



# Macro and Micro Teaching Advice: Theoretical and Practical Solution toward Teachers of English for Tourism

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## ABSTRACT

Tourism teachers especially those who teach English for specific purposes need English teaching advice for teaching English tourism students or employees working in tourism sectors in order to teach well to achieve the learning objectives. Macro elements of teaching advice relate to theoretical solution before the teachers implement the advice (e.g. need analysis and media of teaching) meanwhile micro elements refer to technical teaching tips in the classroom to create condition so that learning objectives can be reached after the class (e.g. giving feedback for students). The present article aims at showing advice of teaching for those who teach English for tourism for either students or employees of tourism sector that cover macro and micro aspects of tourism in English teaching. The type of research is a library research. In obtaining the data, the researchers read and identified 37 relevant previous studies. To analyse the data, it uses interactive analysis that cover data display, data reduction and conclusion drawing. Findings of the research show that teachers' preparation (needs analysis, method, media), students' activities (independent and group activities), and teaching materials (module/ hand-out, role model) are important in achieving learning objectives in teaching English tourism. In conclusion, teachers need to facilitate students with a variety of guidance, preparation, feedback, method and media of teaching, and evaluation tool to help and facilitate students to become successful English language learners.

**Keywords:** *English for Tourism, English Teacher; English for Specific Purposes*

## 1. INTRODUCTION

English for academic and occupational purposes is a type of English for tourism based on the needs for English in persons' professional life who have specific purpose in learning the language [1]. In English for tourism, there is a term "hospitality English" that comprises two elements: English for general hospitality purposes (EGHP) and English for specific hospitality purposes (ESHP). EGHP focuses on language based on setting of hospitality, i.e. giving information about the hotel. Meanwhile, ESHP deals with giving direction, requesting, giving information, and soon [2].

There are some Characteristics and features of ESP (English for Specific Purposes) and ETP

(English for Tourism Purposes) courses: a design of curricula, a n organized course, style of learning, selected materials, efficient English, types of activities with text, and evaluation [2]. Besides, there are some features of English for specific purposes: authenticity of materials, a purpose related orientation, and self-direction [1]. The role of employers is to emphasize practical and general transferable skill, meanwhile educators focuses more on conceptual and specific materials of tourism [3]. Learning English in ESP is not only to learn language well, but also to essentially study and practice [4]. The functions of English for tourism are to give information, provide service, and offer help. Also, the materials are general conversation, asking and giving information, providing service,

offering and giving a help, asking for cooperation, and asking and answering questions, and problem solving [5].

In order to achieve expected learning outcomes of ESP for students or employees in tourism sector, understanding and implementing teaching tips is a must for ESP teachers either macro and micro aspects; therefore the present article intends to show teaching tips in English for tourism based on the authors' identification and analysis from many literature in ESP and their experience of teaching ESP for English mix level's students.

## **2. ENGLISH TOURISM TEACHING ADVICE VIEWED FROM MACRO ELEMENTS**

### **2.1. Needs Analysis**

In order to know ESP English teaching methods, techniques and suitable media, students or employers, teachers or teacher assistance have to do about needs analysis due to its importance to build "what" and "how" of courses continued by a design of curriculum, learning materials, methodology, classroom assessment, and evaluation [6]. A teacher did needs analysis by cooperating and discussing with teachers of tourism and hospitality courses to know what should be taught to their students each year. As a result, teachers had suitable background knowledge of the subject areas being taught to her students which enabled her to make such connection [7]. [8] conducted a study to analyze ongoing students' needs, desire, and lack indicates that they lets teachers to modify syllabus of ESP course relevant with their demands by giving meaningful experience with language and emphasizing on beneficial tasks and activities in learning. This study implies that analyzing ongoing needs, desire, and lacks of students and implementing the result to modify the syllabus show that teachers know what they should teach based on the characteristics of their students.

Then, [9] studied to identify the employers' needs, desire, lack, and attitude toward English and the result is that they show a great motivation to undertake English extensively for communication purpose and they were aware that they need English as a way of communication than their banking counterparts. This means that the result of

identifying needs, desire, lack, and attitude can be sources of designing plan for teachers to achieve learning objectives.

In addition, [10] studied needs analysis of freshman students who are studying English tourism and the results were that the learners feel inadequate knowledge on English grammar and communication ability, they have great desire to speak in English especially in hotel, airlines, and travel agencies English, and they think that ability in foreign language is more significant rather than occupational professional knowledge in gaining a profession and English is the most crucial language in workplaces. It shows that needs analysis is important to know their needs, especially on the practice of grammar and communication ability that needed by freshman students.

### **2.2. Using Content based Instruction, Grammar Translation Method, and Audio-lingual Methods**

According to a study examining the effectiveness of grammar translation method (GTM) and content-based instruction (CBI) in ESP courses, the group taught using CBI performed better than the one taught using GTM. [11]. Content based instruction and Audio-lingual method were used to teach English for craftsman in tourism village and the result of the training is satisfying because they learnt English based on their needs, English is easy to use, and integrating values from the lesson [12]. A study carried out by [13] examined the impact of content-based ESL instruction on students' future academic performance. The results showed that these students had longer-term academic success rates than non-content-linked ESL students, as well as higher pass rates and better grades in ESL courses, subsequent ESL courses, and developmental English courses. This means that students who learn content in ESL gain better result in ESL course, achieve higher pass rates and perform English well.

### **2.3 Current Teaching Media, i.e. a Web-Quest and videos**

Using English learning media in the form of English-language videos contains visualization of the real conditions in giving an English model that

matches with English native speakers and provides a model of how to speak English. According to [14], EFL learners can enhance their language experience and/or knowledge through the use of videos. This YouTube video illustrates the importance of English for learners' future lives [15]. In an English for Academic Purposes (EAP) classroom, video is used as a learning tool to analyze certain features. "Economic globalization" content [16]. Video is a medium to encourage students' critical thinking about the most recent issues and contributes to a macro element in education [17]. In addition, Video is a useful tool for people who live in different cultures to exchange cultural knowledge [18]. The studies implies that a video plays important roles to assist students getting language experience, finding features in a variety of scientific knowledge, appearing students critical thinking of certain issues, and exchanging cultural knowledge for those who live in different culture.

#### 2.4. Materials Development

Adopting materials based on learners' needs is a must. Teachers can use various materials whether they design by themselves or adopt existing materials. [19] categorizes materials into four groups: (1) published course materials (such as Business Venture (OUP) for general business, Oxford English for Electrical and Mechanical Engineering (OUP) for specialized business, Oxford English for Banking and Finance (CUP) for professional English, and Vocational courses like Travel File (Longman) for academic writing for graduate students (University of Michigan Press)); academic English courses with a focus on content or a theme, such as North Star (Longman); (3) Materials created by a language school or university/college language department for use by its students; (4) Materials created by a single teacher for use by students in his or her classes; and (5) Materials created by the foreign language department of a corporation for use by its students.

Designing materials by teachers themselves for particular course and students is also necessary based on the designed program. There is a term "in-house materials," that means materials created locally by a specific teacher or group of teachers

for a specific course, a specific student body, and using the resources available at a specific moment [20]. These can also be referred to as internal materials, self-designed materials, locally produced materials, tailor-made materials, home-grown materials, or home-grown materials in contrast to published materials. It means that teachers need to design their own materials because they actually know the characteristics of students, curriculum of program/ subject being taught, and materials that relevant with students and curriculum.

#### 2.5. Real world Activity

The use real world tasks as stated by [21] who transforms real world task into pedagogical tasks that means that real world activity in ESP is implemented in classroom with regulation and feedback to get expected result. [22] used activities based on tourism employee and tourists needs, namely training a shadow puppet craftsman about how to make a shadow puppet in English, playing a role in the form of informal conversation in English between artisans and tourists, and assisting the craftsmen basic English conversation about tourism objects, history of the puppets, and gallery of puppets in *Kepuhsari* village. It is different with [23] who focuses on ESP cooperation activity that covers critical thinking, dialogue and cooperation activities reinforcing individuals, pairs, and group of learning in the form of internet based dialogue.

Meanwhile [24] relate the classroom activity with hospitality language during interaction with tourists in their visitation. They use many activities: waiting and welcoming tourists at terminal or home, updated news and story, gaining reacquainted, exchanging experiences, business, and family information, small talk, conversation during mealtime, fulfilling visitation purposes, and announcing departure and return trips. In addition, [25] uses formal and informal classroom activities in ESP: telephoning, writing a letter, understanding and making a summary of a document, socializing, foreign travels, and giving a presentation.

The studies mean that real world activities are essential to give students real experience in using target language (English) although they practice in front of the class, but they get feedback and

guidance from English teachers about English they practice. [24] emphasize the steps in guiding and facilitating tourists from their departure until returning home. It is essential to students how to give the phases of giving language service for them to provide standard service. Also [25] give more practice about activities to give English language service to tourists.

#### 2.6. Context in learning English

Learning English contextually benefits to learn material based on the context; therefore learners can focus on the content of the materials and micro language elements (e.g. vocabulary, grammar, and pronunciation) are taught indirectly. There are some context of ESP learning: tourists' arrival terminal or at home, surrounding house recognition, mealtime dialogue, filling in aims of activities based on visitation, departing and returning trips, and transporting from or to terminals[24]. They focus on hospitality language to serve tourists with language service based on their needs during visitation. Their focus is different than [9] who prefers context of ESP about skills for interpersonal communication that include telephoning, ordering online ticketing and online hotel reservation, and writing appropriate email and faxes. Besides, context of materials told more about everyday situations is based on Davies [25] focuses on everyday situation, i.e. shopping and travelling with clients, social conditions with other employees, emergency conditions (e.g. robbery) with other employees, and research purposes. The context of learning ESP on macro tourism aspects is presented by [26] who show tourist destinations in European cities, recent tourism developments, local success stories, cultural attractions and events, natural heritage, jobs in tourism, marketing for tourism, and geographic terms.

Contexts are significant to determine what types of English language feature and function that can be used during language use. Blue and Harun provide context for guiding tourists started when they depart at the airport, go to hotel, visit tourism destination, and return home. Besides, Al-Khatib provide context for ESP, especially in using interpersonal communication. Subsequently, Davies focuses on context for daily conversation;

therefore tourist get English facilitation based on place where they visit during visitation. And Kacel presents European tourism destination content, i.e. cultural events and attraction, local stories, tourism jobs, and many more. Finally, it can be concluded that context of language gives what kinds of features, function, decision, and strategies of language to facilitates tourists optimally.

#### 2.7. Adopting *read-and-notice approach* and *read-analyze and write approach*

ESP practitioners should use the following strategies to support their ESP students whose English proficiency is shifting from general academic English to English for particular purposes: (a) classifying the genres in the intended research, (b) analyzing the genres to identify linguistic, non-linguistic, and organizational characteristics, (c) choosing accessible authentic texts as examples to learners based on the content, (d) building a scaffolding teaching resources that use the read-and-notice method to help students develop their observational skills before assigning them reading, analysis, and writing assignments [27].

These strategies assist students to understand the phases in using the approaches that genre is necessary in before determining linguistics and non-linguistics features. Then adopting authentic text is to read and view language based on its own writing from English native speakers. Finally, using scaffolding teaching resources to help students develop their observational skills. In conclusion, it needs phases that accommodate students in applying those approaches to achieve learning objectives.

#### 2.8 Using story-telling and collaborative method

Using storytelling is beneficial to give a chance for students to convey their feeling and argumentation in engaging techniques, to share their comprehension about the materials to their classmates and they industry that they will enter in the future, to increase their perception of both English mastery and confidence in using English [28]. Next, using collaborative writing assignments, ESL students' work quality and overall mood improved significantly, and they

discovered that the course is appropriate, compelling, realistic, and intimidating but also realistic and appealing [29].

Storytelling practices how students use verbal English to give language services when tourists visit tourism destinations. Understanding context, using communicative strategies, conveying content fully and adopting appropriate features and function of language are strategies to storytelling when telling, i.e. profiles of certain tourism objects.

Collaborative writing is essential to practice and produce a piece of writing that is relevant with materials being studied. In this activity, students also help each other to obtain required target. They practice how to use persuasive language because in tourism, language is more informal and more entertaining to make tourists attracted to the tourism facilities.

In sum, both storytelling and collaborative are closely related to tourism because they provide language service appropriate with tourists' needs and students also practice to use both strategies to give them theoretical and practical experience how to facilitate tourists.

### **3. ENGLISH TOURISM TEACHING ADVICE VIEWED FROM MICRO ELEMENT (TECHNICAL ACTIVITIES)**

#### **3.1. Introducing the material and stating learning objectives**

Introducing English training materials is to give early information about the material, to warm or give motivation to learners, and to check their readiness. For example introducing formal and informal welcoming speech for village leaders or tourism workers when welcoming foreign tourists. Delivering learning objectives is useful to convey what learner should achieve. The delivery can comprise activities, materials, media, and methods to attain the objectives. It is in line with [14] that practitioners need to create materials of language learning or to adopt existing materials

#### **3.2. Designing and distributing a module of learning**

Teachers prepare a module containing a brief guide to the materials, e.g. greeting procedures, introducing ourselves (introducing ourselves),

offering help (offering for a help), and asking and giving information. Languages in the module is bilingual: English and Indonesian to provide precise and accuracy English input and to make students or employees easier in understanding English in the module.

Modules are essential for providing students with the skills they need to complete their course of study and improve their employability after graduation [30]. The module's main learning goal is to increase students' awareness of organic chemistry writing conventions. This module purposefully avoids formal writing assignments in favor of activities that foster observational abilities (such as noting, comparing, and contrasting) as a way to gradually introduce students to disciplinary writing.[31]

#### **3.3. Providing and distributing conversation from English native speaker**

Distributing the video transcript in written language form is to make participants easier in understanding the contents from media, i.e. video and teleconference. It also provides authentic material; therefore it can avoid linguistics ill form and content, i.e. inter-language. The transcript is already equipped with meaning vocabulary so that it makes it easy to understand vocabulary. Assessment of results the practice questions come from aspects of the content and sequence of the video content. The effect of this solution is the increasing level of mastery of video content seen from the results written exercises contained in the transcript.

Videos should be used to enhance rather than to replace your excellent education. A video that will improve learning has to be carefully chosen to educate, support, inspire, or involve the viewer. Viewers find it challenging to digest and, as a result, difficult to recall information when they are unsure of where to focus their attention. They have the ability to pause and resume the video at certain moments, going over passages that kids already know and repeating those that need repetition. [32]

#### **3.4. Reading fluently and loudly**

Practicing reading fluently and loudly (reading

fluently and loudly) is to train fluency in reading transcripts before entering a two-way speaking stage (dialogue). This activity is imitating (imitation) the results of reading carried out by teachers so that the stages of fluency in speaking are supported by fluency in reading first.

Study revealed that fluent readers read quickly for understanding, pick up words quickly and intuitively (without appearing to pay attention to them), draw from a vast vocabulary store, integrate textual information with their own knowledge, identify the goal of reading, understand the text when needed, change the purpose of reading to read strategically, employ strategies to check comprehension, identify and correct misreading, and read critically and assess information.[33]

### 3.5. Use role play

Role playing (role play) is used to practice the use of English in the world real (real world). This activity can minimize language errors due to psychological factors, such as anxiety, doubt, and so on, and can improve confidence, independence, and enthusiasm in English. This activity also improves the mastery of vocabulary, grammar, content, pronunciation, and fluency in speaking because they practice the use of these five aspects in a conversation. The output of this activity is capable participants practicing English in the form of role playing is measured in terms of aspects grammar, vocabulary, content, fluency, and accuracy of words pronunciation

Role plays and dialogues are among the exercises recommended by lecturers for college tourism students to improve their English speaking abilities. Therefore, principals ought to design some engaging and successful communication exercises to enhance students' English speaking abilities through role-playing. Providing work experiences for students is the most important approach to support them.[34]

### 3.6. Recording the result of students' practice

Recording the results of teachers and participants practice in the form of a video containing English dialogue or conversation is to find out the information about learners' practice; therefore teachers can design further teaching and guiding steps. This activity is also useful for

comparing between English native speakers and the result of students' conversation. So, they can reflect the result and know their progress. The role of teachers does not only to train, accompany, and guide participants, but also provide good and correct English-language model; therefore the video containing English speakers is needed in addition to the model existing English language is a video containing English native speakers who is talking.

While monitoring students' progress on a task, effective teachers frequently walk around the classroom during communicative activities. However, because noise levels are often high during these activities, it might be challenging for teachers to record more than brief snippets of pair or group work conversations. As educators, we can only ever have a general idea of what takes place in our classrooms; however, by recording and analyzing student interaction, we can gain a deeper knowledge of these processes.[35]

### 3.7. Using English dictionary

Teachers ask participants to download the English-language dictionary application at play store or application store on their mobile and guide and direct how to use the application so they can check accuracy of pronunciation of words used in English. Parameters of this activity is pronunciation and fluency of words. The output of this activity is participants are able to download, operate, and practice the use of dictionaries to check vocabulary accuracy and to be able to pronounce vocabulary correctly according to the dictionary.

The availability of tools like an online dictionary and thesaurus helps the student's linguistic skills and makes the draft more successful. For example, the Longman Multimedia Dictionary offers visuals, audio, and video clips to assist students with hearing a term and seeing it in action.[19]

### 3.8. Self and pair reflection

Practicing self and pair reflection in practicing English speech aims to evaluate and provide input on the participants' English results from one another potentially not all service participants are well monitored when practicing in English

language. In addition, this activity aims to build the level the sensitivity towards English mistakes made by the participants themselves or other participants. The evaluation parameter for this activity is the level of mastery students towards the form of English language mistakes practiced by other participants. The output of this activity is filling out a questionnaire about the results of the evaluation of assessment of participants' English practice.

Reflection derives from the verb *reflectere*, which means "to bend back" in Latin. This way of thinking entails sifting through past memories in order to find patterns, contradictions, and significance in the present to inform a course of action. Reflection is a key to learning from experience and develops the ability to generalize.[36]

### 3.9. Collecting students' written work as portfolio assignments

Teachers compile a summary in giving a speech (welcome speech) formal or informal to facilitate participants to understand the contents clearly and complete and organizational structure of the contents of the transcript. The summary is not only used in English language training in the service area, but also posted in the house and the place where people usually gather, to get used to it in English language. The parameters of the participants' success in understanding the summary were measured from the results of the interview after they read the summary. Summary written in two languages aims to provide written and English input and content Indonesian language to provide convenience in understanding the contents of the summary. The output of this activity is the result of the interview after reading the summary (when English training).

With portfolio work, evaluation for learning is intended to be personalized in response to formal or standardized testing. It includes both the product and the process. Students can define their learning objectives, create action plans, reflect, track, and modify the procedures as part of the portfolio process. The end result is that it gives the students the ability to produce portfolio documents that showcase their education. It facilitates introspection and self-evaluation as well.

Portfolios thus facilitate both assessment and learners' complete participation in the learning process.[37]

### 3.10. Giving clear and complete feedback

Students' practice either oral or written need feedback in terms of revision whether it contains incorrect answers or many other mistakes; therefore they know the correctness of their practice. Encouraging them to practice and practice to motivate and assist them is pleasant to show that they get full attention about their activity and its progress, also seriousness. Being participant observation is a way to get real problems from learners because teachers become a part of them as well as teachers do as learners do; therefore they feel like being learners that have challenge to practice both verbal and written tasks. So, they know what unstated and stated real problem based on the point of view from learners and give appropriate solution based on learners face in real condition.

When assessing materials, it may also be helpful to consider potential feedback and the professional judgment of colleagues with relevant subject matter regarding the appropriateness of particular activities or the timely inclusion of particular themes. In the event that the chance presents itself, it would also be important to get the views and feedback of students who are either current or prospective users of specific resources.[20]

## 4. CONCLUSION

Teaching ESP classroom focusing on learners' specific purposes is different than general English in terms of curriculum and its elements. The purpose of the article is to show theoretical and practical teaching advice to ESP teachers because they have to prepare and practice many things in their classroom to attain learning objectives. Identifying learners' needs as the first time activity before teaching is to know what their needs; therefore teachers can determine what methods, media, approach, and techniques in delivering the contents. The use of content based instruction as a part of communicative language teaching gives learners' approach to learn English materials based on students and employees' needs in their tourism class or work sector. The instruction is

accompanied with other past methods (e.g. audio-lingual method and grammar translation method) and collaborative activity based on students' learning experiences and their present English skill. Then, determining media (e.g. videos and web-quest) is to make learning easier and more motivating. Also, selecting materials, contexts, and activity is essential to facilitate learners' needs. Adopting *read-and-notice approach* and *read-analyze and write approach* should be as consideration and alternative approaches for teachers whose their students are in transition from general academic English to English for specific purposes.

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