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English Language Learning Needs of Employees at Dolce Cafe in Serving International Customers

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Abstract

This study aims to identify the English language learning needs of employees at Dolce Cafe in serving international customers and to determine the English skills and materials required to support effective workplace communication. Empirical evidence on local cafe contexts in Mataram remains limited; this study addresses that gap by providing a context-specific ESP needs analysis. This study used a qualitative descriptive design with a needs analysis approach. Data were collected through observation, semi-structured interviews, and questionnaires involving five employees, consisting of one supervisor, one cashier, and three frontline staff members. The data were analyzed using the Hutchinson and Waters framework, which includes necessities, lacks, wants, and learning needs. The findings reveal that: 1) employees need English for several workplace communication tasks, including greeting customers, explaining menu items, taking orders, giving recommendations, handling complaints, and processing payments; 2) the main English skills needed are speaking and listening, supported by vocabulary mastery, pronunciation, and polite professional expressions; and 3) employees prefer practical and interactive learning materials, particularly role-play, dialogue practice, menu vocabulary, pronunciation practice, and listening activities related to fast speech. The study concludes that English for Specific Purposes instruction for cafe employees should be designed based on real workplace communication demands so that the materials and activities match employees' immediate needs in serving international customers.

Keywords: *English for Specific Purposes, needs analysis, cafe employees, international customers, workplace English*

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INTRODUCTION

The growth of tourism and international mobility has increased the need for effective communication between service workers and customers from different linguistic and cultural backgrounds (Giddens, 2000; Leslie & Russell, 2006). In hospitality-related workplaces such as cafes, restaurants, and hotels, English often functions as a lingua franca that enables employees and international customers to communicate despite having different first languages (Jenkins, 2007; Seidlhofer, 2001). In such encounters, misunderstandings may arise not only from linguistic limitations but also from different pragmatic and cultural expectations (House, 1999; Gnutzmann, 2000). For frontline employees, English is not only a subject of study but also a practical tool for providing service, building customer trust, preventing misunderstanding, and creating positive customer experiences.

In workplace communication, employees are expected to use English in direct and spontaneous interactions. Cafe employees, for example, may need to greet customers, explain menu items, take orders, give recommendations, respond to complaints, and process payments. These tasks require not only general English knowledge but also specific vocabulary, clear pronunciation, listening comprehension, and polite expressions. Therefore, English learning for cafe employees should be connected to their actual service situations rather than focused only on general grammar or classroom-based English (Graves, 2000; Tomlinson, 2011).

English for Specific Purposes (ESP) is an appropriate approach for this context because it focuses on learners' particular needs in specific academic or professional settings. In this study, ESP is defined as an approach to language teaching in which content, objectives, materials, and activities are determined by the specific communicative needs of learners in a target academic or occupational setting (Belcher, 2009; Dudley-Evans & St. John, 1998; Johns, 1991; Mackay & Mountford, 1978). Dudley-Evans and St. John (1998) explain that ESP is centered on meeting learners' specific needs and using language relevant to particular disciplines or occupations. In the hospitality and service industry, ESP instruction should focus on practical language functions that employees need in real communication with customers. This means that the content of English training should be based on the employees' roles, workplace tasks, and communication problems.

A central element in ESP is needs analysis. According to Hutchinson and Waters (1987), needs analysis includes the identification of necessities, lacks, wants, and learning needs. In this study, needs analysis is defined as a systematic process of identifying learners' target-situation requirements, current gaps, perceived wants, and preferred learning conditions to inform course and material design (Hutchinson & Waters, 1987; Iwai et al., 1999). Target needs refer to the English required by employees to perform workplace tasks in the target situation, whereas learning needs refer to the ways in which employees prefer to learn and the conditions that can best support their language acquisition (Hutchinson & Waters, 1987). Necessities refer to what learners must know in order to function effectively in the target situation. Lacks refer to the gap between learners' current ability and the required ability. Wants refer to what learners want to learn, while learning needs refer to how learners can best acquire the language. Through needs analysis, English materials can be designed to match real workplace demands and the learners' preferred ways of learning.

Previous studies in hospitality and restaurant contexts have shown that speaking, listening, vocabulary, pronunciation, and polite expressions are important for service employees (Firharmawan & Andika, 2019; Ma'fiyah & Sumardiono, 2023; Zahedpisheh et al., 2017). Studies in other service sectors also indicate that foreign-language skills contribute to service quality and professional communication (Leslie & Russell, 2006; Shadmanbekova, 2023). However, each workplace has its own communication demands depending on the type of service, customers, menu, and workplace culture. For this reason, a local needs analysis is necessary before developing English learning materials. Small and medium cafe workplaces, in particular, require more attention because employees often interact with international customers in informal but demanding service situations.

Although needs analysis studies have been conducted in various local contexts, including English for international relations students, hotel employees, vocational

hospitality students, and community forums in Mataram, empirical research specifically examining small local cafe employees in Mataram remains scarce (Duka et al., 2020; Firharmawan & Andika, 2019; Haliza et al., 2023; Ma'fiyah & Sumardiono, 2023; Sujana et al., 2020, 2022). This gap is important because cafe service tasks, menu vocabulary, customer interaction patterns, and workplace communication demands differ from those in hotels, vocational schools, or academic programs. The novelty of this study lies in its context-specific analysis of a local cafe and its effort to translate the findings into concrete ESP materials for frontline service communication.

Dolce Cafe in Mataram is one workplace where employees frequently serve international customers. In their daily work, employees need to communicate in English when welcoming customers, describing food and beverages, taking orders, recommending menu items, handling complaints, and explaining payment procedures. However, the employees' specific English language learning needs have not been systematically examined. Without a clear understanding of these needs, English training may not fully support the real communication tasks faced by the employees.

Based on this background, this study aims to identify the English target needs and learning needs of employees at Dolce Cafe in serving international customers. This study also aims to determine the English skills and learning materials needed to support their workplace communication. The research questions are formulated as follows: 1) What are the English target needs and learning needs of employees at Dolce Cafe in serving international customers? and 2) What English skills and learning materials are needed to support their workplace communication? Theoretically, this study is expected to enrich ESP and needs analysis literature in hospitality settings by illustrating how Hutchinson and Waters' framework can be operationalized in a local cafe context. Practically, the findings are expected to provide a basis for designing relevant English training materials for cafe employees and for informing instructors, material developers, and cafe managers about workplace-specific language priorities (Graves, 2000; Tomlinson, 2011).

METHOD

Research Design

This study employed a qualitative descriptive design using a needs analysis approach. This design was selected because the study aimed to describe the English language learning needs of Dolce Cafe employees in serving international customers in a real workplace context. The study did not attempt to test a hypothesis or measure language proficiency statistically, but rather to identify the communicative tasks, difficulties, preferences, and learning materials needed by the employees. The needs analysis was based on Hutchinson and Waters' (1987) framework, which consists of necessities, lacks, wants, and learning needs.

Data Source

The data in this study were obtained from employees of Dolce Cafe in Mataram. The participants consisted of five employees: one supervisor, one cashier, and three frontline staff members. The participants were selected using purposive sampling because they were directly involved in customer service, had experience communicating with international customers, and could represent different service

roles, namely supervisor, cashier, and frontline staff. Their roles allowed the researcher to obtain information about different service situations, such as greeting customers, explaining menu items, taking orders, giving recommendations, handling complaints, and processing payments.

The primary data were collected from observation, semi-structured interviews, and questionnaires. Observation was used to identify the actual use of English in workplace interactions and to note the communication difficulties experienced by employees when serving international customers. Semi-structured interviews were conducted to explore employees' perceptions of their English needs, their difficulties, and their preferred learning activities. Questionnaires were used to obtain supporting information about the importance of English, frequency of English use, perceived difficulties, and preferred learning materials. The secondary data consisted of relevant theories and previous studies related to ESP, needs analysis, workplace English, and hospitality communication, which were used to support the analysis and interpretation of the findings.

Data Collection

The data were collected through three techniques: observation, semi-structured interviews, and questionnaires. First, observation was conducted at Dolce Cafe**,** to identify the English expressions and communication tasks commonly used by employees when interacting with international customers. The observation focused on workplace communication situations, including greeting customers, explaining menus, taking orders, recommending products, responding to complaints, and handling payment procedures.

Second, semi-structured interviews were conducted with the participants to obtain deeper information about their English learning needs. The interview questions focused on the employees' experiences in using English, the difficulties they faced, the English skills they considered important, and the types of learning materials they preferred. This technique allowed the participants to express their opinions more freely while still following the main focus of the study.

Third, questionnaires were distributed to the participants**.** The questionnaires included items related to the importance of English, the frequency of English use at work, difficulties in speaking and listening, vocabulary needs, pronunciation practice, polite expressions, and preferred learning activities such as role-play and dialogue practice. To avoid overlap between instrument description and procedure, the instruments are described in this section, while their implementation is reported in the data collection procedure above.

Data Analysis

The data were analyzed descriptively using Hutchinson and Waters' (1987) needs analysis framework, which includes Necessities, Lacks, Wants, and Learning Needs. The observation and interview data were first organized and categorized based on the communication tasks required in the cafe workplace. The questionnaire responses were then summarized to identify patterns in the employees' perceptions of English use, difficulties, and learning preferences.

The analysis focused on two main dimensions: target needs and learning needs. Target needs included the necessities, lacks, and wants of the employees in using English to serve international customers. Learning needs referred to the types of materials and learning activities that could help employees improve their workplace communication. After the data were categorized, the findings were interpreted by relating them to the ESP framework and relevant previous studies. Triangulation of observation, interview, and questionnaire data was used to strengthen the credibility of the findings (Patton & Cochran, 2002).

RESULT AND DISCUSSION

English Target Needs and Learning Needs of Dolce Cafe Employees

The findings show that English is an important workplace skill for employees at Dolce Cafe. Based on the questionnaire results, four participants strongly agreed and one participant agreed that English is important for serving international customers. This indicates that all participants recognized English as a necessary skill in their workplace. In addition, three participants strongly agreed and two participants agreed that English is used regularly at the cafe. This means that English is not only needed for future development but is already part of daily service communication. Table 1 presents a recap of the questionnaire responses.

Table 1. Recap of questionnaire responses (N = 5)

No	Questionnaire item	Strongly agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly disagree f (%)
1	English is important for serving international customers	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)
2	English is used regularly at the cafe	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
3	Speaking fluency is difficult	3 (60%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)
4	Employees lack cafe/restaurant-related vocabulary	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)
5	Employees want more speaking practice	5 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6	Employees want role-play activities	5 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	Employees need practical learning materials	4 (80%)	1 (20%)	0 (0%)	0 (0%)	0 (0%)

The observation results showed that employees used English in several service activities, such as greeting customers, explaining menu items, taking orders, giving recommendations, processing payments, and responding to complaints. These activities represent the employees' necessities because they are the language functions required in their workplace. In the context of cafe service, the employees do not need long and complex conversations. Instead, they need short, clear, polite, and practical expressions that can be used directly during customer service.

The data also revealed several lacks in the employees' English ability. Three participants strongly agreed and two participants agreed that speaking fluency was difficult. Two participants strongly agreed and three participants agreed that they lacked restaurant or cafe-related vocabulary. The interview results supported these findings. One participant stated that English was needed to provide better service and avoid misunderstanding, especially when handling complaints. Another participant reported difficulty in understanding customers who spoke quickly and expressed the need for pronunciation practice and polite cashier expressions. Other participants explained that they lacked vocabulary related to ingredients, taste, and portion size. One participant also admitted feeling less confident when speaking English and preferred learning through role-play or dialogue practice.

The participants' wants were also clearly identified. All five participants strongly agreed that they wanted more speaking practice. All participants also strongly agreed that they wanted role-play activities. Four participants strongly agreed and one participant agreed that they needed practical learning materials. In addition, the employees wanted listening practice for fast speech, pronunciation practice, polite expressions, and menu vocabulary. These results show that the employees preferred English learning activities that were directly related to their workplace communication rather than abstract English lessons.

From the perspective of learning needs, the employees need practical, interactive, and work-oriented materials. Role-play is one of the most suitable learning activities because it allows employees to practice realistic service interactions, such as welcoming customers, confirming orders, explaining menus, and responding to complaints. Dialogue practice is also important because it provides model expressions that employees can memorize, adapt, and use in real workplace situations. Therefore, the learning materials for Dolce Cafe employees should be designed based on actual communication tasks in the cafe.

English Skills and Learning Materials Needed to Support Workplace Communication

The second finding concerns the English skills and learning materials needed by Dolce Cafe employees. The data show that speaking is the most important productive skill because most interactions with international customers occur orally and spontaneously. Employees need to respond quickly, clearly, and politely when customers ask questions or make requests. Listening is also very important because employees must understand different accents, fast speech, and unexpected customer questions.

Vocabulary also emerged as a major need. Employees especially need vocabulary related to menu items, ingredients, taste, portion size, preparation methods, and payment procedures. In cafe service, vocabulary is not only a supporting element but also a core part of communication. When customers ask about food or beverages, employees must be able to explain the menu clearly. Limited vocabulary may cause hesitation, misunderstanding, or incomplete explanations.

Pronunciation and polite expressions were also identified as important needs. Employees need clear pronunciation when mentioning menu items, prices, numbers, and payment options. In addition, polite expressions are necessary because cafe service requires courteous and professional communication. Employees need

expressions for greeting customers, offering help, asking for clarification, confirming orders, apologizing, responding to complaints, and closing interactions politely.

Based on the findings, the most relevant learning materials for Dolce Cafe employees include greeting customers, explaining menu items, taking orders, giving recommendations, handling complaints, and processing payments. Greeting materials should train employees to welcome customers politely and create a positive first impression. Menu explanation materials should help employees describe ingredients, taste, portion size, and preparation methods. Order-taking materials should help employees confirm customer choices and avoid mistakes. Recommendation materials should prepare employees to suggest menu items based on customer preferences. Complaint-handling materials should provide expressions for apologizing, clarifying problems, and offering solutions. Payment materials should focus on numbers, prices, totals, payment methods, and closing phrases.

The findings also show that role-play, dialogue practice, vocabulary lists, pronunciation drills, and listening activities are appropriate materials for English training at Dolce Cafe. These materials are practical because they reflect real service situations faced by the employees. They can help employees build confidence and improve their ability to communicate with international customers.

The findings indicate that the English needs of Dolce Cafe employees are closely related to their workplace roles and service tasks. This supports the concept of English for Specific Purposes, which emphasizes that English learning should be based on the specific needs of learners in a particular context (Belcher, 2009; Dudley-Evans & St. John, 1998). In this case, the employees do not need English for general academic purposes, but for practical communication in cafe service.

The findings are also in line with Hutchinson and Waters' needs analysis framework. The necessities of the employees include greeting customers, explaining menus, taking orders, giving recommendations, handling complaints, and processing payments. These are the tasks they must perform in English when serving international customers. Their lacks include limited speaking fluency, limited menu vocabulary, difficulty understanding fast speech, pronunciation problems, and lack of confidence. Their wants include speaking practice, role-play, practical materials, listening practice, pronunciation practice, polite expressions, and menu vocabulary. Their learning needs show that they prefer interactive and workplace-based activities that can be applied directly in their daily work.

These findings corroborate previous studies in hospitality and service contexts, which report that speaking, listening, service vocabulary, pronunciation, and polite expressions are central for frontline employees (Firharmawan & Andika, 2019; Ma'fiyah & Sumardiono, 2023; Zahedpisheh et al., 2017). The findings also extend local needs analysis research in Mataram by showing that cafe employees require a more specific set of oral service functions and menu-related vocabulary than those identified in academic or hotel settings (Duka et al., 2020; Haliza et al., 2023; Sujana et al., 2020, 2022). This context-specificity supports Shadmanbekova's (2023) argument that service-sector professionals need training that is closely tied to their actual professional communication tasks.

Speaking and listening appeared as the most important skills because cafe communication is mostly oral and immediate. Employees need to understand customers quickly and respond appropriately. This finding is consistent with studies

in hospitality and restaurant service, which often show that frontline workers need spoken interaction, listening comprehension, service vocabulary, and polite expressions. In service workplaces, successful communication depends not only on grammar accuracy but also on fluency, clarity, politeness, and the ability to respond to customers' needs. Because English is used as a lingua franca with customers from various linguistic backgrounds, employees also need tolerance for different accents and strategies for checking understanding and repairing communication breakdowns (House, 1999; Jenkins, 2007; Seidlhofer, 2001).

Vocabulary is another important aspect because employees need to explain food and beverage items clearly. In Dolce Cafe, employees may be asked about ingredients, taste, portion size, and product recommendations. Without sufficient vocabulary, they may have difficulty giving complete explanations. This shows that English materials for cafe employees should include specific vocabulary related to the menu and customer service. This finding is consistent with the principle of materials development that ESP materials should be authentic, relevant, and usable in target situations (Tomlinson, 2011).

The employees' preference for role-play and dialogue-based learning also supports the idea that ESP materials should be meaningful and authentic. Role-play allows employees to practice real communication before applying it in actual customer interactions. Dialogue practice helps employees become familiar with common expressions used in cafe service. These activities are suitable for adult workers because they are practical, relevant, and directly connected to workplace needs. From a course-design perspective, these preferences can inform the selection of tasks and learning activities in an ESP program (Graves, 2000).

Overall, the findings show that English instruction for Dolce Cafe employees should not focus only on general English. Instead, it should be developed as an ESP program based on workplace needs. The program should prioritize speaking, listening, vocabulary, pronunciation, and polite expressions. The materials should include realistic cafe service situations so that employees can improve their confidence and communication effectiveness when serving international customers. However, the findings should be interpreted with caution because they are based on a small number of participants in a single cafe and rely primarily on employees' self-reports.

CONCLUSION

Based on the findings and discussion, it can be concluded that the employees of Dolce Cafe need English to support effective communication with international customers in daily workplace interactions. In relation to the first research question, the employees' target needs include greeting customers, explaining menu items, taking orders, giving recommendations, handling complaints, and processing payments; their lacks include limited speaking fluency, listening comprehension, cafe-specific vocabulary, pronunciation, and confidence; and their learning needs include practical, interactive, and workplace-based activities. In relation to the second research question, the English skills needed are primarily speaking and listening, supported by vocabulary, pronunciation, and polite professional expressions, while the materials needed include role-play, dialogue practice, menu vocabulary, pronunciation practice, listening activities, and polite expressions for handling real customer service situations.

These findings imply that English instruction for Dolce Cafe employees should be designed as an English for Specific Purposes program that reflects real cafe service situations and supports employees' immediate communication needs. Theoretically, the study illustrates how the necessities, lacks, wants, and learning needs framework can be applied to a local cafe context. Practically, the findings can inform instructors, material developers, and cafe managers in designing training that prioritizes oral service communication, menu vocabulary, pronunciation, and polite expressions.

This study has several limitations. First, the sample was small and limited to five employees in one cafe, so the findings cannot be generalized to all cafes in Mataram or other hospitality workplaces. Second, the data were mainly based on observation, interviews, and self-reported questionnaires, which may be influenced by participants' perceptions. Third, the study did not include the perspectives of international customers. Future research should address these limitations by involving more participants, multiple cafe sites, and customers' perspectives.

RECOMMENDATIONS

Future researchers who are interested in similar topics are encouraged to involve more participants from different cafes, restaurants, or hospitality workplaces so that the findings can provide a broader understanding of English language needs in service industries. Future studies may also include international customers' perspectives to identify the communication problems they experience when interacting with local employees. In addition, English instructors and material developers are recommended to design practical ESP-based learning materials for cafe employees, especially materials that include role-play, dialogue practice, menu vocabulary, pronunciation practice, listening activities, and polite expressions for handling real customer service situations.

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