Material Analysis of English for Tourism Handbooks

Girindra Putri Ardana Reswari
English Diploma, Vocational School
Diponegoro University
Semarang, Indonesia
girindra.reswari@live.undip.ac.id

Abstract–**English for tourism needs to be learned since travel and tourism is a dynamic engine of economic development and job creation throughout the world. In 2016, statistics showed that the travel and tourism industry is one of the highest contributors in global economic development. This significant development of travel and tourism can influence the English language which is the most widely used and spoken language around the world. Not only as a community tool, English for tourism has a role in the delivery of quality service. This research focuses on one aspect of ESP. That is textbook analysis. Textbook has an essential role in ESP since it facilitated learner to keep focus on learning English based on their relevant topics and language function related to their field. Textbooks represent a key element in almost every language programme. Textbooks also serve to provide a structured lesson outline which can be beneficial for both teachers and students. Three different textbooks are discussed in this paper and being analysed using Tomlinson's theory of well-designed textbook. Those are English for Tourism and Hospitality in Higher Education Studies by Hans Mol and Terry Philips; Flash on English for Tourism by Catrin E. Morris; and Oxford English for Careers: Tourism 2 by Robin Walker and Keith Harding.**
Keywords— English for tourism, ESP, textbook

I. INTRODUCTION

English for Specific Purposes has become a new popular phenomenon in English learning. Reference [1] stated that ESP is important since ESP can fulfil English learners' language needs. Through a tailored-to-fit-instructions, ESP will accommodate unique and specific needs of different goals in learning English.

One of the ESP learning is English for tourism. English for tourism needs to be learned since travel and tourism is a dynamic engine of economic development and job creation throughout the world. In 2016, statistics showed that nowadays, the economical development is influenced most by the travel and tourism industry (direct, indirect and induced). In 2016, tourism industry contributes over 7.6 trillion U.S. dollars. This significant development of travel and tourism can influence the English language which is the most widely used and spoken language around the world. Not only as a community tool, English for tourism has a role in the delivery of quality service.

This research focuses on textbook analysis as one aspect of ESP teaching and learning. Designing textbooks has important role in ESP since it helps learner as well as the teacher to keep focus on English based on their purposes of learning. It gives relevant topics and functions of English that will be used in students' future workplace. According to [2], textbooks represent a key element in almost every language programme. Textbooks serve to provide a

structured lesson outline which can be beneficial for both teachers and students. For teachers, textbooks usually become their supplement in creating classroom interaction. For students, textbooks enable independent study since they can be a major source of learning, complementing lectures delivered by their teachers. This is supported by [3] who stated that textbooks can be a useful resource for teachers' ideas to encourage creativity by developing interesting materials and interaction in the classroom. However, teachers and textbooks are two co-dependent elements. Without the teachers' role, textbooks are just tools that do not have meaning.

Based on the previous explanation about the importance of textbooks and English for Tourism, this essay will analyse the role of the textbook used for University students who specifically learn English for Tourism in facilitating the classroom learning.

II. LITERATURE REVIEW

1. Role of textbooks in learning language

Several researches have been conducted regarding the role of textbooks in teaching English. According to [4], course-books have several benefits. For students, the course-book is an effective resource for self-directed learning. For teachers, course-books can be a source of ideas and activities. Course-books also become a bridge between teachers and the syllabus from the current curriculum. Additionally, first-time teachers can gain confidence by using textbooks to support their teaching.

In line with the analysis conducted by [4], [5] also explained that the course-book is an important aspect in the English as a Second Language (ESL) classroom. Course-books help learners in preparing for the next lesson and independently reviewing the previous lesson. However, for a course-book to be defined as a well-designed course-book, it should give room for the teacher to improvise and adapt, as well as empowering students to develop spontaneous interaction in the classroom. Well-designed course-books should also be able to factor in different learning and teaching styles.

Moreover, according to [3], well-designed textbooks have five common criteria: informative (informing the learner about the target language); instructional (guiding the learner in practising the language); experiential (providing the learner with experience of the language in use); eliciting (encouraging the learner to use the language); and exploratory (helping the learner to make discoveries about the language).

2. Context: English for Tourism

Reference [6] explained the reasons why studying English for tourism is very important. In his research, he explained that tourism industry is one of the promising businesses that really contribute in economy sector. Either for English speaking country or non-English speaking

country, the role of English is important for tourism industry in relation to communicate, negotiate, and execute transactions with both domestic and international tourists by tourism employees. Therefore, learning English specifically for tourism is important. This is because English that is being used in tourism is formal language in which there are several specific terms in English for tourism context. For example, the use of English by the workers in a hotel in greeting the visitors might be formal to respects the guests. Another example is when the tourism sector creates an event such as hosting an official dinner or wedding ceremonies, the hosting arrangements are more formal as compared to casual conversation among neighbours and friends.

According to [7], English for tourism is a foundation of a new English academic discipline. English for tourism has an aim to bridge the gap between foreign language teaching and the specific language learning that now becoming a new trend in society as in English for tourism workplace. It is in line with [8] who mentions that English, as the lingua franca, is the universal language of travel. Therefore, in order to improve students' usage of travel terminology, teachers need to develop the career-oriented English course.

Related to English for tourism course, [9] stated that in studying English for Tourism, students are very likely to deal with a wide range of nationalities and corporate cultures in the future. Therefore, it is obvious that students need to have some knowledge and competence that worth to be developed in the class such as cultural differences and peculiarities.

III. METHOD

This research is qualitative research. Data collection technique used in this research is content analysis by comparing three English for tourism textbooks in the last 10 years. Those three books are: First book = English for Tourism and Hospitality in Higher Education Studies by Hans Mol and Terry Philips; Second book = Flash on English for Tourism by Catrin E. Morris; and Third book = Oxford English for Careers: Tourism 2 by Robin Walker and Keith Harding.

As guidance, the textbooks then being analysed using previous theory about well-designed textbooks by [3]. Those are: informative (informing the learner about the target language); instructional (guiding the learner in practising the language); experiential (providing the learner with experience of the language in use); eliciting (encouraging the learner to use the language); and exploratory (helping the learner to make discoveries about the language).

IV. FINDINGS AND DISCUSSION

1. Informative (informing the learner about the target language)

In integrating the language and content, all those three textbooks are using relevant topics around tourism. Since those books are tourism based, the most important aspect of target language to be concerned is English for tourism has specific terminologies in English as the target language.

The first book puts mini dictionaries for tourism vocabulary in each topic. Second book provides glossary of English tourism terms along with the phonetic transcriptions. The third book has key words section based on the topic as well as the glossary at the end of the book. For example in Hotel topic, it provides chambermaid, VIP, front office, etc.,. However, the second book provide the specific terms without English meaning. Therefore, it could also be a practice for students to search the meaning while they are learning specific terms.

Help the learners experience the specific terminologies by themselves is in line with [10] who stated technical vocabulary should be learned by the students associatively, not mechanically. It means that specific vocabulary as in English for tourism, should be experienced directly by the students when they are doing an exercise or practice [11]. Therefore, students can understand the target language after they read the implementation in reading section, listening, or other skills.

2. Instructional (Guilding the learner in practicing the language)

The second book gives the guidance of practicing the language learning of each skill for the learner in contents section. Meanwhile, the first and third books give the guidance for learner not only in contents section, but also in every beginning of each skill in each topic. However, all those three textbooks are giving the target learning as guidance into two categories. Those are vocabulary and skills. This is relevant with the theory of target learning from [12] who stated that students who understand their target learning will be able to control their learning. That factor not only increase students' ability to assess and regulate their own learning but also boost their motivation to learn as they progressively see themselves as more confident and competent learners. The example taken from the second book is:

Unit 1
Topic: What is Tourism?

Vocabulary focus:
- Words from general English with a special meaning in tourism
- Prefixes and suffixes

Skills focus:
1. Reading: tourism industry and related jobs
2. Listening and Speaking:
    Exchanging information in a travel agency
3. Writing:
    Filling in an online travel search form; an email saying what kind of holiday you   want

3. Experiential (Providing the learner with experience of the language in use)

All those three books divided the language learning activity based on every different skill. Each skill has their own activities which help the learning practicing different skills. Sometimes the instruction is for individual, pair, or

group. The rationale behind activity in pairs and bigger groups is explained by [13]. They explained that pairs probably make a better size of group, at least initially, since it is easier to manage and collaborate. However, a larger group size also has advantages in collaborating ideas and information.

According to [14], interaction will provide non-native speakers learners with the opportunity to negotiate meaning. Through dialogue as an interaction, learners also have chance to practise the structure of the target language.

Another kind of activity such as answering the questions provided by the course-book also tend to make students have a discussion with their friends to find the answer. [15] argues that peer interaction will provide emotional support that develops learner confidence to share their idea and knowledge, and also construct meaning when they are discussing with each other. Those activities also seem to guide the learner in practising learning autonomy by allowing learners to collaboratively construct their shared learning space [16].

4. Eliciting (Encouraging the learner to use the language)

Based on several dictionaries and articles, it can be concluded that commonly, eliciting is used as a learners' brainstorming before they start the lesson. By doing eliciting, the teacher may ask learners to re-remember the vocabulary and language forms and rules they maybe already learned or heard before. Reference [17] explained that eliciting also helps the teacher to create new atmosphere in the classroom. Eliciting will help the teacher to create a student centre learning style. In short, it can be concluded that eliciting is more about connecting and linking new and old information as a stimulating environment for students. Eliciting can cover ideas, meaning, and feelings.

All those three books use eliciting to begin every new topic in different way. The first book provides eliciting by providing some questions related to the topic before the page of the skill that will be learned. For example, in reading section regarding to event of your life, it provides question "what type of tourism events can you think of? List and order them according to the popularity". Then, it asks the students to check their guessing as a part of eliciting by reading the passage.

The second book does the eliciting by providing some specific vocabulary of English tourism followed by some questions related to the vocabulary. After that, they asked the students to check the answer in the reading passage that has been provided. One of the examples is in chapter six; Planning and Booking a Holiday, there are five vocabularies. Those are boarding card, driving licence, passport, immunization, and visa. The question is "what do you need the following for? Talk to a partner". Then, the next instruction is "read the text about planning and booking a holiday and check your answers."

Meanwhile, the third book does eliciting in unique way. The writer puts fun fact as background knowledge for the readers. The example is in Unit 2 about A Place to Stay. The writers provide a short fact about where does the name of front office come from.

5. Exploratory (Helping the learner to make discoveries about the language)

As discussed before, those books as ESP textbooks are not only focusing on English language, but also tourism as a context. Therefore, it will be better if the book can help the learner in doing exploratory that is discover the language in English for tourism context. At the end, it is hoped that by learning through the textbooks, students can discover new language as well as knowledge about tourism at the same time.

Authentic materials from real tourism world are provided in all those three textbooks, for instance authentic reading text about tourism taken from the news paper, real tourism brochure, and graphics. The books also provide real picture to help the learner understand the context of every lesson. For example is in the first book, when its discussed about theme park news, the book presents real pictures of several famous theme parks such as Disney Land, Lego Land, and Universal Studio.

This is supported by [18] who stated that authentic materials and realia that are often found in ESP course books today can increase students' motivation and expose them to real language and culture as well as to the different genres of the professional community to which they aspire. However, using authentic materials can be risky if the methodology is not carefully chosen due to the difficulties presented by the language. Therefore, efforts to keep students in understanding the meaning should be facilitated.

V. CONCLUSION AND RECOMMENDATION

This study aims to analyse the English course-books in facilitating English for Tourism in University level. Based on the analysis above, it is concluded that all those three books; First book: English for Tourism and Hospitality in Higher Education Studies by Hans Mol and Terry Philips; Second book: Flash on English for Tourism by Catrin E. Morris; and Third book: Oxford English for Careers: Tourism 2 by Robin Walker and Keith Harding have similar contents.

As a recommendation, since those three textbooks have similar contents, it might be useful for the teacher to also consider supplementary teaching materials such as video, games, or other authentic materials such as travelling magazine. It is important to avoid the learners from getting bored with the materials.

Overall, those three handbooks are recommended since it is fulfilled five criteria of good handbook by Tomlinson in 2012. Those are: informative (informing the learner about the target language); instructional (guiding the learner in practising the language); experiential (providing the learner with experience of the language in use); eliciting (encouraging the learner to use the language); and exploratory (helping the learner to make discoveries about the language).

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