

STUDENT NEEDS ANALYSIS ON LISTENING ACTIVITIES TO STIMULATE HOTS IN ESP CLASSROOM

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Abstrak

Penelitian ini mengkaji kebutuhan, kesulitan, dan preferensi belajar menyimak mahasiswa vokasi untuk mengembangkan keterampilan berpikir tingkat tinggi pada mata kuliah *English for Food and Beverage*. Analisis kebutuhan dengan metode campuran dilakukan melalui kuesioner yang diberikan kepada 187 mahasiswa vokasi perhotelan, wawancara semi-terstruktur dengan dosen dan alumni, serta analisis kurikulum dan Rencana Pembelajaran Semester (RPS). Data kuantitatif dianalisis secara deskriptif, sedangkan data kualitatif dianalisis menggunakan model analisis interaktif. Hasil penelitian menunjukkan kebutuhan menyimak komunikatif dan kognitif yang sangat tinggi (*grand M* = 4,56), dengan prioritas tertinggi pada memahami keluhan pelanggan, mengatasi miskomunikasi, dan mengikuti kegiatan menyimak yang merangsang berpikir kritis. Mahasiswa juga melaporkan kesulitan menyimak yang tinggi (*grand M* = 3,48), terutama dalam memproses tuturan cepat, beragam aksen bahasa Inggris, dan menentukan respons yang tepat dalam situasi pelayanan. Preferensi belajar secara keseluruhan sangat tinggi (*grand M* = 4,29), dengan preferensi kuat terhadap interaksi kerja autentik, materi yang relevan secara kontekstual, kegiatan adaptif berbantuan teknologi, dan tugas menyimak analitis. Penanganan keluhan merupakan skenario kerja yang paling banyak diminta, yaitu oleh 53,5% responden. Analisis kurikulum dan RPS lebih lanjut menunjukkan bahwa meskipun mata kuliah ini memuat topik *Food and Beverage* yang relevan dengan dunia kerja serta capaian berpikir kritis yang bersifat umum, pembelajaran menyimak masih didominasi pendekatan prosedural dan belum sepenuhnya dikontekstualisasikan untuk menuntut analisis, evaluasi, dan perumusan solusi secara sistematis. Temuan ini menunjukkan perlunya materi menyimak yang autentik, berjenjang secara progresif (*scaffolded*), dan berbantuan teknologi yang mengintegrasikan pemecahan masalah di tempat kerja, variasi aksen dan kecepatan tuturan, umpan balik interaktif, serta asesmen berpikir tingkat tinggi berbasis kasus.

Kata Kunci: *English For Specific Purposes; Keterampilan Berpikir Tingkat Tinggi; Pemahaman Menyimak; Analisis Kebutuhan; Pendidikan Vokasi*

Abstract

This study investigated vocational students' listening needs, difficulties, and learning preferences for developing higher-order thinking skills in an English for Food and Beverage course. A mixed-methods



needs analysis was conducted using a questionnaire administered to 187 vocational hospitality students, semi-structured interviews with lecturers and alumni, and analysis of the curriculum and Semester Learning Plan. Quantitative data were analyzed descriptively, while qualitative data were examined through an interactive analysis model. The findings showed very high communicative and cognitive listening needs (grand M = 4.56), with the highest priorities involving understanding customer complaints, resolving miscommunication, and engaging in listening activities that stimulate critical thinking. Students also reported high listening difficulties (grand M = 3.48), particularly when processing rapid speech, different English accents, and appropriate responses in service situations. Learning preferences were very high overall (grand M = 4.29), with strong preferences for authentic workplace interactions, contextually relevant materials, adaptive technology-assisted activities, and analytical listening tasks. Complaint handling was the most frequently requested workplace scenario, reported by 53.5% of respondents. Curriculum and Semester Learning Plan analysis further showed that although the course includes occupationally relevant Food and Beverage topics and generic critical-thinking outcomes, listening instruction remains predominantly procedural and has not yet been fully contextualized to require systematic analysis, evaluation, and solution generation. These findings indicate the need for authentic, progressively scaffolded, technology-assisted listening materials that integrate workplace problem-solving, accent and speech-rate variation, interactive feedback, and case-based higher-order thinking assessment.

Keywords: *English For Specific Purposes; Higher-Order Thinking Skills; Listening Comprehension; Needs Analysis; Vocational Education*

A. Introduction

In line with global economic developments, vocational education plays a strategic role in preparing graduates for the workforce by equipping them with practical skills relevant to industry needs (Chaves-Yuste et al., 2024; Hudiananingsih et al., 2025). The tourism sector, and the hospitality industry in particular, has undergone a massive process of globalization and dynamic shifts in consumer expectations, which ultimately demand higher competencies from vocational graduates. Within the hospitality sector, the Food and Beverage

(F&B) department is often the most interactive and dynamic work environment. Workers in this field are required not only to demonstrate technical skills in food service but also exceptional interpersonal and cross-cultural communication skills (Xenia & Indriyani, 2025). Given the role of English as the primary lingua franca in the international tourism sector, fluency in using and understanding English is no longer viewed merely as an academic hurdle to be overcome, but rather as a critical professional competency that directly impacts guest satisfaction and operational efficiency (Nensilianti et al., 2025).



Therefore, English for Specific Purposes (ESP) has become a key component of vocational curricula, with the aim of bridging the gap between general language proficiency and the highly specific communication demands of the workplace (Basturkmen, 2019; Poedjiastutie & Oliver, 2017).

Although the importance of ESP has been widely recognized, there remains a consistent imbalance in how language skills are taught and assessed in vocational settings. Among the four macro skills in English (listening, speaking, reading, and writing), listening comprehension can be considered the most vital skill in the hospitality industry, particularly in the Food and Beverage (F&B) sector (Richards, 2022; Vančová, 2019; Vandergrift & M Goh, 2021). The nature of service in the hospitality industry indicates that communication almost always begins with auditory input or sound, starting with understanding specific guest information regarding dietary restrictions and allergies, and taking note of special guest orders as a common occurrence in busy restaurant environments. In these authentic professional situations, listening is a real-time cognitive task that demands the employee's listening skills (Vandergrift & M Goh, 2021). Hospitality workers must process various international accents, understand colloquial expressions, and filter out significant background noise,

while maintaining a polite and professional demeanor. However, despite these operational advantages, listening skills are often sidelined or given less attention than other skills in ESP classes, where the instructional focus tends to lean more toward speaking and reading (Vandergrift & Goh, 2021). This is often rooted in the practical difficulties faced by instructors in finding or producing audio that is highly contextual and industry-specific (Syaifudin, 2024).

Audio is a key component of listening instruction because it serves as a source of language input that determines the quality of students' comprehension (Sadiqzade, 2024). Furthermore, English instruction in vocational classrooms should be able to stimulate students' Higher Order Thinking Skills (HOTS). However, most available audio materials remain insufficiently contextual and do not adequately represent real-world workplace situations (Simanjuntak, 2024). This situation results in students' limited ability to transfer listening skills to real-world professional contexts, especially since vocational students' English proficiency is generally relatively low. The current modern educational paradigm emphasizes that vocational education should not merely involve rote memorization but must actively stimulate higher-order thinking skills (HOTS) (Sukmawijaya et al., 2020). Based on the revised Bloom's Taxonomy,



HOTS encompasses the cognitive domains of analyzing (C4), evaluating (C5), and creating (C6). In the context of F&B service, employees are required to utilize these advanced cognitive processes. They must be able to quickly analyze menu items, evaluate which options are safe, and create appropriate and polite alternative recommendations for guests. However, current vocational English listening materials remain stuck at the Lower Order Thinking Skills (LOTS) level (Ramadhana & Firdaus, 2025). Students are only required to listen to specific sentences and vocabulary and write them down accurately, rather than being challenged to analyze the speaker's intent, evaluate complex situations, or solve simulated work problems (Margana & Widyanoro, 2017). This situation may leave graduates become ill-prepared to handle the spontaneous and complex interactions that are characteristic of premium hospitality services.

The relevance of classroom learning materials to real-world industry needs is a key indicator of the success of vocational curricula. Previous research has shown that there is a persistent gap between students' general language competencies and the actual demands of operational communication in the workplace (Hanin & Muliati, 2025). Workers in the F&B sector are required to possess high-level skills in processing verbal input quickly and

accurately amidst the dynamic and noisy environment of a restaurant. However, the lack of authentic, industry-specific listening materials worsens this problem. Most commercial textbooks only provide unproductive and overly formal listening dialogues (Febriani et al., 2026). Consequently, these learning materials fail to simulate real-world service conflicts, customer complaints, or operational problem-solving interactions, which leads to a decline in professional waiter's confidence when entering the actual industry. Furthermore, modern vocational education is required to provide learning oriented toward the mastery of higher-order thinking skills (HOTS). Several studies have criticized the fact that the majority of listening exercises given in class only require students to memorize literal information such as dates, names, times, or basic vocabulary without challenging students' critical cognitive aspects (Sulistyani et al., 2023). In fact, professional interactions in the tourism industry require real-time problem-solving skills (Cuic Tankovic et al., 2023; Supornsirisin, 2025). By integrating HOTS indicators into audio listening scenarios, students can be trained not only to grasp spoken information literally, but also to analyze the speaker's underlying intentions, evaluate service conflicts, and synthesize professional solutions for



handling guests (Irianti et al., 2022; Ma'fiah et al., 2023).

Therefore, a comprehensive needs analysis is required, involving various stakeholders to map the actual communicative and cognitive demands in the F&B industry. This needs analysis must be conducted before proceeding to the development of instructional materials, which will be based on empirical data and authentic industry needs, rather than merely on educators' subjective assumptions (Sari et al., 2020). The needs analysis was conducted on several components of the learning process, such as the Semester Learning Plan (RPS) and the curriculum used, as well as students' perceptions to provide a deep understanding of the difficulties they face, their learning preferences, and their current technological literacy. Additionally, a needs analysis was conducted on vocational instructors and alumni to provide direct insights into industry practices in the F&B sector. Ultimately, this study aims to identify students' needs regarding listening instruction that can stimulate critical thinking skills and transform listening comprehension from passive classroom exercises into active, critical, and professionally authentic competencies, ensuring graduates are prepared to face the complex realities of the modern hospitality industry.

B. Method

This study employed a needs analysis using a mixed-methods approach, integrating quantitative and qualitative data to obtain a comprehensive understanding of students' listening needs in an English for Specific Purposes (ESP) classroom (Asnadi et al., 2026). The quantitative data were collected through questionnaires administered to 187 students enrolled in English for Food and Beverage course at a higher education institution in Indonesia which is relevant to the research objective (Baruna et al., 2025). The qualitative data were gathered from semi-structured interviews to explore further areas of interest (Gupta et al., 2007) with English for Food and Beverage lecturers and alumni who currently work as practitioners in FB industry, and document analysis was conducted on the course syllabus and the curriculum documents. The analysis focused on the stated learning outcomes, listening competencies, instructional materials, learning activities, assessment methods, and the integration of Higher-Order Thinking Skills within the course design. The triangulation of multiple data sources was intended to enhance the credibility and comprehensiveness of the findings which the strength of one compensates for the weakness of another (Gay et al., 2012). The students were selected because they



had experienced the existing listening activities and were the primary users of the instructional materials. To enrich the findings, interviews were conducted with English lecturers who taught the English for Food and Beverage course and alumni currently working as Food and Beverage industry. The quantitative data obtained from the questionnaires were analyzed using descriptive statistics, including frequencies and means to describe students' responses (Creswell & Cresswell, 2018). The statistical analysis was performed using SPSS. The qualitative data from the interviews and document analysis were analyzed using an interactive model by Miles et al (2014).

C. Results and Discussion

A total of 187 vocational hospitality students (Class C = 59, G = 34, D = 28, H =

28, E = 26, F = 12) completed the questionnaire, which was administered in Bahasa Indonesia to minimize comprehension bias and is reported here in English translation. The instrument comprised 31 five-point Likert items (1 = strongly disagree, 5 = strongly agree) organized into three constructs, communicative and cognitive needs (items 1-10), perceived listening difficulties (items 11-21), and learning preferences (items 22-31) together with four open-ended questions. Mean scores were classified into five interpretive bands commonly used in Likert-based needs analysis (1.00-1.79 = very low, 1.80-2.59 = low, 2.60-3.39 = moderate, 3.40-4.19 = high, 4.20-5.00 = very high).

Students' Communicative and Cognitive Needs for Listening in F&B Service

Table 1. Students' Perceived Communicative and Cognitive Needs (N = 187)

No.	Statement	M	SD	Category
1	Understanding customers' requests in English	4.66	0.60	Very high
2	Understanding various English accents from international customers	4.50	0.68	Very high
3	Understanding supervisors' instructions in English	4.53	0.62	Very high
4	Understanding customer complaints and responding appropriately	4.75	0.53	Very high
5	Understanding meaning not directly stated by the interlocutor	4.28	0.88	Very high
6	Analyzing the situation before responding in service	4.58	0.66	Very high
7	Considering several appropriate response options	4.49	0.71	Very high
8	Deciding a course of action based on what is heard	4.47	0.65	Very high
9	Resolving problems caused by miscommunication	4.72	0.54	Very high



10	Wanting listening activities that train critical thinking, not just word recognition	4.67	0.57	Very high
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All ten items fell within the “very high” band ($M = 4.28$ – 4.75 , grand $M = 4.56$). Understanding customer complaints and responding appropriately (item 4, $M = 4.75$) and resolving problems caused by miscommunication (item 9, $M = 4.72$) received the highest ratings, and understanding meaning not directly stated by the interlocutor (item 5, $M = 4.28$) the lowest. The spread between the highest

and lowest item means was only 0.47, and the standard deviations (0.53–0.88) were the smallest of the three constructs. Item 10 ($M = 4.67$) recorded students' explicit endorsement of listening activities that train critical thinking rather than word recognition alone.

Students' Perceived Listening Difficulties in F&B Contexts

Table 2. Students' Perceived Listening Difficulties (N = 187)

No.	Statement	M	SD	Category
11	Understanding English used in real situations	3.53	1.10	High
12	Understanding conversations spoken quickly	4.20	0.97	Very high
13	Understanding various English accents	3.84	1.00	High
14	Missing important information while listening	3.43	1.19	High
15	Understanding the situation while listening	3.38	1.15	Moderate
16	Determining an appropriate response after listening	3.63	1.11	High
17	Judging whether a response is appropriate	3.75	1.01	High
18	Rarely practicing real communication problem-solving in class	3.60	1.02	High
19	Feeling classroom materials do not match real F&B situations	2.83	1.17	Moderate
20	Feeling class activities focus mainly on basic questions	3.10	1.10	Moderate
21	Feeling listening tasks have not trained critical thinking	3.04	1.19	Moderate

The difficulties construct produced a wider spread ($M = 2.83$ – 4.20 , grand $M = 3.48$, high) and larger standard deviations (0.97–1.19) than the needs construct. Understanding conversations spoken quickly (item 12, $M = 4.20$) was the highest-rated difficulty, followed by understanding various English accents

(item 13, $M = 3.84$) and judging whether a response is appropriate (item 17, $M = 3.75$). The three lowest-rated items were those evaluating the current curriculum: material misalignment (item 19, $M = 2.83$), overly basic activities (item 20, $M = 3.10$), and insufficient HOTS training (item 21, $M = 3.04$). Open-ended responses to “What



difficulties do you usually experience when listening to English in the food and beverage context?" (n = 187) named speech rate in 80 responses (42.8%), accent in 56 (29.9%), and unfamiliar F&B-specific vocabulary or menu terminology in 47 (25.1%), e.g., "I usually have difficulty understanding pronunciation that is too fast and some food and beverage vocabulary that is not yet familiar" and

"different accent and speed of speaking." Across respondents, the needs and difficulties constructs were essentially uncorrelated ($r = .09$), as were difficulties and preferences ($r = -.01$), while needs and preferences correlated moderately ($r = .50$).

Students' Preferences for HOTS-Oriented, Authentic, and Technology-Assisted Listening Materials

Table 3. Students' Learning Preferences (N = 187)

No.	Statement	M	SD	Category
22	Materials that match real work situations	4.48	0.73	Very high
23	Tasks that involve problem-solving	4.10	0.87	High
24	Activities resembling real interactions with customers	4.50	0.68	Very high
25	Technology-based listening materials	4.21	0.85	Very high
26	Audio with clear, native-like pronunciation	4.38	0.84	Very high
27	Materials featuring various English accents	4.19	0.86	High
28	Interactive materials that adapt to individual needs	4.47	0.71	Very high
29	Activities that require analyzing the situation	4.30	0.71	Very high
30	Evaluating multiple possible responses	4.17	0.76	High
31	Constructing one's own response after listening	4.12	0.79	High

The preferences construct again fell mostly within the "very high" band (grand M = 4.29). The two highest-rated items concerned authenticity activities resembling real interactions with customers (item 24, M = 4.50) and materials that match real work situations (item 22, M = 4.48), followed by interactive materials that adapt to individual needs (item 28, M = 4.47). The three lowest-rated items were tasks that involve problem-solving (item 23, M = 4.10, the lowest of all 31 items), constructing one's own response after

listening (item 31, M = 4.12), and evaluating multiple possible responses (item 30, M = 4.17).

Open-ended responses on the service situations students wanted represented in listening material (n = 187, multiple codes per response) were dominated by complaint handling (100 responses, 53.5%), followed by order-taking (69, 36.9%), menu explanation and recommendation (62, 33.2%), payment (28, 15.0%), allergy or special-request handling (14, 7.5%),



reservation (14, 7.5%), greeting (9, 4.8%), and upselling (4, 2.1%).

Responses to the open question on expectations for AI-assisted listening instruction ($n = 187$) clustered around five recurring codes: interactive practice (38 responses, 20.3%), adaptive difficulty or personalization (33, 17.6%), accent variety (27, 14.4%), immediate feedback or correction (26, 13.9%), and conversational or voice-based practice (26, 13.9%), for example: "I hope AI can help me practice listening more easily and flexibly, and help explain vocabulary or parts of the conversation that are still difficult to understand, and give feedback." Between-class means varied narrowly across the six classes for all three constructs (needs: 4.38–4.67; difficulties: 3.17–3.72; preferences: 4.18–4.47).

Further, a complementary analysis of the curriculum and the course lesson plan (Rencana Pembelajaran Semester/RPS) was also conducted to examine whether the formal course design supported the listening needs identified by students. The document analysis covered learning outcomes (CPL/CPMK), F&B content, learning processes and strategies, instructional media, and assessment. The results showed that the curriculum and

RPS already contain generic expectations related to logical and critical thinking and include 14 occupationally relevant F&B topics. However, these topics are still predominantly framed as procedural communication and vocabulary practice rather than as contextualized listening problems requiring students to analyze service situations, evaluate possible responses, or create solutions. The RPS does not yet specify HOTS-oriented listening outcomes, problem- or case-based critical listening activities, adaptive or interactive audio media, or assessment criteria that explicitly measure analysis and evaluation based on spoken input. Thus, although the thematic content is relevant to the F&B workplace, its pedagogical treatment has not yet been fully contextualized as authentic, cognitively demanding listening practice. This curricular gap reinforces the students' preference for authentic workplace scenarios, problem-based tasks, accent variation, adaptive materials, and immediate feedback, and provides a documentary basis for developing HOTS-oriented and technology-assisted listening materials. The results of the document analysis are summarized in Table 4.

Table 4. Results of Curriculum and RPS Document Analysis



Dimension	Current Curriculum and RPS Condition	Identified Gap	Implication for Material Development
Learning outcomes	CPL/CPMK already include generic logical and critical thinking and decision-making elements.	No explicit outcome requires students to analyze, evaluate, or create responses based on F&B listening input.	Add HOTS-oriented listening CPMK and map them to the existing critical-thinking CPL/CPMK.
F&B content	The RPS contains 14 occupationally relevant topics covering major F&B service situations.	Content remains mainly procedural and vocabulary-focused; authentic topics are not yet developed as critical listening cases.	Embed complaint handling, service-quality, and other workplace scenarios as audio-based case analysis and problem-solving tasks.
Learning process	The curriculum reflects andragogy, constructivism, experiential learning, and apprenticeship, with practice and role-play activities.	Problem-based learning, case analysis, reflective listening, and explicit critical-listening procedures are not yet specified.	Use guided listening, case discussion, reflective tasks, and collaborative problem-solving after authentic audio input.
Instructional media	The RPS does not specify dedicated listening media; current audio is largely conventional and fixed, with limited contextual and accent variation.	AI-assisted, adaptive, interactive, and varied audio exposure is not yet integrated into the course design.	Develop AI-assisted F&B audio with accent variation, realistic service ambience, adaptive difficulty, and interactive response options.
Assessment	Assessment emphasizes practice, projects, presentations, vocabulary, and procedural performance rather than HOTS listening.	No explicit listening assessment or rubric measures analysis, evaluation, and creation based on spoken input.	Introduce case-based listening assessment and HOTS rubrics covering problem identification, analysis, evaluation, and solution generation.



Students' Communicative and Cognitive Needs

The uniformly very high needs ratings, and item 10 in particular ($M = 4.67$), indicate that students themselves recognize a need for listening instruction that goes beyond literal comprehension. This supports the premise that listening in F&B service is not simply a decoding task but a real-time interpretive and decision-making activity, consistent with the communicative demands documented in tourism service settings (Cuic Tankovic et al., 2023; Xenia & Indriyani, 2025) and with the reported gap between general language competence and workplace communicative demand (Hanin & Muliati, 2025; Syaifudin, 2024). These mean scores should, however, be read with caution. The spread between the highest and lowest item means is only 0.47, and the standard deviations are the smallest of the three constructs, indicating a ceiling effect in which nearly all statements were endorsed as similarly indispensable. This pattern is typical of unipolar "importance" items and limits the diagnostic value of this construct for prioritizing curriculum content: it establishes that listening-for-HOTS is broadly needed, but cannot on its own indicate which specific communicative functions should be prioritized in material design. That distinction depends more on

the difficulties and preferences data discussed below, and on the instructor, alumni, and RPS data collected separately in this study.

Students' Perceived Listening Difficulties

The convergence between the closed-item ratings and the open-ended responses, speech rate, accent variation, and unfamiliar F&B vocabulary emerging as the dominant difficulties in both supports (Vandergrift & M Goh's (2021) and Vančová's (2019) accounts of real-time processing and accent adaptation as core listening bottlenecks. It also suggests that any HOTS-oriented material still needs to address these lower-level perceptual demands rather than assume they are already resolved.

Two results in this construct warrant a more critical reading rather than straightforward acceptance. First, the three lowest-rated items are precisely those evaluating the current curriculum (items 19-21). This is difficult to reconcile with the strong stated preference for authentic, real-work-situation material found in the preferences construct (item 22, $M = 4.48$) and with open-ended requests for more industry-realistic content. Two readings are plausible: students may lack the industry exposure needed to judge whether classroom material is realistic, since most have not yet worked in the field, or self-report on a



form distributed within the course may understate criticism of current instruction for social-desirability reasons. Either way, these three items should not be taken at face value as evidence that current materials are adequate; they should be cross-checked against the independent RPS/curriculum audit and instructor/alumni data collected in this study rather than resolved through student self-report alone. Second, the near-zero association between the needs and difficulties constructs ($r = .09$), alongside the negligible difficulties-preferences correlation ($r = -.01$), means that students who rate a communicative function as highly needed do not proportionally report more difficulty with it. This weakens any assumption that the needs construct by itself identifies competence gaps; it more likely reflects a general attitudinal endorsement of “this matters for my job” rather than a calibrated self-assessment of “I struggle with this.” Material prioritization in this study therefore relies more heavily on the difficulties and preferences data, and on external corroboration, than on the needs ratings alone.

Students' Learning Preferences

Within the preferences construct, the internal ordering is worth noting. The highest-rated items concern authenticity, whereas the three lowest-rated items,

problem-solving tasks (item 23), constructing one's own response (item 31), and evaluating multiple responses (item 30) are the ones that most directly operationalize the higher tiers of the revised Bloom's taxonomy invoked in this study's rationale. The gap is not large in absolute terms, but the direction is consistent: students are more enthusiastic about receiving authentic, situation-rich input than about being asked to evaluate or produce responses themselves. Read alongside item 10 in the needs construct ($M = 4.67$), this suggests that students' endorsement of HOTS as a goal is stronger at the general, attitudinal level than at the level of concrete evaluate/create tasks a distinction that matters for material design, since it implies these tasks will need explicit scaffolding rather than an assumption that students will readily embrace them once offered (Irianti et al., 2022; Ramadhana & Firdaus, 2025; Sulistyani et al., 2023).

The dominance of complaint handling in the open-ended service situations (53.5%) triangulates with the two highest-rated need items (handling complaints, $M = 4.75$; resolving miscommunication, $M = 4.72$) and with service-recovery communication identified as central to guest satisfaction in tourism service research (Cuic Tankovic et al., 2023). This convergence across independent data sources closed-item ratings and



unprompted open-ended answers gives comparatively strong warrant for anchoring the listening corpus in complaint-handling and order-taking scenarios, in contrast to the needs construct alone, which could not discriminate priorities due to the ceiling effect noted above.

Students' expectations for AI-assisted listening instruction interactive practice, adaptive difficulty, accent variety, immediate feedback, and conversational practice, point toward branching or simulation-based listening tasks with corrective feedback rather than a static bank of recordings, in line with calls for learner-centered, self-regulated listening instruction (Goh, 2008; Richards, 2022). These are, however, stated preferences from students with limited prior exposure to AI-based listening tools, and actual engagement with a working prototype would need to be verified separately before the preference is treated as a design requirement.

Implications for HOTS-Oriented Listening Material Design

Triangulating the three constructs and the open-ended data yields three design implications that are supported by convergent rather than single-source evidence. First, complaint handling and order-taking should anchor the audio corpus, since both the highest closed-item

need scores (items 4 and 9) and the highest-frequency open-ended code (complaint handling, 53.5%) point to the same scenario, rather than relying on the needs section alone, which lost discriminating power to a ceiling effect. Second, rapid speech and accent variation should be retained and scaffolded rather than simplified out of the material: both are the most salient perceived difficulties (items 12 and 13; 42.8% and 29.9% of open-ended mentions respectively), yet accent exposure is simultaneously a stated preference (items 2 and 27), indicating that the pedagogical response should be graded accent and speed-rate exposure with guided support, not accent avoidance. Third, HOTS should be introduced progressively: students readily endorse authentic-situation recognition and analysis (items 22, 24, 29) but rate evaluate- and create-type tasks measurably lower (items 23, 30, 31), which means listening materials should move students from analyzing authentic input toward evaluating and constructing responses in stages, rather than introducing evaluation and production tasks without scaffolding.

Limitations

These findings should be interpreted within the limits of a single-institution, self-report design. No independent



listening-proficiency measure was administered alongside the questionnaire, so the difficulties construct reflects perceived rather than demonstrated difficulty; class sizes were unbalanced ($n = 12$ to 59 across six classes), which limits the weight that can be placed on class-level comparisons, although the between-class means for all three constructs varied narrowly (needs: 4.38-4.67; difficulties: 3.17-3.72; preferences: 4.18-4.47), suggesting the overall pattern is not driven by a single class; and the open-ended responses were coded through keyword frequency rather than a full thematic analysis with inter-rater reliability checks, so the percentages reported above should be read as indicative of dominant themes rather than as an exhaustive count. These findings on student needs, difficulties, and preferences are accordingly intended to be read alongside the instructor, alumni, and RPS/curriculum data collected in this study, rather than as a stand-alone basis for the material specifications developed in the next phase of this research.

D. Conclusion

This needs analysis showed that vocational Food and Beverage students perceive listening as a very high priority, with the strongest needs centred on understanding customer complaints and resolving miscommunication, yet they

also report substantial difficulty with rapid speech, accent variation, and unfamiliar service vocabulary. Their learning preferences favour authentic workplace interactions, contextually relevant and technology-assisted materials, and adaptive, analytical listening tasks, although evaluate- and create-level tasks were endorsed less strongly than authentic-input recognition. The curriculum and RPS audit confirmed that although occupationally relevant Food and Beverage topics are already present, listening instruction remains largely procedural and is not yet contextualized as higher-order, problem-based practice. Taken together, these findings indicate a need for authentic, progressively scaffolded, technology-assisted listening materials that integrate complaint-handling and order-taking scenarios, graded accent and speech-rate exposure, interactive feedback, and case-based HOTS assessment; the evaluate- and create-level tasks in particular will require explicit scaffolding rather than being assumed. Because the study relied on single-institution student self-report, these conclusions are intended to be read together with the instructor, alumni, and curriculum data as the basis for the material-development phase that follows.

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