

Designing The Syllabus of *English for Tourism 1* Subject

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Abstract: *The growth in tourism industry has created the need for students and professionals to master English for occupational purposes. English is a compulsory subject at Tourism Department, Airlangga University. However, the teaching materials are too old. Besides, the curriculum and syllabus are not available that make teachers use their own materials and sometimes the same materials are often given repeatedly by different teachers. There are also complaints from the students. The objectives of this research is to find necessary topics relevant to prospective graduate's job which can be found from the existing materials and also by asking the alumni about topics needed which are not present in the existing materials. Based on the findings, the proposed syllabus for the subject English for Tourism 1 is developed as well as the example material based on the proposed syllabus. In order to find the necessary topics for prospectives graduates, questionnaires were distributed with random sampling method to 600 alumni in which only 100 of them responded. Based on the result of the questionnaire, out of 25 topics in the existing materials, 10 topics were chosen and used in the proposed syllabus. After the syllabus was developed, the sample material was developed.*

Key Words: *ESP, syllabus design, materials development*

Introduction

In tourism industry, English is used as the lingua franca and is the most commonly used language. There is a growing worldwide need for the people who are working in tourism industry to be able to have better English skills so as to communicate effectively with foreign guests and customers. The growth in tourism industry has created the need for students of tourism department to master English for occupational purposes.

English for occupational purposes (abbreviated as EOP) is one of the branches of ESP (English for Specific Purposes). Dudley-Evans & St John (1998) state that ESP has been traditionally divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Basically, EOP focuses on meeting the demand for workers by providing specific job training and skills through content-based instruction activities in order to enhance basic skills development so that the students will be able to explore their specific jobs functions that are required and necessary in their field of work (Anthony, 1997). The clear

distinction between ESP and EOP proposed by Cunningsworth (1998) is that ESP is designed for people who are learning English so that they will be able to use it in particular situations such as on a holiday or in their job, while EOP is designed for people who need to learn English in order to help them carry out their job.

In response to the boost of foreign tourists visiting Indonesia, many colleges and universities have set up faculties and departments that specialize in tourism. Airlangga University has set up a Tourism Department under the Faculty of Social Sciences and Politics since 1998 to respond to the market needs' of tourism graduates. The graduates are expected to be able to carry out the operational and supervisory work, to develop business independently in the field of hospitality services and business travel, and to develop their professional knowledge and skills related to tourism industry.

According to the program guideline in the department, English is one of the fundamental and compulsory academic subjects which the students have to take. Students have to take the English subjects for five semesters. First and second semester students require to take Basic English 1 and 2. While the third, fourth and fifth semester students require to take English for Tourism 1, 2, and 3. However the curriculum and the syllabus for the abovementioned subjects are not available. Syllabus needs to be developed in order to address the learners' needs and to actualize the learning goals and objectives. Hutchinson and Waters (1987) define syllabus at its simplest level as a statement of what is to be learnt. Syllabus can be seen as a plan of what will be achieved through the process of teaching and learning. The aim of syllabus is to make the teaching and learning a more effective process. Dubin & Olshtain (1990) emphasize the importance of syllabus in a deeper definition.

“A syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.”

Considering the importance of syllabus in language teaching and learning process, it needs to design a syllabus for the English subjects offered at Tourism Department. If there is no syllabus, there will be inefficient teaching process in term of work time and redundancy of creating teaching materials. To design a syllabus is to decide what gets taught and in what order (Krahnke, 1987). The things that we need to pay attention to design syllabus is the content of what is going to be taught and learnt and how to put the content in order. According to Dubin & Olshtain (1986), there are three basic dimensions of a language syllabus, namely, content, process and product. Once the content of the syllabus has been selected, the next step is to select a suitable format/the shape of the syllabus.

In line with the background above, the problems is stated as follow: what type of syllabus is the proposed syllabus for the subject “English for Tourism 1” which suits the graduates' needs in the

workplace? Thus the objectives of this study is to design the syllabus based on the analysis of which topic needed to be included.

The writer intends to limit the scope of the study as follows: The scope of the study is only *English for Tourism 1* subject in Department of Tourism, Airlangga University. It is hoped that the study will give useful feedback for the Department and Faculty to highlight the problems on the unavailability of syllabus, to revise the subject outlines and provide support to the teaching team to improve and develop the teaching material based on this proposed syllabus.

Review of Literature

A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Richards, 2001). It acts as a guide not only for teachers but also for students by providing the goals to be achieved. Hutchinson & Waters (1987) define syllabus at its simplest level as a statement of what is to be learnt which states what the successful learner will know by the end of the course and reflects the nature of language and linguistic performance. It seems that syllabus focuses more on the learning outcomes than learning process.

Syllabus can also be seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom (Yalden, 1987). Another view comes from Nunan (1988) stating that syllabus is a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content. Therefore, we shall consider the components of syllabus design.

It is necessary to note that one of the main purposes of designing syllabus is to break down the knowledge to be learnt into manageable units. According to Hutchinson & Waters (1987:83-85), one of the syllabus functions is to provide the support and guidance that creativity thrives on. Therefore, syllabus, as a working document, should be used flexibly and appropriately to maximize the aims and processes of learning.

The syllabus proposed for this study will be designed according to the topics which are related to the graduates' needs in the workplace. The language skills and the structure will be incorporated in the topics. The syllabus should adopt the learner-centred approach because the students should be involved actively in the learning process (Hutchinson & Waters, 1987:92). The proposed syllabus design for this study is an integrated syllabus of more than one type syllabus. It is expected that the proposed syllabus will be able to stimulate the students' knowledge and purpose of learning English for their workplace. The task and activities will be designed so as to encourage students to fully use the language and they can apply it in the workplace later.

Richards (2006) defines Communicative Language Teaching (CLT) as a broad approach to teaching that resulted from a focus on communication as the organizing principles for teaching rather than a focus on mastery of the grammatical system of the language. CLT is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006). With regard to the aim of teaching ESP in that teachers are expected to teach specific kinds of language features for particular setting and equip learners communicative skills needed for particular occupational roles, CLT principles can be applied in the classroom.

The overarching principles of CLT methodology can be summarized as follows: make real communication the focus of language learning; provide opportunities for learners to experiment and try out what they know; be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence; provide opportunities for learners to develop both accuracy and fluency; link the different skills such as speaking, reading, and listening together, since they usually occur together in the real world; and let students induce or discover grammar rules (Richards, 2006).

Methodology

This study attempt to find out the topics of existing materials which are relevant to the graduates' needs at the workplace and the topics suggested by the graduates based on the jobs' requirements. Once the relevant and suggested topics gained, the proposed syllabus will be designed and.

In order to collect necessary data, there were two research tools used in this study: questionnaires and interview. There were two questionnaires. The first was given to the alumni and the second was distributed to the students. The first questionnaire was designed to reveal the topics of the existing materials which are relevant to the graduates' jobs needs and the suggested topics needed by them in their workplace. The respondents were the alumni of Tourism Department. They were selected due to the reasons that they once experienced of using the existing materials and performing the jobs' tasks which require them to use English.

The questionnaire was composed of sections asking approximately 600 alumni of Tourism Department about: type of jobs, duties and responsibilities, the frequency of using English for the job requirement, the situations/tasks performed where English is needed, what skills they need the most in their job, the topics of the existing materials which are relevant to their job, and the topics suggested to be included in the teaching materials. The questionnaire was put on the facebook group of Tourism Department alumni. They were asked voluntarily to fill in the questionnaire.

The second questionnaire was designed to reveal the third semester students': background information, expected job in the future, interest in taking the subject, perception about the importance of English, skills needed to develop, and learning activities preferences. The respondents were the third semester students of Tourism Department. They were selected due to the reasons that the proposed syllabus is for the subject English for Tourism 1 which the third semester students are going to take next semester. The questionnaire was distributed to 40 third semester students of Tourism Department.

In order to get deeper information about the target learners and situations, interview was used as a second research instrument to collect the data. There were two interviewees. The first interviewees were the subject content lecturers at Tourism Department. The unstructured interview was done with the guiding, front office, food and beverage service, and computerized reservation system lecturer. Those subject content lecturers were selected to be the participants because in their class, English is occasionally used especially during the practical training. The unstructured interview is considered suitable because the participants are the researcher's colleague. The interview was done during the break time. The participants were interviewed at different times. The interview was aimed at finding out the lecturers' opinion about the students' English competencies and the communicative activities the students need to perform on the practical training for those subjects. The information obtained during the unstructured interviewed was noted, described and analyzed in words, phrases and sentences.

The second interviewees were the personnel industry. The second interview was done with the human resource training personnel manager at a four-star hotel in Surabaya and the manager of a travel agency in Surabaya. The hotel and the travel agency were chosen because many students of Tourism Department are having internship program in those places. The structured interview is considered suitable because of their busy schedule and time constraints. Before the interview, an appointment was arranged. The formulated questions for the interview were about the graduates of tourism work-related activities and the use of English in the working place. The information obtained during the structured interviewed was noted, described and analyzed in words, phrases and sentences.

The method used in this study is adopted from Yalden's model (1987) of Language Development Program. The development consists of description of purpose; selection of syllabus type and production of a syllabus.

The syllabus needs to be developed to address students' needs, to actualize the institutional goals, and to develop teachable materials used in teaching and the learning process in tourism department. This stage is very important since it becomes the criteria by which the functional and task-based syllabus is to be selected to match the purpose of the students' needs.

After determining the basic competence, the type of the syllabus suitable with the needs was determined. A syllabus type was chosen after the purposes of the course were formulated. In this step, the syllabus was produced which contains the main teaching-learning activities using a CLT approach. The CLT approach is used to design the task and activities in a teaching learning process based on the real context of tourism jobs settings in daily working hours. These characteristics are reflected in the materials since the materials are presented in particular context and it has the element of effective learning.

Findings

The following section outlines the findings based on the research objectives. It will be divided into three parts. The first is the topics of the existing materials which are relevant to the prospective graduates' jobs of Tourism Department, Airlangga University. The second is the topics should be included for the subjects English for Tourism which are in relation to the prospective graduates' workplace. And finally the third is the type of the proposed syllabus for the subject "English for Tourism 1" which suitable for the graduates needs.

The existing topics relevant to the prospective graduates job. In order to know which materials are relevant to the graduates' jobs, the list of the graduates' jobs are presented as shown in Table 1. From the list of graduates' jobs, it can be used to reveal which of the existing materials are relevant to their jobs. The graduates were asked to select the listed topics of the existing materials which are relevant to their job. The result can be seen in the Table 2.

Table 2 demonstrates which topics are relevant to graduates' job. The result shows that the most topic which is relevant to any type of tourism graduates' jobs is dealing with requests. 96 graduates consider that the topic "dealing with requests" is relevant to their jobs. This is also the task they deal with frequently. It reflects that in the area of tourism, it is unavoidable to deal with guests, tourists, and customers. Types of jobs that deal with requests are also mentioned in Table 1 such as restaurant server, tour leader, travel agent staff, front office staff, ticketing staff and tour planner. Most of them are expected to be able to know how to respond to the requests politely. It also indicates that this topic is necessary for the tourism students since they will apply it in the workplace, so that this topic will still be brought into the class.

Table: 1

Types of Respondents Jobs

No	The jobs of the respondents	Number of respondents
1	Chef	5
2	Course Consultant	1
3	Ticketing Staff	6
4	Tour planner	6

No	The jobs of the respondents	Number of respondents
5	Human Resources Officer	4
6	Shift Leader	2
7	Banquet Staff	1
8	Tour Leader	8
9	Restaurant Server	10
10	Travel Agent Staff	6
11	Front Office Staff	6
12	Guest Relations Officer	2
13	Cashier	3
14	Customer Service	4
15	Tour Guide	3
16	Front Office Supervisor	1
17	Marketing Executive	2
18	Cook Helper	4
19	Purchasing Supervisor	1
20	Teller	4
21	Receptionist	5
22	Administrative Staff	3
23	Bartender	1
24	Concierge	1
25	Room Maid	2
26	Catering Owner	1
27	Travel Consultant	3
28	Tourist Information Assisstant	5
Total		100

The other two topics, writing application letter and CV and dealing with job interview, are considered relevant for most of the graduates except jobs that indicates that they will be the owner such as catering owner. It implies that these topics are important for them since they need to know how to write application letter and CV when applying for job vacancies. In addition, the topic “dealing with interview” will help them to prepare for job interview. They can learn how to respond to interview questions and they know how to present themselves at an interview especially if the interview session is conducted in English.

The other topic which has the highest rank is dealing with complaints. Like requests, complaints often occur in service industry. Types of jobs that mostly dealing with complaints are restaurant server, tour leader, ticketing staff, tour planner, travel agent, and front office staff. The graduates

state that in dealing with complaints, they have to be able to apologize politely, explain why the problems happened, explain the action will be taken and how soon. The graduates have to be professional and quick when dealing with guests', tourists' and guests' complaints. Having sufficient communication skills and proficient in English are a must for the ones who deal with people.

Table: 2

The Rank of Topics of Existing Materials Relevant to Graduates' Job

Rank	Topics of Existing Materials	The Number of Graduates
1	Dealing with requests	96
2	Writing application letter and CV	95
3	Dealing with job interview	95
4	Dealing with complaints	87
5	Explaining rules and safety	85
6	Dealing with phone calls	80
7	Giving instructions	70
8	Telling prices and dealing with payment	63
9	Giving hotel information	50
10	Giving directions	49
11	Recommending places of Interests	43
12	Dealing with ticket reservation	40
13	Making and describing itinerary	40
14	Escorting guest	39
15	Handling room reservations	37
16	Describing Tourist Attractions	37
17	Handling restaurant reservations	36
18	Describing dishes	29
19	Dealing with car hire	25
20	Taking food order	17
21	Giving a guided-tour	16
22	Describing traditional gifts	15
23	Serving in the bar	12
24	Describing festivals	10
25	Announcements	9

There are some topics which are less relevant to the graduates' job such as announcements, describing festivals, serving in the bar, describing traditional gifts. According to the result of the questionnaire only three types of jobs out of twenty five require to make an announcement in English such as tour leader, tour guide and front office. For topics regarding describing festivals and describing traditional gift, it seems that only tour guide, tourist information assistant and tour leader require them. For serving in bar, it seems that only restaurant server and bartender require it.

The results show the rank of topics which are necessary to be included in the syllabus. The writer decided the cut off criterion or the topic necessary based on the number of meeting in one semester of "English for Tourism 1"

Topics suggested to be included for the subjects English for Tourism. In order to find the needed topics that are not present in the existing subjects English for Tourism, the writer distributed questionnaire using random sampling to 100 graduates/alumni of Tourism Department through the alumni facebook account. The random sampling method was used in order to avoid bias response. Based on the data from the facebook group of alumni, there are about 600 alumni of Tourism Department who work in many different types of job fields.

The specific question is "In what situations/In what tasks do you use English in your working place? The results are presented in Table 3. They are not classified based on the graduates' job.

Table: 3

List of Topics Suggested by Graduates of Tourism Department

No	Topics	Number of Graduates
1	Writing and replying to letter, email and fax	8
2	Handling product or raw materials of food and beverage	2
3	Cooking methods	5
4	Handling arrangements for meeting	3
5	Taking part in a meeting	2
6	Writing reports	3
7	Housekeeping	2
TOTAL		25

Out of 100 respondents, only 25 respondents gave response for this question. Regarding the graduates' needs, the above listed topics can be taught to Tourism students. Some graduates who work in administrative or management position are required to write and reply letters, emails and faxes in English. Besides, they are sometimes asked to write report and attend a meeting either with guests, colleagues or top management. Cooking method is needed for those who work not

only as chef and cook helper but also as restaurant server when the guests ask how a certain dish is cooked. While others consider the topics of the existing materials they learnt during their study have already suited the needs in the working place. Some said that what need to be improved is the chance to give more practice to the students in class activity.

The results of Table 3 show rank of topics necessary to be included in the syllabus. The writer decide the cut off criterion or the topic necessary based on the number of meeting in one semester of “English for Tourism 1”.

Type of syllabus needed for the subject “English for Tourism”. In order to determine what type of syllabus needed for the subject English for Tourism 1, interview was conducted with the subject content lecturers at Tourism Department and with the human resource training personnel manager at a four-star hotel in Surabaya and the manager of a travel agency in Surabaya.

The result of the interview are that both the subject content lecturers and the human resource training personnel manager suggested that the students should be exposed to English more on communication skills. They have something in common that the hotel and tourism industries are very customer-focused, so effective speaking and listening skills are of the utmost important. The graduates will encounter many situations in which they will deal with a variety of native and foreign speakers of English. Therefore, they suggested that the students should be well-equipped so that they will not only understand the language system but also be aware of how to implement it effectively and appropriately.

Even though, it is impossible to suit the needs of the variety of the tourism jobs, the researcher attempts to propose a syllabus that fit more for Tourism students at Tourism Department, Airlangga University.

Based on the result of need analysis, it can be drawn the aim and the objectives of the syllabus for the subject English for Tourism 1. The aim of the syllabus is to prepare students for a career in tourism industry who need to improve and practice their English for use in their job. The objectives of the syllabus are: to enable the students to listen and speak a wide variety of tourism contexts: dealing with requests, complaints, phone calls, giving directions, giving instructions, telling prices and dealing with payment, and dealing with job interview; to enable the students to read brochure, job vacancy advertisements, article on tips how to write CV and deal with job interview, rules and safety advice in tourist destination places.; to enable the students to write hotel information on a brochure, instructions, rules and safety advice for traveller, application letter and CV.

The contents of the syllabus are: Basic information of the course which includes “course title”, “course code”, “credit”, “type of course”, “academic year and semester”; course description which describe more detail of the course; objectives of the course which describe the target that students should achieved or get after the end of the course; teaching methodology which describe

how to do the teaching during a semester; participation which describe minimum attendance needed in order to pass the class; evaluation which describe how the grading system in order to pass the class; and detailed information regarding 13 meeting in one semester which describe a mid test, final test and 11 different topics which resulted from needs analysis. And also more detail information regarding task and activities and also language functions in each of 11 meeting.

Conclusion

The aim of the study is to propose an appropriate syllabus design for the subject English for Tourism 1 for the third semester students of Airlangga University. In order to achieve the aim of the study, in the first stage, the topics of existing materials which are relevant to the graduates' jobs and the topics suggested by the graduates have been investigated. In the second stage, in order to collect information about the target students, the study focused on conducting need analysis. Through questionnaires and interviews administered to alumni, third semester students and subject content lecturers of Tourism Department, the industry personnel, the information about the target needs and the learning needs was obtained. After collecting the information, the result have thoroughly been analyzed in order to recognize the aims, objective, content and the planning of the subject. Finally, an integrated syllabus (functional and task-based syllabus) for the subject English for Tourism 1 for the third semester students of Tourism Department, Airlangga University is presented. The organizational structure of the syllabus is the communicative area, language function, task and activities which are suitably chosen according to the language function. After the syllabus is presented, the sample materials which are based on the syllabus is developed. The criteria of the materials are giving much chance the students for communication practice.

From all the main points that have been discussed in the previous chapters, it can be concluded that there are many essential points when considering a syllabus to be designed. The various syllabus types were defined, but it is uncommon for one type of syllabus to be utilized in actual teaching and learning setting. Syllabus are frequently combined in more integrated ways with one type.

Weakness of the study

The researcher does realize some weaknesses of this study. The first is in choosing to design the syllabus only for the subject English for Tourism 1. The reasons to choose English for Tourism 1 are because the researcher taught the subject and the subject is the first professional subject before the students take the other two professional subjects and the head of department also suggested the researcher to design the syllabus for the subject. The second is in developing the materials based on the syllabus, the researcher will only develop some sample materials which will be tried out by the other teacher the next semester when the subject English for Tourism 1 is

offered. Due to time limitation, only sample materials will be developed for the subject English for Tourism 1. The teaching team is expected to develop the materials and design the syllabus for the other English subjects at Tourism Department.

Suggestions and Recommendations

Due to the limitation of time, not all aspects in syllabus design and materials development have been dealt with. Therefore, further research should extend the sphere of the study to the fields of syllabus design and materials development.

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