



Tasks in National and International ESP Textbooks: Do these Textbooks Teach ESP?

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Introduction

Studies on English for specific purposes (ESP) have been of great interest in vocational education for more than three decades. In English language teaching (ELT), ESP courses are designed, evaluated, and applied to fulfill the development of communication needs in academic and occupational or professional settings (Widodo, 2015b). This means that the burgeoning of ESP courses for a particular role will always emerge in tandem with the development of its needs analysis (NA). In this respect, NA deals with the comparison between the functional or situational target analysis and present-situation analysis (Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) and also encompasses the aspects of interrelation between present and future social practices (Widodo, 2017a). Indeed, one of the main purposes of NA is to uncover the learner needs of language competence in order to undertake a particular role (Richards, 2001) such as tour guide, travel consultant, and college students. With this in mind, NA serves as an input for designing syllabus and learning materials of ESP courses that helps learners to be easily engaged in the target setting. Certainly, different from general English (GE) or English for general purposes (EGP) that meet the needs of English for everyday interaction (Masuhara & Tomlinson, 2008), ESP focuses on occupational or academic-related learner needs, not for other demands.

Occupationally-oriented, a myriad of studies have investigated the needs of English in order to be integrated in the workplace (see Albers et al., 2020; Chan 2019; Lu 2018; Spence & Liu, 2013). For academic settings, various studies have scrutinised learner needs for English as an additional language (EAL) to take vocational education or training teachers (see also Generoso & Arbon, 2020; Malmström, et al., 2018; Oliver et al., 2013). The results of these studies may serve as a set of learning materials such as modules, practical guides, and English textbooks. Furthermore, pertaining to the English textbook, its substances could be explored as a charming object in applied linguistic studies which vary from one approach to another (e.g., task-based approach and text-based approach). There is a domain of research in developing language learning materials through the systematic evaluation of textbooks that is concerned



with language pedagogy for specialized learners (Tomlinson, 2011, 2012; Weninger, 2018). For Weninger (2018), such evaluation is oriented toward methodological facets and linguistic contents in presenting a broad idea of the textbook's role in language teaching and learning to meet the learning objectives or learner goals.

With regard to the textbook evaluation, the lack of authenticity awareness in designing learning tasks or activities was a highlight. While prior studies have examined the tasks in general English textbooks (e.g., Elmiana, 2018; Nguyen et al., 2021; Syrbe & Rose, 2018), reports that have analysed tasks in ESP textbooks as the product of NA in the context of vocational English remain limited. In response to the challenge, the present study attempts to examine the contents of nationally and internationally-distributed ESP textbooks that focused on tasks or activities provided. It aims to explore whether the existing tasks have addressed the needs of intended specialist learners with respect to the vocational area. By doing so, this report is organized to provide the readers in general and ESP teachers or practitioners in particular with an insight into designing the ESP syllabus and teaching materials especially in the context of task-based language teaching (TBLT). Concerning the aforementioned issues, the present study posed the following research questions:

1. What is the dominantly-presented task in the selected ESP textbooks?
2. What is the nature of tasks presented in the selected ESP textbooks?

Literature Review

The Existence of Tasks or Activities in the Components of ESP Textbook

As a set of vocational English materials, ESP textbooks play a pivotal role in mediating learner needs on specialized language skills. The contents of the textbook may serve as a primary source of input for teachers and learners in conducting classroom activities, notably in vocational schools or institutions which rely on ESP textbooks as the sole guide of language learning materials. Regarding the learning materials in ESP textbooks, Widodo (2016) proposed seven essential components. Authenticity is the first component and refers to the real use of texts and tasks in vocational areas. In other words, authentic materials imply the language use in real conditions that are appropriate to the learning objectives or disciplinary knowledge. Widodo (2016) asserted that authentic learning materials in ESP encompass several aspects i.e. actual users (e.g., tour guide and tourists), communicative and social purposes (e.g., greetings for the first meeting at the airport), contexts (e.g., welcoming tourists), and social practices (e.g., guiding tourists). In the same vein, authentic learning materials are based on the learners' needs and interests to communicate in particular social interaction (Hutchinson & Waters, 1987; Trabelsi, 2016).

Topic or theme is another element of learning materials which is crucial not only in ESP but also in EGP. It aims for specifying the content of materials that is relevant to the learners' specialized or ESP program. The third part of language materials includes text and context. In this sense, the use of texts in ESP materials should be context-oriented to the real situation in accordance with the vocational domains. The fourth component of ESP materials is knowledge and language. In line with ESP, Widodo (2016) noted that as a system for meaning making, the disciplinary language organizes texts which comprise the specialized knowledge as content.

Fifth, task or activity is the pivotal item of ESP materials at once as the main focus of the present study. The term task in this study refers to the pedagogical activity that focuses on meaning rather than grammatical form or theories in communicative language use (see Bygate et al., 2001; Ellis, 2003a, 2003b, 2009; Nunan, 2004) and reflects the actual sociocultural practices in a specific vocational setting (Widodo, 2015a, 2017b). Tasks are designed for a variety of curricular and pedagogical objectives including designing course syllabi, learning materials, and assessments and also serving as a starting point for carrying out the NA (Van Avermaet & Gysen, 2006; Widodo, 2015a). In addition, Widodo

(2016, p. 282) mentioned that the nature of tasks is ‘interactional (meaning making and negotiation) and transactional (information and product-service exchanges)’. The former refers to the task-based pedagogical activity which may generate negotiated meaning making as a part of knowledge sharing among learners and between learners and teachers (Harper & Widodo, 2020). The latter indicates the tasks or activities of giving information to each other. It is crucial to keep in mind that the present study is only focused on tasks that are distinct from exercises. As Nunan (1999) clarifies, while exercises have linguistic output, learning tasks have non-linguistic output.

Representations of participants and social practices are another aspect of ESP materials. In vocational domains, this component aims to help learners to be familiar with actual participants in specific social interactions that are appropriate to their disciplinary program. As such, learners become fully aware of language use in particular contexts or social discourse communities. The last element of ESP materials is pedagogical prompt which is defined as ‘instructive information that guides or enables students to perform learning tasks’ (Widodo 2016, p. 283). In vocational English domain, the specific task or activities should be accompanied with appropriate instructional prompts in order to stimulate learners’ engagement in the actual sociocultural contexts.

Method

Qualitative content analysis (QCA) was adopted inasmuch as this report dealt with rich data from textbooks and need to be interpreted (Schreier, 2012). The present study particularly focused on tasks or activities presented in nationally and internationally-distributed ESP textbooks used in Indonesia. It aims to afford an insight with regard to the practical guidelines for designing the ESP syllabus and learning materials.

Data Sources

The textbooks for analysis include the nationally-distributed (local) ESP textbook entitled *English for Professional Tour Guiding Services* published by PT Gramedia Pustaka Utama (henceforth, book I). A course book written by Leo (2016) was intended for pre-intermediate students majoring in tourism and tour travel guiding services. A total of 17 Units were expected to improve the four language skills and develop the knowledge and understanding required to become professional tour guides. Thereafter, the internationally-distributed ESP textbook (henceforth, book II) entitled *English for International Tourism: Pre-Intermediate Coursebook* (2nd edition) was originally compiled by Dubicka and O’Keeffe (2013) and published by Pearson Education was used. Through 10 units, the textbook was dedicated to students of tourism in further education and professionals working in the tourism industry at the pre-intermediate level. Both of the textbooks were selected due to the high rate of adoption by tourism school students, travel employees, and tour guides all over Indonesia. Besides, this report attempts to identify the distinction between international and localised ESP textbooks in presenting tasks or activities within structures of the learning materials provided.

Data Collection and Analysis Procedures

Grounded in content analysis, the tasks or activities in the selected textbooks were coded and listed including their respective units or topics and prompts’ description. Thereafter, anchored in the characteristics of ESP (Dudley-Evans & St John, 1998) and essential components of ESP materials (Widodo, 2016), the collected data were qualitatively analysed with respect to the research questions. In addition, Tomlinson’s (2018) theory of materials development was also adopted regarding learner needs, meaning focused, authenticity, using language, language acquisition facility, and global materials. Overall,

critical qualitative content analysis is discursively and thematically applied for interpreting the tasks presented in the selected textbooks.

Results and Discussion

This section begins with summarising the learning tasks or activities presented in the selected ESP textbooks that are pointed out in two data sheets (see Appendices). In order to seek the answers to the research questions, the tasks are elaborated based on the following parameters: (1) authenticity, and (2) the nature of the tasks.

The Authenticity of the Tasks

The first theme pertains to the authenticity of tasks that indicate whether the classroom activities presented in the selected textbooks tend to have ESP or GE characteristics. As shown by the data (see appendices), almost all task types (e. g. dialogue and role play, brainstorming, co-operating, and practising) designed in both of the textbooks guide learners to be familiar with discourses related to the target skills. Grounded in authenticity of learning materials (Tomlinson, 2018, Trabelsi, 2016; Widodo, 2016), most of the tasks encompass such actual users, real contexts, social practices, and learner needs that reflect the ESP course. In the context of English for tour guide services and international tourism, the tasks attempt to promote English language learning that is typically used in real settings or in the workplace.

As shown in Figure 1 (Unit 1, p. 8, Unit 5, p. 76-77, book I), for instance, the pedagogical prompts as the procedures of the tasks show that the goals of the classroom activities are relevant to the learners' disciplinary knowledge. The first task denotes the social interaction between tour guide and tourists in the context of welcoming tourists (the first topic in book I). In this sense, the activity attempts to acquaint learners with verbal communication at the first meeting. In a similar vein, the other tasks in the fifth topic (guiding commentary on the way) also enable students to learn what they will do and say when guiding tourists during the trip. Even so, most of the tasks in the national textbook are not accompanied by stimulating input for developing target skills. This means that the development of learners' literacy skills will not be optimal due to the lack of adequate input. In this respect, the term input refers to the oral, textual and visual data used by learners while completing tasks (Nunan, 2004).

Activity 8
Work in pair to write what a tour guide has to perform when greeting, welcoming tourists and introducing himself. demonstrate in front of the class and minimize to look at what you write.

Activity 7
Work in group of three to write your guiding commentary on the way from the hotel to places of information based on the tour map you design in Activity 2. (This activity is better to be done as homework). After completing their written guiding commentary, each group swaps their written commentary to the other group. They help to proofread and to give comments on it.

Activity 8
Group presentation. Each group presents guiding commentary in front of the class. They feel free to set the chairs like the seats that are arranged for a tourist bus.

Figure 1. The portrait of authentic tasks in the national ESP textbook.

On the other side, as seen in Figure 2 (Unit 1, p. 15, book II), such a pedagogical prompt indicates that the task also accommodates the communicative purposes in terms of telephone conversations carried out by a travel consultant and customer. Nested in the first topic of book II (World tourism), such an activity serves as a language experience situated in the discourses of package tours as one of social practices in the tourism context. Besides, the authentic inputs that are adequately resourced also accompany most of

the tasks in this textbook. As shown in the reviewed tasks (see all figures), the distinction of the inputs clearly indicate that the international textbook provides learners more opportunities to enhance their skills. While the tasks in the local textbook look less than optimal, the international textbook provides learners with more helpful tasks to achieve their goals.

6 Work in pairs. Student A turn to File 5, page 102. Student B turn to File 14, page 105.

File 5, unit 1, page 15

STUDENT A
You are a travel consultant at CSAM Travel. Mark phones you to confirm his booking details. Ask about these details and take notes during your conversation so that you can give him the total cost at the end.

- 1 Mark's travel dates.
- 2 The following are included in the price of the packages:
 - Aeromexico return flights, departing from Mexico City, arriving in Lima or Cusco
 - internal flights to the Amazon for jungle tours
 - English-speaking guides, all transfers, entrance tickets, accommodation and meals (breakfast and dinner)
- 3 The Inca Trail trekking tours are all with a guide:
 - Peru Special: three days, challenging physical difficulty, Level 3, large group
 - 39 km in total; trekkers carry their own tents, food, luggage, etc.
 - Inca Wonders: five days, moderate physical difficulty, Level 2, small group
 - 39 km in total; porters can carry tents, food and equipment if necessary
- 4 Optional tours are not included in the package. Calculate the extra cost of these. No accommodation is included in optional tours.
- 5 Confirm the type of package and the total cost of any customized package.

File 14, unit 1, page 15

STUDENT B
You are Mark. You would like to book a two-week package in Peru. Your budget is now US \$4,500 for two people. You would like to do and see as much as possible. The travel consultant phones you to confirm the booking. Ask about these details and take notes so that you can check the total cost at the end.

- 1 Confirm your travel dates: 16–30 August.
- 2 Ask if flights (from Mexico City), accommodation, transfers, guides, entrance tickets, tours and all meals are included in the package.
- 3 Check details about the Inca Trail tour. How long is it? You and your sister are experienced at walking and you'd prefer to go with a smaller group, and without a guide.
- 4 You prefer to do sand-boarding for two days with one night in Huacachina. (Four hours is a long trip from Lima.) Ask if this is possible.
- 5 Check the total cost of the package.

Figure 2. The description of authentic task in the international ESP textbook.

Furthermore, the activities in the selected international textbook seem more authentic than activities provided by the other textbook. As Nunan (2004) mentions, the real-world tasks that refer to the use of language as typically used in the real situation outside the classroom are much served in book II. In this respect, learners are introduced to multicultural knowledge such as the name of international regions, historic buildings, and people's names from another cultural perspective (see Appendix B). Thus, with regard to intercultural communicative competence, the international textbook is more successful in promoting varieties of cultural spots as core of the tourism itself. Apart from their own culture, varieties of multicultural artifacts are also learned through language used in the tasks. On the contrary, the national textbook lacks multicultural knowledge that reflects the real world task. This means that the learning tasks in this textbook seem to be solely the classroom activities and less reflective of social practices beyond the classroom wall.

The Nature of the Tasks

Concerning the characteristics of the tasks, the findings show the distinction between the two textbooks in presenting tasks. While the transactional activities are more salient in the local textbook, the international ESP textbook provides more complex learning tasks for both interactional and transactional tasks. Such interactional tasks as dialogue and role-play allow more opportunities to acquire the target

language through negotiation of meaning during the conversation. There are instances in which the conversational participants negotiate meaning during interaction that focus on incidental form due to the lack of understanding (Gass & Mackey, 2006; Harper & Widodo, 2020). In this respect, the task reflects three components of second language acquisition (SLA) proposed by Gass and Mackey (2006) namely input (exposure to language), output production of language, and feedback as the result of interaction which is important for comprehending.

CHECKING IN GUESTS

6 Work in pairs. Student A look at the information below. Roleplay the check-in situations with Student B. Use the check-in stages 1–7 in Exercise 2. Student B turn to File 16, page 105.

Student A: check-in 1

- You are a receptionist at the Petrovskaya Hotel.
- Confirm that the guest's reservation is a double room for three nights.
- Breakfast is included in the reservation. Breakfast time is from 7.30 a.m. to 9.30 a.m. in the ground floor restaurant.
- The guest's room is on the fifth floor.

Student A: check-in 2

- You are a guest checking into the Victoria Hotel.
- Your name is Nabil Miladi.
- You reserved a junior suite for six nights.
- You want to have dinner in the hotel restaurant tonight.

File 16, unit 5, page 41

STUDENT B

Roleplay the check-in situations with Student A. Use the check-in stages 1–7 in Exercise 2 on page 40.

Student B: check-in 1

- You are a guest checking into the Petrovskaya Hotel.
- Your name is Otabek Karimov.
- You reserved a single room for three nights.
- You have a heavy suitcase and need a porter to help you.

Student B: check-in 2

- You are a receptionist at the Victoria Hotel.
- Confirm that the guest's reservation is a junior suite for seven nights.
- Breakfast is not included in the reservation.
- Try to sell the guest the hotel's buffet dinner. There is a 15% discount on the buffet dinner this week.
- The guest's room is on the fourteenth floor.

Figure 3. The representation of interactional and transactional task in book II.

As seen in Figure 3 (Unit 5, p. 41, book II), the nature of the task is obviously interactional and transactional in the context of hotel hospitality. The pedagogical prompt as an input of the task allows learners to engage with negotiated meaning making and product-service exchanges or informative activity. In this case, the pedagogical prompt leads to the speaking activity with unpredictable utterances that induce a communication breakdown. This means that the acquisition of language in terms of check-in encounter may occur through the activity. Furthermore, the task is not merely language practice, but the learners are encouraged to use the target language as typically used in authentic situations. For Tomlinson (2018), while practising language only focuses on the correct form and/or function of the target language, using language is focused on attaining effective communication in real unpredictable situations. With this in mind, such activity helps learners by giving opportunities to use the target language for communicative and social purposes.

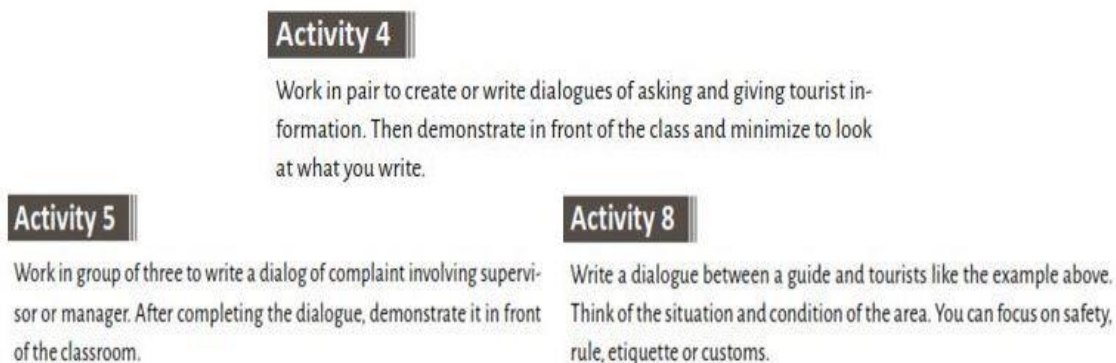


Figure 4. The depiction of communicative tasks in book I.

On the other hand, the transactional tasks are dominant in the local textbook due to the lack of role-play or dialogue activities. Most activities in the national textbook (see Appendix A) tend to be limited to presenting or demonstrating information and product-service exchange (e.g., Unit 3, p. 43; Unit 4, p. 61). Further, as seen in Figure 4 (Unit 1, p. 4; Unit 10, p. 141; Unit 11, p. 162) the tasks showcase that such pedagogical prompts in the local textbook lead to the absence of negotiated meaning making. In other words, despite the activities seemingly communicative, there are no informational gaps inasmuch as prior preparation in pairs or groups. This means that the conversation is under control or is pre-planned so that the learners and interlocutors comprehend each other. As argued by Tomlinson (2018), such controlled situations only focused on form rather than effective language use. Such situations are unlikely to guide learners to deal with unpredictable circumstances outside the classroom.

Conclusion

The present qualitative content analysis study aims to highlight the tasks or activities presented in the nationally and internationally-distributed ESP textbooks that have been widely used in Indonesia. Drawing from the empirical evidences, both of the textbooks have provided learning tasks or activities that encourage learners to learn vocational English. Nonetheless, most of the pedagogical prompts and the inputs of tasks in the selected nationally-distributed ESP textbook need to be evaluated on the basis of theoretical principles of language materials development (Tomlinson, 2018; Tomlinson & Masuhara, 2018). The national textbook still inadequately provides exposure to language use that stimulates second language acquisition and effective communication in social practices. It is expected that the findings of this study can serve as a constructive criticism for textbook authors and provide an insight for curriculum designers and ESP teachers or practitioners with regard to the ESP syllabus and teaching materials development. Last but not least, while the present textbook study focused on learning tasks or activities provided in textual forms, multimodal analyses are suggested for future studies.

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Appendix A

The Summaries of Learning Tasks in the Selected Nationally-Distributed ESP Textbook

Units/topics	Task description	Page(s)
1/Greeting and welcoming tourists	Working in pair to write dialogues of asking and giving tourist information and demonstrating in front of the class	4
	Working in pair to write what a tour guide has to perform when greeting, welcoming tourists, and introducing himself. Then, demonstrating in front of the class	8
2/Asking and giving tourist information	Working in pair to write dialogues of welcoming tourists at the airport and in the bus. Then, demonstrating in front of the class	23
	Taking picture and giving description of five attraction or places of interest in an area	32
3/Preparing tour itineraries	Designing a one-day and three-day tour itineraries in an area including a map of the tour for each the itinerary and drawing the landmarks along the route. Then, presenting in front of the class	43
4/Orientation meeting and briefing	Working in group of three to write the speech in conducting orientation meeting and briefing using itineraries design in the previous unit three. Then, presenting in front of the class	61
5/Guiding commentary on the way	Working in group of three to write a guiding commentary on the way from hotel to places of information based on the tour map that designed in previous task. Then, presenting in front of the class	76-77
6/Giving local food service information	Working in group of three. Individually writing a warung or restaurant, local processed food, or street vendor in own area or home town. Then, commenting and giving feedback on each other	89
7/Telling a legend	Working in group of four to write a legend and presenting in front of class after being checked the content and language by another group	103-104
8/Suggesting places of interest to visit	Identifying five top attractions in own area and each of them should be written in one paragraph	120
9/Dealing with unexpected tour events	Working in group of four to discuss and write the solution of four unexpected event that illustrated in photographs	125
	Working in group of three to write the solutions of two tour problems. Then conducting presentation	134
10/Handling tourists' complaints	Working in group of three to make a dialogue of complaint involving supervisor or manager. Then, demonstrating in front of the class	141
11/Explaining safety, rules, etiquette, and customs	Working in group of three to draw three signs representing rules, safety, and etiquette or custom	159
	Making a dialogue between a guide and tourists related to the situation and condition of an area that focus on safety, rule, etiquette or custom	162
12/Closing and reporting tour activity	Working in group of three to conduct a guiding presentation and assessed by other groups	191-192
13/Designing tourist brochures	Working in group of three to design a tour brochure of a site or place of interest	209
14/Planning package tours	Working in group of three to plan a one-day, a two-day or a three-day packaged tour and presenting in front of class in order to get feedback from other groups. Then, thinking how to sell the package	225
15/Jobs of tour guide, operator, and manager	-	-
16/Applying for a job	Making an application letter based on a job advertisement	257-258
17/Attending a job interview	Working in pairs to practice interviewing	273

Appendix B

The Summaries of Learning Tasks in the Selected Internationally-Distributed ESP Textbook

Units/topics	Task description	Page(s)
1/World tourism	Interviewing at least five other students in the class by asking the prepared survey questions about tourism in own country and then summarising the results	11
	Work in pairs to practise the telephone conversations of booking details for a table at a hotel restaurant and 15 seats of Australian Open	13
	Work in pairs to make a telephone conversation between customer and travel consultant about the details of a tour package	15
2/Jobs in tourism	Making a covering letter and work in pairs to take turns to read each other's. Then take turns to interview each other for the job	21
	Work in pairs to roleplay the job interviews based on the profiles of two candidates provided	23
3/Visitor centres	Work in pairs to make a list of the best and worst aspects of own country and than comparing the ideas with another pair	27
	Work in pairs to roleplay the telephone conversations of hiring bicycles and getting ticket of Our Dynamic Earth in the Edinburgh TIC	29
	Work in pairs or small groups to decide on essential and desirable improvements to the Albertville Visitors Bureau based on report from a visitor survey that has been provided and then presenting the decisions to the class	31
4/Package tours	Preparing the details of a two-hour package tour in the area where live or work / study. Then, work in groups to present the package tour that persuade the visitors to go on the tour and prepare to answer any questions	33
	Work in pairs or groups of four to take turns playing a roles of a tour guide and a representative of UNESCO in the conversations of a historic building that should be a World Heritage site	37
	Work in pairs or small groups to design a details new competitive five-day musical package tour in Austria for Europa Cultural Tours (ECT) including how to advertise it. Then, presenting to the class	39
5/Hotels	Work in pairs to play the roles of receptionist and guest in check-in situations at two determined hotels	41
	Work in pairs to play the roles of receptionist and guest when dealing with two complaint situations. Then, replying to one of the complaints over email	45
	Work in small groups to hold a meeting for creating a schedule of six main improvements at a hotel base on the provided staff suggestions. Then, adding own suggestions and presenting the action plan to the class	47
6/Food and beverage	Work in pairs to take turns playing a roles of restaurateur and customer in practising conversations of taking an order	53
	Work in pairs to play the roles of Event Manager and Catering Manager in telephone conversations about the catering for an event at a large hotel and conference centre. Then, Catering Manager offering to email the Event Manager some options for the menu with the price per head	55
	Work in pairs to take turns playing a roles of a waiter and customer for practising speaking of asking and answering about items on the dishes menu	57
	Work in groups to design a set restaurant menu for a three-course lunch with a choice of three starters, three mains and three dessert	59
7/Nature tourism	Work in pairs to plan a short itinerary in own country including starting point, route, location, tour length, activities, and type(s) of accommodation. Then, presenting the itinerary to another group or to the class	61
	Work in small group for selecting five natural wonders in own country and making a short description of each wonder. Then, presenting to the class	63
	Work in pairs to prepare a presentation on a city or region that is known well. Then, take turn to present to the class and preparing questions to ask about the other presentation	65
	Work in pairs to improve a company's nature tour packages by adding three new packages and giving descriptions for the company website. Then, presenting to the class	67

8/Air travel	Work in pairs to take turns playing a roles of airport information desk clerk and passenger in asking for and giving directions to the several places at the airport	69
	Work in pairs to play the roles of check-in desk clerk and passenger when dealing the excess baggage	73
	Work in pairs to play the roles of flight attendant and passenger when dealing the delayed by two hours and no special meals ordered for passengers	73
9/Hotel operations	Work in pairs to take turns playing the roles of executive housekeeper (EHK) and a new housekeeper for asking the new housekeeper about what he/she has or hasn't done	77
	Work in pairs to play the roles of a hotel front desk and guest in the checkout situations based on guest's folio	81
	Work in pairs to take turns playing the roles of hotel manager and cleaning service contractors in interview activities. Then, write an email to the chosen contractor, confirming the details of the clean-up	83
10/Marketing	Work in pairs or groups for brainstorming ways to promote several places or companies in South Korea using different marketing methods and media	85
	Work in pairs to roleplay two negotiations. The former, manager of a resort and a new sales representative negotiate the salary per month and possible benefits. The latter, a travel agent and manager of a health and wellness spa negotiate the corporate group booking	89
	Work in small groups to create a one- to two-minute TV or radio commercial to promote a region in own country that reflect three tourism values and target specific market segments. Then, giving the campaign a slogan and setting with ideas for music or sound effects	91