English Needs of Occupational Safety and Health (OSH): The Multinational and National Companies' Voice in Indonesia

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Abstract: The vast growths of multinational and national companies to world class companies in Indonesia result in the advanced demand of English mastery in every working sector including Occupational Safety and Health (OSH). This article aims at investigating the needs and actual use of English in working environment specifically at OSH. This research adopted mix method which use questionnaire and open-ended interview to obtain the data on the needs of English in OSH field matching to the prerequisite test in recruitment as well as the use of English from fifteen multinational and national companies. The result of the investigation revealed that English certification positioned as a prerequisite test and getting the high priority in job recruitment. When recruiting, companies expect at least an intermediate level for English. Recruits at least have to be able to manage communicative competence for daily conversation and perform a solid knowledge and skills of general OSH vocabulary. Productive skills are more required for communicating to expatriates, leading the meeting, doing presentation, writing report and designing Standard Operational Procedure (SOP). This research implies that in spite of positioned as the foreign language in Indonesia, English has the vital role in working environment.

Keywords: *English needs, Occupational Safety and Health, job recruitment, multinational company*

INTRODUCTION

The principle of teaching English for Specific Purposes (ESP) is totally different from teaching English for Academic Purposes (EAP). It refers to 'teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain' (Johns 2013). In this case, the ESP teacher have to adjust

the teaching approaches and classroom activities (Chung and Chang 2017, 71–100) since it is viewed as an approach instead of a product (Hutchinson and Water 1987). The instructional including the learners, the language, and the learning context becomes the main concern in ESP. What make it different from that of EAP is that the concept of appropriateness to the specific teaching situations (Chung and Chang 2017; Hutchinson and Water 1987). To that extent, the ESP teachers also have to pay attention to their target learners in order to suit with their needs. The high awareness of the knowledge of specified discipline is needed by both teachers and students. Dealing with ESP, it means that the teachers have to develop the habit of *asking for clarifications*, *quickly responding* to changes, and engaging in *multiple tasks* (Chung and Chang 2017). The students of ESP course are often 'homogeneous group in terms of learning goals, although not always in terms of language proficiency (Johns 2013).

The discussion of ESP course itself cannot be separated from the discussion of Needs Analysis (NA) due to its fundamental in the field of ESP (Hutchinson and Waters 1987; Mede 2014; Robinson 1991(Widodo 2017; Benaventa, Reye, and S.S. 2015; Mohammed 2016) in Boroujeni and Fard 2013, Kothalawala 2015). As a 'cornerstone' of lesson plans, syllabus design, material evaluation and development, and instructional design and assessment development (Widodo 2017; Benaventa, Reye, and S.S. 2015; Mohammed 2016), NA is done the first time as the basic principle to assess students' needs, specific teaching objectives (Otilia 2015) and also the 'target discipline' (Aliakbaria and M. 2010; Saliua and Hajrullaia 2016). Clearly explained that NA is "a set of systematic procedures pursued in order to establish priorities based on identified needs and make decisions attempting improvement of a program and allocation of resources" (Altschuld

and Witkin 1995, p.20 in (Mohammed 2016). In language programs, NA is used to identify the language forms 'what the students will likely need to use in the target language when they are required to actually understand and produce the language' (Brown 1995, 36). Rossi, Lipsey and Freeman (2004, p.3 in Mohammed 2016 also suggest that NA is as "the means by which an evaluator determines whether there is a need for a program, and if so, what program services are most appropriate to that end". Generally, NA refers to the activities in collecting information as the basis for developing a curriculum in accordance with the particular students' needs (Iwai 1999 in Mohammed 2016). It should be 'an indispensable tool in the process of syllabus design' (Kusuma 2017).

Many studies related to NA have already conducted. Some studies identified the students' needs to design a specific language program, others tried to evaluate whether the students' needs were met after the implementation of the program (Edwards, 2000; Ekici, 2003; Mutlu, 2004; Ozkanal, 2009 in (Kazar and Mede 2015). Previous studies solely focus on the students and instructional design of the course. In this study, the researchers try to bring the companies up in order to find out their needs related to companies demand toward ESP. Underlining the concept of ESP, the key concerns on the role and practice of English in the workplace. The depth investigation how language is used in the workplace to achieve both task and people -oriented goals is, therefore, needed in ESP. Another reason is that the use of English can 'create better overseas image for companies, create global atmosphere inside the company by introducing a common corporate language' (Bloch 1995; Thomas 2007; Marschan-Piekkari, Welch, and Welch 1999). Thus, this study aims to analyze the multinational and national companies' needs toward English as a

Lingua Franca (ELF) including in Occupational Safety and Health (OSH) working sector.

METHOD

Mix method was employed to achieve the data on the urgency of English in OSH, the English test in recruitment process, and the top rank English for Specific Purposes (ESP) materials needed. Twenty-one questionnaire and proposals are distributed to reputable companies but only two-third given responses and become the volunteer. Those companies coming from the different field having well OSH/HSE/SHE/HSSE management in pharmacy, mining, construction, foods manufacture body shop and Power Plant. The multinational and national companies dispersed in Indonesia were elected since they have broad partnership to foreign enterprises and solid safety and health department. The questionnaire and open-ended interview were addressed to the HRD manager or and OSH/HSE/SHE/HSSE supervisor. The participants consist of six females and eight males range from 31 to 48 years old coming from differ disciplines. Mostly have at least three years working experiences. Respectfully, an English native speaker working in multinational company as HSE chief division involved in the study. All of the participants were well-informed about this research study, as they had been requested to review the Subject's Consent Form and to sign it before the task was carried out.

The structures of the questions points out to the participants' personal background, the necessity of English, the English test in recruitment and the English materials for OSH suited to the companies' needs. The semi structured interview was conducted to fourteen stakeholders in attempt to achieve the meaningful insight of the companies' needs of English in OSH context. The descriptive statistical method was used to analyze the data derived from questionnaire. The verbal data gotten from semi- structured interview were analyzed qualitatively adopting the model of Miles and Hubermen (1984) which underwent the complete procedures of data reduction, data display, conclusion drawing and verification. Triangulation of source and method is implemented as an attempt to reassure the validity of the data.

RESULT AND DISCUSSION

After the empirical data were organized into easily understandable and analyzable based of information, the data were coded and interpreted following the research procedure. As stated previously, this study aim at mapping (1) the English need for national and multinational companies; (2) the actual usage of English in OSH; (3) the standard English competence in OSH. The study shows that the ESP based teaching in OSH is needed to support the safety officer future careers development. Having qualified English competence is being prioritized for prospective applicants then. The wealth of data was documented in the following findings.

The English Need of National and Multinational Companies

The urgent needs of English in working environment are not deniable. The result of the questionnaire shows that English is regarded as an important aspect in working environment expressed by ten among fourteen participants (71.43%). The rest argued that English is quite important (14.29%) and significantly important (14.29%). The reasons lied behind their statements are varied as documented in the following script.

> P1 : "I do think that English is very important since the mission of this company is to achieve the label of world class company. It brings the consequences for using English in all working aspect."

P2 : "The reason...Our company is categorized as multinational company so we have broad interaction to others vendor from different country and we need English. "

P3 : "Some documents is written in English so like or didn't like we have to like using English. It really compelled us to learn English."

P4 ; "The literature referred by our company mostly written in English. Moreover, we have to communicate to our colleagues from abroad."

P5 : "Our business partner is foreign company or multinational company so we have to be able to speak in English. Moreover, our college, the head of SHE division is foreigner so according to me English is important. Almost in all meeting, we also have to use English to deliver presentation. English is really important here."

The forthcoming data analysis on interview revealed that English perceived as the important means of communication for the companies due to several reasons namely (1) the company mission to be World Class Company; (2) mutual partnership to foreign company (vendor); (3) the use of English documents as the main reference; (4) foreign employers (expatriates) in the company; (5) the obligation of English presentation and reports. In international business, people use different languages, different negotiation styles and different business etiquettes. In addition, ways of perceiving the world and to express feelings, motivations and interests vary (Hendon, Hendon, and Herbig 1996, 231). This brings the consequences to use English as the international language to bridge those differences. The role of English cannot be neglected since "English is now the global language of business"

(Neeley 2012, 117). It is expected that using English in business can create better overseas image for companies, create global atmosphere inside the company by introducing a common corporate language (Bloch 1995; Thomas 2007; Marschan-Piekkari, Welch, and Welch 1999).

Due to the importance of English, the result of the interview revealed that the companies even gave high priority for the employers who possess better English proficiency to fill the vacant position. Bloch's (1995) argued that language skills can contribute to career enhancement. Through language skills, employees' career prospects are enhanced. The recruitment process in thirteen among fourteen companies adopts the English test in several forms. They held the oral English test in form of online interview using Skype and direct interview. Even in one company, competence test is conducted in English and the TOEFL certificate is required. The company also provides English class for upgrading the employers' score on TOEFL as documented in the following statements.

P1 : "We gave priority to those who have the high TOEFL score at minimum 450. The TOEFL certificate is become one of the requirements. Otherwise, we conduct TOEFL test to know their level of English in recruitment process. The regular test is also conducted for all staffs. Moreover, we have English class to improve their English."

In recruitment process at national and multinational companies in Indonesia, the English test is presented in various models. The analysis on distributed questionnaires towards the English test form used by the companies is visualized in Table 1.

Table 1. The English Test Model in Recruitment Process

Model of Test	Number of Company (n = 14)	Percentage
Interview	8	57.10%
Direct presentation	4	28.60%
Written test	1	7.15%
Listening test	1	7.15%
Total	**14**	**100%**

The data highlights the trending model of English test for professional recruitment that is interview to facilitate two ways interaction between the interviewer and the recruiter. English presentation is another model of English test used since it is the key skill to get the speakers message across and required in almost field. The last models of English test are written test as well as listening test as the common model test used.

The Actual Usage of English in OSH Division

In OSH field, English is 'frequently' used by almost all companies (71.43%). Meanwhile, the 'often' used of English in OSH field was asserted by some companies (28.57%). The result of the questionnaires revealed that English as a means of communication in a workplace was used in certain occasions. In formal meeting and presentation, English is demanded as the medium to share the ideas to colleagues. Besides, English is also used when they communicate to foreign vendor(s), investors or auditor. The input knowledge process also needs English mastery since they had to read the particular documents written in English. Moreover, some reports and Standard Operational Procedure (SOP) that have to be arranged in English also compelled the employer to use English in written form.

Globalization brings the consequences to the intensified competition, the transfer of investments, production relocation and rapid structural changes around the world. It is undeniable that globalization also influences the use of English in business to ease the information transfer. Some documents in business particularly in OSH field are written and accessed in English as reported in the interview script.

P1 : "Annual report. The annual report is written in English."

P3 : "The literature is mostly written in English. And since our business partner is foreigner, they gave us their documents."

P5: "Some of the documents are written in English like the standard form NFPA, NIOSH and ISO."

P8 : "We have a lot of document in English like SOP, MoU, work instruction, literature, ISO and safety data sheet.

P 14 : "We have client from abroad so in many occasions we have to deal with English documents. Here, the SOP, HSE Plan, Presentation materials, Construction Literature, ISO documents are in English, We also have a magazine written in English."

The business administration trend in multinational and some national scale companies preferred to have the English documents both for the internal and external interest. Although some have written in native language (Bahasa), several

documents are written and issued in English namely annual reports, standard form of *National Fire Protection association (NFPA), National Institute for Occupational Safety and Health (NIOSH) as well as International Organization for Standardization (ISO), Standard Operational Procedure (SOP), Memorandum of Understanding (MoU),* work instructions, safety data sheet, *Occupational Safety and Health (OSH)* literature, *Health Safety Environment (HSE) Plan*, and Presentation materials. Even, a multinational company in construction sector published a magazine in full English version.

Standard English Competence in OSH Division: A Companies' Voices
The use of English in the workplace drives the stakeholders to determine the minimum standard for English competence for the HSE staff and safety officer. The analysis on distributed questionnaire coming to the conclusion that more than half of the company being surveyed (57.1%) established the English at the level of understanding simple sentence and expression. The next level, understanding and responding the complicated text, is demanding by 28.6% respondents and remaining, 14.3% of the respondent, stated that the minimum requirement for the OSH/HSE staffs are at the level of understanding and responding various text as well as apprehending the implied meaning. Companies need personnel with language skills for various kinds of tasks - they are needed both in foreign departments as well as in domestic markets (Bloch 1995). The respondents argued that the requirement for the employers' English mastery in OSH field depends on the company needs.

Table 2. Standard English Competence in OSH Division

Level of English	Number of Company (n = 14)	Percentage
Understanding simple sentence and expression in daily conversation	8	57.10%
Understanding and responding the complicated text	4	28.60%
Understanding and responding various text as well as apprehending the implied meaning	2	14.30%
Total	**14**	**100%**

The use of English both in written and spoken form in OSH division in the workplace is broad. Since the ability to understand simple sentences and daily expressions is prominent demand, however, several topics related to OSH field is frequently discussed in OSH field and need to be learnt. The common discussed and recommended topics in OSH Division is presented in Table 3.

Table 3. The Common Discussed and Recommended Topics in OSH Workplace

Topics	Frequency	Percentage
Hazards at work (identification, assessment, and control)	12	8.00%
How to interpret safety signs and information	8	5.30%
Fire and emergency procedures	8	5.30%
First aid procedures	10	4.00%
Who to report incidents or accidents to	8	5.30%
Who to discuss safety issues with	6	4.00%
How to get involved in health and safety	10	6.70%
Management Leadership and Organizational Commitment	12	8.00%
Ongoing Inspections	8	5.30%
Qualifications, Orientation and Training	10	6.67%
Emergency Response	8	5.30%
Incident Investigation	8	5.30%
Program Administration	10	6.70%
Construction	6	4.00%
Electrical	4	2.70%
Personal Protective Equipment (PPE)	10	6.67%
Industrial hygiene	12	8.00%
Total	**150**	**100%**

The trending and frequently used topics in OSH workplace are Hazards at Work (Identification, Assessment, and Control), Management Leadership and Organizational Commitment and Industrial Hygiene chosen by 12 companies (8%). Those are followed by Personal Protective Equipment (PPE), Qualifications, Orientation and Training, How to get involved in Health and Safety and First Aid Procedure mentioned by 10 companies (6.67%). The topic preferences are influenced by the working interest of the company. Language skills are needed in many departments of multinational corporations, and it is hard to say which organizational functions need language skills the most (Bloch 1995). It is one of the criteria in the recruitment process (Hofstede 2005). However, the proficiency level required may be different, depending on the size of companies. The larger a company is, the more necessary proficiency is (Virtanen 2013; Knowles, Mughan, and Lloyd-Reason 2006; Feely and Harzing 2003).

Pedagogical Implication

The findings of this research results in pedagogical implications suggested to stakeholders, teachers and students particularly for the ESP instructional process. First, these data can considered as the salient and important input in designing the English for Specific Purposes (ESP) course and material for OSH students. Moreover, using this data in teaching English for OSH students would fill the gap between what is needed in communicative situations of the real workplace and what is taught in the current educational institutions, thus, the effective teaching can be achieved. Second, the existence of graduates employing satisfaction survey focusing on the newly-employers' English

proficiency would provide the positive feedback for the betterment of English teaching in tertiary education level. Third, face-to face workplace communication such as the immediate express and respond is still being the primary needs and focus of English teaching. Communication skills are a must for job applicants, because hard international competition and a need to maintain worldwide standards for companies require effective communication (Missingham 2006).

Due to the limitation and the scope of the study, this research has only investigated the needs of English in OSH Division for multinational and national companies in Indonesia focusing on the needs and actual use of English in working environment specifically at OSH as well as the required standard for applicants. Further research regarding the English need in OSH division should be undergone for the broader scope deliberating greater number of companies in several countries.

CONCLUSION

English is important in a business life since it bridges the communication barriers among the national, multinational and international companies in different countries. In Indonesian business context, English is used due to several reasons such as (1) the company mission to be World Class Company; (2) mutual partnership to foreign company (vendor); (3) the use of English documents as the main reference; (4) foreign employers (expatriates) in the company; (5) the obligation of English presentation and reports. The importance of English, then, requires the company to standardize the employers' English proficiency through conducting internal test in recruitment process and regular English course in workplace. They also gave the high priority for the recruiters and employers owning the good English proficiency. Although the employers are demanded to have the good English mastery in OSH field, generally, the needs of English for daily communication still become the main demand. However, some recommended topics are listed for better ESP teaching for OSH students and bridging the gap between the companies' needs and the ESP materials in tertiary education level.

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