

Assessing Tertiary-level ESP Enhancement Criteria for Ameliorating Occupational Mobility: Commerce and Industry Perceptions

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Abstract—English for Specific Purposes (ESP) is designed to be learned and practiced as an essential component for employment preparation or occupational mobility. Learners aspire to utilize their ESP skills to enhance their occupational achievement and mobility. The objective of this study is to determine how to effectively enhance ESP learning to meet occupational needs with limited resources and time constraints. This study was conducted using an analytic hierarchy process to prioritize all factors of ESP enhancement plans among participants who often engage in staff acquisition, performance appraisal, and career development planning in the global business community. While aiming to enhance learners' ESP level to improve their competitiveness in the workforce, this study considers four main criteria. Each criterion has sub-criteria/alternatives; these amount to 19 in total. The results show that among the four criteria, the main concerns of participants are the employees' ESP proficiency certificate accreditation; and among the 19 sub-criteria/alternatives, the Test of English for International Communication (TOEIC) ranked the highest for achieving occupational mobility. All these factors can facilitate the determination and prioritization of the targets for ESP enhancement as well as for acquainting ESP practitioners with employers' requirements and effectively meeting them by altering the lesson plans accordingly. Moreover, learners can strengthen their employment potential by using the ESP qualification to achieve a smoother career path.

Index Terms—English for Specific Purposes, ESP, ESP enhancement, occupational mobility

I. INTRODUCTION

A. Tertiary-level ESP

The boom of international commerce and industry has played a prominent role in economic growth and prosperity in most Asian countries. With English being a major lingua franca in occupational settings, the requirements for English for Specific Purposes (ESP) have become critical and prevalent because of the substantial increase in globalization trends in workplaces in all occupational fields. ESP is a noted school of thought and curricula for tertiary English learners of vocational colleges, universities, and numerous language institutions for non-English speaking countries worldwide. Harding (2007) states that whereas "General English" is sometimes labeled English for No Obvious Purpose, in ESP, the purpose of learning the language is paramount and relates directly to what the learner needs to do with it in their vocation or job. Hutchinson and Waters (1987) give three reasons for ESP emergence: the demands of a brave new world, a revolution in linguistics, and a new focus on the learner. This theory suits Taiwan's English learning situation, as commerce and industries face global challenges, and employees' ESP demands are imperative from the perspective of commerce and industry. Tertiary-level learners also have a reciprocal demand to enhance their ESP for career promotion or occupational mobility needs. Dudley-Evans and St John (1998) mention that it is an undisputed fact that any ESP course should be needs' driven and place emphasis on practical outcomes. This research is based on such value as it aims to conduct an ESP enhancement criteria needs' assessment by gathering insights and perceptions from commerce and industry experts for job seekers and those who intend to be promoted or benefit from smooth occupational mobility.

Stevens (1988) puts forward a famous definition of absolute and variable characteristics of ESP: it consists of English language teaching that is designed to meet the specified needs of the learner, related in content to particular disciplines, occupations, and activities, etc. Gatehouse (2001) synthesizes explicit literature on key issues in ESP curriculum development. This evolution of the definition of ESP is further modified by Dudley-Evans (1998) as follows: ESP is designed for intermediate or advanced students; ESP is likely to be designed for adult learners, either at a tertiary level institutions or in a professional work situation; ESP may be defined to meet the specific needs of the learner; ESP may use a different methodology from that of General English in specific teaching situations (Dudley-Evans & St John, 1998).

Brunton (2009) states that under the umbrella term of ESP, there are a myriad of sub-divisions: for example, English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Occupational Purposes (EOP), English for Medical Purposes (EMP), and numerous others. In this study, EOP and EBP are the focal areas of

assessment, for which the business perceptions of potential employees' ESP capabilities and qualifications along many dimensions are explicitly evaluated and assessed.

Lorenzo (2005) states that ESL and ESP diverge not only in the nature of the learner but also in the goal of instruction. Generally speaking, while in ESL, all four language skills—listening, reading, speaking, and writing—are stressed equally, in ESP it is a needs' analysis that determines which language skills are most needed by the students, on the basis of which a syllabus is accordingly designed. He also points out that the ESP usually delivered to adult students, frequently in a work-related setting, is for EOP; hence, the motivation is higher than in ESL contexts. ESP learning materials are typically developed for learners who have roughly an intermediate level of proficiency (McDonough, 2010). An ESP program might, for example, emphasize the development of writing skills in students who are preparing for journalism or secretarial business correspondence; or it might promote the development of spoken skills in students who are preparing to become tourist guides or to work in sales (Lorenzo, 2005).

In most non-native English speaking countries throughout the world, General English is being taught at earlier ages with increasing success. For example, in Taiwan, children begin learning English in primary school. According to Harding (2007), as this trend continues, students will leave their primary education, having already covered the traditional "General English" syllabus, not wishing to repeat the same old merry-go-round at secondary and tertiary level, regardless of how competent they have become. This is because their English studies need an application or purpose: it is a reality that college students, graduates, or tertiary-level learners are facing job-seeking and workplace challenges. They thus need to be able to use English in practical applications to improve their occupational mobility when industries or companies go global and are off-shored overseas, whether on the production line, in office correspondence, or in business negotiation and persuasion.

In addition to ESP, English as a Medium of Instruction (EMI) is also a growing global phenomenon. According to Dearden (2014), EMI refers to the use of the English language to teach academic subjects in non-English speaking countries. There is a rapid trend of EMI provision expansion, which is increasingly being adopted in university teaching. This phenomenon has very important implications in the education of the youth (Dearden, 2014). Both EMI and ESP are prevalent in international schools and colleges worldwide under the globalizing trend of countries learning specific knowledge and skills from each other with English as a lingua franca.

B. Occupational Mobility

It is increasingly common to offer employees a job in another region, particularly as a result of corporate restructuring or as part of a promotion. The term "mobility" can cover various types of job changes, either in position only, in promotion, or transition from one department or company to another.

Occupational mobility, which is sometimes imposed by the employer, may also be an employee choice. Various industries may off-shore their work overseas due to outreach programs or expanding plans. Talent may be off-shored to other countries and be called on to adapt to new living and working environments. Employees may choose to have occupational mobility, mostly due to craving lucrative compensation packages, the challenges of a new position, and a potentially more promising future. Occupational and geographic mobility provide opportunities for career development and social advancement (Hub Pages, 2011).

According to Hub Pages (2011), the patterns of job mobility can also be given by the employer, for example, in the case of promotion being conditional upon acceptance of changing workplace or due to the relocation or restructuring of the company (involving merger or consolidation activities). In some cases, it is for employee protection against loss of employment. Based on the Dictionary of Sociology (Marshall, 1998), *occupational mobility* refers to the movement of an occupational group itself, of an individual member of an occupation, or of an occupational vacancy through the stratification system of social space. "Downward" mobility refers to the loss of occupational prestige and "upward" mobility to its increase. It is assumed that employees seek higher achievement through upward mobility.

Rogoff (1953) mentions that much of the recent intergenerational shift in occupational position can be attributed to the expanding requirement for workers in mass industrial and clerical jobs, and the decline in importance of agricultural and craft work. In this globalized era, if industries and companies wish to advance or expand, the mobility of careers and jobs in countries or regions seems inevitable. In Taiwan, an island depending highly on the international market, the intention of upward mobility often requires ESP proficiency. The aim of this study is hence to explore the learners' ESP needs for upward mobility. At this point, employees' ESP abilities play a substantial role in determining whether they are capable of adapting to the new positions or career opportunities overseas. The necessary ESP proficiency certificates may be taken into account while choosing the suitable candidates to be off-shored. Numerous essential factors are evaluated for future ESP learning directions.

Thus, this study aims to conduct a needs' assessment to prioritize the related criteria and those factors that are potentially of benefit in enhancing the ESP level of job seekers or those who wish to be promoted or gain upward mobility. The main educational focus of this study is on the vocational learner, including learners in the professions, commerce, and industry.

II. RESEARCH METHOD

A. Procedure

The study is initially based on a review of the literature and consultancy with several experts on potential criteria and alternatives that can be used to construct a hierarchy. The identified critical factors are considered as relevant criteria and sub-criteria in constructing an analytical structure to select key factors that can enhance ESP proficiency for occupational mobility.

We make many decisions in our lives. Most of the decisions makings are based on individual judgments. As we try to make our decision as rational as possible we need to quantify these subjective opinions into subjective values. (Teknomo, 2006) The analytic hierarchy process (AHP) research method enables us to compare and prioritize these. While conducting this study, it is believed that there are many elements that can ameliorate ESP proficiency. However, it is not practical to include all of them, so 19 of the most relevant sub-criteria based on the literature review and Taiwan’s tertiary-level ESP education experience were selected to form the AHP model for participants to evaluate and assess all criteria and factors for ranking and prioritization. AHP is a strong research method developed by Saaty (1980) to identify a complex situation and the mixed factors affecting it. It represents a popular multi-criteria decision-making method to deal with complex problems by fragmenting them into a hierarchical structure. It is thus especially suitable for this study’s goal of achieving the optimal decision from multifaceted and multiple criteria as alternatives in ESP enhancement criteria/alternatives decision-making. Expert Choice 2000, a decision-making software based on AHP, is applied to calculate and assess all factors to obtain the precise weights of each and present the results. It can automate the AHP process, calculate the weight of each hierarchy, and measure inconsistency. Also, the outcome can be presented with diagrams.

Following this, the paper collects and organizes the factors that influence companies’ judgments of a qualified job applicant’s ESP abilities. Four criteria and 19 alternatives were considered to evaluate the most effective factors. A preliminary questionnaire was administered prior to the final version. One human resource personnel and one international marketing director were consulted before conducting the final version of the questionnaire. The procedure is outlined as steps that need to be taken by the researcher, as follows (see Fig. 1).

Define and state the objective of identifying complex factors enhancing ESP learners’ occupational mobility; conduct preliminary interview with several experts; based on their inputs, build the hierarchy structure and with the help of group decision or survey technique analyze and identify key factors; design the questionnaire with pairwise comparison for critical elements’ assessment; build a pairwise comparison matrix with judgment rankings and corresponding numerical judgments (see Fig. 2). Fig. 2 shows the AHP scale used in the pairwise comparison. Researchers can find out how much more important factor A is to factor B.

Furthermore, distribute the questionnaires for all experts to provide feedback; obtain the weight of each factor by software and rank the priority; determine whether the matrixes are consistent or not. Saaty (1980) suggests that if the value of the Consistency Ratio (C.R.) was ≤ 0.1 , inconsistency is acceptable. If C.R. is greater than 0.1, the subjective judgment needs revision. Finally, ensure all criteria and alternatives are consistent (Teknomo, 2006).

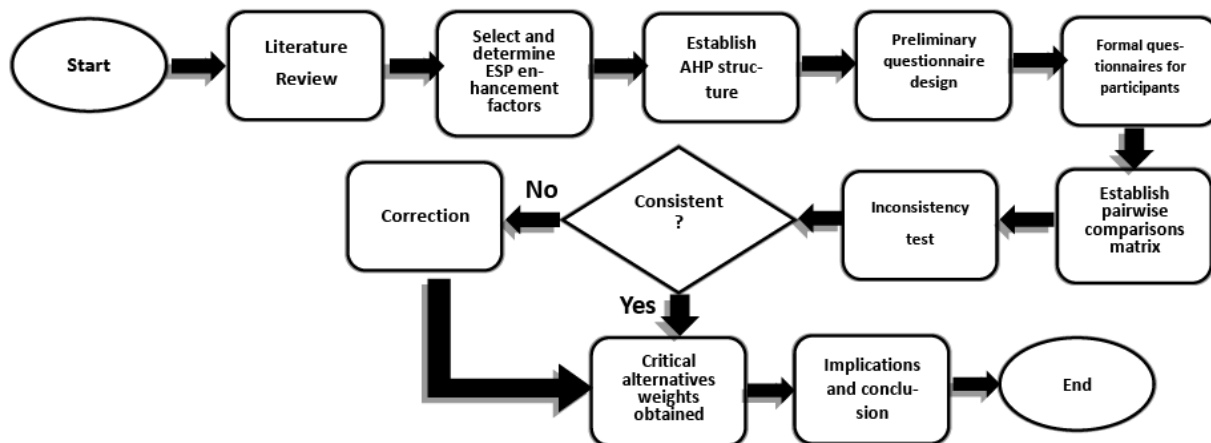


Figure 1. Research Procedure.

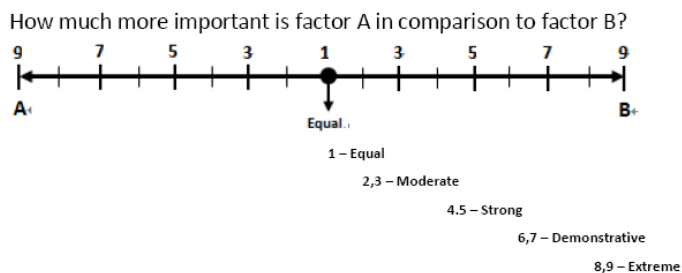


Figure 2. AHP Preference Scale for Pairwise Comparisons

B. Participants

The study participants were 38 experts including 15 human resource personnel (39.5%), 9 bank managers (23.7%), 3 headhunters (7.9%), and 11 senior managers (28.9%) from the fields of technology, manufacturing, international commerce, and industry. They were selected for the reason that, as experts, they are very often the ones accountable for employees' recruitment and job assignment rotations, domestically or internationally, and hence for occupational mobility. They were asked to assess the criteria of ESP enhancement as they know what constitutes insufficiency of ESP needs in their workplace. This study intends to gather their valued opinions as to the ESP factors that are needed in their corporations. It was explained to all participants individually how to complete this questionnaire in order to elicit their valuable assessment.

III. RESEARCH STRUCTURE

This research structure includes four criteria and 19 alternatives, as seen in Fig. 3.

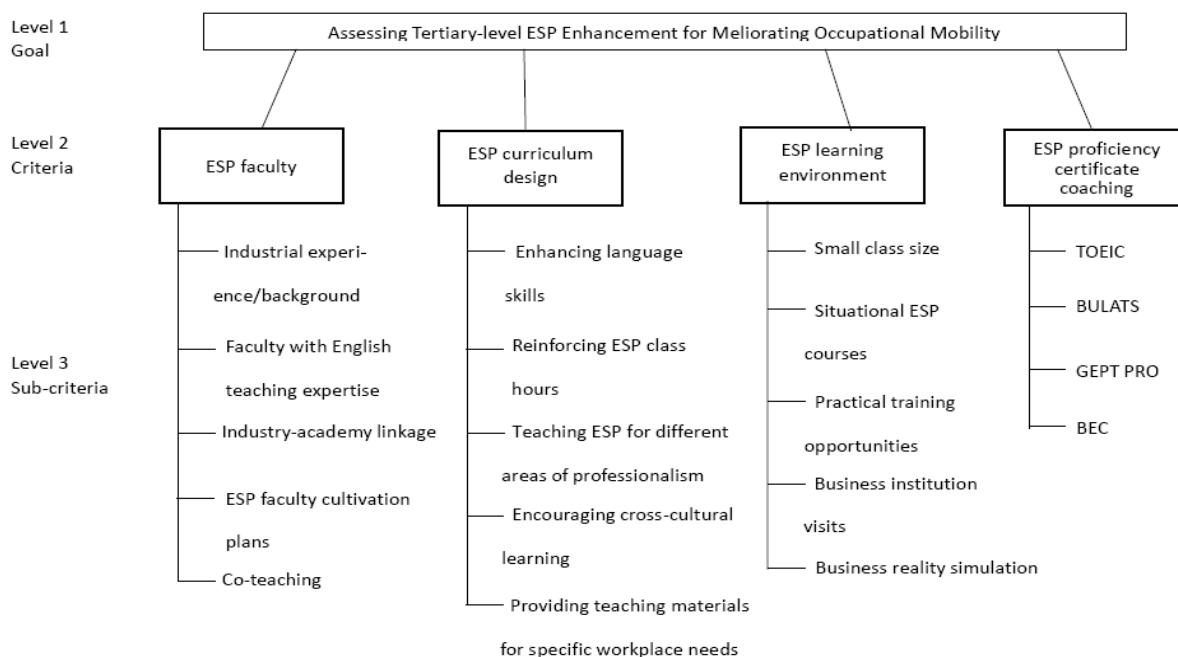


Figure 3. AHP Model for ESP Enhancement Criteria for Occupational Mobility.

A. ESP Faculty

It has been argued that an ESP practitioner has “five key roles”: (1) teacher or language consultant, (2) course designer, (3) researcher, (4) collaborator, and (5) evaluator (Harding, 2007). This study seeks to uncover some of the industries' perceptions of what qualifications an ESP faculty needs to cultivate an employee with the requisite ESP abilities. It is often a dilemma that Taiwan's English teachers are often from language or literature backgrounds with a lack of industry working experience; however, ESP learning takes ample knowledge from commerce and industry. Conversely, if instructors are experts from the field, they might not have sufficient English language skills. Faculty possessing both language skills and vocational experience might be better suited as ESP practitioners. Harding (2007) also discussed this issue, i.e., do ESP teachers need to be experts in the vocational area of that particular subject? He suggested that faculty do not, in fact, need to be experts in engineering, banking, or international trade, for example, but they do need to have some understanding of the subject area. This study also seeks to explore some alternatives and prioritize solutions to find out vocational perceptions of the best ESP faculty arrangement. Four alternatives are listed for experts to evaluate priority: faculty with industrial experience/background; faculty with English teaching expertise; co-teaching; faculty with industry-academy linkage; ESP faculty cultivation plans.

B. ESP Curriculum Design

- Enhancing language skills: including basic reading, listening, writing, and speaking.
- Reinforcing ESP class hours: for ESP level enhancement and strengthening of language skills.
- Teaching ESP for different areas of professionalism: different professions require different English usage. Practitioners need to understand the target learners' specialism and offer them a suitable ESP curriculum.

- Encouraging cross-cultural learning: in terms of international markets and business, as there are lots of cross-cultural issues that arise upon appointment. To communicate effectively through English as a lingua franca, cultural understanding can be critical for success.

- Providing teaching materials for specific workplace needs: Basturkmen (2010) mentions consideration of how specific the course should be in terms of the target learners. A distinction is drawn between courses being wide or narrow angled. Courses of Business English can be considered wide angled, encompassing many subfields including finance, marketing, or management. Nevertheless, some ESP courses are developed for certain groups of learners with particular needs. ESP courses can be developed for disciplines or occupations as broad fields or for specialties within them (Basturkmen, 2010). In order to improve occupational mobility, certain specific teaching materials need to be offered to enhance ESP levels.

C. *ESP Proficiency Certificate Coaching*

In most non-native English speaking countries, under the circumstances of not knowing a candidates' background or English proficiency levels, ESP certificates can give recruiters or managers a notion of how proficient the employee is in the language. Hence, most corporations attach high importance to these certificates. In order to assist learners with smooth occupational mobility, the coaching and preparation of these certificates matter. Four major recognized ESP certificates are listed as sub-criteria:

- Test of English for International Communication—TOEIC: an English language proficiency test for non-native English speakers hosted by Educational Testing Service (ETS). TOEIC test scores indicate how well people can communicate in English with others in the global workplace. (<http://www.toeic.com.tw/>).

- Business Language Testing Service—BULATS, by Cambridge English Language Assessment: a multilingual set of workplace language assessment, training, and benchmarking tools. It is used internationally for business and industry recruitment, for identifying and delivering training, for admission to study business-related courses, and for assessing the effectiveness of language courses and training (<http://www.bulats.org/>).

- General English Proficiency Test Professional (GEPT Pro): with the continuing globalization of business markets, the need for improved English communication among business professionals is increasing, and the demand for a test of ESP tailored to the workplace in Taiwan is growing. Therefore, GEPT Pro has been developed to assess the English ability of business professionals working in finance, management, and related business fields since 2013 (<https://www.geptpro.org.tw>).

- Business English Certificate (BEC), Cambridge English: Business Certificates: this exam is popular for job seekers, as the exam results show employers how the candidates process knowledge of English for practical use in business. There are three levels of exams—BEC Preliminary, Vantage, and Higher. Each one is targeted at a different level. The highest level achievers are able to participate and communicate effectively at the managerial and professional level (<http://www.cambridgeenglish.org/>).

D. *ESP Learning Environment*

- Practical training opportunities: this provides valuable work experience of sharpening the skills and knowledge learned at schools or institutions. Most of Taiwan's universities consolidate practical training as credits in their programs. ESP learning can be reinforced through practical training opportunities in targeted organizations.

- Situational ESP courses: the importance of this is also mentioned by Basturkmen (2010) in relation to target situation analysis, which involves the identification of tasks, activities, and skills that learners will be using English for as well as what learners should know and be able to do. Flowerdew (2013) mentions that target situation analysis is concerned with needs, the present situation analysis correspondingly addresses the learners' lacks and wants. This kind of course can compensate for the learners' insufficient industrial ESP knowledge. In Harding (2007), there is numerous advice on needs' analysis and course design ideas. One practical way is to make the classroom environment into a workplace. This means relating the language learning experience to the working experience and thinking of ways in which the classroom can replicate the culture of the specialism (Harding, 2007).

- Small class size: traditionally, Asian educational institutions have tended to have a large amount of learners in one English class. However, this can lead to deterioration in learning outcomes. In language courses, especially those of ESP, the learning effects can be substantially enhanced if the classes are of a smaller size.

- Business institution visits: in most vocational colleges or universities in Taiwan, institution visits are arranged for the senior students to understand the functions of prospective working environments and their particular specialism. By such means, learners can acquaint themselves with ESP needs. These visits could be to the production line, airports, international trade offices, or manufacturing factories, for example. Harding (2007) gives examples and illustrations of why learners need to know how things work in their particular specialisms. For instance, in finance, learners need to familiarize themselves with the procedure for preparing budgets, financial reports, and audits. Further, practitioners can design the curriculum accordingly and learners can effectively enhance their related ESP skills.

- Business reality simulation: this course design is essential as most English learners might not be aware of language use in real contexts. Harding (2007) describes his design of a pragmatic course, which involved identifying target events, outlining a detailed framework for the whole ESP course, and incorporating target events, skills areas, language work, materials, and classroom activities. The example he gave was for travel agents, which would include welcoming clients,

making them feel relaxed, and writing emails to confirm booking arrangements (Harding, 2007). This can be applied to all occupational settings, such as persuasion, negotiating with foreign counterparts, or correspondence or promotion for an international marketing campaign. All these require proficient ESP skills.

IV. RESULTS

Based on all the questionnaire surveys of paired comparison, the results of all the local/global weights of main criteria/sub-criteria are determined as shown in Table I.

TABLE I.
COMPOSITE PRIORITY WEIGHTS FOR ESP ENHANCEMENT CRITICAL FACTORS

| Criteria | Local Weights | Alternatives (sub-criteria) | Local Weights | Global Weights |
|--------------------------------------|---------------|---|---------------|----------------|
| ESP faculty | 0.178 | Industrial experience/background | 0.300 | 0.057 |
| | | Faculty with English teaching expertise | 0.138 | 0.026 |
| | | Industry-academy linkage | 0.125 | 0.024 |
| | | ESP faculty cultivation plans | 0.327 | 0.062 |
| | | Co-teaching | 0.110 | 0.021 |
| ESP curriculum design | 0.190 | Enhancing language skills | 0.152 | 0.026 |
| | | Reinforcing ESP class hours | 0.082 | 0.014 |
| | | Teaching ESP for different areas of professionalism | 0.147 | 0.025 |
| | | Encouraging cross-cultural learning | 0.231 | 0.039 |
| | | Providing teaching materials for specific workplace needs | 0.388 | 0.066 |
| ESP learning environment | 0.276 | Small class size | 0.105 | 0.032 |
| | | Situational ESP courses | 0.127 | 0.038 |
| | | Practical training opportunities | 0.321 | 0.096 |
| | | Business institution visits | 0.149 | 0.045 |
| | | Business reality simulation | 0.298 | 0.089 |
| ESP proficiency certificate coaching | 0.356 | TOEIC | 0.363 | 0.123 |
| | | BULATS | 0.185 | 0.063 |
| | | GEPT Pro | 0.239 | 0.081 |
| | | BEC | 0.213 | 0.073 |
| | | Total | | |

From Fig. 4, we can observe that English proficiency certificate coaching (0.356) was ranked as having the utmost priority of importance from the perspective of commerce and industry. This shows the vital importance of ESP requirement for learners to gain occupational mobility and how imperative it is to enhance their ESP level through certificates of coaching/preparation. This gave practitioners the direction to organize an ESP enhanced curriculum with greater focus. This was followed by the learning environment (0.276), curriculum design (0.190), and faculty (0.178).

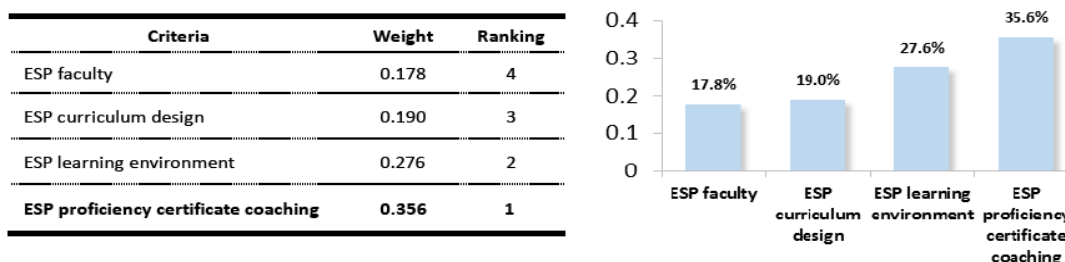


Figure 4. Four Main Criteria Ranking and Weights.

A. ESP Faculty

In Fig. 5, the results of rankings of the alternatives under ESP faculty indicate the importance of ESP faculty cultivation (0.327). ESP is a rather new domain compared to EGP. ESP practitioners, in particular, need to upgrade their understanding of the prevalent job market trends in order to offer the learners the most up-to-date materials, stimuli, and input. Therefore, this indication from the perspective of business and industry can indeed serve as useful guidance. Not only learners but also ESP faculty need to keep pace with current workplace English needs as well. ESP faculty also requires job training and professional development, i.e. faculty development and cultivation plans. Teachers' professional development can comprise ESP seminars for teaching materials or ideas exchange, workgroups to enhance teaching quality, or regular interviews with business and industries to understand the target requirements.

| Alternative | Weight | Ranking |
|---|--------------|----------|
| ESP faculty cultivation plans | 0.327 | 1 |
| Industrial experience/background | 0.300 | 2 |
| Faculty with English teaching expertise | 0.138 | 3 |
| Industry-academy linkage | 0.125 | 4 |
| Co-teaching | 0.110 | 5 |

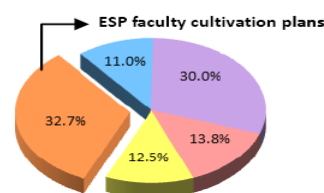


Figure 5. Alternatives Ranking and Weights under ESP Faculty.

B. ESP Learning Environment

In Fig. 6, the top concern is providing teaching materials for specific workplace needs (0.388), followed by encouraging cross-cultural learning (0.231). These two factors imply that companies might have found that incoming employees did not have sufficient ESP knowledge from suitable materials, as applicable to new workplaces or challenges. Therefore, there is an urgent and imperative need to design pragmatic materials for ESP learners. Second, due to the overwhelming tide of globalization, cross-cultural understanding to ameliorate communication with foreign customers and colleagues is also key to successful occupational mobility.

| Alternative | Weight | Ranking |
|--|--------------|----------|
| Providing teaching materials for specific workplace needs | 0.388 | 1 |
| Encouraging cross-cultural learning | 0.231 | 2 |
| Enhancing language skills | 0.152 | 3 |
| Teaching ESP for different areas of professionalism | 0.147 | 4 |
| Reinforcing ESP class hours | 0.082 | 5 |

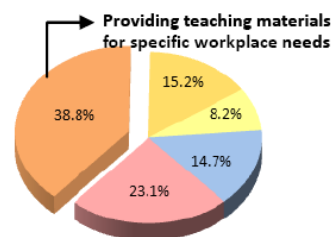


Figure 6. Alternatives Ranking and Weights under ESP Learning Environment.

C. ESP Curriculum Design

In Fig. 7, practical training opportunities ranked top (0.321). This represents the perceptions of commerce and industry's concerns. Most job applicants do not possess or accumulate sufficient practical experience to handle the upcoming working challenges. Hence, practical training opportunities can be offered to ESP learners for occupational mobility. Following is the business reality simulation (0.298) also plays a significant role in ESP enhancement to learners.

| Alternative | Weight | Ranking |
|---|--------------|----------|
| Practical training opportunities | 0.321 | 1 |
| Business reality simulation | 0.298 | 2 |
| Business institution visits | 0.149 | 3 |
| Situational ESP courses | 0.127 | 4 |
| Small class size | 0.105 | 5 |

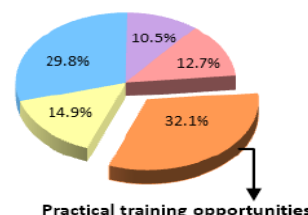


Figure 7. Alternatives Ranking and Weights under ESP Curriculum Design.

D. ESP Proficiency Certificate Coaching

Further, among all ESP certificates, TOEIC (0.364) ranked top, as acknowledged by business and industries, followed by GEPT Pro (0.238), BEC (0.213), and BULATS (0.185) as in Fig. 8. TOEIC gained recognitions by most Asian corporations, this study also proved that TOEIC is mostly adopted and recognized by most enterprises. Therefore, when employees or job applicants intend to upgrade their occupational mobility, these ESP certificates training and coaching can be taken as priority consideration.

| Alternative | Weight | Ranking |
|--------------|--------------|----------|
| TOEIC | 0.363 | 1 |
| GEPT Pro | 0.239 | 2 |
| BEC | 0.213 | 3 |
| BULATS | 0.185 | 4 |

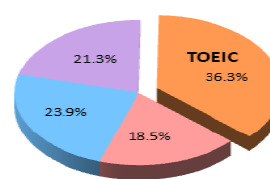


Figure 8. Alternatives' ranking and weights under ESP proficiency certificate coaching

TABLE II.
RANKING OF ESP ENHANCEMENT FACTORS

| Rank | Alternatives (sub-criteria) | Global weights |
|------|---|----------------|
| 1 | TOEIC | 0.123 |
| 2 | Practical training opportunities | 0.096 |
| 3 | Business reality simulation | 0.089 |
| 4 | GEPT Pro | 0.081 |
| 5 | BEC | 0.073 |
| 6 | Providing teaching materials for specific workplace needs | 0.066 |
| 7 | BULATS | 0.063 |
| 8 | ESP faculty cultivation plans | 0.062 |
| 9 | Industrial experience/background | 0.057 |
| 10 | Business institution visits | 0.045 |
| 11 | Encouraging cross-cultural learning | 0.039 |
| 12 | Situational ESP courses | 0.038 |
| 13 | Small class size | 0.032 |
| 14 | Faculty with English teaching expertise | 0.026 |
| 15 | Enhancing language skills | 0.026 |
| 16 | Teaching ESP for different areas of professionalism | 0.025 |
| 17 | Industry-academy linkage | 0.024 |
| 18 | Co-teaching | 0.021 |
| 19 | Reinforcing ESP class hours | 0.014 |
| | Total | 1.000 |

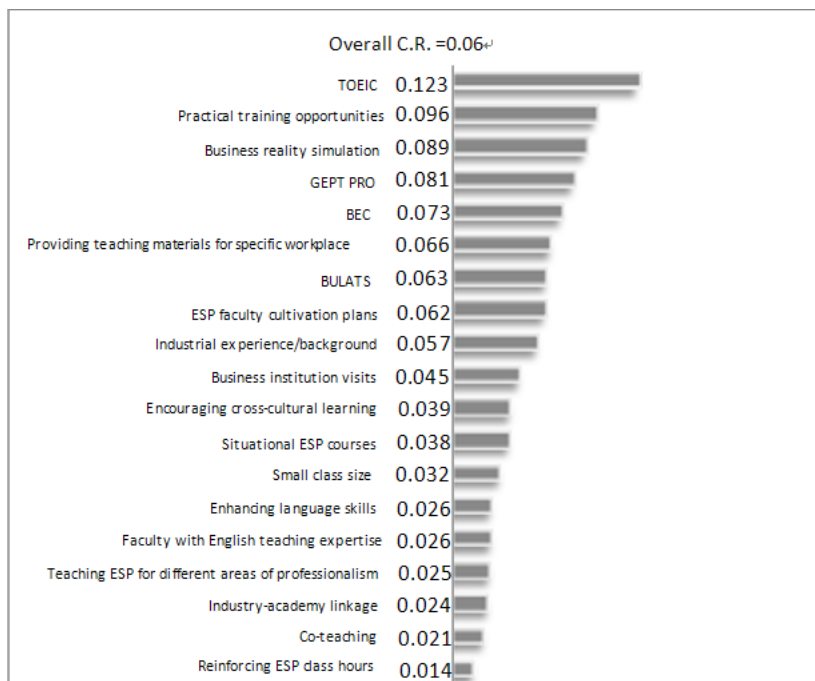


Figure 9. An Overview of All the Assessment Results and Weight Values.

V. CONCLUSION

From the overall results as in Fig. 8 and Fig. 9, we can infer the perspective of industries that ESP courses should emphasize the enhancement of proficiency test scores, as these play a key role in upward occupational mobility. That is, for a job applicant or those who are seeking to be promoted to a better opportunity or position, a gold certificate, especially that of TOEIC, is appreciated. ESP classes can reinforce preparation in such certificates to help learners.

Practical training opportunities for learners to acquaint themselves with workplace ESP needs are also important. The lack of experience can cause downward mobility or a waste of time in a competitive workforce. Commerce or industry owners also require new blood that is able to adapt to the workplace immediately after being hired. Therefore, ensuring that students or tertiary-level learners have sufficient practical training can be beneficial. Another useful form of preparation for the job market is business reality simulation. In the case that ESP learners do not have opportunities to do practical training, business reality simulation is also a good way to become more skilled in a particular field. This can provide a point of reference for practitioners to design relevant courses.

Among ESP faculty criteria, ESP faculty cultivation plans rank top (0.327), showing that there are urgent training needs for professional ESP faculty. This might be due to the lack of sufficient ESP practitioners nowadays, as language

teachers might not have special expertise or knowledge of the professions; conversely, professionals in certain fields might not be familiar with English language usage, let alone teaching. A combination of the two may be most beneficial for ESP learners. Meanwhile, providing teaching materials for specific workplace needs also ranked top (0.388) among ESP curriculum design. This indicates that ESP enhancement needs to place a high value on qualified faculty as well as determining and acquiring the teaching materials needed. Great importance needs to be attached to both of these issues. Interestingly, the amount of class hours does not appear to be a major concern. As long as the ESP courses are well designed and practical, practitioners can help ESP learners on the road to achieving satisfying career mobility.

ESP enhancement is not only beneficial to tertiary-level learners but also critical for society's upward occupational mobility. From the vantage point of a country's development, ESP enhancement provides for its advancement and globalization. ESP learning might be in the field of language or education but should never be trifled with. It has strong relevance to a person's career future, satisfaction, and achievements, as well as a country's competitiveness. It is hoped that the findings can provide teachers with ideas to prepare learners for the challenges they will face while pursuing occupational mobility, in addition, the results of ESP study contribute skills and a mindset to be able to secure competitive advantage in today's world.

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