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TEACHING ENGLISH FOR TOURISM IN BALI BASED ON LOCAL CULTURE: WHAT DO STUDENTS NEED?

Rima Andriani Sari
Ganesha University of Education, Singaraja
rima.undiksha@gmail.com

Abstract

The demands of English speaking workers in tourism and travel industry in Bali is increasing and this leads to the increase of the number of vocational learning and training for Tourism. However, more attention is given to the source culture (English culture) rather than the target culture (local culture) in most teaching materials. English for Tourism (under the course name English for Tour and Travel), an ESP in English Education Department Undiksha, has the same problem. Students learn English to talk to visitors who come to their country, but they are not expected to travel to target countries or to learn about target cultures while the textbook used focus more on the target culture. A new design of teaching material based on local culture is then needed. This paper reports an on-going project which aims at designing teaching materials based on local culture for English Tour and Travel. The development is carried out in three major stages. The paper draws on the data of the first stage that has been completed, and discusses the needs of the the EED students learning English for Tour and Travel based on local culture in several aspects: tourism topics, language functions, language skills, and local culture. It highlights the learners' needs in the eyes of students, tourism practitioners and lecturers and discusses the implications of these on the design of the English for Tour and Travel teaching material.

Keywords: English for Tour and Travel, ESP, need analysis

1. INTRODUCTION

The development in work place demands good English. Not only language expressions, vocabulary, grammar, fluency and other language components are needed, but also the needs of English has been directed to the demands of work field, either in academic level, or in occupational level. Learners of English, then, want their studies to lead to something useful based on their needs, before they come to work.

At work place, the needs of English vary according to the work field. The needs of English at economic sector, for example, are different with the needs of English at tourism sector. At hotels, the staffs need to serve local or foreign guests. This situation requires them to be able to speak English suits to their work. The pedagogic effect of this situation is that these students need to get materials suit to their language needs which they will use in the work place.

Tourism is still a leading sector in Bali. This continuously leads to the increase of demands for English graduates every year. Ganesha University of Education then opened a Concentration for Tourism in S1 English Education Department (EED) and this new change makes the graduates can work as tourism practitioners, not just as teachers. EED designed the curriculum and give teaching materials and exercises to the students to develop the professionalism suitable to the demands of work in tourism industry. As stated in its curriculum, one of the courses in the tourism concentration is *English for Tour and Travel,* which should be taken by students of EED in the seventh semester. The purpose of this course is to provide the students with communication skills for tourism industry. Then, based on its purpose, the content in the syllabus has topics such as *destinations, hotel facilities, tour operators, travel agencies,* etc.

Basically, teaching English for students in *English for Tour and Travel* class can be considered as teaching an English for Specific Purposes (ESP).ESP is an English teaching program which is based on "the proposition that all language teaching must be designed for the specific learning and language use purposes of identified groups of students" (Johns, 1991: 67). The teaching design is aimed at a particular group of students to cater their purposes of using the target language.

As future practitioners of tourism, the students of EED surely need to get the knowledge about English which suits to the local needs of place where they will work later mostly, which is Bali. To achieve this purpose, there is a need to develop teaching material which are based on the local culture of Bali. Based on local culture here means that students should be able to communicate and to give explanation about the local culture to tourists. This is due to the fact that the uniqueness of the local culture is different everywhere. Bali has such a unique and potential local culture and natural beauty such as *Goa Gajah, Pantai Kuta, Ngaben* etc. This uniqueness, or the added value, makes tourists come to visit this place and thus need explanation about anything they want to know. The language used by the tourism practitioners obviously depends on the local needs. Thus, the development of teaching material English for Tour and Travel should be based on the characteristics of Bali; its natural resources, economy social, and culture of the society.

However, in the English for Tour and Travel class in *Semester Gasal* 2015/2016, the lecturers found difficulties to find relevant teaching materials. From the informal interview with the lecturers, it was found out that they took the materials from some textbooks that contain information about general English for tourism. The textbooks are written by foreign authors from other countries and they use examples of cultures from the western parts of the world such as France, Italy, Netherland etc. This is called the source culture. To accommodate the needs on local culture (or the target culture) information and also to provide authentic materials about Balinese culture, the textbooks are often added with articles from the magazines, tabloids or from the internet about Bali, but the language used is not that easy to understand for the students.

The need to teach with materials that use and provide information for English as an international language for tourism, without ignoring the local culture to be understood by the students, was proposed by Petrovkska (2001) in her paper. According to her, there is a need for a "touch" of local culture in the teaching of this kind of course. In fact, she added, the cultural content in language teaching has recently moved to the interest of many textbook writers and EFL teachers. Different subjects as varied as national identity, national language policy, language and politics, language and gender, etc. are being introduced through the materials and methods in the EFL classroom.

Dealing with selecting appropriate teaching materials for students, there were some researches done related to it. Suputra (2010) proved that selecting appropriate teaching materials for students needs help in making them achieve the competence required. Beside that, it also improves the intrinsic motivation in studying the teaching materials. In line with this, Renandya (2013) in Hapsari (2013) says that, the teaching materials not only can facilitate hard skills, but also can facilitate soft skills that students need later when they work. In short, teaching materials should be designed to meet students' needs, give benefits, and reflects the real life situation.

Research about designing materials of ESP based on local needs, was done by Ginting et al (2005) who developed teaching materials for ESP Tourism in Lake Toba. Kristiawan et al (2008) also developed teaching materials for training the tourism practitioners in Kemiren village in Banyuwangi. The training was aimed at improving the speaking ability of the tourism practitioners. Both researches give an important contribution in developing teaching materials for local needs and ESP.

This paper reports an on-going project which aims at designing teaching materials based on local culture for English Tour and Travel, an ESP course to be used in EED Undiksha. The development is carried out in three major stages, namely, (1) eksploration stage – as a base to conduct needs assessment, (2) prototype development stage – to develop the teaching materials to be, and (3) model validation stage—to validate the designed teaching materials. The paper draws on the data of the first stage that has been completed, and discusses the needs of the the EED students learning English for Tour and Travel based on local culture in several aspects. It highlights the learners' wants and needs in the eyes of students, tourism practitioners and lecturers and discusses the implications of these on the design of the English for Tour and Travel.

2. REVIEW OF RELATED THEORIES
2.1. English for Specific Purposes

English for Specific Purpose is a generic name for all English teaching other than general English teaching such as English for Academic Purposes (EAP), English for Nursing, English for Lawyers, Business English, English for Tourism, and many others. It has perception, design, materials, evaluation, and purpose which are different with General English. One definition of ESP states that "ESP is based on designing courses to meet learners' needs" (Hutchinson and Waters1987; Robinson, 1991; Dudley Evans, 2001). It is generally used to refer to the teaching and learning of a foreign language for a clearly itilitarian purpose of which there is no doubt. Other definitions say that ESP makes use of the underlying methodology and activities of the discipline it serves, and it is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities (Dudley Evans and St John, 1998 in Harding 2007). This indicates that the materials, syllabus and the purpose of ESP should be designed and developed based on the needs of students and also the graduate users. Thus, ESP approach is a bottom up approach.

There are some criterias for ESP. First, ESP must be oriented to purposes. It implies that students should learn English only for the purposes, either for academic purposes or for the needs of the work place. Another criteria is that ESP is based on need analysiswhich aims at finding out as detailed as possible the target of achievement in learning English. (Harding, 2007; Robinson, 1991). This is often called TSA (target situation analysis). Some indicators in TSA are to gain information about the target needs in learning English. This aims at tracing the micro skill needed which ends in the checklist in designing syllabus.

To add the points in designing the syllabus and teaching materials, three features common to ESP courses, according to Carter (1983) in Gatehouse (2001), are also important to be noted:
- Authentic (using a variety of different resources, including the Internet)
- Purpose-related orientation (the simulation of communicative tasks required of the target setting)
- Self-direction (ESP is concerned with turning learners into users)

To conclude, ESP is oriented on the needs of students which suit to their field and work. To support an effective and efficient teaching and learning process in a face to face situation in the classroom, and to meet independent learning needs, then there is need to design teaching materials based on need analysis. Some criterias as indicated above, are keys to start doing it.

2.2. Matching ESP Lessons to Student's Needs

For Dudley Evans (2001), the defining characteristics of ESP is that teaching and materials are based on the results of a need analysis. The key questions are:
- What do students need to do with English?
- Which of the skills do they need to master and how well?
- Which genres do they need to master either for comprehension or production purposes?

Finding out about and analyzing the needs of the students is vital in ESP teaching Harding (2007: 17). Harding then proposes some questions to ask in order to know as much as possible about the learning situation of the students.
- Is it an intensive course or an extensive course?
- Is assessed or non-assessed?
- Is it meeting immediate needs or delayed needs?
- Is the group homogenous or heterogenous?
- Is the course designed by the teacher or the institutions or negotiated with the learner?

Hutchinson and Waters (1987:21) uses Kipling's "honest serving men" to outline the basic questions for needs analysis such as: why does the students need to learn? Who is going to be involved in the process? Where is the learning take place? When is the learning take place? What do the students need to learn? What aspects of language will be needed and how will they be described? The needs analysis then needs to answer many questions to gain information before designing the syllabus and teaching materials. The next questions are better asked as well: What topics do you need to communicate about? What functions do you use? What level of accuracy is required? Do you have

to speak – if so, do you speak face-to-face or by phone? To one person or several? Is there a 'script' that you follow? Do you have to read and write? If so, what? Are there models for the documentations that you have to produce? What is the rank and social distance, relative to you, or people you speak to?

Related to topics, teaching English for tourism, according to Walker (1995), is probably better achieved through the topic-based focus. This kind of design approach is correctly handled, fulfils the double role of providing a meaningful framework within which they can improve their language knowledge and skills. At the same time, this approach integrates language classes into the students' wider experience of tourism. It avoids the too-obvious, up-front repetition of language items they have already seen, although frequently only partially comprehended. Moreover, he added, a topic-based approach such as this helps guarantee that the language items covered are those genuinely needed within the field chosen, and not perhaps those considered 'essential' at this level by ESP staff approaching tourism English from a more language-centred stance. This approach, as the writer observed, is mostly used by textbook for English for tourism. Some others focus more on the language functions.

3. Designing Teaching Material Based on Local Culture

The statement "Think globally act locally" is a famous jargon in tourism industry. Most people who work in tourism, however, think in reverse - to think locally but act globally. Another jargon "Think globally manage culturally" was introduced by Firoz, Maghrabi, dan Kim (2002) in Kristiawan et al (2010) in the relation with globalization. This jargon means that humans need not only to think globally but also to pay attention to the surroundings in local areas and do good things for the world.

This is relevant to the teaching of ESP English for Tour and Travel. There is a need to teach with materials that use and provide information for English as an international language for tourism, without ignoring the local culture to be understood by the students. Then there is a need for a "touch" of local culture in the teaching of this course. In fact, the cultural content in language teaching has recently moved to the interest of many textbook writers and EFL teachers. Different subjects as varied as national identity, national language policy, language and politics, language and gender, etc. are being introduced through the materials and methods in the EFL classroom. (Petrovska, 2001). Well-known sociolinguists like Byram, Kramsch, Valdes, Robinson, etc. claim that language learning and learning about target cultures cannot realistically be separated. The term *culture* can have different meanings. Some language teachers use the term to refer to cultural products (e.g. literary works, works of art), whereas others use the term to refer to background information (e. g. facts about the history or geography of countries where the target language is spoken). The term *culture* may include 'such aspects but it also includes behavior and attitudes, and the social knowledge that people use to interpret experience' (Cortazi and Jin, 1982 in Petrovska, 2001).

A textbook entitled *English for Tourism and Hospitality* (Petrovska, 1999), has a text describing the cultural and historical heritage of the city of Ohrid – yet this can hardly be new content information for the Macedonian faculty level students with whom the book is used. When students practice asking for and giving explanations to foreign visitors the setting is in Ohrid, or Ohrid area. So, prime attention is given to the source culture that is of the learners, rather than to target cultures. The implication is that students learn English to talk to visitors who come to their country, but they are not expected to travel to target countries or to learn about target cultures. The reason for this approach could be a need for learners to talk about their culture with visitors. Another reason for producing these kind of materials is to help students become aware of their own cultural identity, according to Cortazi & Jin (1982 in Petrovska, 2001).

This is in line with the aim of this study, which is to design teaching materials for ESP English for Tour and Travel based on Balinese culture, where students learn their own culture in order to talk about their culture with the visitors. If we ask more, why? Again, it is because the local culture of each place is different. West Sumatera, for example, has unique local potencies and beautiful nature. The topics that go with this uniqueness are *Rumah Gadang, Danau Maninjau, Tour de Singkarak,* etc. Hence, the language used by the tourist practitioners (topics, lexis) in any place is specific.

3. RESEARCH METHOD

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This article presents the needs analysis results, which are part of the findings of a research and development project in developing teaching materials of English for Tour and Travel based on local culture. This study's aims are three-fold: (1) to identify the topics, language functions and skills, and local culture content of the materials needed for the course, (2) to design the teaching materials for the course, and (3) to find out the effectiveness of the designed teaching material in the class.

The data presented in this paper were then the results of needs analysis. The data of need analysis were collected through questionnaire, documentation analysis, and interview, which were designed to reveal topics, language functions and skills, and local culture needed for the course. The research was conducted in English Education Department, UNDIKSHA, Singaraja, in English for Tour and Travel class. The subjects of this research were 74 students of semester 7 (seven) year of enrollment 2015/2016, two lecturers handling that class, and two tourism practitioners in Bali: a human resource manager in Lovina Bali and a tour guide in a tourism village in Buleleng. The questionnaires cover questions of what topics, language functions and skills that students need. The interview technique held with the lecturers and tourism practitioners was an in-depth interview. The authors made guidance for what were going to be asked during the interview, which covers points of questions. Those points of questions were developed overtly according to the informers' characteristics, so that the interview could be conducted flexibly. Document analysis were done to the syllabus and objectives of the course in order to gain the information about standard competencies needed to be achieved by the students.

The data were analyzed quantitatively and qualitatively. Stages in data analysis were as follows: data presentation, data reduction, and conclusion drawing. Data validity was examined with triangulation technique—that is comparing data obtained from questionnaires through interview and comparing the result of the interview with the related documents (Moleong, 1998).

4. DATA ANALYSIS AND DICUSSION

Based on document analysis of the syllabus of the course, standard competencies that students need to achieve in ESP English for Tour and Travel were identified as follows:

- To be able to understand and use English language expressions with the topics related to the travel industry
- To be able to ask and answer questions by using appropriate choice of language based on situation
- To be able to interact both in spoken and written language by using appropriate language.

Based on these standard competencies, the writer designed tourism topics, language functions and skills to be included for the questionnaire and interview. Then, aspects of local culture were consulted with lecturers and tourism practitioners. Below is the description of the results.

4.1. Tourism English topics

Fifteen Tourism English topics were selected to be included in questionnaires. From 15 topics given in the questionnaire, the students were asked to select five topics that they think are important for them to study. All topics were chosen in different percentages shown in the table presented below.

Table 1. Tourism English topics needed by students

No	Tourism English Topics	Percentage
1	Destinations	51 %
2	Hotel facilities	69 %
3	Hotel reservations	69 %
4	Tour operators	41 %
5	Travel agencies	38 %
6	Shopping and sightseeing	41 %
7	Getting around	34 %
8	Eating out	27 %
9	Traditions	26 %

10	Special interest tour	31 %
11	Careers in tourism	20 %
12	Art shop and gallery	9,5 %
13	Car and motorbike rentals	5,4 %
14	Tourist information	41%

Based on the table above, *hotel facilities* and *hotel reservation* got the highest percentage (69 %). It is clear then that students of EED expect to get more information about hotels for their English for Tour and Travel course. Their expectation might due to the great vacancies at hotels in Bali for many positions that require English. *Destinations* is in the second rank, followed by *tour operators, shopping and sightseeing,* and *tourist information*. Other topics around 20 – 30 % are *travel agencies, getting around, eating out, traditions, special interest tour,* and *careers in tourism*. Topics with low percentage are *art shop gallery* and *car and motorbike rentals*.

The lecturers agreed that all topics are relevant to be included in the teaching materials. However, one suggested to exclude *car and motorbike rentals* for it can be included under the topic *getting around*. Beside that, he added, *car and motorbike rentals* is not really an important topic in teaching ESP for tourism. Two tourism practitioners agreed with all topics except *tourist information*. In their opinion, this topic is actually part of hotel reservation. One tourism practitioner suggested to include *folklore*. In his opinion, more tourists come to Bali to know more about its folklore, not just visiting art shop and galleries.

4.2 Language Functions

Nineteen language functions were included in the questionnaires. From 19 language functions given in the questionnaire, the students were asked to select five that they think are important for them to study. All language functions were chosen in different percentages shown in the table presented below.

Table 2. The language functions students need to practice

No	Language Functions	Percentage
1	Using telephone	48,6 %
2	Asking and giving information	41 %
3	Handling complaints	43 %
4	Expressing sorry	1,3 %
5	Asking for help	5,4 %
6	Answering enquiries	26 %
7	Explaining the dishes	41 %
8	Taking and confirming reservations	57 %
9	Handling checking in and checking out	54 %
10	Making travel arrangements	43 %
11	Offering and requesting	13,5 %
12	Asking and making suggestions	17,5 %
13	Booking cars/motorbikes	41 %
14	Welcoming a visitor	32 %
15	Arranging schedules and appointments	8 %
16	Asking permission	9,4 %
17	Agreeing and disagreeing	8 %
18	Describing an object	21,6 %
19	Tour guiding	60,8 %

The language functions that the students need the most, in their opinion, is tour guiding (60,8 %), then *taking and confirming reservations* (57 %), and *handling checking in and out* (54 %). The least is *expressing sorry*. Lecturers mostly agreed with all the language functions to be included in the teaching material design. According to them, all express the important thing a tourism practitioner must achieve. Tourism practitioners both said the same that all language functions are good. What they wanted to stress was to focus in the pronunciation and intonation when the language functions are introduced in the class.

4.3 Language Skills

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Table 3. English for tourism skills that students need.

General Skill	Specific skills	Percentage
listening	To radio, TV and internet broadcast For main idea/key point To natural speech To people from non-English speaking countries	4, 05 % 1,3 % 50 % 56 %
speaking	Public speaking Describing things Questioning Dealing with communication problems	2,7 % 32,4 % 47 % 60,8 %
reading	Correspondence Articles, journals and other publications Quick reading for specific information and key points Itineraries	13,5 % 18,9 % 17,5 % 42 %
writing	Memos/messages Emails Business letters CVs Forms: applications, invoices	35 % 20,2 % 29,7 % 21 % 45,9 %

Students choose language functions they think they will use at work when working in tourism industry. The highest percentages then were the language functions of *speaking dealing with communication problems* (60,8 %), *listening to people from non English speaking countries* (56 %), and *listening to natural speech* (50%) . The lowest percentages were *public speaking* and *listening for main idea/key point.* Lecturers and tourism practitioners in this study agreed to focus more on *listening to natural speech* and *listening to people from countries other than English.* They also agreed on *questioning* and *dealing with communications problem to be focused in speaking skill.* For listening, *correspondence* and *itineraries* are recommended, and also all *forms, memos, emails,* and *business letter* for the writing skill.

4.4. Local Culture

Based on the identifications of topics, language functions and skills, then Balinese culture aspects were consulted with the lecturers and tourism practitioners. As Petrovska (2001) say, local culture can be included to enrich the new linguistic experience, encourage (motivate) learners by providing them with something familiar to them, and train them to talk about their own culture to other foreign language – speaking people for exchange of ideas, values, and knowledge.

The local cultural aspects were asked to be added after the following tourism topics, which were selected by students, lecturers and tourism practitioners:

1) Destinations
2) Hotel facilities
3) Hotel reservations
4) Tour operators
5) Travel agencies
6) Shopping and sightseeing
7) Getting around
8) Eating out
9) Traditions
10) Special interest tour
11) Careers in tourism
12) Art and folklore

In line with the topics, the following local culture aspects were suggested by lecturers and tourism practitioners:

1) tourism objects in Bali such as Tanah Lot, Pura Besakih, Taman Raya Eka Karya Botanical Garden
2) Balinese interior and exterior at hotels
3) Description of one hotel in Bali
4) Description of what to do in Bali
5) Comments of guests about spending holidays in Bali
6) A traditional market in Bali such as *Pasar Seni Sukowati*
7) how to rent cars/motorbikes to get around Bali
8) famous dishes in Bali such as lawar
9) ceremonies in Bali such as *Ngaben, Nyepi, Melaspas*
10) how to get a tour package in Bali
11) description of jobs in tourism in Bali
12) dances and paintings in Bali

By having identified the needs analysis for the tourism topics, language functions and skills and local culture aspects needed by students in ESP English for Tour and Travel, then the prototype of the teaching material of ESP English for Tour and Travel based on local culture began to shape.

5. CONCLUSION

When developing instructional materials for specific programs for ESP learners, such as English for tourism, ESP need analysis is a must thing to do. Local culture of the learning context should be incorporated in the teaching material as they reflect the real-world experiences for the students and thereby facilitates language learning. Students learn English to talk to visitors who come to their country. There is a need for learners to talk about their culture with visitors, as well as to become aware of their own cultural identity. On the development of the instructional materials, students, ESP teachers (instructional materials developers), and tourism practitioners should collaborate and share their knowledge as regards to ESP teaching and learning. As English for tourism becomes more popular and very few instructional materials are currently available for this program, further research on this area should be conducted by teachers, tourism instructors, and instructional materials developers.

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