 Cs refers to Communication, Collaboration, Critical Thinking, Creativity, Computational Thinking, and Compassion. These two additional competencies are adopted to reflect Indonesia's national push to embed Computational Thinking and Compassion in the *Merdeka Belajar* curriculum and the centrality of compassionate service in the hospitality industry. While the P21 framework highlights the original '4 Cs' and Fullan's global '6 Cs' replace the last two with Character and Citizenship, our adaptation better captures the digital-service realities of Indonesian front-office work.

The development of the module is important as the availability of the teaching materials used in the English for Front Office do not include skills needed in the industrial era 4.0 i.e. 21st-century skills that foster HOTS (high order thinking skills), including Communication, Collaboration, Critical thinking, Creativity, Computational Thinking, and Compassion. Another consideration is because the teaching materials developed by others do not meet the needs of the students. Thus, the product development is done by first analyzing the needs. This research is expected to be useful in terms of the module can be used as a support or supplements in the learning process. Students are expected to be able to learn actively and gain the skills they need in industrial revolution era 4.0.

1.2 Problem Identification

Despite the growing emphasis on 21st-century skills in the global hospitality industry, many ESP (English for Specific Purposes) courses at the tertiary level remain outdated and misaligned with both the evolving demands of the industry and modern pedagogical approaches. This issue is evident in the English for Front Office (EFO) course offered at the vocational English department of Universitas Pendidikan Ganesha (Undiksha), where the current teaching materials rely heavily on outdated textbooks and fragmented handouts that fail to provide a cohesive, contextualized, and skills-integrated learning experience.

A document analysis of the syllabus and learning materials used in the EFO course during Semester Genap 2022/2023 revealed several significant shortcomings. The primary textbook, *English for Professional Accommodation Services* by Leo (2001), though rich in speaking and collaborative tasks, lacks alignment with 21st-century learning principles. It shows limitations in terms of stimulating higher-order thinking, supporting diverse learning styles, promoting cross-cultural competence, and fully integrating the 6Cs: Communication, Collaboration, Critical Thinking, Creativity, Computational Thinking, and Compassion.

Similarly, the secondary textbook, *Hotel Front Office Management* by Bardi (2011), is not only outdated but also focuses more on management theories than the practical communication needs of front office staff. It fails to foster curiosity, life skills, or learning diversity, and lacks group-based or collaborative tasks necessary for real-world readiness. Neither textbook sufficiently addresses the dynamic and ever-changing nature of the hospitality sector, which demands up-to-date knowledge, skills, and professional adaptability.

Given these limitations, there is an urgent need to conduct a comprehensive needs analysis to understand the actual linguistic, communicative, and professional requirements of students in the EFO course. Based on this analysis, a prototype of a new EFO module needs to be developed that not only responds to students' current and future workplace demands but also embeds 21st-century competencies.

1.3 Research Limitations

There are some assumptions of the present study. First, the development of the English for Front Office module based on the 6Cs of the 21st-century skills can improve students' learning outcomes and build their communication, collaboration, critical thinking, creativity, computational thinking, and compassion skills. Second, the developed module is used to facilitate students to learn independently.

Based on the problems identified above and also the assumptions, this research is limited to developing English module for English for Front Office based on the following criteria: (1) in accordance with the ESP theories; (2) in accordance with

teaching material standards by Ministry of Education and Culture; and (3) integrate the 6Cs of the 21st-century skills: Critical Thinking, Creativity, Collaboration, Communication, Computational Thinking, and Compassion to support the process of learning for students at tertiary level.

1.4 Research Questions

Based on the problem identification, the research questions can be formulated as follows:

- 1.4.1 What are the needs in developing English for Front Office Module for tertiary level students in Indonesia based on the 6Cs of the 21st-century skills?
- 1.4.2 How is the prototype of the developed module in this study?
- 1.4.3 How is the validity of the developed module?
- 1.4.4 How is the practicality of the developed module?
- 1.4.5 Is there any significant effect of the developed module on students's performance test, and what is the effect size?

1.5 Research Objectives

1.5.1 General Research Objective

The general objective of the proposed research is to produce a product or an output in the form of module for English for Front Office based on the 6Cs of the 21st-century skills. This module is designed for one semester use which consists of 16 meetings, the regular number of meetings for one semester in tertiary level in Indonesia.

1.5.2 Specific Research Objectives

The specific research objectives or outputs are described in the following section.

- 1.5.2.1 The first research objective is to identify the needs of the tertiary level students in English for Front Office course.

- 1.5.2.2 The second research objective is to design a prototype of the developed module after getting data from needs analysis of the English for Front Office module.
- 1.5.2.3 The third research objective is to evaluate the module's validity by experts in content and in the field of ESP, and in the field of English language teaching.
- 1.5.2.4 The fourth research objective is to evaluate the module's practicality by the users of the module; in this particular study are the course lecturer and the students of EBPC.
- 1.5.2.5 The fifth research objective is to examine whether there is a significant effect of the module on students' performance test by having a try out on the revised version of the module, and the result were tested for its effect size on the students' performance test.

1.6 Research Significances

There are two significances of the research, theoretical and practical significance.

1.7.1 Theoretical Significances

The results of the research can enrich theoretical studies regarding the ESP methodologies, digital pedagogies, and 21st-century skills learning for tertiary level students.

- 1.7.1.1 Expansion of ESP methodologies: Traditional ESP teaching methods are often focused on classroom-based, and teacher-centered. This study, through the development of the module, contributes a practical and innovative approach to ESP methodologies. It proposes a more flexible mode of teaching, whether online or offline, is more students self-instructional, thus offers a new framework for ESP learners, especially English for Front Office.
- 1.7.1.2 Enhancement of digital pedagogies: The research theoretically enriches the body of knowledge on digital pedagogies which is a must in 21st-century. The module developed in the research uses technology-

mediated instruction or web-enhanced instruction. It is expected to encourage other instructor to design their teaching by integrating more digital tools in the classrooms.

1.7.1.3 Headway to 21st-century skills learning: Most ESP courses in Indonesia do not provide learning materials with 21st-century skills, especially with the 6Cs skills which are recommended by the Ministry of Higher Education. This present research is then expected to be a forward motion in the design of teaching by integrating 6Cs skills in the ESP classrooms.

1.7.2 Practical Significances

This research can provide practical contribution for the course instructor in terms of the availability of a module as a guide for instructor in teaching English for Front Office, which includes teaching materials and evaluation of competency achievement that must be achieved by students. Students can also get material that suits their English learning needs which are oriented towards achieving communication skills. Moreover, this study would bring advantage to the study program, which is D4 English for Business and Professional Communication, in terms of opportunities to conduct community service related to socializations of relevant EFO module. Furthermore, this study can also be of benefit to Undiksha since the product of this study will gain intellectual property right. The number of intellectual property rights owned by instructor will improve the accreditation of a university, so that the university is able to obtain good grade standards and the university's credibility increases.

1.7 Novelty of the Research

While the integration of soft skills in language teaching is not new, the novelty of this research lies in the way these six skills are embedded within an English for Front Office module that is specific to learners' professional domains. In detail, the key aspects of the novelty are as follows.

1.1.1 Framework integration: This research goes beyond the conventional ESP syllabus by embedding the 6Cs framework into the module, ensuring that

language learning is not isolated but interconnected with critical soft skills necessary in the modern workplace, they are Critical Thinking, Creativity, Communication, Collaboration, Compassion, and Computational Thinking. By integrating the 6Cs, this course aims to make ESP learners professionals ready the industrial era 4.0 and the upcoming 5.0.

- 1.1.2 Module Design: The course is structured into flexible, self-instructional module, focused on a specific area within the front office domain (e.g., handling reservation, check-in and check-out). The novelty lies in how the module incorporates elements of the 6Cs, ensuring that learners develop language skills while simultaneously sharpening their abilities to engage in teamwork, resolve problems creatively, think critically, communicate effectively, applying computational thinking and be compassionate with others.
- 1.1.3 Real-world application: The module is designed around real-world tasks and scenarios, promoting learner engagement through problem-based learning.
- 1.1.4 Technology-enhanced learning: The module developed in the ESP course integrates modern technologies to facilitate communication, collaboration, and problem-solving skills, including online platforms, collaborative tools, and simulations. This approach allows for a dynamic and interactive learning experience that reflects the modern workplace environment.
- 1.1.5 Assessment of the front office skills: Unlike traditional ESP programs that focus primarily on language proficiency, this research introduces a different framework for assessing the front office skills alongside language competencies. Formative and summative assessments will focus not only on linguistic accuracy but also on the practical application of front office skills in professional scenarios.

This research fills the gap between language proficiency and the broader competencies required in the workplace, providing a comprehensive framework for ESP course design that prepares learners for the demands of the 21st-century job market. The combination of specialized language instruction and the development

of critical soft skills will equip learners with a competitive edge, fostering a generation of professionals who can communicate effectively, collaborate across disciplines, and contribute to societal progress.

By providing a holistic and forward-thinking approach to ESP, this research is expected to redefine how language courses are structured, making them more relevant to both learners and employers in today's fast-paced, interconnected world.

