

Integrating Supranational and National Frameworks into Local Tourism-Related English Courses

Kamaludin Yusra¹, Yuni Budi Lestari¹ & Ni Wayan Mira Susanti¹

¹ English Education Department, School of Education, University of Mataram, Mataram, Indonesia

Correspondence: Kamaludin Yusra, English Education Department, School of Education, University of Mataram, Mataram 83125, Indonesia. Tel: +62-370-672-873. E-mail: kamaludin@unram.ac.id

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Abstract

This article is aimed at identifying ways in which Learning Freedom bridges the gap between student's English skills and the English competencies expected in supra-national documents such as Common European Frame of Reference, Common ASEAN Tourism Curriculum, and Indonesian Qualification Framework (IQF). Using tourism core competencies (Semrad, et al, 2012; Zehrer & Mössenlechner, 2009) and competency-based learning theories (Cañado, 2012; Dooly, 2013), the study extracts competencies in the documents and, using syllabus development theories (Alsubaie, 2016), it integrates them into English for Tourism and Hospitality syllabus. Using student active learning paradigms (Seigel & Rockwood, 1993), it also teases out how Learning Freedom as an education policy offers opportunities to educational trainings. Data were collected through note-taking of key ideas in the policy documents and through interviews of tourism stakeholders, experts, and practitioners. The information was identified and classified based on content. The study explicated 47 key ideas, half of which are integrated into an English-for-Tourism-and-Hospitality syllabus and another half was implemented through 2-day industrial visit practicum and 8-day on-the-job internship programs implemented within Learning Freedom paradigms. The study shows effective use of the materials in increasing English competencies but the increase is below the target and more training is recommended.

Keywords: ASEAN tourism curriculum, Indonesian qualification framework, learning freedom, tourism competency

1. Introduction

Prior to Covid19 pandemic, tourism has been the prime source for national income. It offered the largest job opportunities but, during the pandemic, it is the hardest hit. In NTB, statistics show that tourism absorbs 46% of job seekers (NTB Dalam Angka, 2019). Because education sector can only accommodate 10% of job seekers (NTB Dalam Angka, 2019) with respect to their field of study, English education institutions should have to add tourism skills in the repertoire of their alumni due to wider job opportunities in the tourism sectors. With annual unemployment rate as high as 3.42%, high-education unemployment rate 14.26% and annual job vacancy around 70%, and annual additional unemployment of 30%, equipping the alumni with extra competencies will give them alternative professions.

Working in tourism and other sectors is not new to the alumni of English department in Indonesia. At the English department of the University of Mataram, for an instance, 52% of the alumni worked in education, 38% worked in tourism sectors, 2% in finance, and 1% in others. While the department's vision and mission have accommodated these expectations at macro level, they have not been met at micro-course levels.

Reorienting the content of tourism-related courses is critically urgent for a number of considerations. Firstly, there is a socio-economic reason. As previously mentioned, tourism offers more job opportunities at local, national, regional and global levels. At a local level, tourism has been second to teaching job placement for English education alumni. At national level, tourism sectors offer more vacancies and income. At regional level, Association of South East Asian Nations (ASEAN) since 2012 has implemented open door policy for tourism professionals to work across member countries. Such agreement has also been extended to include Australia, New Zealand, and other Asia-Pacific nations. The only requirement for job offer in each country is the minimum standard of tourism competency documented in *Mutual Recognition Arrangement (MRA)*, *ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)* and *Regional Qualifications Framework and Skills Recognition System (RQFSRS)*, all of which lead to *Common ASEAN Tourism Curriculum (CATC)* (Fukunaga, 2015).

At the same time, the Indonesian government has developed its own minimum standard of tourism competency as well as other sectors called *Indonesian Qualification Framework (IQF)*. This document has been the guidelines for tourism training institutions, but not at English education departments. If key Ideas in the documents are integrated into tourism-related courses at English education departments, as in Kong's (2008) content-language pedagogical framework, the tourism-related English competencies of the students and the alumni can be raised to the ASEAN level. Yusra, Lestari and Hanafi (2020) has shown that these documents have specified competencies for all tourism sectors (i.e., housekeeping, food production, food and beverage services, front office, tour operation, and tour agencies) and

specification of such skills have involved international tourism experts and practitioners. Thus, integrating them into English education curriculum, syllabus and materials can eventually equip the students and the alumni with complete standardized tourism-related English. At the same time, with the Learning Freedom (LF) paradigms, the students can learn the skills across departments and universities or through internship at relevant tourism industries.

This article is an initial stage of a larger project on developing tourism-related English competencies of English department students. At this stage, certain key issues are of primary concern: what English competencies are expected at document levels (CEFR, CATC and IQF), what learning experiences and pedagogic methods of delivery are appropriate for the competencies, and what learning experiences are relevant with the LF paradigms. We have also developed and limitedly tried out learning materials (in Student's book) and learning strategies (in Teacher's book), but the result will be available only when the extended trial has been implemented at the second stage of the study. Before these questions are answered, let us briefly clear the ground how the documents above and the paradigms are relevant with the challenges at hand.

2. CEFR and CATC as English Education Curriculum

The Council of Europe (2001) has enshrined an education and training policy for all levels of human skills including language learning in a Common European Frame of Reference (CEFR) (Byrnes, 2007). Council of Europe (2001) has highlighted that the main purpose of the policy is to "promote and facilitate co-operation among educational institutions in different countries; provide a sound basis for the mutual recognition of language qualifications; [and] assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts" (p. 6). This policy has created what Kim, Kweon, and Kim (2022) describe as "negotiated policy" in other regions including ASEAN.

Council of Europe (2022) has stipulated key principles in CEFR. Firstly, the policy is expected to trigger a reflection, communication and empowerment in wider contexts of language teaching. Secondly, CEFR is an innovative, open and dynamic practice resulting from long evolution in language teaching practices. Thirdly, language learning in CEFR principles is for communicative purposes and it should be learner-centered by accommodating communicative needs, work-related competencies, speed and passion of the learners. Fourthly, independent mastery of the target language skills is the main aim of language learning and these skills are describable in three major categories and two subcategories (i.e., Expert User (C1 & C2), Independent User (B1 & B2), and Basic User (A1 & A2)) with list of language competencies that learners have to acquire.

These principles have been implemented in European countries and other regions have adopted them in education and training policy. ASEAN countries have also adopted them in tourism education and a set of competencies have been agreed upon and implemented (Hickman & Irwin, 2013). In tourism education, ASEAN has established CATC for all tourism sectors: *housekeeping, food production, food and beverage services, front office, tour operation and travel agencies*. Establishment of this curriculum involves tourism experts, practitioners, and stakeholders. The content of the curriculum is based on the ACCSTP on which tourism skills are also evaluated and accredited.

In Indonesia, CATC was ratified on 9th November 2012. CATC and ACCSTP are considered innovative solutions as they provide guidelines for improving the quality of service skills in tourism sectors. Attainment of the skills is essential and it opens opportunities to work across ASEAN member countries if tourism students pass skill accreditation assessment. Thirty-two tourism job sectors have been made open to all job seekers across ASEAN countries. In addition to the tourism relate competencies, all thirty-two sectors require professional English competency at least at Vintage Level 1.

With the implementation of CATC, the widening gap in professional competencies among tourism workers in ASEAN countries can be reduced. It has been a trend, according to David (2011), that ASEAN training centers offer general competencies while tourism industries require specific tourism-related competencies. Gillhespy (2005) has shown that most alumni require more specific tourism trainings. Hickman and Irwin (2013) have also shown that the general English competency of Indonesian tourism workers is below standard and this has been a source of dissatisfaction among users of Indonesian tourism services. Among the ASEAN countries, Indonesia's gap between the required and the attained skills is rather high, that is, Rating 1 (*big gap*), which is worse than Vietnam at Rating 2 (*significant gap*). In fact, tolerable gap is at Rating 3 (*small gap*) and Rating 4 (*insignificant gap*). This gap, according to Butler (1999) and Morgan (2004) is due to institutional ignorance of CATC and ACCSTP (Evans, 1993; Millar, Mao, & Moreo, 2010). The wider the gap, the higher the possibility of alumni to be unemployed will be.

Based on the list of competencies in ACCSTP, CATC is a competency-based curriculum where 242 specified standard competencies are itemized including tourism-related competences. These English competencies consist of eight competencies which are then delineated into thirty-two sub-competencies. These sub-competencies are also specified with criteria for attainment of the competencies. The eight competencies are as follow: (a) Communicate in English on the telephone, (b) Converse in English at a basic operational level, (c) Deliver short oral presentation in English, (d) Gather and present product information, (e) Facilitate outgoing phone calls, (f) Use oral English to convey a complex exchange of ideas, (g) Write a short message in English, and (h) Coach others in job skills. For reasons of space, the sub-competencies cannot be presented here.

As a language policy document, CATC looks simple but the criteria for its attainment are very high and complicated accredited with Level II Certificate up to Advanced Level Diploma degree. The certificate and the diploma must be obtained for each tourism sector because the competencies and levels of attainment in each sector are different. The curriculum, the certificates and the diploma are valid

in all country members of ASEAN and, thus, adoption of the CATC curriculum and principles is a must. Below, we will see how these principles are integrated into the qualification framework used in Indonesia as a benchmark for standardization of profession-related English competencies in Indonesia.

3. IQF as an English Curriculum

As a minimum standard of national competencies, IQF can be used as a national guideline for education and training. This has been regulated through Presidential Regulation Number 8 Year 2012 which states, in Verse 1 Point (1), that IQF is a guideline for grading competencies at all levels of education, training, and work experiences so that they can be accredited as professional competencies related to particular types of professional jobs.

In tourism, these competencies have then been identified as standard competencies for tourism industries through Government Regulation Number 52 Year 2012 and the competencies have been stated in the Ministerial Regulation of Tourism Ministry Number 6 Year 2017. Attainment and certification of these competencies are assessed collaboratively by The Board of National Professional Standardization (BSNP) and The Board of Human Resource Development in Tourism and Creative Industries (Kementerian Pariwisata, 2014).

Based on the regulation, tourism workers are required to possess, characterize and master competencies as a set of knowledge, skills and attitudes. These competencies are then identified as statements of professional skills relevant with roles and responsibilities in tourism industries. The ministerial regulation develops the IQF further into tourism curriculum with four main learning targets: attitude, knowledge, general skills, and specific skills. The list of the attitude is pious to God, humane to humanity, loving and proud of the country, respectful to multiculturalism, responsible, discipline, independent, and ethical in workplace, and cooperative to co-workers.

Tourism IQF also includes general and specific skills. General skills are in the forms of thinking skills (logical, critical, analytical, systematic, and innovative), collaboration skills (independent and qualified), application skills (scientific, technological, artful and humanistic), academic skills (presenting applicative analysis), decision-making skills, network-developing skills, and job-assessment skills. Specific skills include skills in researching tourism world, developing tourism, developing tourism industry, involving community in tourism business, making decisions, innovating, and being responsible to tourism communities. In addition to the general and specific skills, tourism workers should acquire communicative competencies in English and other languages.

Tourism English competencies are certified based on education and job levels: Level 1 (junior high, operator), Level 2 (senior high, operator), Level 3 (Diploma 1, operator), Level 4 (Diploma 2, technician), Level 5 (Diploma 3, technician), Level 6 (Diploma 4/Bachelor, expert), Level 7 (professional, expert), Level 8 (postgraduate, expert), and Level 9 (doctorate, expert). Yusra, Hanafi and Lestari (2020) investigated IQF implementation in tourism colleges in NTB, Indonesia, and found that, in spite of multiple inhibiting factors, hard work and motivated agency have facilitated students and lecturers to attain IQF Level 6. Yusra, Lestari and Hamid (2021) have similarly found that integration of CEFR, CATC and IQF in English curricula of vocational high schools in NTB, Indonesia, supported by motivated students, teachers, and tourism practitioners, has successfully altered monotonous learning situations at schools to become more like work internship situations in favour of student learning. Such integration has to be implemented at tourism-related courses at universities in order to attest whether the general and specific skills above can also be attained by tourism students. This is the focus of the current study.

4. The Study: Context and Setting

The study is used a mixed method design where qualitative-ethnographic approach was used to analyze CEFR, CATC, IQF and LF documents and the products were treated as inputs to development of learning materials and strategies. The qualitative approach was also used to observe learning processes when the materials and the strategies were implemented. In order to assess the effectiveness of learning materials and strategies, quantitative approach was used by identifying discrepancy between English competencies prior and posterior to the integration.

The populations of the study were the seventh semester students of English department, the University of Mataram, Lombok, Indonesia. The samples were those selecting tourism practitioners as elective units. In the academic year 2021/2022, three classes were of this category. CEFR Basic User A2, CATC Level 2 and Level IQF Level 6 were purposively selected as relevant sample documents for undergraduate level of study.

Lecturers, tourism experts and tourism practitioners were also purposively selected. Lecturers were selected from the conveners of each course. Tourism experts were recruited as informants from local ASEAN certified competency assessors for the six tourism sectors. Tourism practitioners were purposively selected from each tourism sector by proportionally taking two of them as informants and competency assessors. The students were purposively selected from all students with tourism practitioner in orientation. All respondents were also interviewed for their opinions on learning materials, learning strategies, competency and other issues related to future development of the study.

Limited trial of the study has been reported in Yusra, Lestari and Susanti (2021) where tourism-related competencies had been identified, syllabus, learning materials, and learning strategies had been limitedly tried out, and the integration was found to be significantly effective in increasing tourism competencies of the students. In this study, the drawbacks of the previous trial have been modified and the implementation is extended to all tourism-related classes at the department.

Three research questions are investigated in the study: (a) what tourism-related English competencies are there in CEFR, CATC and IQF? (b) What types of learning and syllabus should be made if the competencies are delivered in the paradigms of LF? (c) Is the delivery

significantly effective?

Each of these questions requires different analytical methods. For questions (a) and (b), data from CEFR, CATC, IQF and notes from observation and interviews were analysed by identifying, classifying, describing, and explaining key competencies therein. For question (c), inferential parametric statistical analysis was employed to assess the effect of the implementation. Both successfully and unsuccessfully attained competencies were determined and factors supporting and inhibiting to the attainment were identified for future development.

5. Results

The study is aimed at developing general to specific tourism-related English competencies through the use of learning materials and learning strategies developed from the integration of language learning policies from CEFR, CATC, IQF and Learning Freedom. The foci of the study are tourism-related English competencies, forms of learning materials and strategies, and effectiveness of the materials and the strategies towards attainment of tourism-related English competencies. Let us start with the first goal of the study.

5.1 Tourism-Related Standard English Competencies

The main focus of the study is identifying tourism-related English competencies from the policy documents under study. This question can be answered by analysing network of ideas in CEFR, CATC, IQF and Learning Freedom paradigms. Lestari (2020) has labelled such an analysis as logo genetic analysis wherein key ideas in the documents are identified in a list of core competencies (Semrad, et al, 2012; Zehrer & Mössenlechner, 2009), classified into categories, described in definitions and examples and explained in relation to findings in other studies. Reasons for including and excluding competencies require sociogenetic analysis (Nguyen & Hamid, 2020) of socio-political contexts of policy production and socio-cultural contexts of policy enactment and implementation. The main focus of analysis in the documents was tourism-related English recommended for tourism colleges and the documents relevant for the study are *CEFR for languages (Level B)*, *CATCT (Level II)*, *IQF Level II for hospitality and tourism*, and *IQF Level 6 for general English*. Learning Freedom paradigm does not have a specific policy document for analytical reference.

Key ideas from the documents unifiable as learning curriculum documents are as follow. In general, CEFR for languages consists of three levels of English competencies: basic user, independent user, and proficient user. As shown in Table 1, each of these competency categories can be delineated further in sub-competencies.

Table 1. English Competencies in CEFR for Languages

Level	Competency		
Proficient User	C2	1 Can easily understand what is heard and read.	
		2 Can summarize information from oral and written sources by reconstructing and presenting coherent arguments and opinions.	
		3 Can express opinions spontaneously, correctly and appropriately in complex situations	
	C1	1 Can understand implied meanings in various long complicated texts	
		2 Can express meanings fluently and spontaneously without conscious attempts to appropriate expressions	
		3 Can use language flexibly and effectively in social, academic and professional contexts	
Independent User	B2	1 Can understand main ideas from complex texts with abstract and concrete topics, including technical discussions in professional settings.	
		2 Can interact communicatively at a level of fluency and spontaneity enabling regular interaction with native speakers without difficulties on both parties.	
		3 Can produce detailed and clear texts on various topics on various points of view by explaining weaknesses and strengths in those points of view.	
	B1	1 Can comprehend main ideas in standard texts regularly found in jobs, schools, holidays and others.	
		2 Can solve problems potentially arising from travels to countries where English is the medium of interaction.	
		3 Can produce simple connected texts in personally interested topics.	
		4 Can describe experiences, events, dreams, hopes, and ambitions.	
		5 Can briefly explain reasons and elaborations of opinions and plans.	
	Basic User	A2	1 Can understand frequently used sentence and expressions in relevant contexts (example, basic information about self and family, shopping centres, local geography, and jobs).
			2 Can communicate in simple routine tasks involving simple direct exchange of information on familiar topics and routines.
3 Can simply describe family background, environment, and other needs-related topics of interest.			
A1		1 Can comprehend and use daily expressions with basic phrases to fulfil basic and concrete communication needs.	
		2 Can introduce self and others as well as ask for personal information such as address, friends, person that they know, and/or things that they possess.	
		3 Can interact simply with audience who speaks slowly and clearly with communicative cues.	

CATC develops language competencies into general and specific competencies and these are shown in Table 2.

Table 2. English Competencies in CATC Level II

No	General Competencies	Specific Competencies
1	Communicating on the telephone	A Receive general inquiry via telephone
		B Respond to customer's request or order
		C Order via telephone
		D Manage customer's complaints
		E Make complaints
2	Converse in English at basic operational level	A Participate in conversation in simple and familiar topics with colleagues
		B Respond to simple verbal instruction or request
		C Make a simple request
		D Describe routine procedures
		E Express likes, dislikes and preferences
		F Identify different forms of expressions in English
3	Simple oral presentation in English	A Prepare for an oral presentation
		B Present a short oral presentation
		C Evaluate a short oral presentation
4	Collecting and presenting product information	A Collect and organize information
		B Research and analyze information
		C Present information
5	Facilitating outgoing phone calls	A Identify elements and facilities of company's telephone system
		B Demonstrate ability in appropriate telephone communication
		C Perform outgoing call in the name of the company
		D Perform outgoing call for guests
6	Communicating in English with a complex exchange of ideas	A Discuss problem-solving strategies
		B Respond to hypothetical questions
		C Discuss abstract concepts
		D Express opinions
		E Discuss appropriate learning styles
7	Writing simple messages in English	A Demonstrate ability to draw oral messages
		B Write short instructional messages
		C Write short messages for company introduction, apology, and absence explanation
8	Supervising colleagues with work-related skills	A Prepare job trainings (on the job training)
		B Train colleagues (on the job training)
		C Follow-up colleagues training (on the job training)

IQF contrasts between professional tourism competencies and English competencies. Tourism-related professional competencies are divided into general competencies, major competencies and elective competencies. General competencies include attitudes and behaviours required from tourism workers as a professional in the field. These competencies are listed in IQF Level 6 presented in Table 3.

Table 3. General Competencies in IQF

No	Competencies
1	Can apply expertise, knowledge, technology, and/or arts in solving problems faced in work situations
2	Can master theoretical concepts in general knowledge in specific fields and detailed specific procedural problem-solving knowledge in the fields.
3	Can individually and in groups draw appropriate conclusion and alternative solutions based on in-depth analysis of information.
4	Can be responsible for personal roles and organization's mission.

Major competencies in tourism are different one tourism field to another, but there are core competencies that all tourism workers must obtain. These include the ability to work with colleagues and customers, the ability to develop tourism related knowledge, the ability to work in multiple social contexts, the ability to develop healthy and safe work environments, and the ability to maintain sanitary work environment. The core competencies are also functional in which potential tourism workers must additionally master three units of competencies in other relevant tourism sectors: for example, two units in administrative competencies and one unit in technological competency.

These core competencies become the main menu in education and training of potential tourism and hospitality workers. How tourism and hospitality education and training centres respond to IQF for tourism and hospitality and so far few, if any, studies have sufficiently explicated this problem. Considering the fact that tourism-related competencies always involve English competencies, integration of both in training curriculum is a must and this has been comprehensively done in a carefully designed study.

Specifically, IQF tourism and hospitality has underlined *English Language Proficiency* for all tourism workers. Uniquely, English competencies are the same for all tourism sectors and, therefore, integrating them with tourism competencies is essential. For IQF Level 6, tourism-related English competencies are presented in Table 4.

Table 4. IQF Level 6 Tourism-Related English Competencies

A. SPEAKING & LISTENING	
1	Can communicate orally in basic operational English
2	Can respond to orders in English
3	Can initiate conversation and establish rapport with guests
4	Can converse in English via telephone
5	Can use English to exchange complex ideas
6	Can give short oral presentation
7	Can read and write in English at advanced level
B. READING	
1	Can read and translate basic instructions, directions or diagrams
2	Can read general information or media
C. WRITING	
1	Can write short messages in English
2	Can write business documents in English at advanced level

Integrating information from Table 1, 2, 3 and 4, we can draw a logogenetic diagram of tourism-related English competencies essential for developing competency-based curriculum and learning materials (Cañado, 2012; Dooly, 2013) for *English for Tourism & Hospitality* and this can be seen in Figure 1.

There is an inherent difficulty in integrating the documents. *CEFR for Languages level II* is designed for a more general communication skill unrelated to tourism. CATC, on the contrary, is directed towards tourism competencies. Consequently, there are discrepancies as shown in code B.4.A to B.8.C in Figure 1. By the same token, IQF Level 6 also has competencies incompatible with CEFR and CATC. These competencies require on the job training which is enable through practicum and internship paradigms of LF as a form of self-directed learning (see Moser, 2017) within active learning paradigms (Seigel & Rockwood, 1993). The integration can be seen in Appendix A.

With forty-seven units of lesson, the class needed at least 4700 minutes (47 meetings @ 100 minutes per meeting). However, the time allocated for two two-credit related courses at the department was 3200 minutes (16 meetings x 2 courses @ 100 minutes per meeting): 2 credits for *English for Tourism and Hospitality* and 2 credits for *Business Planning in Tourism*. Alternatively, the course delivery was integrated: 1600 minutes for classical meetings (16 meetings @ 100 minutes), 900 minutes for industrial visit practicum for 2 working days with 8 working hours and 2200 minutes for internship programs for 5 working days with 8 working hours. After the practicum and the internship programs, the students prepared and presented oral and written reports. The industrial visits were integrated within classical meetings and the foci were on business presentation skills. The industrial internship program was also integrated with the classical meetings of the courses but the foci were on work-related competencies, work experiences, and colleague supervision skills. Student's Book, Teacher's Book, and practical guidelines for the practicum and the internship were available for reference in the program. The content of the course is listed in Appendix B.

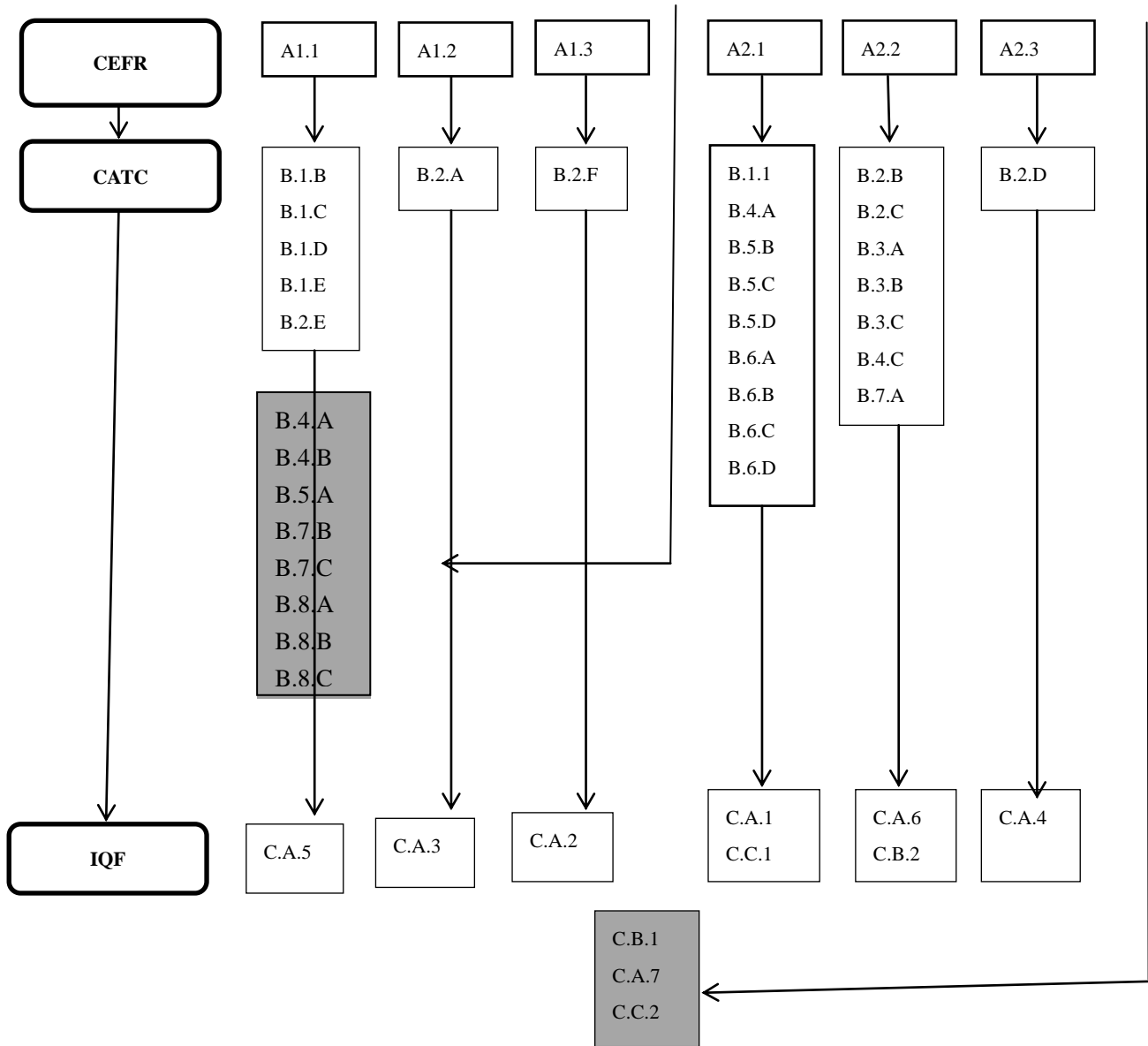


Figure 1. Logogenetic Diagram of Tourism-Related English Competencies

5.2 Learning Materials and Learning Strategies

Specifically, IQF tourism and hospitality has underlined *English Language Proficiency* for all tourism workers. Uniquely, English competencies are the same for all tourism sectors and, therefore, integrating them with tourism competencies is essential. For IQF Level 6, tourism-related English competencies are presented in Table 4.

In the first year of the study, development of syllabus (RPS), plans for student works (RTM), student’s book, teacher’s book, and limited trials of the products. In the second year, the trial will be extended to other tourism classes and the result will be reported separately.

The list of competencies in Table 5 was developed into the class syllabus (RPS) for the semester following Alsubaie’s (2016) perspectives on syllabus development. They were further developed into Student’s Book and Teacher’s Book. The student works (RTM) were assigned in the forms of individual, group, and classical works where students made use of resources within the department, between departments in the university and between universities in the region. In this way, the paradigm of Learning Freedom was used. For reasons of space limit, samples of these documents cannot be included in the article.

The learning materials were developed into Student’s Book based on the following principles. Firstly, there is a *principle of relevance* in which the materials should be relevant with the language and learning needs of the students. While the language and learning needs were identified from the studied documents and the respondents above, the learning preferences to individual students were also identified

through a survey to the sampled students. Secondly, the *principle of comprehensiveness* where all competencies highlighted in the documents were integrated in the Student’s Book as learning materials and in the Teacher’s Book as the teachers’ resources for learning strategies. Thirdly, there was a *principle of communicative interaction* among students and this was facilitated through one-way tasks for individual learning and through two-way tasks for interactive, collaborative, and communicative learning. Next, there was also a need for language production and the materials and the learning strategies were developed with the *principle of language production* in mind where socio-cultural contexts were as much as possible brought into the classrooms. With these principles in mind, the Student’s Book and other learning materials might look perfect for its purposes, but *the principle of openness* was still uphold and the book was open for critique and inputs from stakeholders.

These principles were also used when the learning strategies were developed in Teacher’s Book where learning scenarios and procedures are highlighted. The principles of student active, interactive, communicative and productive learning were adopted and individual, group, and classical works were the modes of language production.

Prior to dispatch, the Student’s Book and the Teacher’s Book were decimated to a panel of tourism-related professions: three local leaders of tour guide organization, four tour and travel entrepreneurs, two hospitality entrepreneurs, five souvenir shop managers, three tourism experts, and seven English education experts. In this decimation, the majority of the respondents found some weaknesses and strengths of both books. They found, firstly, that although the Student’s Book had incorporated all components of listening, speaking, reading, and writing skills, they had not yet accommodated all tourism-related language skills. The missing skills were then expected to be integrated in the practicum and the internship programs. Secondly, there was disconnection between units of lessons and these misconnections had been modified by inserting relevant language inputs and learning activities to form linking and matching connections.

Although the Teacher’s Book had been equipped with lesson plans and learning scenarios, the scenarios were found to be pedagogically relevant but failed to represent tourism workplace environments. It was also suggested that a guideline for industrial visits in the practicum and internship programs so that students and lecturers could be to identify what were expected of them in the programs.

The strengths and the weaknesses as well as recommended improvements had been incorporated in the new versions of the books and the books were limitedly tried out in real tourism classes. The results of this try out are reported below.

The Student’s Book and Teacher’s Book were tried out in 7TP4 class of English for Tourism and Hospitality offered in the sixth semester of 2020/2021 academic year. Due to covid19 pandemic, the classroom sessions were online using Google Classroom while the practicum and the internship were hybrid combining online and offline sessions with stakeholders in tourism industries. The points of views of the stakeholders on the Student’s Book are presented in Figure 2. Note that the respondents were students (S), lecturers (L), experts (E), and practitioners (P).

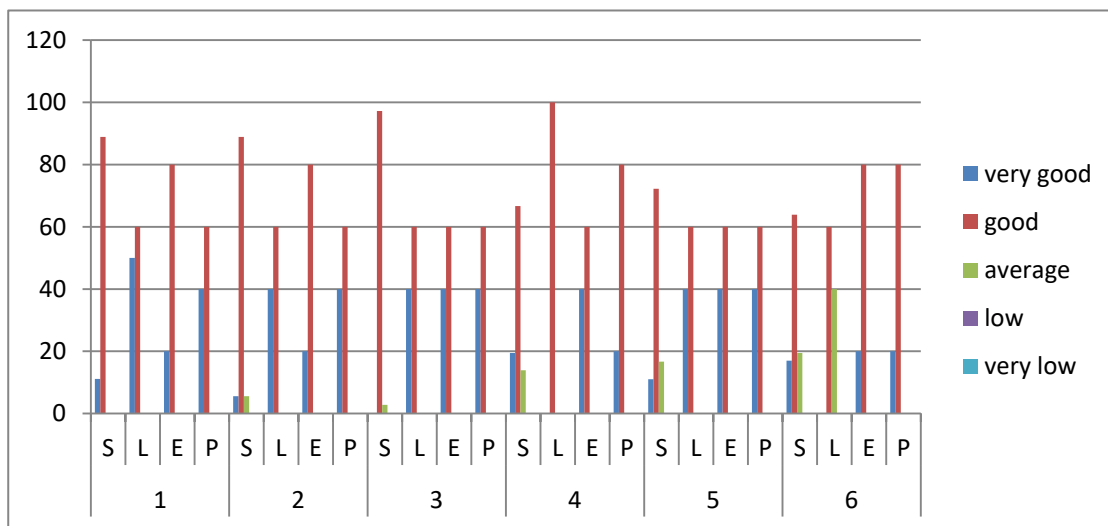


Figure 2. Stakeholders’ Points of View on the Student’s Book

The table indicates that all units of the Student’s Book were evaluated as good by all the assessors with an average score of 74 out of 100. The same was true to the Teacher’s Book evaluated as good by assessors for lecturer, expert, and practitioners in background and this can be seen in Figure 3.

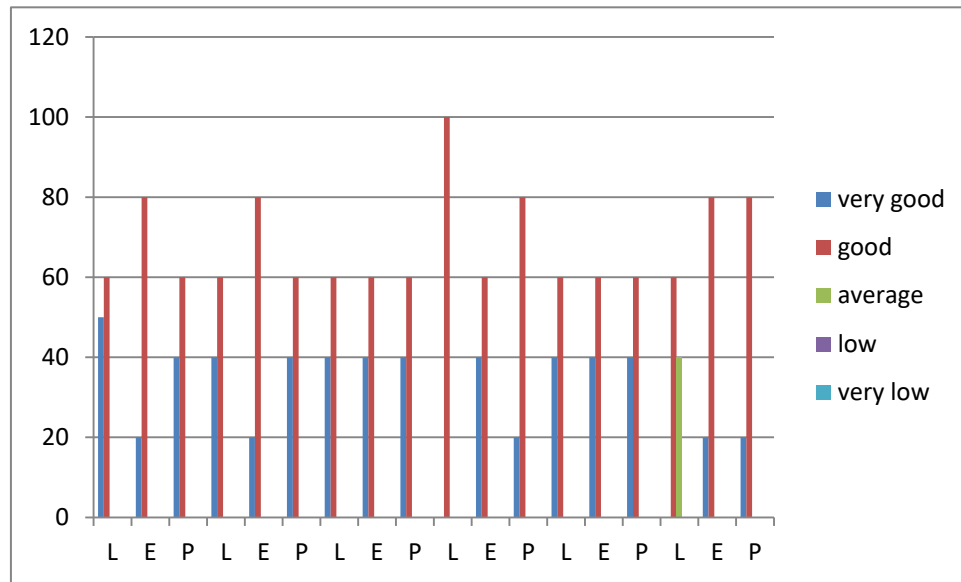


Figure 3. Stakeholders' Points of View on the Teacher's Book

Let us now examine how effective the books are in developing tourism-related English competencies of the sample students.

5.3 Learning Materials, Learning Strategies, and English Competencies

The effect of the Student's Book and the Teacher's Book was measured in the following procedure: assessment of effectiveness, revision and publication.

The effect of the books in developing students' competencies in tourism-related English was measured based in the percentage of students passing the minimum grades in CEFR, CATC and IQF. With pre-test and post-test design and 36 students as samples, the study found that the English competencies of the students had significantly increased in almost all units of lesson except unit 5 and unit 5 required further modification (see Table 5).

Table 5. Effectiveness of Learning Materials

Units	Mean Score		t-test (df 35, t-table 2.030 (.05) and 2.724 (.01))
	Pre-test	Posttest	
1	62.7	64.5	8.9*
2	62.2	65	6.61*
3	62.4	65.2	6.5*
4	62	61.8	0.48
5	61.8	61.9	1.04
6	62.1	65.2	6.97*

Note: * p < .01

The less effective topics (Unit 4 and Unit 5) were modified further following recommendations for students, lecturers, tourism experts and tourism practitioners. In Unit 4, the target competency was talking about tourism plans with the following sub-competencies: talking about tourism ideas, describing tourism experiences, plans, and opinions, talking about key ideas in complex texts, and interacting fluently and spontaneously. In Unit 5, the focus was on presentation skills with these sub-competencies: presenting texts clearly and in details, presentation skill, product presentation skill, sharing ideas in complex texts, and producing texts in clear and detailed presentation. According to the students, they need more time to master both competencies. One of the students we interviewed felt unconfident talking about tourism business plan because she had not acquired sufficient experiences in the field of business.

Tourism is not my field of experience. I do not have ideas what to do in it. I need time to read into someone's experiences in tourism industry ... and perhaps I could think of business ideas from them. Until the presentation day arrived, I was not ready with the ideas. I was not confident at all (Nita, 22, student).

Other students found no problems with the business ideas as they had to a certain extent involved in tourism industries but presenting them was found to be challenging. To Ramlia, English and presentation skill were not troublesome, but presenting the ideas in interesting and convincing tone needs more practices. To Riyan, promoting the ideas in resounding tones is not a problem to him, but managing time, controlling personal manners, and maintaining balanced eye contact with the audience was still a constant trouble to him.

... [P]resentation is not new to me. I can do it. But it is hard to make it interesting with convincing arguments. I planned what to say. I trained myself with it. But when I start talking I could not stay focus. I think I need more training for my confidence (Ramlia, 22, student).

...[I find] no problems with speaking. With presentation, I always spend more time. I keep repeating the same thing I said. I frequently scratch my head. I look at only one audience. When I change the direction, I lose my point. I think I need to be more relax but it is easy said than done (Riyan, 23, student).

Lecturers, tourism experts and tourism practitioners require more detailed and authentic learning materials relevant with tourism worlds.

The tourism and the presentation materials are very heavy. Students need more detailed information about them. The information in the course book is not enough (Syahrir, 50, lecturer).

Business presentation is essential. Students need to know how to do it. Authentic business presentation from YouTube might be good for the class (Latifah, 35, tourism expert).

...[P]resentation of business ideas needs to be interesting and convincing. Use of updated data, nice visualization, excellent gesture, and self-confidence will invite more business partners. More trainings and more detailed presentation materials are recommended to the book (Tatok, 55, tourism entrepreneur).

These recommendations will be further incorporated before the extended trial of the books which is the next step of the study. Despite these weaknesses, the study to a great extent has successfully increased the students' competencies in tourism-related English.

6. Discussion

The integration of CEFR, CACT and IQF within the paradigms of Learning Freedom has been successfully conducted in the study and this has additionally been facilitated by lecturer, facility, and student factors.

The lecturer factors in terms of education background, trainings, and English competencies have largely contributed to the study. The teaching team have excellent English skill as indicated by their TOEFL scores ranging between 550 and 667 (average 575) and IELTS scores between 6.5 and 8.0 (average 7.0). With MA's and PhD's degrees from home and overseas universities, the teaching team's qualification was above average quality of teaching in general. The team were also master trainers of English language teaching at national and local levels and these qualifications might have directly impacted on the success of the study. Additionally, the tourism experts and practitioners have also optimally contributed to the Student's Book and the Teacher's Book and this contribution have facilitated the learning materials and strategies to resemble those in the real worlds of tourism industries.

Nonetheless, all of the stakeholders require more portions for on-the-job training and real operations in tourism fields where English competencies were really measured in real situations with real on-the-job assessment. Thus, collaboration between lecturers, tourism experts, tourism practitioners and tourism entrepreneurs should be maintained. The students also tried their best at acquiring the tourism-related competences expecting to pass the accreditation system, win tourism job opportunities and enjoy the promised ASEAN job mobility in the future. Similar expectations have also been found in studies of other ASEAN countries such as Cambodia (Say, 2019), Indonesia (Premono, 2010; Rofaida, 2013; Yusra, Hanafi, & Lestari, 2020), Malaysia (Ahmad Afif, Hamid & Renshaw, 2019; Uri & Abd Aziz, 2018), Thailand (Fu, Kapiki, & Mu, 2016), Vietnam (Nguyen & Chaisawat, 2011) and other ASEAN countries (Hickman & Irwin, 2013). Knowledge, expertise, and experiences of stakeholders in tourism trainings, according to Uri and Abd Aziz (2018), determine success and failures in tourism education and trainings. When all stakeholders hold positive views in the program, they will positive be involved in the program guaranteeing it to attain its goal (Rhodes, Nevill & Allan, 2005).

Learning facility has also contributed to the success of the program. In addition to materials in Student's Book and Teacher's Book, students and lecturers were also equipped with additional materials such as online reading materials, Youtube videos, additional materials from Google, and lecturers-made enrichment materials. Students also actively shared materials and other references through the class's Whatsapp group. Although online, the class also had limited face to face interaction with tight covid19 procedures. With only thirty-six students and three lecturers, there were enough rooms and time for them to interact with each other in-class and out-of-class through various public modes (e.g., the university's administrative system, Google Classroom, and WA Group) and private modes (e.g., inbox, private message, and e-mail). Limitation of reading materials in library was also overcome with the Student's Book.

The availability of the materials suitable with the curriculum has also helped both students and lecturers to work effectively. As Howells (2019) said, lecturers and students equipped with relevant learning materials will be more empowered and more successful in learning. The researchers acting as course designers and course conveners were national master trainers of English teachers and these experiences and expertise were optimally used in the study for guiding students to achieve maximum results. Goodwyn (1997) has explicitly stated that optimum interaction between learners and students brings positive impacts on the quality of education services and, in the end, on success of learning. According to Rhodes, Nevill and Allan (2005), expertise and experiences can facilitate lecturers with reflective teaching and this, in Edwards' (2006) words, will be positively beneficial for success in learning. As Alimi, Ehinola, and Alabi (2012) and Edwards (2006) suggested, the impact of lecturer's expertise and experiences can be seen in a significant increase in students' competencies, learning spirit, and learning motivations.

The students' motivation to learn tourism-related English less significantly improved during the learning process due to various factors. Firstly, the course *English for Tourism and Hospitality* was only an elective unit that the competencies therein were the second alternative to pedagogic competences essential for being teachers of English. Secondly, linguistic practices therein are specific to tourism which most students were unfamiliar with. Most often the students were firm with their choices of language practices although the varieties were not relevant in tourism world. Although more than eighty percent of the students believe that tourism English is essential for future jobs,

almost seventy percent of them assume that the language varieties can be learned later in the job and only less than fifteen percent of them assume the importance of learning the variety prior to working. Such poor motivation leads to poor tourism-related English competencies. Our study shows that almost seventy-five percent of the students' level of English competencies is within Basic User A1. To attain the ASEAN standard, the competencies should be at least Expert User C1. This means that to attain the intended level, the students must study even two or three semesters further. Poor entry behaviors of the students into the program have frequently been blamed for failures. Although the study has significantly increased English competencies from pre-test to post-test, the attained competencies fell short below the target. Note, however, that poor competencies were also found in countries like Malaysia where English is a second language (Ahmad Afif et al, 2019).

The significant increase in the English competencies is related to the students' learning style. With Likert-scale questionnaires, we found that the majority of the students opt for active social strategies as their learning strategies. They communicated and role-played with fellow students, lecturers, and English-speaking tourists. Around twenty percent of the students practiced compensatory strategies when finding troubles in communication. Though limited, several students reported to have memorized or guessed word meanings from contexts.

To a certain extent, the increase in English competencies might have been transported from other classes. Gursoy, Rahman and Swanger (2012) and King and Tang (2020) have exemplified that tourism-related English competencies might have been transferred from tourism knowledge learned in other classes. Skills from these classes might have also been reassigned in the class under study (Stewart & Knowles, 2000; Raybould & Wilkins, 2005).

Apart from the supporting factors, there were also inhibiting factors to the study. Political, institutional and instructional factors mentioned above could be supportive but, in various cases, they could be inhibiting factors in addition to social and pedagogical factors. At national and provincial levels, tourism has politically and financially been supported but lately the supports have been significantly shifted towards health infrastructure for combating Covid19 pandemic. The local and provincial governments in West Nusatenggara have financially shifted attention towards Pertamina Mandalika Street MotoGP Circuit and reducing financial proportion for tourism training and education. Great success of the circuit in its 2022 debut has opened up more job opportunities and in return increases learning motivation. As Christou (2002) has reminded us, motivated students will remain focus and remain in trainings for a longer period of time.

Educational institutions are now facing serious challenges. Commitment to produce high quality tourism alumni (see Gursoy, Rahman & Swanger, 2012; Millar, Mao & Moreo, 2013; Sisson & Adams, 2013; Wang & Tsai, 2014) is now compensated with community's expectation for on-time graduation of the students, tolerating below standard competencies. Quality services from lecturers and administrative staff have also been compensated due to decrease in the institutions' revenue. This in turn highly educated but unskilled tourism work forces that Hickman and Irwin (2013) have reported as one of the major problems in ASEAN countries.

Lack of financial supports at micro course level might have excluded tourism experts, practitioners and entrepreneurs from participating in this English for Tourism and Hospitality course. The much needed English-speaking tourists could not as well be invited to tourism classes without financial support from learning institutions.

7. Conclusion

In general, the study has successfully formulated tourism-related English competencies. The competencies are numerous and varied and they cannot be accommodated to only two two-credit English for tourism courses. Parts of the competencies can be delivered in two two-credit courses accumulating to 3200 minutes' learning time (2 credit x 16 meetings @ 100 minutes) and others can be acquired through independent practicum work in tourism industrial visits for 2200 minutes (22 competencies @ 100 minutes = 2200 minutes) or 5 working days (5 x 8 hours x 60 minutes = 2400 minutes) and on-the-job tourism internship for 900 minutes (9 competencies @ 100 minutes = 900 minutes) or 2 working days (2 days x 8 hours per day x 60 minutes = 960 minutes). The practicum and the internship programs were done in LF paradigms.

Integrated the syllabus of English for Tourism and Hospitality, the competencies have been developed into student's and teacher's books which have been revised following suggestions from tourism experts, practitioners and entrepreneurs. At the current trial, the materials and the strategies were effective in increasing tourism-related English competencies of the students, but these competencies were still at Pre-Intermediate Level II or Basic User A2 and failed to attain the intended target of Expert User C1 or at least Independent user B2. More time and more training are highly recommended for the students to obtain the minimum target.

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Appendix A

Syllabus for English for Tourism and Hospitality

No	Competency	Forms of Integration
1	Students will be able to understand sentences and expressions frequently used in familiar and relevant contexts (for example, about self, family, local geography, and jobs).	Course Unit
2	Students will be able to communicate simple, routine tasks involving direct exchange of information on familiar and routine topics	Course Unit
3	Students will be able to describe personal backgrounds, environments, and other needs-related interests	Course Unit
4	Students will be able to comprehend and use daily expressions with basic phrases to fulfil basic and concrete communication needs.	Course Unit
5	Students will be able to introduce self and others as well as ask for personal information such as address, friends, person that they know, and/or things that they possess.	Course Unit
6	Students will be able to interact simply with audience who speaks slowly and clearly with communicative cues.	Course Unit
7	Students will be able to respond to customer's request or order	Course Unit
8	Students will be able to receive general inquiry via telephone	Course Unit
9	Students will be able to make an order via telephone	Course Unit
10	Students will be able to manage customer's complaints	Course Unit
11	Students will be able to make complaints	Course Unit
12	Students will be able to respond to simple verbal instruction or request	Course Unit
13	Students will be able to make a simple request	Course Unit
14	Students will be able to describe routine procedures	Course Unit
15	Students will be able to express likes, dislikes and preferences	Course Unit
16	Students will be able to read and translate basic instructions, directions or diagrams	Course Unit
17	Students will be able to discuss abstract concepts	Internship
18	Students will be able to express opinions spontaneously, correctly and appropriately in complex situations	Internship
19	Students will be able to discuss appropriate learning styles.	Internship
20	Students will be able to demonstrate ability to draw oral messages	Internship
21	Students will be able to communicate orally in basic operational English	Internship
22	Students will be able to respond to orders in English	Internship
23	Students will be able to initiate conversation and establish rapport with guests	Internship
24	Students will be able to converse in English via telephone	Internship
25	Students will be able to use English to exchange complex ideas	Internship
26	Students will be able to give short oral presentation	Internship
27	Students will be able to identify elements and facilities of company's telephone system	Internship
28	Students will be able to prepare for on-the-job training (on the job training)	Internship
29	Students will be able to train fellow students (on the job training)	Internship
30	Students will be able to follow up colleagues' evaluation (on the job training)	Internship
31	Students will be able to collect and organize information	Internship
32	Students will be able to search and analyze information	Internship
33	Students will be able to read general instructions or media	Internship
34	Students will be able to read and write in advanced English	Internship
35	Students will be able to write business documents in English at advanced level	Internship
36	Students will be able to write short instructional messages	Internship
37	Students will be able to write short messages for company introduction, apology, and absence explanation	Internship
38	Students will be able to short messages in English	Internship
39	Students will be able to prepare for successful oral presentations	Practicum
40	Students will be able to execute short oral presentations	Practicum
41	Students will be able to evaluate short oral presentation	Practicum
42	Students will be able to present information	Practicum
43	Students will be able to demonstrate ability in appropriate telephone communication	Practicum
44	Students will be able to perform outgoing call in the name of the company	Practicum
45	Students will be able to perform outgoing call for guests	Practicum
46	Students will be able to discuss problem-solving strategies	Practicum
47	Students will be able to respond to hypothetical questions	Practicum

Appendix B**List of Topics in the Course Book****1. Workplace Communication**

- General communicative skills for communication in workplaces
- General communicative competence
- Communicative performance
- Understanding spoken messages

2. First Time in the Office

- Dealing with most communicative situations
- Telephone communication
- Telephone skills and etiquette
- Basic operational conversation

3. Tourism Ideas

- Producing simple connected texts
- Producing simple connected texts
- Expressing self interest in simple connected texts
- Sharing ideas

4. Talking about Tourism Plans

- Talking about ideas
- Describing experiences, plans, and opinions
- Expressing key ideas in complex texts
- Interacting fluently and spontaneously,

5. Presentation Skills

- Presenting texts clearly and in details
- Presentation skill
- Product presentation skill
- Sharing ideas in complex texts
- Producing texts in clear and detailed presentation.
- Operational skills: coordinating with stakeholders, working with tools and technology

6. Workplace Communication: Telephone Messages

- Comprehend workplace communication
- Message writing skills

7. Self-Learning and Improvement

- Interacting fluently and spontaneously
- Discussion skills,
- Preferred-learning styles for self-development
- Continuous on-the-job self-learning

8. Coaching Others

- Job coaching of others
- Job-caching skills
- Strategies for coaching co-workers

9. Tourism Attitudes and Skills

- Develop tourism-related attitudes
- Develop tourism-related skills

- Computer skill (e.g., hotel and flight processing),
- General knowledge
- General skills
- Social skills: working with customers and colleagues
- Social skills: working in diverse environment

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