

Evaluating the Communicative Materials on ESP Book Entitled *English for International Tourism*

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ABSTRACT

ESP is designed for a particular group of people in a specific context. The materials used are related to the learners' specialized field of study. One of the factors which is of utmost importance in language learning in general and ESP in particular is to see whether course books and other materials are useful for the purpose of the course or not. The aim of the paper is evaluating the ESP course book entitled *English for International Tourism*. Cunningsworth's (1984) checklist is used to evaluate this book. Instead of the authors' claim this book is communicative, the evaluation result shows that the exercises within the book mainly use drilling task which means it is more structural rather than communicative.

Keywords: ESP, course book, evaluation, communicative, tourism

INTRODUCTION

An ESP course is simply design to fulfill the needs of the learners. The specific content of the course like tourism, business, science, etc. is a consequence rising from the question why the learners need English. In his book, Hutchinson and Waters (1987) stated that the difference between ESP and General English does not lay in the existence of a need but rather an awareness of the need.

As students seem to remain in the focus of any teaching and learning process, we need to bear in mind their needs related to the choice of course books and supplementary materials we are using. On numerous occasions it occurs that course books published commercially do not address the aspirations of the learners in question. Therefore, it is essential that careful selection be made and the selected materials closely reflect the aims, methods, and values of the teaching program as well as the expectations of those who will use them (Cunningsworth, 1995, p. 7).

ESP course books focus on the comprehensive capacity of English practical

use in order to use language skills effectively to achieve interpersonal exchange, professional learning in specific workplaces. Its content is related to certain subjects, occupations and activities. Its purpose is to meet the needs of certain occupational fields. The decision of which course book to use is an obligatory decision that will affect an entire generation of students. Hence, evaluating an ESP course book is necessarily done to ensure that the content of the book is suitable for the learners and meet their needs.

As we know, Indonesia is popular throughout the world due to its beautiful tourism destination. The number of foreign tourists coming to the country has been increasing for the past three years. In March of 2018, tourist arrivals in Indonesia surged 28.76 percent from previous year (data taken from: tradingeconomics.com/indonesia/tourist-arrivals). The government aims to attract 20 million visitors a year by 2019. Indonesia's Tourism Minister has issued '3C' regarding tourism in education sector; Curriculum, Certification and Center of Excellence. In accordance with this policy,

ESP in tourism should be taken into account. The needs of government as stakeholder and learners as human resources have invited ESP into the center of tourism education in Indonesia.

REVIEW OF LITERATURE

Evaluation plays a key role in education and it is important for teachers since it can provide valuable information for classroom practice, planning courses, and management of teaching and learning process. Moreover, evaluation is quite an important part of the educational process. It is essential for the use of instructional materials such as course book since they can serve as a syllabus and a self-study source for learners. Rea-Dickens and Germanie (1994) state that the needs of evaluating language teaching materials is crucial due to its role as part of the curriculum taking place both prior to and during the implementation of a learning program. Further, they defines evaluation as a mean to gain a better understanding of what's effective, what's less effective and what appears to be no us at all.

Hutchinson (1987) points out materials evaluation not only serves the immediate practical aim of selecting teaching materials but also plays a critical role in developing teacher's awareness in a number of ways which assist teachers with the analysis of their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/learning situation.

Among different evaluation tools, checklists can play an important role in evaluating books especially in ESP courses to decide if a book is suitable in different aspect to continue its use, discontinue it, or to use another book, or modify it and use supplementary materials. One major advantage of using the checklist approach is that it can provide a very economic and systematic way to ensure all relevant items are considered for evaluation (Cunningworth, 1995; McGrath, 2002). Harmer (1991) suggests

that the use of evaluation forms would be useful to see whether it is appropriate for students. Following a quick impressionistic evaluation, detailed checklists can be constructed to perform in depth evaluation to enable examination of the appropriateness of the materials in serving demands of the syllabus and educational needs of students (Cunningworth, 1995).

METHODOLOGY

English for International Tourism is the book to be evaluated in this paper. It is written by Iwonna Dubicka and Margaret O'Keeffe and published in 2003 by Pearson Education Limited. This book is designed for pre-intermediate students, in Indonesia it refers to vocational high school students. Involving hotel, flight and restaurant context, this book provides broader input for the students which enable them to experience probable context in tourism fields.

In this study, the author used Checklist of Evaluation Criteria proposed by Cunningsworth (1984). This checklist consists of several main parts; language content, selection and grading of language items, presentation and practice of new language items, developing language skills and communicative abilities, supporting materials, motivation and the learners, and the last part is conclusion and overall evaluation.

This is a self-reporting study using qualitative descriptive analysis. The researcher tried to analyze and evaluate the current course book based on the guidelines and framework presented in the available checklist. Accordingly, the researcher obtained a full knowledge over the whole content to carefully evaluate the book.

RESULTS AND DISCUSSION

As explained in the previous part of this paper, to evaluate English for International Tourism, all aspects of Cunningsworth's (1984) checklist was considered. Accordingly,

the strengths and weaknesses of this book are displayed in six areas included in the checklist. What follows is a short description of the findings.

The authors of this book recognize the essential of English language skills in both daily requirements and career advancement. Therefore, the book is designed to meet the students' needs of understanding the language system and awareness of how to implement it effectively and appropriately. According to Cunningsworth (1984), no one can produce a functional course without also teaching language form. Thus, we cannot really choose to teach either structures or functions only; we should teach both. This

statement is in line with the book's language focus in which grammar and language function are always presented in context and extensively practiced.

Politeness is the main language function taught in the book. It is considered to be important because in tourism industry, politeness and hospitality are the key points in promoting the destination to the tourists and other stakeholders as well. As claimed by the authors, the language function and language form's materials in this book are presented in context which means it is delivered in the patterns of communicative interaction. Here is the example of the exercises.

Politeness

14 Listen to the stressed words in these sentences. Then practise saying the sentences politely.

- 1 How can I help you?
- 2 Can I have your name, please, sir?
- 3 Just one moment, sir.
- 4 Sorry, could you repeat that, please?
- 5 Thank you for calling!

Professional practice Making calls

The following phrases are useful when making calls.

- identify yourself when you phone
Hello, this is Janet Cookson from World Breaks.
- ask for the person you want to speak to
Could you put me through to Gabriella, please?
- explain why you are calling
I'm calling about the holiday on page 84 of your brochure.
- if you leave a message, leave your name and number
Please call Janet Cookson on 020 946 0008.

Unit 2. Exercise 15

Student B

You are travelling to Florida and want to book a hire car. Phone the car hire agent and make the following reservation.

Chevrolet Lumina with air con.
Pick up car at Miami airport on 12 Aug at 8.30 am.
Drop off car at Miami airport on 26 Aug at 1 pm.
Cost for 2 weeks?

15 Work in pairs. Student B, turn to page 115. Student A, you work for World Breaks car hire, Miami. Answer the phone and complete the reservation screen below.

The screenshot shows a web browser window with the URL <http://www.worldbreaks-rentals.com>. The page title is "WORLD BREAKS Car Rental". The main heading is "RENTAL DETAILS". The form contains the following fields:

- 1 Renter's name:
- 2 Pick-up location:
- 3 Rental start date: Day, Month, Year (dropdown menus)
- 4 Rental start time: Hours, Mins (dropdown menus), (local time)
- 5 Drop-off location:
- 6 Rental end date: Day, Month, Year (dropdown menus)
- 7 Rental end time: Hours, Mins (dropdown menus), (local time)
- 8 Car model:
- Rate for 15 day rental:
- Price includes:

An image of a silver station wagon is shown on the right side of the form.

The exercises above include integration skills; note taking and participating in conversation. Putting the materials in social context, that is making reservation of car hire, this exercise uses formal and informal language style. As the students are asked to develop their own conversation, it is highly possible for the speakers to improve his/her speaking skills both formally and informally.

Emphasis given here is that the receiver (Student A) has to respond the reservation in a formal way politely as the language form given in the box above.

Language forms conveyed in this book is presented in a communicative way, such as grammar, vocabulary and discourse. The only language form that cannot be provided in context to make it communicative is

communicative. Not only checking the students' pronunciation accuracy of those words, this practice also can be used to see their grammar competency.

The basis for speaking a foreign language with confidence is an understanding of its structural system. Hence, syllabus used in this book is comprehensive language syllabus in which integrated the structural and functional syllabus. This comprehensive language syllabus is delivered in communicative way to meet the students need. Here, I can simply say that student-

centered approach is applied in this book. Though the materials also involve the internal structure of the language in the exercises, I barely say that it is still a student-centered approach since the structure given is based on the needs of students on their future career requirements in which structure is a must while conveying a conversation, such as telephone bookings, giving advice and dealing with problems.

The progression of this book is cyclical in which vocabulary and grammar are recycled and extended in the consolidation units.

4 Are these words countable, uncountable or both? Put them in the correct groups.

tourism service facility information accommodation advice
furniture towel soap sheet luggage bag

countable	both	uncountable
facility	service	tourism

Now use the words to complete these sentences.

- 1 There isn't any soap in the bathroom but there are some
- 2 It is difficult to find in Amsterdam in the summer. All the hotels are full.
- 3 The hotel has a lot of for disabled guests.
- 4 The travel agent gave the customer some useful about where to go for her holiday.
- 5 The transport strike on Majorca last year had a serious effect on on the island.
- 6 I never take a lot of on holiday with me. I usually only pack one

reading 5 Read the following letter of complaint. Why are the guests dissatisfied? What would they like in return?

Dear Sir / Madam,

We are writing to complain about our holiday in Venice. We stayed in the 'four-star' Hotel Rialto in June. The travel agent told us it would be fine at that time of year, but it was not 'sunny': it rained every day and the streets were flooded. As a result, we couldn't walk about the famous streets of Venice.

Your brochure said that 'rooms overlook a canal' but our room overlooked a narrow street with a view of a brick wall. Your brochure also said the hotel had beautiful antique Venetian furniture - our room only had an uncomfortable bed and an old chair. When we complained to the receptionist, she offered us a suite - at an additional charge!

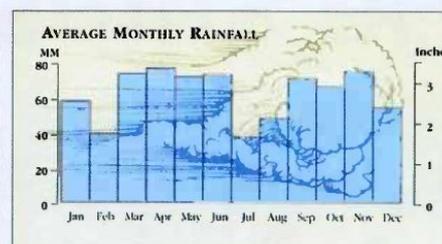
In a four-star hotel I expect to find a satellite TV, but there wasn't one in our room. When we asked the receptionist, she said there weren't any TVs in the hotel and that we could watch TV at home. In addition to all these problems, room service was too slow.

In conclusion, our holiday to Venice was ruined by all these inconveniences. We are very unhappy with the service we received and we would like our money back. We await your reply and our compensation.

Yours faithfully,
Peter and Amy Harrison

writing 7 Use the information and tips below to reply to the Harrisons' letter.

Special weekend rates! Venice - 3 nts in 4-star hotel.



Rainfall Chart
The mountains and sea combine to give Venice and the Veneto bigger rainfall than is normal in the rest of Italy, with the possibility of rain on just about any day of the year. The driest months are February and July.

Write to Mr and Mrs Harrison.

- 1 Send copy of the rainfall chart, explaining that it often rains in June.
- 2 The brochure says the suites overlook the canal, not the other rooms. (They were offered a suite, but said it was too expensive.) Antiques in reception area, not in rooms.
- 3 Brochure says the Rialto has a policy of no TVs - part of its charm.
- 4 Apologise but explain we are not able to return their money - the Rialto was a weekend offer at special rates.

The Manager

The exercises above are taken from Consolidation unit in the book. We can see here that vocabulary and grammar as well as

recycled to enhance the students' competence in terms of language knowledge in a communicative way to improve their

language performance. Information transfer in which students are asked to write a letter to handle the complaint based on the rainfall chart that should be changed into written form. Integrative task is seen in this type of exercise since writing a letter based on a chart needs vocabulary and grammar competence as well.

Claiming to be communicative, exercises in this book on the contrary uses a lot of drilling task. The exercises primarily use behaviorist approach in grammar and

vocabulary focus and also several speaking exercises. Yet, we still can find cognitive approach used in speaking and writing task. The problem here is the portion of speaking and writing task is relatively less than those on vocabulary and grammar exercises. This makes the use of drilling are found mostly in each page of the book, means cognitive is less applied within the tasks. The pictures below give us a comparison in which the behaviorist and cognitivist approaches are used:

Drilling exercises (behaviorist approach).

practice 8 Put the verbs in brackets in the correct form.

- 1 Picasso's family (*move*) *moved* to Barcelona in 1895.
- 2 (*you / go*) to the Picasso Museum when you (*be*) in Barcelona last month?
- 3 We (*eat*) seafood in a great restaurant in the Olympic Port.
- 4 Mary (*want*) to see all the sights so she (*take*) the tourist bus around the city.
- 5 They (*buy*) a lot of souvenirs when they (*go*) shopping in the *Rambblas*.

speaking 19 Work in pairs. Student A, you are a guest at the Metropolis restaurant. Student B, you are a waiter. Look at the pictures again and role-play the conversations. Use some of these phrases.

- | | |
|--------------------------------|--------------------------------------|
| I'm very sorry, sir / madam. | There's been a mistake. |
| I'll check the bill. | I'll deal with it right away. |
| We'll deduct it from the bill. | I'll bring another one straightaway. |
| I'll be with you in a minute. | I'll ask the chef to heat it up. |

speaking 18 Work in pairs. Student A turn to page 114. Student B look at the information below and ask your partner questions to complete the Sun Bay Hotel register.

What's the name of the guest in room 212? Can you spell that for me?
Where's he/she from? What's his/her passport number?

Room	Name	Nationality	Passport number
211	Mrs Andropov	Russian	4915564GA
212	<i>Mr Brandt</i>	.....	.....
308	Ms Winger	American	B591247900
319	.....	.....	.....
415	Mr Cervantes	Spanish	X167162IV
417	.....	.....	.....
502	Mr Xiao	Chinese	Q709867403
507	.....	.....	.....

Elaborative task (Cognitive approach):

speaking **Guided tours**

GUIDED TOURS

When giving a guided tour always remember **PIE**:

- **Politeness**, especially when answering questions.
- Give clear and accurate **information**.
- Show **enthusiasm**.

17 Work in groups. Prepare a short bus tour for part of your town or city. Use pictures and draw a map of the route. Consider the following points.

- places of interest in the area
- factual information (opening and closing times, prices)
- historical information
- any other interesting facts

18 Listen to the bus tours of the other people in your class and ask questions about the places of interest.

What time does it open/close?
How much does it cost?

How long does the tour last?
Can I ... ?



▲ Londra Palace



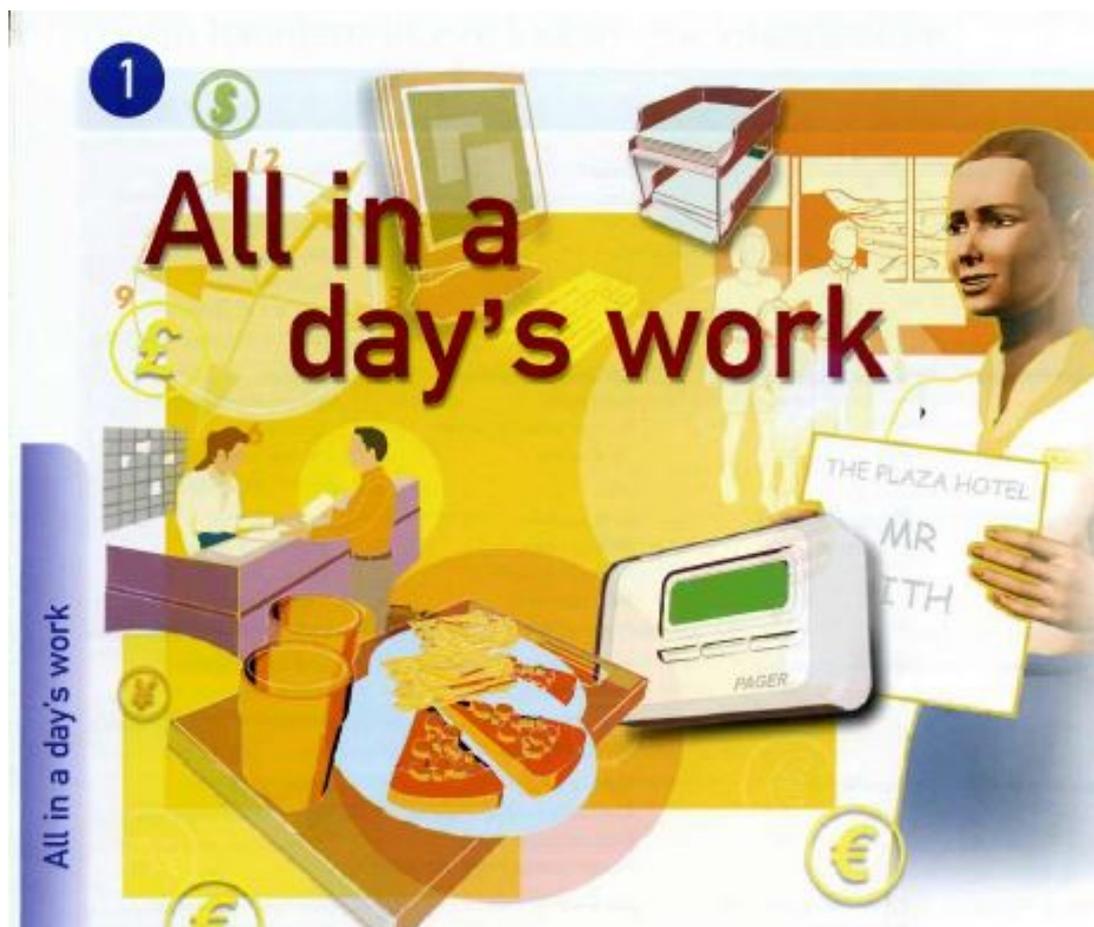
▲ Hotel Marconi

speaking **1** Look at the pictures of hotels in Venice. What do you think their star ratings are? What kind of rooms, facilities and services would you expect to find in these hotels?

Using this course book, the learning process is delivered inductively because they firstly provide a related text followed with

exercises then the language forms involved in the exercises are given at the end of the units.

Here is the unit's beginning part.



1

All in a day's work

speaking 1 Look at the picture. What are the advantages and disadvantages of working in a hotel? Compare your answers with your partner's.

reading 2 Where do you think the article on the opposite page is taken from?

- a) a newspaper
- b) a careers guide
- c) a hotel brochure

3 Read the article again and answer these questions.

- 1 Find five jobs or areas of work that are mentioned in the text.
- 2 Why is the hospitality industry not always hospitable?
- 3 What responsibilities does a hotel manager have in a small hotel?
- 4 In what ways is the hospitality industry different from other industries?
- 5 Find three adjectives that describe a career in the hospitality industry.

Underline or highlight the part of the text where you found your answers.

Fly-drive holidays

speaking 1 Match the pictures with the places in the box.

Disney World Theme Park 4	Kennedy Space Center
Universal Studios	Daytona Beach

listening 2 A travel agent deals with a telephone enquiry about Florida. In what order do you think the following will be mentioned? Listen and check your answers.

- a) total price of the holiday
- b) dates of the flights
- c) names of the people travelling
- d) type of accommodation
- e) method of payment
- f) destination

3 Listen again and answer these questions.

- 1 What three things are included in a fly-drive holiday?
- 2 What types of accommodation are available?
- 3 When does the guest want to travel?
- 4 What do the numbers 14 and 543 refer to?
- 5 How often are the flights to Florida?
- 6 Which airport do the flights to Florida go from?

Special offers ☀

*US fly-drive holidays
Florida 7 nts and
14 nts from £399
Tel. World Breaks
020 7946 0004*

The rules and tips on professional practices are given after those exercises. This inductive approach encourages the students' cognitive ability to cope with the topics of each unit. This approach also can be used to see to what extent students know about the topic so that teachers can appropriately

decide what activities beyond those in the book to be given to the students in order to enhance their knowledge on those topics.

Grammar items are provided in each unit and are put in context related to the topics of each unit. This book is designed for vocational students, so that the grammar

items and vocabulary given are systematic, appropriate to the given context and relevant to the students' needs. Authentic materials involved in the exercises make this book deliver a meaningful grammar items to the learners. The authors created a realistic task

based on a variety of authentic texts to give students first-hand experience of webpages, job advertisements, hotel bills, and the like. The pictures below show how the grammar items are provided in the book.

Language focus Modal verbs (obligation)

don't have to	should / shouldn't	have to / must / mustn't
---------------	--------------------	--------------------------

0 |-----| 100%

- We use **must / mustn't / have to** for strong obligation.
You **mustn't stand up** during take-off or landing.
Cabin crew **must stay** calm during an emergency.
You **have to check in** two hours before the departure time.
- We also use **can't** for strong obligation.
You **can't carry** dangerous articles in your luggage.
- We use **should / shouldn't** for strong recommendations or advice.
Cabin crew **should be** friendly and good team workers.
You **shouldn't drink** too much tea or coffee on the flight.
- We use **don't have to** for something that is not necessary.
You **don't have to check in** two hours before departure on domestic flights.
A flight attendant **doesn't have to know** how to fly the plane.

▶ For more information turn to page 129.

practice 6 Match the safety symbols with the regulations.

- 1 You must fasten your seatbelt.
- 2 You can't smoke on this flight.
- 3 You can't use your mobile phone.
- 4 You mustn't inflate your life jacket while in the aircraft.
- 5 In case of emergencies, you should take off high-heeled shoes.
- 6 You should put any excess hand luggage under the seat in front of you.

speaking 7 Work in pairs. Student B, turn to page 118. Student A, you are a flight attendant flying to London from New York. Use this information to answer a passenger's questions about various procedures on board the aircraft.

- non-smoking flight
- no seats available in business class for economy class passengers
- vegetarian meals must be booked in advance
- if overhead locker for hand luggage full, put under seat
- no mobile phones
- laptops no problem
- landing card necessary for non-EU citizens

writing 9 Work in groups. What advice or information would you give to a visitor to your country? Make a short information leaflet for tourists.

- make a list of dos and don'ts
- put them into groups and a logical order
- think about the design of the leaflet
- draw your leaflet
- discuss where you would make the leaflet available

Various supporting materials are provided in the course book. There are lots of visual materials in each unit as we can see in the pictures above, recorded materials along with the scripts are attached in the book such as the car rental reservation form attached in the previous part of this paper, and examples of authentic language are given in the form of newspapers and hotel brochures excerpts. Accompanying this course book, the authors also wrote a workbook and teacher's book. The index of grammar items and language functions are attached at the part end of the book.

In accordance to check the students' progress and achievements, the exercises given in the unit can be used as diagnostic testing and progress testing. Diagnostic testing aims to see the students' present knowledge. Examples of exercises that can be an entry test or diagnostic test can be seen in the beginning of each unit where the students deal with the task related to the given text. They need to explore their knowledge on certain topics along with their grammar and vocabulary competence since the task given at the beginning need to be done orally. After dealing with the entry test, the students will go through progress test during the learning process using the rest exercises in the unit. Consolidation unit is simply an achievement testing because it covers all materials given in the previous units.

The design of this book is quite attractive so that the students might be interested in reading it. While reading and follow the teacher's guidance through each section of this book, students' motivation can be highly increase due to the exercises that involve the students' participations both individually and in-grouped activities. Besides that, webtask given in the book might encourage students' curiosity on the related topics. Web-browsing enables them to widen the knowledge and at the same time they can broaden their insight on those topics. Students in high school ages are mostly interested in finding new information that might give them a chance to be 'a step ahead' from their friends. This

surely can encourage their learning motivation.

Since this book is about international tourism, there is lots of culture content introduced to the students. However, it is not specifically refers to certain culture that can be a hindrance for the students to deal with. Instead of encountering difficulties to understand the material, I think the students will be interested more in finding out new information they have never heard before. Discovering new items is always fun for them.

CONCLUSION

The objective of this book is providing comprehensive materials to pre-intermediate students on tourism. Involving some fields related to tourism make that goal might be achieved successfully. Contextual language focus using authentic materials is one of the strength of this course book. Besides that, some tips on relevant topics given in each unit insight students on how to do a good service to the costumers. Dealing with webtask also motivates the students' involvement in learning process. Web-browsing enables them to widen the knowledge and at the same time they can broaden their insight on those topics.

On top of its strengths, there is a weakness within the book. Exercises provided still use structural approach. It is contrary to the authors' claim that the book is communicative. A revision is needed to make the exercises use more communicative form to enhance students' readiness to enter the workplaces.

Based on the evaluation on the book, this course material is suitable for a vocational high school of tourism in which the students wish to work abroad and have a passion in travelling and learning other countries' culture. It is unsuitable for students that only focus on local tourism and do not have any wishes to go abroad to widen their knowledge and experiences. Regarding the government's policy on tourism in Indonesia,

this book is a good choice to use. By understanding international tourism along with adequate English competency, Indonesia's human resources on tourism are expected to be ready competing with those from other countries.

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