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**Analysis of Visuals and Vocabulary in Two English for Tourism
Textbooks: *English for International Tourism, Intermediate
Students' Book* (2003) and *Marketing for Hospitality and Tourism,
Global Edition*(2021)**

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DEDICATION

*To our beloved parents,
To our dear sisters and brothers,
To our friends and beloved ones.*

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Abstract

The present research work is an attempt to analyze two ESP textbooks designed for teaching English for Tourism Purposes (ETP). The first textbook is entitled *English for International Tourism, Intermediate Students' Book* (2003) and the other is entitled *Marketing for Hospitality and Tourism, Global Edition* (2021). Visual resources and vocabulary are the main focus in this study. Therefore, in order to conduct the analysis we have opted for two checklists: Yazdanmehr and Shoghi's (2014) checklist based on the visual resources and Hussin, et. al. (2015) checklist based on vocabulary. The aim in this dissertation is to find which type of images is prioritized; whether instructional or decorative, and also to find whether the visuals, as well as the vocabulary in the two textbooks are appropriate. We advocated that instructional visuals are prioritized, the images are appropriate both in terms of relevance to content and visual attraction, we also suggested that vocabulary is appropriately presented. In order to analyze the data we have used the Mixed Method research that is a combination of qualitative and quantitative methods. According to the obtained results the first two suggested hypotheses are refuted and the last one is confirmed. The findings of the study have shown that the non- instructional (decorative) visual elements are prioritized over instructional ones and the checklist of visual effects demonstrates that visuals in *English for International Tourism* (2003) are appropriate in terms of relevance to content while those used in *Marketing for Hospitality and Tourism* (2021) are more appropriate in terms of visual attraction. As for the checklist of vocabulary shows that both textbooks match most of the principles addressed in the checklist.

Key words: ESP, ETP, visual resources, vocabulary, textbook evaluation.

List of abbreviations

- **EAP:** English for Academic Purposes
- **EFL:** English as a Foreign Language
- **EGP:** English for General Purposes
- **EIT:** English for International Tourism
- **ELT:** English Language Teaching
- **EOP:** English for Occupational Purposes
- **ESP:** English for Specific Purposes
- **ETP:** English for Tourism Purposes
- **MHT:** Marketing for Hospitality and Tourism
- **NA:** Not Applicable
- **Vs:** Versus

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Statement of the problem

Tourism is considered as a product of modern social arrangements beginning in western Europe in the 17th century, and by the early 21st century international tourism has become one of the most important economic activities around the globe. The tourism sector is considered one of the largest job-generating fields in the world (Rodriguez, 2020). Therefore, as English is the international language, it has become the language of tourism; and increasingly people become interested in learning ETP (English for Tourism Purposes) which focuses on specific linguistic skills needed in the field of tourism (Al-Saadi, 2015). ETP is a sub-branch of EOP (English for occupational purposes) that grew out of ESP (English for specific purposes) which is based on the teaching / learning of the English specific for particular domains among them tourism. Like in any other ELT syllabus, vocabulary is prominent in ESP as well for it is crucial and fundamental for the mastery of the specific linguistic skills needed in the tourism sector.

In order to learn the vocabulary of tourism, learners rely on textbooks. In the context of ESP teaching /learning, textbooks and textbook visuals have a notable role in introducing and developing ESP vocabulary. Thus, analyzing textbooks is significant and important for improving vocabulary acquisition.

Since vocabulary is important and textbook visuals are significant, many researchers have shed light on them in their studies. For instance, at the University of Mouloud Mammeri, vocabulary and textbook visuals have been the main focus of several works, among which we can mention the dissertation of LAOUARI and BACHIR (2018) in which they dealt with Images of New Headway Textbook from a Multimodal Perspective ; their study came up to the conclusion that learners have a positive attitude towards the use of images in the classroom since they facilitate understanding and memorizing English vocabulary. We can also cite the work of Adel and Bentouati (2018) Teachers' and Learners Attitudes towards the

Role of Multimodal Resources on Enhancing Students' Vocabulary Acquisition. They found that multimodal resources benefit both teachers and learners at a large extent and both of them had positive views about the use of these resources in the process of teaching/learning English as a foreign language. Concerning textbooks, the textbook evaluation done by Nabi and Oualmi (2018) can be mentioned which is entitled: Textbook Evaluation: Vocabulary Development in My Book of English. Their work concluded that the textbook can enrich and enhance vocabulary knowledge. However, there are few research about teaching/learning ESP vocabulary; thus, there is a need to increase research knowledge in this area .Therefore, the aim in this study is to conduct a comparative textbook analysis in which we attempt to compare two ESP textbooks designed for teaching English for Tourism Purposes (ETP) in terms of vocabulary used and the visual resources represented in them. One of them is an old textbook (2003) and the other is a recent one (2021).

Aim and Significance of the Study

The present research seeks to analyze two textbooks designed for teaching English for tourism in terms of their language and their visual resources. The first one is a textbook written by Peter Strutt (2003) entitled *English for International Tourism, Intermediate Students' Book* (we name it *EIT 2003*), the second is *Marketing for Hospitality and Tourism, Global Edition* (2021) by Philip Kotler, John T. Bowen, and Seyhmus Baloglu (we name it *MHT 2021*). This study is significant in the sense that it will help teachers as well as learners to choose the appropriate textbook for them. It aims to show whether there is a development in the language, and in the visual resources used in the recent textbook (2021) comparing to the old one (2003).

In this work we have three objectives: the first objective is to find out which type of visuals is prioritized; whether the instructional visuals or the decorative ones. The second objective is to find out whether the visuals used in the textbooks are appropriate in terms of

relevance to content and in terms of visual attraction. The third objective is to find whether the vocabulary used in the two textbooks is appropriately presented in terms of distribution, contextualization, and newness.

Research Questions and Hypotheses

The present study aims at answering the following questions:

- **Q1-** Are the visuals intended for instructional (for use) purposes prioritized over those intended for non-instructional (decorative) purposes?
- **Q2-** Are the visuals in the two textbooks appropriate both in terms of relevance to content and visual attraction?
- **Q3-** Is the vocabulary used in the two textbooks appropriate in terms of distribution, contextualization, and newness?

Hypotheses

In an attempt to answer these questions, the following hypotheses are suggested:

- **Hp1:** Both textbooks prioritized instructional visual elements;
- **Hp2:** The visuals are appropriate both in terms of relevance to content and visual attraction;
- **Hp3:** The vocabulary introduced in the textbooks is appropriate in terms of distribution, contextualization and newness.

Research Techniques and Methodology

In this research, we attempt to conduct a comparative textbook analysis of two textbooks designed for teaching ETP. In order to answer the previous research questions and to analyze the development of vocabulary and visual resources in the previously mentioned textbooks, this study is based on the mixed method research which combines both qualitative and quantitative methods for interpreting and analyzing the data. The qualitative data are analyzed using qualitative content analysis while the quantitative data are analyzed and

presented through percentages which are calculated using the rule of three. Research data are obtained using two selected checklists for visual resources and vocabulary analysis which consist of Yazdanmehr, E. and Shoghi, S's (2014) checklist, and Hussin, et al. (2015) checklist.

The Structure of the Dissertation

This dissertation follows the simple model. It consists of a General Introduction, four chapters, and a General Conclusion. Each chapter consists of an introduction, a body and a conclusion. The general introduction is about the presentation of our topic (background information about the topic and its significance and aims), the overall scope of the research and the main phases to follow. Then, the first chapter is the review of literature about the subject under investigation referring to several works made by different authors on this topic. It includes five parts concerning ESP, ETP, vocabulary, EFL textbooks, and semiotics and multimodality. The second chapter named research design and methodology which deals with the research techniques and tools, then the procedures of data analysis following the mixed method approach. The third chapter consists of the presentation of the findings which shows the results of our research that are discussed and interpreted in the fourth chapter entitled discussion of the findings which provides also answers for the advanced questions and hypotheses. Finally, this research dissertation is ended with a general conclusion that summarizes the work and provides a review of the most important points in the study.

Introduction

The present chapter seeks to shed light on some concepts and issues concerning ESP, (definitions, origins, and then the difference between ESP and EGP). In addition to that, it introduces the concept of ETP (English for Tourism Purposes). It also provides a set of definitions of vocabulary in general as well as defining ESP vocabulary, and showing its importance. Moreover, it deals with the notion of textbook, and finally with the concept of semiotics and multimodality.

1.English for specific purposes(ESP)

There are different definitions provided by different scholars concerning ESP. According to Hutchinson and Waters (1987), ‘ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning’ (p.19). Robinson (1989) confirms this idea and defines ESP as ‘goal – oriented language learning’(p. 398). It is pretty clear that these two definitions have the same idea which indicates that the learners learn the English language for a specific reason.

Robinson (1989) also claims that ESP is learnt not because the learners want to learn the English language itself, but because they need it for a certain task. That is to say, when learning ESP, the main objective is not to learn the English language, but rather to use it as a tool to perform a task in a certain domain. Basturkmen (2006) confirms this idea stating that, ‘in ESP, language is learnt, not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional, or work place environments’ (p. 18). Paltridge and Starfield state that ‘English for Specific Purposes refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain.’(Paltridge & Starfield, 2013, p. 2, as cited in Williams, 2014, p. 2).

It is noticeable that even though the above definitions are stated differently using different terms, all of them share the same idea that is ESP is an approach to English language teaching (ELT) which focuses on learners' needs and reason of learning, and aims to prepare a specific group of learners to communicate effectively in their specific academic or vocational field.

Since the English language has become the means of communication between international communities, people found themselves in a need to learn English not to have the prestige of learning it, but to use it in specialized fields. This need is what contributed to the emergence of ESP. In fact, there are precise factors that are considered the reason that led to the appearance of ESP which are stated in the work of Hutchinson and Waters (1987).

1.1.Origin of ESP

According to Hutchinson and Waters (1987) the emergence of ESP 'was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends' (p. 6). The emergence of ESP goes back to the 1960s because of three factors according to Hutchinson and Waters (1987).

The first factor that led to the emergence of ESP according to Hutchinson and Waters (1987) is 'the demands of a brave new world' (p. 6). After the end of the second world war, technology and commerce became the dominating forces of the world which led to a demand of an international language; and as the USA was the major economic power, English assumed the role. Therefore, 'as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language' (p. 6). This means that, learners have a specific reason for learning English which is the core of ESP.

Hutchinson and Waters (1987) name another element that contributed to the rise of ESP which is 'a revolution in linguistics' (p. 7). Linguists have shifted from language

description and have begun to focus their studies on the ways in which language is used in real situations; and it was found that discourse varies according to context. 'In English language teaching this gave rise to the view that there are important differences between, say, the English of commerce, and that of engineering' (Hutchinson and Waters, 1987, p. 7).

The last factor that influenced the growth of ESP according to Hutchinson and Waters (1987) is 'focus on the learner' (p.8). They claim that 'new developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learner and their attitudes to learning' (Hutchinson and Waters, 1987, p. 8) which are the main focus of ESP.

In fact, according to Hutchinson and Waters (1987), the methodology of ESP is no different from that of EGP (English for General Purposes). However, each one of them has its own principles, focus, and aims. Many scholars have provided some distinguishing features of ESP and EGP which show the difference between the two.

1.2. ESP vs EGP

There are certain aspects that differentiate between ESP and EGP. The first difference is in relation to purpose. Basturkmen (2006) states that the objectives or goals of General English language teaching are vague and not accurately determined; while ESP directs its learners to a clear destination to reach specific objectives. The author argues that 'The emphasis in ESP is on going from A to B in the most time and energy- efficient manner can lead to the view that ESP is an essentially practical endeavour' (Basturkmen, 2006, p.9). Unlike EGP, the purpose for learning a language course in ESP is considered to be the starting point of instruction and is clearly defined and specified (Basturkmen, 2006).

Robinson (1989) views that in EGP, the goal of learning is to learn the English language as such and to gain a general education, however, in ESP the objective is to use the

English language to get the needed skills, knowledge, and abilities of a particular domain as already stated in the previously mentioned definitions of ESP.

Another point to consider concerning the differences between ESP and EGP is the learners. Though not all scholars agree on this, many of them argue that the learners of ESP are adults who know why they are learning the language, or at least advanced learners who have a specific purpose for learning it. In contrast, General English courses are designed and provided to beginners as a compulsory module for educational purposes (Hutchinson and Waters, 1987).

Widdowson (1983, cited in Lamri et al. 2017)) proposes the following distinctive features of ESP and EGP:

▪ **Features of EGP**

1. The focus is on education;
2. The course content is difficult to select since the future English needs of the learners are hard to predict;
3. It is important for the content in the syllabus to have a high surrender value.

▪ **Features of ESP**

1. The focus is on training;
2. As English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier;
3. It is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context;
4. The aim may be to create a restricted English competence. (Widdowson, 1983).

ESP is an approach to English language teaching (ELT) from which two categories have appeared: English for Academic Purposes (EAP) and English for Occupational Purposes

(EOP). One of the main sub-branches of EOP is English for Tourism Purposes (ETP), and it is used for international tourism and service industry.

2. English for tourism purposes (ETP)

The tourism sector has become an increasingly important part of the world wide economy since it is one of the largest job-generating fields around the globe. Kamarulzaman (2017) confirms this statement claiming that the tourism industry contributes to the income of the local economy, and generates opportunities for jobs in the industry. Ranasinghe, et al. (2020) state that the field of tourism is an umbrella industry networked with other sectors in the economy including hotels, medical, and travel and transportation sectors, etc. Like in any other field, language and communication play a crucial role in the domain of tourism, or may be even more important in this field than in another since employees of different professions in tourism need to communicate all the time with tourists whether local or foreigners.

Thitthongkam and Walsh (2010) point out key dimensions of language in tourism:

- Increase customers' satisfaction;
- Enhance and maintain language competency of tourism people;
- Motivate international tourists;
- Increase better understanding on demand and culture;
- Create effective internal and external communication.(Thitthongkam and Walsh,2010).

According to Simion (2012), as English is the international language, it is widely used by international travel and tourism agencies and companies. It is an important aspect to ensure a good communication with the tourists, and it can be said that English has become the language of the field of tourism. Being the universal language of tourism, 'road signs, airport announcements, brochures, restaurant menus, window signs, various safety and security instructions, and a variety of other credit card facilities are particularly in English or have a parallel English version'(Zerrouk, 2020, p. 6). Therefore, learning ETP is of a major

importance for the individuals who want to have a successful professional career in the field of tourism. According to Leslie and Russell (2006), being skillful in foreign language is necessary for people working in the tourism sector. In fact, ETP focuses on specific linguistic skills to improve the language fluency and accuracy needed; whether for travelling or for working in a variety of chosen professions in the field of tourism. Moreover, ETP helps the learners to be equipped with the specific skills and knowledge of tourism. For this reason, Simion (2012) argues that ‘students of tourism should be aware of the enormous importance of English in their education because it is an essential tool in any field of their future activity: tourist information, promotion of tourist destinations, intermediary companies, hospitality and transportation, etc.’ (p. 153).

As communication is important in tourism, Dann (1996) states that the vocabulary used in the English for tourism is fundamental. Thus, students and employees of the tourism sector need to have the necessary knowledge of the specialized vocabulary of tourism.

3. Vocabulary

Vocabulary is the means that increases language comprehension and makes learners communicatively competent. The acquisition of vocabulary plays a fundamental role in language acquisition as Swan and Walter (1984) state, ‘vocabulary acquisition is the largest and most important task facing the language learner’ (cited in Thornbury, 2002, p. 14) since if the learners lack vocabulary knowledge, it will be difficult for them to communicate. In this context, Thornbury (2002) argues, ‘without grammar very little can be conveyed, without vocabulary nothing can be conveyed’ (p. 13). This means that, even if the learners don’t master grammar – and use the past simple instead of the present – still their message will be conveyed and understood; however, if they don’t have the necessary vocabulary knowledge, they will not be able to communicate. Grower (2005) supported this claim stating that vocabulary ‘is more important than grammar for communication purposes’ (p.142).

Moreover, Nation (2001) points out that in learning any foreign language, the four skills (reading, writing, listening, and speaking) are important, and it will be easier for learners to use these skills if they have a good knowledge and rich vocabulary background.

Considering the role of vocabulary learning in language acquisition in which Wallace (1982) views that learning vocabulary is the foundation for learning the foreign language, many scholars tried to define vocabulary. Among them we can mention Neuman and Dwyer (2009) who define vocabulary as ‘words we must know to communicate effectively’ (p. 385); which means that communication is conditioned to knowing vocabulary. Also, Dimond and Gutlohn (2006) who see vocabulary as the ability to combine between words and their meanings. That is to say, acquiring a language is not only to know words in that language, but to know words in relation to what they mean. Prior to them, Hatch and Brown (1995) perceive vocabulary as ‘the foundation to build languages, which plays a fundamental role in communication’ (p.1). In other terms, vocabulary is the basis of a language which permits to exchange meaning.

3.1.ESP vocabulary

Just as in EGP, in ESP also the acquisition of vocabulary is crucial and fundamental. The learners who manage to broaden their vocabulary will not face difficulties in accomplishing their tasks. Coxhead (2013) offers a detailed definition of ESP vocabulary: ‘ESP vocabulary can be referred to [...] [as] special purpose, specialized, technical, sub-technical, and semi-technical vocabulary [...] such terms usually refer to the vocabulary of a particular area of study or professional use’ (p. 115).

When teaching ESP vocabulary, it is essential to make a distinction between two categories of vocabulary which are: semi-technical and technical since they are crucial for ESP learners.

1. Semi-technical vocabulary

Semi-technical vocabulary refers to the terms which are shared by the general and the specialized fields. Trimble (1985) defines semi-technical terms as ‘those words [...] in technical contexts take on extended meanings’ (p.129). Flowerdew (2001) supported this statement claiming that semi-technical vocabulary refers to ‘words in general usage [...] which have a special meaning within the technical area’ (p. 82). In other terms, it is the vocabulary that is used in general language, but has a higher frequency of occurrence and a more specialized meaning in technical fields. In this context, Baker (1988) states that, semi-technical vocabulary is ‘a whole range of items which are neither highly technical and specific to a certain field of knowledge nor obviously general in the sense of being everyday words which are not used in a distinctive way in specialized texts’ (p. 91). In brief, semi-technical vocabulary refers to the words which have one or more general language meanings and which in technical contexts take on extended meanings.

2. Technical vocabulary

The acquisition of technical vocabulary is more challenging for learners since it is discipline specific. Chung and Nation (2004) assert, ‘technical vocabulary is subject related, occurs in a specialist domain, and is part of a system of subject knowledge’ (p. 252). That is to say, technical vocabulary refers to the vocabulary that has specialized and restricted meanings in certain disciplines, and which may vary from one discipline to another, it is highly frequent in professional language. Furthermore, it is either used exclusively in a specialist field, or much more frequently in a specific domain than in other specific domains.

3.2.The importance of ESP vocabulary

The teaching/ learning of vocabulary is the major part of ESP for it is the basis for the development of the four skills. Vocabulary in ESP may be even more important than in EGP since it is specific and it is not used only for interaction but it is used as a means to perform a task in a given domain.

Coxhead (2013) argues for the centrality of vocabulary acquisition in ESP: ‘Understanding and using [...] special purposes vocabulary shows that learners belong to a particular group’ (p. 116). This means that, when the learners understand and use a specialized vocabulary, that is ESP vocabulary, it will show their profession or their subject area which will help them meet and communicate with individuals in the same domain with them, which in turn will help them improve and develop. Woodward-Kron (2008) also offers a reason why vocabulary in ESP is important stating that, ‘students need to show their understanding of concepts, phenomena, and relations between phenomena etc. by incorporating the specialist language and terminology of their discipline into their writing accurately’ (p. 246). Put differently, the mastery of the specialized terminology will help learners improve their writing. The author adds, ‘vocabulary acquisition is essential in ESP because it helps learners understand the language and ideas of their own field of activity’(2008, p. 246). This statement emphasizes the idea that the mastery of ESP vocabulary will help learners better understand their domain and have a full mastery of it. In addition to that, it will enhance and enlarge their knowledge of their discipline ; therefore, they will have a successful career and achieve better results.

In order to acquire vocabulary, learners rely on several materials. In addition to authentic materials (such as movies, newspapers, documentaries), learners can use textbooks as an educational aid to learn vocabulary.

4.EFL Textbooks

A textbook is a universal material for the teaching/ learning process. According to Richards and Schmidt (2013), a textbook is ‘a book on a specific subject used as a teaching-learning guide’ (p. 550). Hutchinson and Torres (1994) also state that a textbook is a guide for teachers in teaching, and a tool for learners to review knowledge. That is to say, a textbook is a guide used mainly for teaching and learning, it assures a measure of structure, consistency, and logical progression in the classroom. Furthermore, textbooks are a major source for providing instructions to the teacher as well as to the students; that is why it is stated that textbooks are the backbone of every educational system.

Textbooks tend to be the crucial element in the English language teaching, it is widely accepted that the textbook lies at the heart of any English language situation (Sheldon, 1988; Hutchinson and Torres, 1994). The textbook provides a systemic structure for teaching and learning, and every lesson is carefully designed in a harmonious organization throughout the textbook (Byrd and Schuemann, 2014; Tomlinson, 2012). It is one of the tools that help the teachers achieve their educational goals as it helps them plan their lessons and design their courses effectively. In addition to that, Ur (2012) claims that the information covered in a textbook can be applied as a syllabus of a language course since it gives detailed explanations and additional learning exercises.

4.1.The Role of Textbooks in EFL Education

EFL textbooks are considered as a key component in most EFL programs, they play a prominent role in EFL teaching/learning process. They contain a number of essential elements that make them a major tool for learners. According to McGrath (2002), textbooks guide both teachers and learners through the learning process in order to achieve the course objectives. That is to say, the textbook helps students know the learning process they have been through and the point they are going to reach to fulfill the lesson aims. Furthermore, ‘textbooks are

used as a standard source of information for formal study of a subject and an instrument for teaching and learning' (Graves, 2000, p.175). The textbook determines the components and methods of learning. It controls the content, the methods, and the procedures of learning. Moreover, learners rely heavily on textbooks as they learn what is presented in them. In other words, the textbook provides guidance, and it is the source of knowledge; thus, the way the textbook presents the content is the way learners learn it.

Hutchinson and Torres (1994) have discussed the importance of the textbooks in the educational setting; and have argued that textbooks work as a support through introducing change gradually, demonstrating new technologies, and create a platform on which the non-experienced teachers can build their own methodologies.

4.2. Textbook Evaluation

Thanks to a diverse range of English teaching materials, it is challenging to select the suitable and appropriate textbook, this is why textbooks need to be evaluated. Textbook evaluation is a major area addressed and emphasized by language experts and curriculum designers since 1980s. Evaluation of the materials is a significant process for selecting an appropriate textbook which Tomlinson (2003) defines as, 'a procedure that involves measuring the value (or potential value) of a set of learning materials' (p. 15). Ahmadi and Derakhshan (2015) argue that material evaluation has an indispensable part in implementing textbooks.

Textbook evaluation serves as an indicator to select strengths and weaknesses of any textbook. It helps to choose the most appropriate materials available for a specific subject of study. Sheldon (1988) suggests that the selection of an ELT textbook often signals an important administrative and educational decision, and textbook evaluation facilitates the task. According to Carter and Nunan (2001), evaluation refers to 'a purposeful cyclical process of collecting, analyzing or interpreting relevant information in order to make

educational decisions, evaluation may focus on the quality, appropriateness , or relevance [...] ’(p. 221).

According to Cunningsworth (1995) and Ellis (1997), there are three different types of material evaluation. They argue that the most common form is the ‘predictive’ or ‘pre-use’ evaluation that is designed to examine the future or potential performance of a textbook, and helps in selecting the most appropriate one. The other type is ‘in-use’ evaluation which is designed to examine material that is currently being used, this type of evaluation serves as an aid to explore the weaknesses of the textbook. Finally, the ‘post-use’ evaluation which is the evaluation of a textbook that has been used in order to find out whether it has satisfied its assigned purposes.

5.Multimodality and EFL Education

At the present time, multimodality is found in almost all domains of life including the field of education. However, multimodality cannot be dealt with before mentioning social semiotics as multimodality emerged from social semiotics.

5.1.Social Semiotics

Semiotics is concerned with ‘how meanings are made, and how reality is represented through signs and sign systems’ (Chandler, 2017, p. 2). Social semiotics is an important school within semiotics, it is concerned with the producer of the meaning and the meaning making process. Wong (2019) states that, ‘social semiotics has been a social theory of meaning and communication in which semiotic resources with varying affordances are used as tools by sign makers for serving particular social needs required in a given social context’ (p. 2). It was developed by many scholars as Kress, G and Van Leeuwen; the main figure of this school is Michael Halliday who wrote the book ‘Language as Social Semiotics’ (1978). Social semiotics is based on the study of the meaning and the different interpretations made by people in different contexts. Kress,G and Van Leeuwen consider social semiotics as an

approach to communication based on how people communicate in different situations, and how the potential meaning of resources is interpreted differently. In addition to that, Kress (2010) claims that, 'social semiotic theory is interested in meaning in all its forms' (p. 54).

In his book 'Language as Social Semiotics' (1978) and his 'Introduction to Functional Grammar'(1985), Michael Halliday claims that all languages constitute the three metafunctions which are: Ideational metafunction, interpersonal metafunction, and textual metafunction.

1. The ideational metafunction: It is concerned with the content of discourse/ text.
2. The interpersonal metafunction: It refers to the interaction between producer and perceiver (exchange meaning).
3. The textual metafunction: It refers to the ways in which the message is organized to construct cohesive units.

5.2.Multimodality

Multimodality has mainly emerged as a result of contemporary communication. For Yassine (2014), 'the spread of new communication artefacts as a consequence of digital development which allows for virtual interactions integrating different modes – mainly visual- in a simultaneous way are all factors which call for multimodality.'(p. 336). It consists of both theory and practice as Kress (2010) states, 'multimodality names both a field of work and a domain to be theorized' (p. 54). According to the author, multimodality refers to the use of different semiotic modes in order to make and convey meaning (Kress, 2010). Van Leeuwen (2014) also points out that, 'the term multimodality refers to the integrated use of semiotic resources (ex. language, image, sound, and music) in text and communicative events' (p. 281). In other terms, multimodality is the use of different semiotic modes in order to make meaning such as verbal and non-verbal language, the auditory mode, and the visual mode.

Multimodality currently is widely used and it exists almost everywhere; even in education, it is strongly apparent since the different modes make learning easier.

5.2.1. Visual resources

The term multimodal resources can be defined as the use of different modes of communication that carry meaning. Visual resources are one type of the multimodal resources (and one mode of the different semiotic modes), and are a set of concrete materials that may be used for teaching/ learning. They are of different kinds such as pictures, maps, drawings, graphics, and colors. Jahangard (2007) defines visual elements as ‘the facilities that can be employed by teachers and learners to enhance language learning’ (p. 139). And according to Yassine (2014), ‘the visuals [...] vehicle considerable content at the cognitive, cultural and ideological levels.’ (p. 336).

In fact, the visual materials have a vital role in language teaching since according to Wong (2019), ‘visual imagery has been heralded as a major mode of communication on a par with verbal communicative means such as speech and writing’ (p. 2). Visual aids add information to what is given in the text, support the message, and provide another dimension of authenticity. Visuals affect the viewer more than a text could do. Moreover, the visual resources facilitate the acquisition and memorization of information. They help in clarifying and retaining the received knowledge for a long time. For Kress and Leeuwen (2006) images, colors, typography, and other visual elements are similar to language and can fulfill the three communicative metafunctions just as language does.

5.2.1.1. Instructional vs Decorative visuals

Visual resources according to Hill (2003) and Romney and Bell (2012) are categorized as either useful (instructional) or decorative (non-instructional). Decorative visuals are those which have little relationship to the content, and according to Hill (2003) decorative visuals are considered as such because students are not ‘asked to use them in any way’ (p. 176). They

are only used to act as the energy on a page, motivate students and avoid boredom. According to Lohr (2003), visuals that are intended for decoration are not related to instructional content; they are used to make the materials more attractive, increase learners' interest in the materials, or make a positive reaction to the content. Whereas, instructional visuals are meant to be used by the learners. They are attached to activities and learners are asked to use them as Romney and Bell (2012) view, visuals are instructional if there are written instructions included in the text to perform a certain task with the image.

Conclusion

In this chapter, an overview of some concepts and issues related to this study have been presented. Previous works on the notion of ESP and ETP have been highlighted. Furthermore, the definition of vocabulary as well as ESP vocabulary and its importance have been discussed. Moreover, a review of textbook and textbook evaluation has been covered. And finally, the concepts of social semiotics and multimodality in addition to the visual resources have been introduced.

Introduction

This chapter seeks to highlight the research design of the present study. It consists of two sections. The first section deals with the data collection procedure which is based on the presentation of the corpus of the study that consists of two ESP textbooks. The first textbook is an old one entitled *English for International Tourism, Intermediate Students' Book* (2003) by Peter Strutt; and the second is a recent one which is *Marketing for Hospitality and Tourism, Global Edition* (2021) by Philip Kotler, John T. Bowen, and Seyhmus Baloglu. In order to analyze the development of vocabulary, as well as the visual elements represented in the two textbooks, two checklists designed by Hussin, et al. (2015) and Yazdanmehr, E. and Shoghi, S. (2014) are adopted. The second section consists of the data analysis that presents the Mixed Method Research which includes both the qualitative and the quantitative methods for interpreting and analyzing data.

1. Textbook Evaluation vs Textbook Analysis

Textbook evaluation refers to the process of making judgment of the appropriateness of a textbook according to some criteria. According to Brown (1995), evaluation 'is the process of collecting, analyzing, and interpreting information about a language product such as a textbook [...] ' (p. 127). However, in this work, the research technique that has been chosen is textbook analysis. Textbook analysis according to Yassine (2012) 'focuses more on the material and its aims' 'analysis then requires a toolkit that is applied to the material itself and not on its effects on potential or actual users' (p. 99). Textbook analysis is an in-depth study of data in order to interpret them for a better understanding of facts. Analysis is objective and inquisitive for further research.

2.Data Collection

This section provides a description of the procedures of data collection. The data consist of a corpus of two textbooks and two checklists.

2.1. Corpus of the Study

This work is concerned with analyzing the development of visual resources as well as vocabulary in ESP textbooks. The corpus of this study consists of two ESP textbooks intended for teaching English for tourism; one of them is *EIT* (2003) designed for students of tourism at intermediate level. The other is a recently published book named *MHT* (2021) designed for learners at advanced level. This research work seeks to find out whether the visual elements used in the two textbooks are appropriate in terms of relevance to content and visual attraction, and also whether the vocabulary is appropriately presented at the level of distribution, contextualization, and newness.

For the sake of conducting our research, we have selected a sample. Our analysis is restricted to the first two units of each textbook. From *EIT* (2003), we have selected the units: ‘Careers in Tourism’ and ‘Destinations’. From *MHT* (2021), the selected chapters are: ‘Creating Customer Value and Engagement through Marketing for Hospitality and Tourism’ and ‘Services Marketing Concepts Applied to Marketing for Hospitality and Tourism’.

2.1.1. Textbooks Description

In this section, a broad description of the two textbooks is provided. It provides the authors, number of pages, intended learners, units/parts, and the cover pages of both textbooks.

2.1.1.1. Book 1: English for International Tourism (2003)

English for International Tourism, Intermediate Students’ Book is a textbook written by Peter Strutt (2003) for the sake of teaching / learning English for tourism. It is meant to develop the communicative competence of learners in the domain of tourism. The textbook comprises 144 pages and the content of the textbook is provided on page 4 and 5. It is composed of twelve units, each addresses a specified and different topic seeking to enlarge students’ tourism English knowledge. The units are the following:

1). Careers in tourism. 2). Destinations.3). Hotel facilities. 4) Tour operators. 5) Dealing with guests. 6) Travel agencies. 7) Hotel reservations. 8) Seeing the sights. 9) Getting around. 10). Eating out. 11) Traditions. 12). Special interest tours.

Each single sequence in the textbook deals with: Language focus, vocabulary, and professional practice with an emphasis on the four language skills (reading, writing, listening, and speaking).

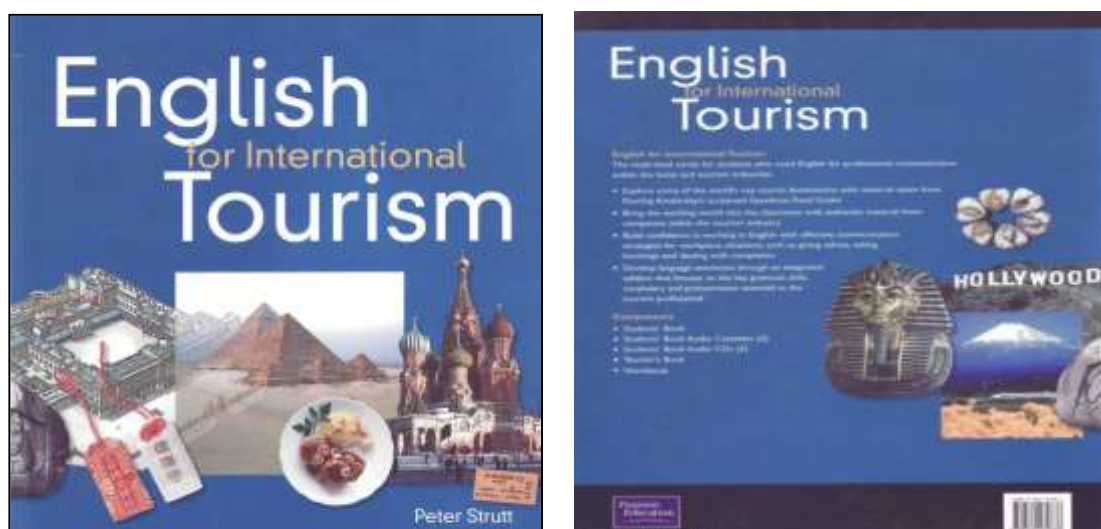


Figure1. English for International Tourism’s (2003) front and back cover pages

2.1.1.2. Book 2: Marketing for Hospitality and Tourism (2021)

Marketing for Hospitality and Tourism is a book written by Philip Kotler, John T. Bowen, and Seyhmus Baloglu. It aims to introduce and prepare learners for their future careers in the tourism and hospitality sector. The book contains 686 pages and the content of the book is provided on page 4, 5,6,7,8,9,10,11, and 12. It comprises four parts which are:

1. Defining Hospitality and Tourism Marketing and the Marketing process;
2. Understanding the Market place and Customer value;
3. Designing Customer Value-Driven Strategy and Mix;
4. Managing Hospitality and Tourism Marketing.

Each part consists of a number of chapters which make eighteen chapters in a whole, each tackles a different concept about marketing for hospitality and tourism. Every chapter

starts with identified objectives and ends with chapter review, in class-group exercises, and experiential exercises.

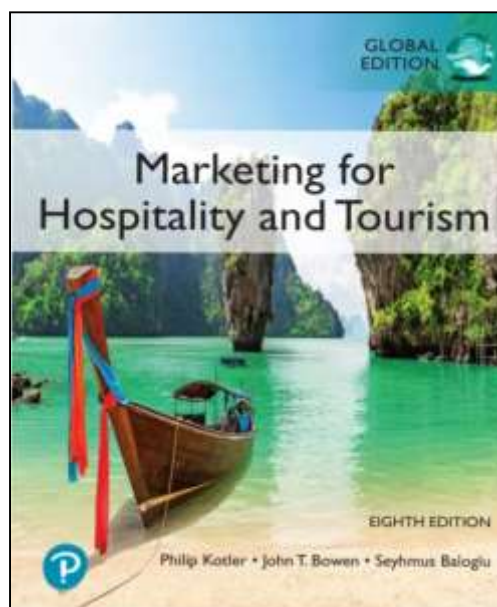


Figure2. Marketing for Hospitality and Tourism's (2021) cover page.

2.2.Instruments

According to Sheldon (1988) and Cunningsworth (1995), checklists are helpful in analyzing textbooks since they are time effective and their results are easily understood and interpreted. Several checklists have been developed and designed to analyze textbooks among them: Daoud and Celce-Murcia's (1979) checklist, Williams's (1983) checklist, Cunningsworth's (1995) checklist, there are also recent checklists such as, Yassine's (2012) checklist, and Masuhara and Tomlinson's (2013) checklist. The first three checklists address different elements (topic, grammar, vocabulary, skills, illustrations, methodology). Yassine's (2012) checklist addresses mainly the cultural content and cultural contextualization. As for Masuhara and Tomlinson's (2013) checklist addresses the authentic use of English. However, the aim of this study is to analyze the appropriateness of visuals in terms of visual attraction and relevance to content, as well as the appropriate presentation of vocabulary at the level of distribution, contextualization, and newness.

For this reason, in order to analyze the corpus of this work which consists of two ESP textbooks designed for teaching ETP, we have selected two checklists which are Yazdanmehr and Shoghi' (2014) which focuses on visual resources, and Hussin, et al. (2015) that is based on vocabulary only since they match the aim of this research work. Knowing that vocabulary and visual elements are the primary concern of our study. It is important to mention that the two checklists are used as established and are not adapted.

The first selected checklist is designed to analyze the visual resources and it is the following:

2.2.1. Yazdanmehr and Shoghi's (2014) checklist

The checklist designed by Yazdanmehr and Shoghi (2014) contains five sections all concerning the visual elements which are: Typography, visual arts (photographs, drawings, charts, tables, and maps), page layout; cover design, and physical makeup.

In the present research, the focus is on the section of visual arts which includes these criteria

- Do the visuals have the reinforcing and elaborative function to help convey the thematic issues of the text?
 - Are they relevant to the subject they follow, precede, or are part of?
 - Are the photographs prioritized over drawings (whether possible) to create better authentic and life-like learning environment?
 - Are the visuals of proper size to create the desirable mood and to touch the viewer's sense of involvement and attraction to the subject?
 - Are the illustrations close enough to the text they refer to? Are they at the same page, producing no difficulty for the reader to identify which text or activity they belong to?
 - Are the visuals clear and void of equivocalness (unless for the sake of raising discussion or learner engagement)?

- Do the visuals spark enthusiasm? Do they resist exhaustion and act as the energy on a page?
- Do the visual images extend the imagery of the text, encouraging imagination? Can they extend learners' experience of the text beyond limits of their personal experience?
- Is the relative lightness and darkness of the colors adjusted in a way to maximize naturalness?
- Are at least half of the graphics in color? (Yazdanmehr, E., and Shoghi, S. 2014)

Each of the ten principles of the checklist is judged according to four parts scale ranging from 'Not at all', 'A little', 'Adequately', to 'To a great extent'.

The second selected checklist to analyze our corpus is based on vocabulary which is the following:

2.2.2.Hussin, et al (2015) checklist

The checklist has been designed by Hussin, et al. (2015). It contains eleven criteria all related to vocabulary (vocabulary distribution, newness and contextualization).These criteria are the following:

- The load (number of new words in each lesson) is appropriate to the linguistic level of students;
- There is a balance of simple and complex words;
- Good distribution of vocabulary load across the whole book;
- New words are repeated across the book for delayed recall;
- New words are contextualized;
- Visuals have been used effectively to present the new vocabulary;
- The topical nature of vocabulary exercises is often meaningful to students;
- New lexical items appear in each unit;

- There is a specific method to teach new vocabulary;
- The sentences and examples that define new vocabulary use words that are known by learners;
- There is an index of new vocabulary at the end of the textbook. (Hussin, et al 2015).

Each of the eleven principles of the checklist is judged according to three parts scale ranging from 'Needs improvement', 'Average', to 'Good'.

3.Data Analysis

This section is concerned with the method used in analyzing the data obtained from EIT (2003) and MHT (2021).

3.1. Mixed Method Research

The Mixed Method Research is a method used for the sake of analyzing the data and presenting the findings. It consists of both numbers / statistics and words by combining the quantitative and the qualitative methods. The Mixed Method Research provides a better understanding for the research problem as it offers a multi-level analysis of the data. Therefore, it helps to get valid results.

3.1.1.Quantitative and Qualitative Methods

According to Yassine (2012), the quantitative method is a research method used to interpret and analyze the results that are based on numerical forms (numbers and statistics). It focuses on measuring the scale, range, and frequency of the phenomenon. It is mostly used in natural sciences and experimental research. While the qualitative method is a research method that consists of the analysis of non-numerical data obtained from interviews for instance, the open ended items in questionnaires, etc. It is used to gain deep contextual understanding of phenomena and concepts and presents the findings using non-statistical method. .

In this dissertation, the type of visuals (instructional or decorative) has been analyzed based on the quantitative method; the quantitative data are represented through percentages.

Whereas, a qualitative analysis has been applied to both textbooks using the selected checklists to analyze the appropriateness of visual images as well as the appropriateness of vocabulary.

Conclusion

This chapter presents the methods and techniques used to carry out this study: the instruments and the data analysis. It shows the data collection tools which consist of the corpus (two ESP textbooks) and two checklists: Yazdanmehr and Shoghi (2014) and Hussin, et al. (2015) for the analysis; and deals with the Mixed Method Research used to analyze and interpret the qualitative as well as the quantitative data. The results of this research work are displayed and analyzed in the next chapter.

Introduction

The present chapter is concerned with the presentation of the findings that are obtained from analyzing the two textbooks *English for International Tourism, Intermediate Students' Book* (2003) by Peter Strutt and *Marketing for Hospitality and Tourism, Global Edition* (2021) by Philip Kotler et al. In this chapter we seek to provide the results of the textbook analysis. The general information of the two textbooks is provided as well as the analysis of the textbooks using Yazdanmehr and Shoghi's (2014) checklist based on the visual elements and Hussin, et al. (2015) checklist based on vocabulary. The results have been merely described with no interpretation; they are to be interpreted and explained in the next chapter.

1.General information about the two textbooks:

1.1. Book 1:*EIT* (2003)

Criteria	Textbook details
Title	English for International Tourism, Intermediate Students' Book
Author	Peter Strutt
Publisher/ year of publication	Pearson Education/ 2003
Intended learners	Students of tourism
Level	Intermediate
Pages	144
Price	\$26.45

Table 1. General information about the textbook *EIT* (2003)

1.2. Book 2: *MHT* (2021)

Criteria	Textbook details
Title	Marketing for Hospitality and Tourism, Global Edition
Authors	Philip Kotler, John T. Bowen, Seyhmus Baloglu
Publisher/ year of publication	Pearson Education/ 2021
Intended learners	Students of hospitality and tourism
Level	Advanced
Pages	686
Price	\$154.46

Table 2. General information about the textbook *MHT* (2021)

2. Instructional versus Decorative Visuals

2.1. Book 1 :EIT (2003)

Total number of visuals	Instructional visuals	Decorative visuals
36	9	27
100%	25%	75%

Table 3. Instructional vs Decorative Visuals in *EIT* (2003)



Figure 3. Example of an instructional image from Book 1.



Figure 4. Example of a decorative image from Book 1.

2.2. Book 2. *MHT* (2021)

Total number of visuals	Decorative visuals
18	18
100%	100%

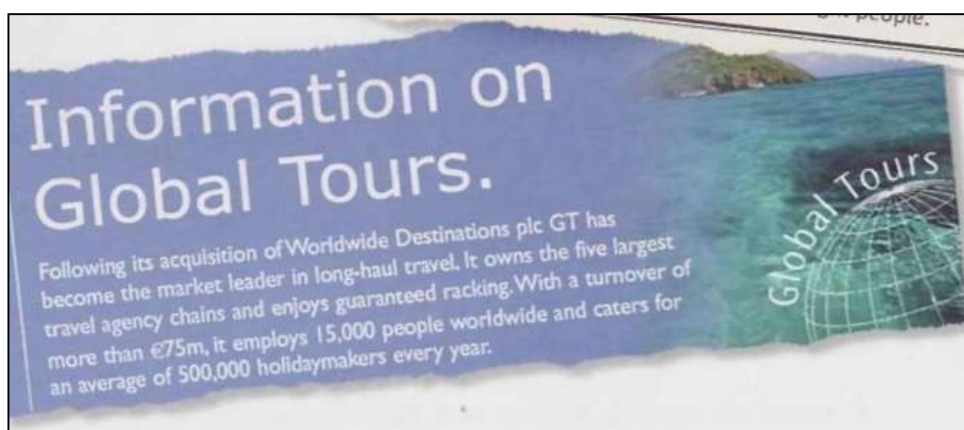
Table 4. Instructional versus Decorative Visuals in *MHT* (2021)

As shown in Table 3 and 4, in both textbooks decorative visuals comprise the highest percentage.

3. Analysis of the visual images of the two textbooks using Yazdanmehr and Shoghi's checklist (2014)

In order to conduct our analysis, we have analyzed the visuals of both textbooks using the visual effects checklist designed and developed by Yazdanmehr and Shoghi (2014). In this section, we have shown the analysis of four images from both textbooks as we have selected two images from each textbook (one image per unit). It is worth mentioning that the rest of the visuals in both textbooks have been analyzed following the same process.

3.1. Book 1. Unit 1: Analysis of Image (1)



Criteria	Not at all	A little	Adequately	To a great extent
1. Do the visuals have the reinforcing and elaborative function to help convey the thematic issues of the text?		×		
2. Are the visuals relevant to the subject they follow, precede or are part of?		×		
3. Are the photographs prioritized over drawings (wherever possible) to create better authentic and life-like learning environment? (NA)				
4. Are the visuals of proper size to create the desirable mood and to touch the viewer's sense of involvement and attraction to the subject?		×		
5. Are the illustrations close enough to the text they refer? Are they at the same page, producing no				×

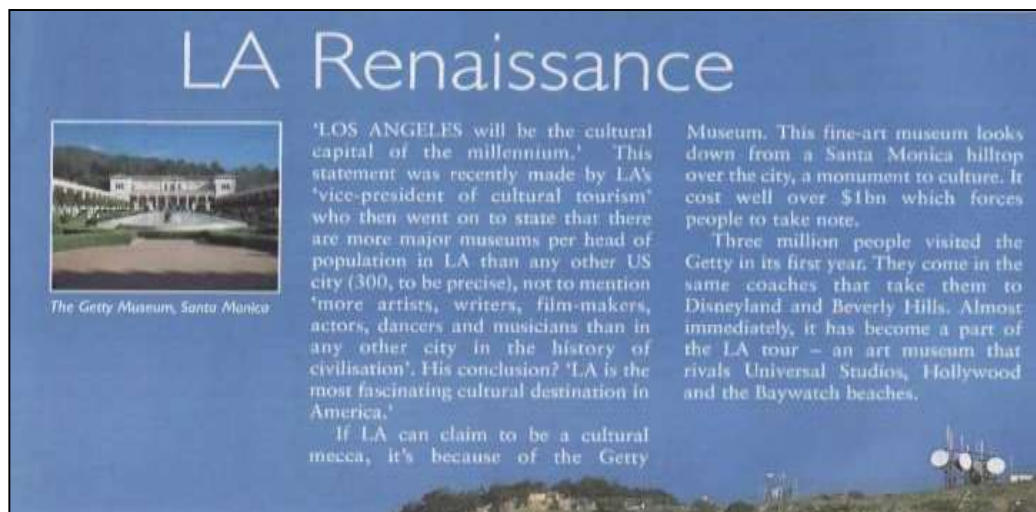
difficulty for the reader to identify which text or activity they belong to?				
6.Are the visuals clear and void of equivocalness (unless for the sake of raising discussion or learner engagement?)			×	
7.Do the visuals spark enthusiasm ? Do they resist exhaustion and act as the energy on a page ?			×	
8.Do the visual images extend the imagery of the text, encouraging imagination ? Can they extend learners’ experience of the text beyond limits of their personal experiences?	×			
9.Is the relative lightness and darkness of the colors adjusted in a way to maximize naturalness ?			×	
10.Are at least half of the graphics in color? (NA)				

Table 5. Analysis of image 1 from *EIT* (2003) using Yazdanmehr and Shoghi’s checklist

(2014)

The table shows that 1 from 8 principles is in ‘Not at all’ category, 3 from 8 are in ‘A little’ category. Moreover, 3 from 8 are ‘Adequate’ while the 1 remaining principle is judged to be in ‘To a great extent’ category.

3.2. Book 1. Unit 2: Analysis of Image (2)



Criteria	Not at all	A little	Adequately	To a great extent
1. Do the visuals have the reinforcing and elaborative function to help convey the thematic issues of the text?				×
2. Are the visuals relevant to the subject they follow, precede or are part of ?				×
3. Are the photographs prioritized over drawings (wherever possible) to create better authentic and life-like learning environment? (NA)				
4. Are the visuals of proper size to create the desirable mood and to touch the viewer's sense of involvement and attraction to the subject ?		×		
5. Are the illustrations close enough to the text they refer? Are they at the same page, producing no difficulty for the reader to identify which text or activity they belong to?				×
6. Are the visuals clear and void of equivocalness (unless for the sake of raising discussion or learner engagement)?			×	
7. Do the visuals spark enthusiasm ? Do they resist exhaustion and act as the energy on a page ?			×	
8. Do the visual images extend the imagery of the text, encouraging imagination ? Can they extend learners' experience of the text beyond limits of their personal experiences?		×		
9. Is the relative lightness and darkness of the colors adjusted in a way to maximize naturalness ?			×	
10. Are at least half of the graphics in color? (NA)				

Table 6. Analysis of image 2 from *EIT* (2003) using Yazdanmehr and Shoghi's checklist (2014)

The table demonstrate that 2 from 8 principles are in 'A little' category. Moreover, 3 from 8 principles are 'Adequate' while the remaining 3 principles are judged to be in 'To a great extent' category.

3.3. Book 2. Unit 1: Analysis of Image (3)



Market Offerings: Tangible Products, Services, and Experiences

Consumer needs and wants are fulfilled through a market offering: a product that is some combination of tangible, services, information, or experiential product components. We often associate the word *product* with a tangible product or one that has physical properties (e.g., the hotel room or the steak we mention in a restaurant). In the hospitality industry, intangible products, such as customer service and experiences, are more important than tangible products. Managers of resorts realize that their guests will be leaving with memories of their stay. They try to create experiences that will generate pleasant memories. At a Ritz-Carlton resort, every evening at sunset, managers set up chairs on the beach, hire a cellist to play relaxing music, and serve champagne to guests. They realize that this event not only creates value for the guests, but it is also an experience that will create a lasting memory of their stay. Marriott provides Dolphin safaris at its Newport Beach property and a water rafting trip at its Utah property. Marriott uses the resources of the destination to create guest experiences that the guest remembers for a lifetime. More broadly, market offerings also include other entities, such as persons, places, organizations, information, and ideas. For example, San Diego runs a "Happiness is Calling" advertising campaign that invites visitors to come and enjoy the city's great weather and good times—everything from its bays and beaches to its downtown nightlife and urban scenes.⁵⁹ Consumers decide

Criteria	Not at all	A little	Adequately	To a great extent
1. Do the visuals have the reinforcing and elaborative function to help convey the thematic issues of the text?	×			
2. Are the visuals relevant to the subject they follow, precede or are part of?	×			
3. Are the photographs prioritized over drawings (wherever possible) to create better authentic and life-like learning environment? (NA)				
4. Are the visuals of proper size to create the desirable mood and to touch the viewer's sense of involvement and attraction to the subject?				×
5. Are the illustrations close enough to the text they refer? Are they at the same page, producing no difficulty for the reader to identify which text or activity they belong to?				×
6. Are the visuals clear and void of equivocalness (unless for the sake of raising discussion or learner engagement)?				×
7. Do the visuals spark enthusiasm? Do they resist exhaustion and act as the energy on a page?				×
8. Do the visual images extend the imagery of the text, encouraging imagination? Can they extend learners' experience of the text beyond limits of their personal experiences?	×			
9. Is the relative lightness and darkness of the colors adjusted in a way to maximize naturalness?				×
10. Are at least half of the graphics in color? (NA)				

Table 7. Analysis of image 1 from *MHT* (2021) using Yazdanmehr and Shoghi's checklist (2014)

The table shows that 3 from 8 principles are in ‘Not at all’ category and the remaining 5 principles are judged to be in ‘To a great extent’ category. While no principle is judged to be in ‘A little’ and ‘Adequately’ categories.

3.4. Book 2. Unit 2: Analysis of Image (4)



Criteria	Not at all	A little	Adequately	To a great extent
1. Do the visuals have the reinforcing and elaborative function to help convey the thematic issues of the text?	×			
2. Are the visuals relevant to the subject they follow, precede or are part of ?	×			
3. Are the photographs prioritized over drawings (wherever possible) to create better authentic and life-like learning environment? (NA)				
4. Are the visuals of proper size to create the desirable mood and to touch the viewer’s sense of involvement and attraction to the subject ?				×
5. Are the illustrations close enough to the text they refer? Are they at the same page, producing no difficulty for the reader to identify which text or activity they belong to?				×
6. Are the visuals clear and void of equivocality (unless for the sake of raising discussion or learner engagement)?				×
7. Do the visuals spark enthusiasm ? Do they resist exhaustion and act as the energy on a page ?				×
8. Do the visual images extend the imagery of the text, encouraging imagination ? Can they extend learners’ experience of the text beyond limits of their personal experiences?	×			
9. Is the relative lightness and darkness of the colors adjusted in a way to maximize naturalness ?				×
10. Are at least half of the graphics in color? (NA)				

Table 8. Analysis of image 2 from *MHT* (2021) using Yazdanmehr and Shoghi’s checklist (2014)

Similarly to the previous table, this table also demonstrates that 3 from 8 principles are in ‘Not at all’ category and the remaining 5 principles are judged to be in ‘To a great extent’ category. While no principle is judged to be in ‘A little’ and ‘Adequately’ categories.

4. Analysis of both textbooks using Yazdanmehr, E. and Shoghi, S.’s (2014) checklist

The analysis of all the remaining visuals following the same process as in tables 5,6,7, and 8 have led us to the following results.

1. Do the visuals have the reinforcing and elaborative function to help convey the thematic issues of the text?

In *EIT* (2003), sixteen images including the drawings are found to be in ‘Not at all’ category, seventeen images are in ‘A little’ category. In addition, one image out of the thirty-six is adequate and only one is judged to be in ‘To a great extent’ column. While in *MHT* (2021) seventeen visual elements are in ‘Not at all’ column and only one in ‘A little’ category.



Figure 5



Figure 6

In the provided example, the first image extracted from *EIT* (figure 5) gives the viewer an idea about the topic of the text. Whereas, by only looking at the second picture (figure 6) it is hard or even not possible to guess what is the content of the text.

2. Are the visuals relevant to the subject they follow, precede or are part of ?

In *EIT* (2003), four pictures are found to be in the category of ‘Not at all’ and six ones are in ‘A little’. Moreover, twenty-two images are ‘Adequate’ and the remaining four ones are

in ‘To a great extent’ column. While in *MHT* (2021), seventeen images are in ‘Not at all’ category with only one ‘Adequate’.

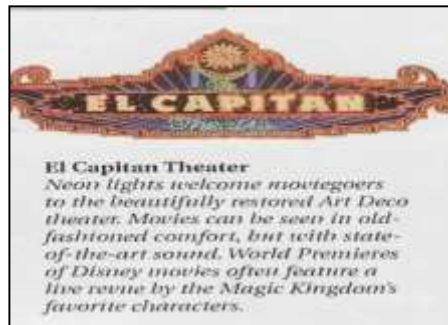


Figure 7



Figure 8

As shown in the provided pictures, the first one (figure7) is relevant to text it belongs to as it represents the theater’s board and the text is indeed dealing with the same theater in the picture. However, the second image (figure 8) is supporting the example given in the text and not the text itself thus it is not relevant to the text.

3.Are the photographs prioritized over drawings (wherever possible) to create better authentic and life-like learning environment?

In both textbooks photographs are prioritized. In *EIT* (2003), thirty visuals are photographs and only six drawings are used. While in *MHT* (2021) all the visuals are photographs. Therefore, photographs are prioritized over drawings.

4.Are the visuals of proper size to create the desirable mood and to touch the viewer’s sense of involvement and attraction to the subject ?

In *EIT* (2003), fifteen pictures are in ‘A little’ (small size) category, thirteen are ‘Adequate’ (medium size), and only two are in the column of ‘To a great extent’ (big size) while the drawings are in the category of ‘Not at all’. While in *MHT* (2021), sixteen images are in the column of ‘To a great extent’ and the remaining two are ‘Adequate’.



Figure 9



Figure 10

Figure 9 demonstrates some pictures taken from *EIT* (2003), although not all the pictures are shown in the figure, it is noticeable that they are of different sizes. There are images of small, medium and big size. And figure 10 demonstrates a picture presented in a proper size in *MHT* (2021).

5. Are the illustrations close enough to the text they refer to? Are they at the same page, producing no difficulty for the reader to identify which text or activity they belong to?

In both textbooks the majority of the images are close to the text they belong to. In *EIT* (2003), all the pictures are found in the column of ‘To a great extent’; whereas, in *MHT* (2021), twelve pictures are in ‘To a great extent’, three are in ‘Adequately’ and the remaining three are in ‘Not at all’.



Figure 11



Figure 12

Both figure 11 and 12 show pictures taken from both textbooks that are close to the text they refer to.

6. Are the visuals clear and void of equivocalness (unless for the sake of raising discussion or learner engagement)?

In general the visuals used in both textbooks are all clear and free of ambiguity. Yet, their classification in the table is not the same as the illustrations in *EIT* (2003) are put in the column ‘Adequately’ and those in *MHT* (2021) are in ‘To a great extent’. (An explanation is provided in the next chapter).



Figure 13



Figure 14

Figure 13 and 14 show two images taken from both textbooks to show the difference in the level of clarity.

7. Do the visuals spark enthusiasm? Do they resist exhaustion and act as the energy on a page?

In *EIT* (2003), all the visuals are in ‘Adequately’ column; while in *MHT* (2021) the pictures are put in ‘To a great extent’.

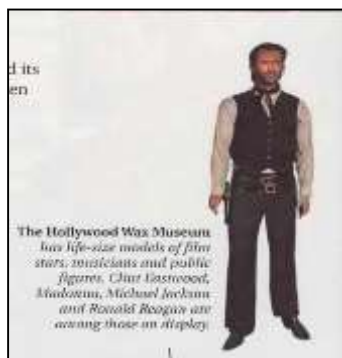


Figure 15



Figure 16

8. Do the visual images extend the imagery of the text, encouraging imagination? Can they extend learners' experience of the text beyond limits of their personal experiences?

Sixteen visuals in *EIT* (2003) including the drawings are put in 'Not at all' and twenty are in 'A little'. Whereas in *MHT* (2021) all the images are in 'Not at all' except one that is in 'A little'.



Figure 17



Figure 18

9. Is the relative lightness and darkness of the colors adjusted in a way to maximize naturalness?

The visuals in *EIT* (2003) are classified in 'Adequately' category while those in *MHT* (2021) are in 'To a great extent'.



Figure 19



Figure 20

10. Are at least half of the graphics in color?

In both textbooks all the visuals are in color however one black and white picture is found in *EIT* (2003).

It is important to note that the figures on the left are extracted from *EIT* (2003), and those on the right are extracted from *MHT*(2021).

5. Analysis of the two textbooks using Hussin, et al. (2015) checklist:

5.1. Book 1:

Criteria	Needs improvement	Average	Good
1. The load (number of new words in each lesson) is appropriate to the linguistic level of students.			×
2. There is a balance of simple and complex words.			×
3. There is a good distribution of vocabulary load across the whole book.			×
4. New words are repeated across the book for delayed recall.	×		
5. New words are contextualized		×	
6. Visuals have been used effectively to present the new vocabulary.	×		
7. The topical nature of the vocabulary exercises is often meaningful to students.			×
8. New lexical items appear in each unit.			×
9. There is specific method to teach new vocabulary.			×
10. The sentences and examples used to define new words are known by learners.			×
11. There is an index of new vocabulary at the end of the textbook.	×		

Table 9. The analysis of vocabulary in EIT(2003) using Hussin, et al. (2015) checklist

The table demonstrates that 3 from 11 principles are judged to be in ‘need improvement’, 1 is of ‘average’ representation and the remaining 7 principles are ‘good’.

5.1. Book 2

Criteria	Needs improvement	Average	Good
1. The load (number of new words in each lesson) is appropriate to the linguistic level of students.			×
2. There is a balance of simple and complex words.			×
3. There is a good distribution of vocabulary load across the whole book.		×	
4. New words are repeated across the book for delayed recall.	×		
5. New words are contextualized			×
6. Visuals have been used effectively to present the new vocabulary.	×		
7. The topical nature of the vocabulary exercises is often meaningful to students. NA			
8. New lexical items appear in each unit.			×
9. There is specific method to teach new vocabulary.			×
10. The sentences and examples used to define new words are known by learners.			×
11. There is an index of new vocabulary at the end of the textbook.			×

Table 10. The analysis of vocabulary in MHT (2021) using Hussin, et al. (2015) checklist

The table shows that 2 from 11 principles are considered to be in ‘need improvement’ category, 1 from 11 in ‘average’ category and 7 from 11 principles are judged to be ‘good’. While one principle is not applicable to the textbook.

6.Summary of the Main Results

This section is concerned with the main results of the research obtained from the two textbooks *EIT* (2003) and *MHT* (2021). The findings show that a high percentage of visuals are decorative in *EIT* (2003) with only 25% of instructional visuals. While in *MHT* (2021) there are no instructional visuals at all.

Based on the outcomes of Yazdanmehr and Shoghi’s (2014) checklist, visuals are more appropriate in terms of relevance to content in *EIT* (2003), as most of them are able to give a hint about the content, and are relevant to the texts they refer to. In contrast, the visuals in *MHT* (2021) are rather appropriate at the level of visual attraction.

As for the results of Hussin et al. (2015) checklist, they show that the principles belonging to each category (distribution, contextualization and newness) in the two textbooks are ranging from ‘needs improvement’ and ‘good’. However, both textbooks match most of the principles, as seven from eleven principles are judged to be ‘good’ both in *EIT* (2003) and *MHT* (2021).

Conclusion

This chapter is empirical and it highlights the major results of the study. It is concerned with the presentation of the findings that were gathered from analyzing two textbooks designed for teaching ETP. The results were presented in numbers and percentages, and displayed in tables to make the analysis more visible and comprehensive. The findings of this study are organized in three parts: 1) results concerning instructional and decorative visuals which had shown that in both textbooks decorative visuals are prioritized over instructional ones, 2) results concerning Yazdanmehr and Shoghi’s (2014) checklist that is

based on visual elements which demonstrated that the visuals used in *EIT* (2003) are appropriate in terms of relevance to content while those used in *MHT* (2021) are more appropriate in terms of visual attraction, and 3) results concerning Hussin, et al. (2015) checklist focusing on vocabulary which displayed that both textbooks match most of the criteria addressed in the checklist.

Introduction

The present chapter is devoted to discuss the results obtained from the two checklists: Yazdanmehr and Shoghi's (2014), and Hussin, et al. (2015) checklists to analyze visual images and vocabulary in two textbooks: *English for International Tourism, Intermediate Students' Book* (2003) and *Marketing for Hospitality and Tourism, Global Edition* (2021). The findings of the two textbooks are discussed together in order to confirm or refute the suggested hypotheses. This chapter is divided into three sections. The first section is about the discussion of the extent to which the visuals are used for instructional purposes, knowing that the results show a dominance of decorative visuals. The second part is concerned with the results obtained from Yazdanmehr and Shoghi's checklist, which demonstrate that the visuals in *EIT* (2003) are more appropriate in terms of relevance to content and those in *MHT* (2021) are more appropriate in terms of visual attraction. Finally, the third section is devoted to the results of Hussin, et al. checklist, which display that both textbooks match most of the principles in the checklist.

1. Instructional versus Decorative visuals in the Two Textbooks

The primary concern of this section is to see the extent to which the visuals are used for instructional purposes. Visuals in textbooks are either for use (instructional) or decorative (non-instructional). In the two textbooks under analysis as presented in Table 3 and 4 (in chapter three), there is much evidence of decorative visuals. In *EIT* (2003), there are both decorative and instructional visuals with a higher percentage of decorative ones as 75% (27) of the illustrations are non-instructional, and only 25% (9) are used for instructional purposes. However, in *MHT* (2021), all the images are purely decorative, non-instructional visuals are the dominant with 0% of instructional ones.

The high percentage of visuals allocated to decoration is because, as Hill (2003) explains, the developers and publishers of course books tend to use decorative illustrations

rather than instructional ones to make the book visually more appealing and attract the book users. However, although decorative images attract learners' attention and even motivate them, they should not be used excessively for ornamentation since according to Lenzner, Schnotz and Mülle (2013), decorative visuals 'include only little learning-relevant information, they cannot contribute much to mental model construction directly' (p.827). That is to say, visuals intended for decoration carry little pedagogical and educational value thus they do not help learners to get mentally engaged in the lesson. By way of illustration, on the one hand, figure 3 (see chapter three) presents five images accompanied with an activity where learners are asked to use those images to fulfill the task. Therefore, the images indeed engage learners mentally as they are meant for use not only to attract their attention. On the other hand, figure 6 (see chapter three) presents an image of a city which accompanies a text dealing with 'the purpose of a business', the image has no relation to the text and learners are not asked to use it in anyway. Accordingly, the image does not help in engaging learners mentally in the learning process, it does rather appeal to them since it is used only for decoration. Decorative visuals then, are more concerned with sensory modality, which according to Yassine (2012), 'is based on the effect of pleasure [...] created by visuals' (p. 54). This high percentage of decorative visuals found in *EIT* (2003) and *MHT* (2021) is unexpected as it was expected to find more instructional illustrations. Thus, the first suggested hypothesis is refuted.

This section demonstrates that both textbooks showed a lack in terms of instructional illustrations which can be a disadvantage as instructional visual elements are what learners need in order to facilitate their learning. While the decorative ones are not significant to learners since they do not help in engaging them morally, and only make the textbook more visually appealing with little learning-relevant information conveyed. The results obtained in this study are similar to the results obtained by Romney and Bell (2012), who found that the

majority of visuals in Business English textbooks are decorative. In contrast, the findings of Roohani and Sharifi's (2015) analysis of two EFL textbooks (*Interchange 3* and *Top Notch 3*) show that a high percentage of visuals are instructional.

2.The Appropriateness of visuals in the Two Textbooks based on the results obtained by applying Yazdanmehr and Shoghi's (2014) checklist

At the present time, multimodality is strongly apparent in the field of education since, as explained in chapter one, it consists of using different semiotic modes in order to make meaning. In the past, education is mostly based on the verbal mode. Yet, with the emergence of multimodality from social semiotics, different modes such as the linguistic mode, the auditory mode, the visual mode and non-verbal language are integrated in the learning process which makes leaning easier. The most common mode next to language is the visual mode as many students are visually oriented; they prefer textbooks with visuals than picture-free textbooks; for the visuals used in textbooks attract their attention and motivate them to learn the content that is accompanied with illustrations, which is the case of the two textbooks under analysis as they combine between the linguistic and the visual modes, presenting an example of multimodal materials. Ametller and Pinto (2002) argued for the crucial role of visual effects stating that visual elements have an important effect on transferring knowledge; a text accompanied with illustrations is better understood than a text free of visuals. Therefore, this section is devoted to discuss the results obtained from the checklist of the textbook visual effects designed and developed by Yazdanmehr and Shoghi (2014). Their checklist includes five major sections which are: typography, visual arts, page layout, cover design, and physical makeup. However, our focus is on the visual art section. The criteria within the checklist can be classified into two categories: **visuals' relevance to content** and **visual attraction**.

2.1. Visuals' Relevance to Content

The visual elements are used in textbooks to reinforce the text as they have the ability to help learners guess the content of the text. In this context Wright (1989) asserts that 'the non-verbal information helps us to predict what the text might be about and this ability to predict helps us to recognize meaning more quickly than if we had to sort it out solely from what we hear or read' (p. 137). Amelsvoort (2015) adds 'pictures enable the extraction [...] of information' (p. 23). From the checklist, principles 1, 2, 5, and 8 (see chapter two) can be classified in relevance to content. Yet, the visuals used in both *EIT* (2003) and *MHT* (2021) lack relevance to content and the ability to help convey the theme of the text.

In *EIT* (2003) much of the visuals concerning principle one are put in 'not at all' and 'a little' categories, and only three images in the 'adequately' and 'to a great extent' columns. This is due to the fact that, most of the visuals used can be interpreted differently giving the viewer a general and broad idea about the content rather than making them think of a particular topic. Similarly, in *MHT* (2021), all the visuals are put in the 'not at all' category and only one is put in the 'a little' category since all the visuals in this book are meant for decorative purposes, having little relation to content. This can be considered a disadvantage because visuals need to transmit information and help learners to grasp meaning; and not to be only space-filling accompanying pictures as mere decoration. In this context, Levin (1981) states, pictures 'should help students to memorize things which are difficult to remember, clarify difficult concepts or ideas, organize the information presented to make them easier to understand, make an abstract idea or concept more concrete' (cited in Roohani and Sharifi, 2015, p. 73-74).

In addition to that, in order to make a connection between the text and the image, this latter needs to be relevant to the content of the text. Although visuals in *EIT* (2003) do not help the reader to predict the content of the text, still they do not make readers question what

is the relationship between the image and the text as the images are relevant to the content of the text. For instance, figure 5 (see chapter three) shows a theater's board and the text is indeed, dealing with that theater. Yet, in *MHT* (2021), most of the visuals are not relevant to the text they refer to. In this book, the visuals either have no relation to the content, or are used as a support to the examples provided to explain the concepts dealt with in the text rather than to support the text itself.

Nevertheless, even though most of the images in *EIT* (2003) are relevant to the text they belong to, they do not extend learners' experience of the text, as much of them do not represent what is dealt with in the text as a whole but a part of it. For instance, there is a text in the textbook concerning a museum of bizarre things, and it is accompanied with a picture of a dinosaur, the picture does not make the viewer imagine all the bizarre things that are in the museum; thus, they are put in the 'not at all' and 'a little' categories. Similarly in *MHT* (2021), the images do not extend learner's imagination of the text's content as they are not relevant to the text but only relevant to the examples provided in it.

For the sake of avoiding confusion, visuals need to be close to the content they refer to. This will help learners relate the content of the text to the image next to it; however, if the image is not close to the text it belongs to, learners may link it to another text, which will result in learners' inability to understand or grasp information. In *EIT* (2003), all the visuals are close to the text they belong to, accordingly they are put in the 'to a great extent' category. Whereas, in *MHT* (2021), there are both images put in 'to a great extent' and 'not at all' categories because there are images that are not put right next to the text they refer to. In some cases the text is presented in one page and the image is put in the next one. This would not be a problem for the reader of the digital version of the book, yet it would for the reader of the print one.

2.2. Visual Attraction

The visual elements include both images and drawings yet the use of images is more encouraged as they seem more natural and real and more visually appealing. From the checklist, principles 3, 4, 6, 7, 9, and 10 (see chapter two) are classified in the visual attraction section. According to Hill (1990), ‘pictures can bring image of reality into unnatural world of the language classroom’ (p.1). Roohani and Sharifi (2015) also state that ‘the use of photos [...] resembles everyday life situations and establishes authenticity especially for upper-intermediate students’ (p. 75). Furthermore, since photographs are more authentic, they appeal more to students thus they make them motivated to learn and use the material. Additionally, photographs arouse learners’ interest. In *EIT* (2003), out of thirty-six visuals, only six are drawings, and in *MHT* (2021) all the visuals are images. Both *EIT* (2003) and *MHT* (2021) have used photographs more than drawings, and this is in fact more appropriate as the textbooks are designed for students at intermediate and advanced levels and drawings are more suitable for beginners.

Moreover, to create the desirable mood, in addition to prioritizing photographs, visuals need to be of proper size. They should not be too small making the reader of the book ignore them nor too big leaving no space to present the verbal content. In *EIT* (2003), the size of the visuals varies from one image to another; however, images of small size represent a great number thus they are ranging from ‘a little’ to ‘a great extent’. While in *MHT* (2021), almost all the visuals are presented in a proper size thus they are put in the ‘to a great extent’ category.

Furthermore, the clarity of images is crucial to attract and appeal to the viewers. In both textbooks, the visuals are free of ambiguity. In other terms, they are of naturalistic (realistic) modality that involves the fact that ‘an image resembles the way one would see that something if one saw it in reality’ (Yassine, 2012, p. 53). However, the visuals used in *EIT*

(2003) are put in the ‘adequately’ category while those in *MHT* (2021) are put in the ‘to a great extent’ category. This is due to the fact that the visual images used in *MHT* (2021) are of higher quality (taking in consideration the naturalness of lightness and colors), which can be related to the development witnessed in the domain of photography and printmaking.

In order to make an image appealing to the viewer, its colors and lightness have to be of naturalistic modality, (the more illumination and colors seem natural and authentic, the more the image seem real and natural). In general, the visuals used in both textbooks seem real. Nevertheless, in *MHT* (2021), images seem more natural and authentic than those in *EIT* (2003). For this reason, visuals in *EIT* (2003) are judged to be ‘adequate’, and those of *MHT* (2021) ‘to a great extent’. Additionally, using color visuals is better as they are more attractive. As Harmer (2001) claims, color visuals attract learners’ attention more and appeal to more students. This is why, the developers of *EIT* (2003) and *MHT* (2021) have used color illustrations rather than black and white ones. As a result, both textbooks are judged to be in the ‘to a great extent’ category.

Consequently, the visuals used in both textbooks can be considered motivating. Visual images are not only used to reinforce the texts but also to motivate students and avoid boredom in the learning process. As Hill (1990) views, images are useful in creating a motivating atmosphere and considered as making fun (cited in Joklovà, 2009, p. 15). Visuals in both textbooks have the ability to motivate students; however, images in *MHT* (2021) are put in the ‘to a great extent’ category while those in *EIT* (2003) are put in the ‘adequately’ category, this goes back to the fact that images in *MHT* (2021) are of a better quality using bright and realistic colors to reach authenticity.

The checklist shows some short comings in the sense that in *EIT* (2003), not all the visuals are presented in a proper size. There are visuals that are too small; therefore, they do not attract the viewers’ attention. Additionally, the visuals used in *MHT* (2021) do not help

learners to predict the content of the text and are not relevant to it since all the pictures are decorative. All in all, the images used in *EIT* (2003) are more relevant to content yet lack the visual attraction when compared to *MHT* (2021). In contrast, the visuals used in *MHT* (2021) are more visually appealing however lack relevance to content. Therefore, the second advanced hypothesis is refuted as the visuals of the two textbooks do not combine between relevance and visual attraction.

3.The Appropriateness of the Presentation of Vocabulary in the Two Textbooks Based on the Results Obtained by Applying Hussin, et al. (2015) Checklist

The mastery of vocabulary is crucial for the mastery of any language. It is the first and most important step in language learning since without vocabulary it is not possible to master the four skills (reading, writing, listening, and speaking) needed to master a language. The lack of vocabulary is the most serious problem facing the language learner, even the advanced one, as Read (2000) states, ‘lack of vocabulary is the main obstacle to successful listening comprehension for advanced language learners’ (p. 190). For this reason, this part of the research is allocated to discuss the obtained findings from Hussin et al. (2015) checklist which consists of eleven criteria related to vocabulary. The criteria within the checklist can be classified into three categories: **vocabulary distribution, vocabulary contextualization** and **vocabulary newness**.

3.1.Vocabulary Distribution

This section is concerned with vocabulary load, frequency and rehearsal. From the checklist, the first four principles (see chapter two) can be classified in vocabulary distribution. Acquiring as many words as possible is necessary to achieve the communicative competence. For this reason, the number of words to be introduced in each lesson should not be fixed especially when the intended learners are not beginners. Since the analysis in this

work is based on ESP textbooks, the number of new words is thus designed according to intermediate and advanced levels. For ESP learners mainly, learning a lot of words is crucial. They are more likely to use the language in a short time when they are introduced to many words rather than when the number of new words is limited. Additionally, learners who manage to broaden their vocabulary will have enough knowledge about their specialized field; thus they will not struggle to accomplish their tasks which will permit them to achieve better results in their careers.

In *EIT* (2003), the number of words in each lesson is varied according to content. Therefore, the more content requires a lot of words, the more words are introduced. For instance, in the first unit, there is a lesson about writing a cover letter. Learners are provided with a model of a cover letter lacking some phrases and a list of some phrases needed to complete it. In this lesson, the number of the introduced words is limited. Whereas, in the second unit, there is a lesson about tourism in Moscow, where learners have to listen to a presentation on Moscow and extract words from it belonging to the provided headings. In this lesson, the number of the introduced words is not limited in comparison to the lesson about the cover letter. Thus, it is reasonable to consider the number of words in each lesson to be 'good'. Whereas, in *MHT* (2021), each chapter includes a great number of new words; yet, as it is designed for students at advanced level, the load is appropriate to the linguistic level of students.

Additionally, In *EIT* (2003), the number of pages of each unit is the same (every unit has eight pages), thus, the number of new words in each lesson across units is approximately the same. As a result, the distribution of vocabulary load is put in the 'good' category. However, in *MHT* (2021), the number of pages differs from one unit to the other (the first chapter has thirty-one pages while the second has twenty-three pages); therefore, the number

of new vocabulary items introduced in each lesson varies according to the number of pages. For this reason, the distribution of new words across units is ‘average’.

Furthermore, in order to ensure clarity and a better understanding of the content introduced in textbooks, the distribution of vocabulary need to be balanced between simple and complex. In *EIT* (2003), technical and sub-technical words are found. The technical vocabulary, as previously explained in the dissertation (see chapter one), refers to the vocabulary that has specialized meanings thus it is accompanied with simple words to facilitate understanding and learning it. Therefore, the second principle is to be put in the ‘good’ category. Similarly, the second principle is fully fulfilled in *MHT* (2021) since technical words are explained using examples from real context using a simple language.

Moreover, one technique to acquire new vocabulary effectively is repeated rehearsal. According to Thornbury (2002) ‘words stand a good chance of being remembered if they have been met at least seven times over spaced intervals’ (p. 24). That is to say, students are likely to remember a word if they encounter it several times. However, in both *EIT* (2003) and *MHT* (2021), the repetition of words across units is judged to be in the ‘needs improvement’ category because each unit in both textbooks tackles a different topic with no relation to the topic of the previous unit. As a consequence, there is no—or little-chance for the vocabulary to be repeated.

▪ **3.2.Vocabulary Contextualization**

For the sake of acquiring new vocabulary, this latter needs to be introduced in relation to context. In this context, Mehring (2005) states that ‘learning new words from a word list is much different from learning them in the context of sentence’ (p. 4). In other words, learning vocabulary in relation to context is much better and more effective than learning it from word lists where vocabulary items are presented separately from their context. Harmer (2007) also asserts that vocabulary is to know the relationship between the words in the sentence and not

only to know the words as single items. From the checklist, principles 5, 9 and 10 (see chapter two) are classified in vocabulary contextualization. Despite the importance of learning vocabulary in relation to context, in *EIT* (2003), the fifth principle is put in the ‘average’ category because although the vocabulary introduced in paragraphs and texts is contextualized, the words introduced in the vocabulary exercises are presented as single items separated from context. Whereas, in *MHT* (2021), the vocabulary is presented in contextualized content in the form of texts and paragraphs. Accordingly, the criterion is put in ‘good’ category.

Furthermore, the method of teaching vocabulary is ‘good’ in both textbooks. The vocabulary used in the two textbooks is taught in two ways: intentionally and incidentally. The intentional approach is based on direct learning of words relying on teaching materials and tasks. While the incidental approach emphasizes the acquisition of vocabulary in relation to context. On the one hand, in *EIT* (2003), vocabulary is learnt by relying on the texts and paragraphs which introduce words in relation to context as well as the vocabulary tasks. On the other hand, in *MHT* (2021), in addition to giving definitions of key terms at the end of every chapter, vocabulary is taught through the texts and paragraphs that present words and explain them using context-dependent examples. For instance, in unit two, there is a text about managing demand and capacity; and it is explained by giving an example of how to manage demand in a hotel.

In addition to that, using contextualized explanations and clarifications of technical words is of a major importance to facilitate vocabulary acquisition; thus using a simple language used in real contexts is crucial to define and explain vocabulary items. Both *EIT* (2003) and *MHT* (2021) have used simple and familiar words to provide examples and explanations of new vocabulary. Necessarily, the simplicity of language is to be considered ‘good’.

3.3. Vocabulary Newness

Introducing new lexical items across the textbook is crucial since learners need to learn as many new words as possible in order to master the language. The notion of presenting new vocabulary items helps in motivating students and avoiding monotony. If the introduced vocabulary is the same in several lessons, learners will lose interest and get bored which will affect their learning pace. The introduction of new words in each unit is ‘good’ in both textbooks. In *EIT* (2003), similarly to *MHT* (2021), every unit is devoted to a different and specific topic; thus, new words are presented in every unit. Furthermore, when talking about the newness of vocabulary in the two analyzed textbooks, it is evident that there are new items in *MHT* (2021) as it is recently published. The tourism vocabulary used in the textbooks is not the same; *MHT* (2021) have used updated terminology in relation to tourism with a more specialized orientation (such as: customer orientation, customer-generated marketing, tourism marketing, the service profit chain, etc).

Vocabulary newness, next to principle 8, is also addressed in principles 6, 7 and 11 (see chapter two). The checklist in principle 6, addresses the role of visuals in presenting new vocabulary. Many learners are visually oriented and prefer visual learning since visuals are considered as an aid to learn and acquire vocabulary. Raiyn (2016) states that ‘visual learning is defined as the assimilation of information from visual formats. Learners understand information better [...] when they see it’ (p. 115). In fact, the use of visuals to present vocabulary makes the learning process vivid, and hence motivates students and encourages them to learn the new vocabulary. Yet both textbooks do not fulfill this principle. Most of the images used in both *EIT* (2003) and *MHT* (2021) are decorative with little pedagogical value. As a result, visuals in the two textbooks ‘need improvement’.

Vocabulary exercises also often spot light on new words that students need to learn. They often engage learners in active leaning; since in order to find and learn the new words,

learners need to think and use their minds rather than just extract them from passages and texts. The topics tackled in the vocabulary exercises are often related to the subject matter of the unit. The first unit in *EIT* (2003) is dealing with careers in tourism, and in one of the vocabulary exercises provided in this unit, students are asked to find which verb does not go with the nouns that are related to jobs in tourism. By way of illustration, the phrase Room Occupancy is provided with the following verbs: maximize, boost and produce. Accordingly, once the students find the verb that does not match the noun, they would know and learn the verbs that do which are considered as a new vocabulary acquired. Therefore, it is legitimate to consider the vocabulary exercises to be ‘good’.

The last principle in the checklist deals with vocabulary newness as well since it addresses the inclusion of an index of new words at the end of the textbook. Learning vocabulary in relation to context is more effective yet word lists are still helpful. *EIT* (2003) has no word list at the end thus it is placed in the ‘need improvement’ category. Whereas, *MHT* (2021) has an index to define new words and key terms at the end of every chapter; accordingly, it is placed in the ‘good’ category.

To sum up, the checklist shows some short comings in the sense that vocabulary is not repeated across the two textbooks, and visuals are not used to present new vocabulary. Furthermore, *EIT* (2003) does not provide an index of new vocabulary, and *MHT* (2021) does not provide vocabulary exercises. However, both textbooks match most of the principles provided in Hussin, et al checklist; thus the third advanced hypothesis is confirmed.

Conclusion

In this chapter, we have discussed the main results related to vocabulary and the visual resources presented in the results chapter. The obtained findings are discussed in three sections, the first section deals with the type of visuals that are used; whether decorative or instructional, getting an unexpected result as decorative visual images are the dominant,

refuting with that the first suggested hypothesis. The second section is about the results obtained from the checklist about the visual effects, refuting our second hypothesis as the visuals used in the textbooks do not combine between relevance to content and visual attraction. Finally, the third one is concerned with the findings of the checklist about vocabulary, leading to the confirmation of the last hypothesis which is the vocabulary used in the textbooks is appropriate in terms of distribution, contextualization and newness.

In this research, we have analyzed two ESP textbooks designed for teaching tourism, which are *English for International Tourism, Intermediate Students' Book* (2003) and *Marketing for Hospitality and Tourism, Global Edition* (2021) addressed for students at intermediate and advanced levels. The aim of this study was to find to what extent the visuals are instructional, and whether they are appropriate in terms of relevance to content and in terms of visual attraction. We also analyzed the appropriateness of vocabulary in terms of distribution, contextualization and newness.

We advocated that the instructional visual elements are the dominant; and the visuals used in the two textbooks are appropriate both in terms of relevance to content and the visual attraction. We have also suggested that the vocabulary distribution, contextualization and newness are appropriate in both textbooks.

In order to conduct the analysis and to answer the previously advanced research questions in order to confirm or refute the hypotheses, we have opted for a checklist designed by Yazdanmehr, E. and Shoghi, S. (2014) that includes ten questions on the appropriateness of the visual effects of textbooks, and a checklist developed by Hussin, et al. (2015) that addresses eleven criteria to analyze vocabulary distribution, newness, and contextualization. The Mixed Method Research that combines between the quantitative and the qualitative methods is used in order to interpret and analyze the data. Results of the instructional and decorative visuals are displayed in the form of quantitative data represented using percentages, and a qualitative analysis have been applied to both textbooks on the appropriateness of visuals as well as vocabulary using the selected checklists. Data had been obtained from the textbooks by applying the sampling technique. The sample consists of the first two units from each textbook in order to draw a comparison between them.

In the present study, both the visual elements and vocabulary are dealt with as both of them have a major role in facilitating the acquisition of a language. Vocabulary is the most

prominent part in the learning process of a language since without it the communication breaks down; while the visual elements help learners to understand the meaning of the vocabulary items and facilitate learning them. This is why, this work is divided into two parts. One part concerning the visual resources, and the other concerning vocabulary.

The investigation had shown that the illustrations devoted to decoration are prevailing which is an unexpected result as the instructional visuals are more beneficial for learners. As for the results obtained from the two checklists, the checklist of the visual effects demonstrated that most of the visuals used in *EIT* (2003) on the one hand, are relevant to the content they refer to yet lack the visual attraction. On the other hand, the images in *MHT* (2021) are of good quality however they are not relevant to the texts they belong to. Whereas, the obtained findings from the checklist on vocabulary demonstrated that both *EIT* (2003) and *MHT* (2021) match most of the criteria provided in the checklist.

In short, this study is about the development of vocabulary and the visual resources in two textbooks designed for students of tourism. The obtained results answer the advanced research questions leading to refute the first and second suggested hypotheses and confirm the last one.

It is important to mention that this research has limitations. The obtained results cannot be generalized to the whole textbooks as a sample is selected from the two textbooks. In other terms, the obtained results represent only the first two units of every textbook not the whole textbooks since the remaining units have not been analyzed.

Regarding further research, this study can be replicated by replacing the sector of tourism by other domains, business for instance and the two textbooks can be analyzed separately which will allow to analyze the textbooks as a whole thus get more valid results. Moreover, in addition to textbook analysis, a field study may be carried out. This same

research can be carried out tackling other aspects of language. As for the visual resources, they can be analyzed in terms of their function and what they represent.

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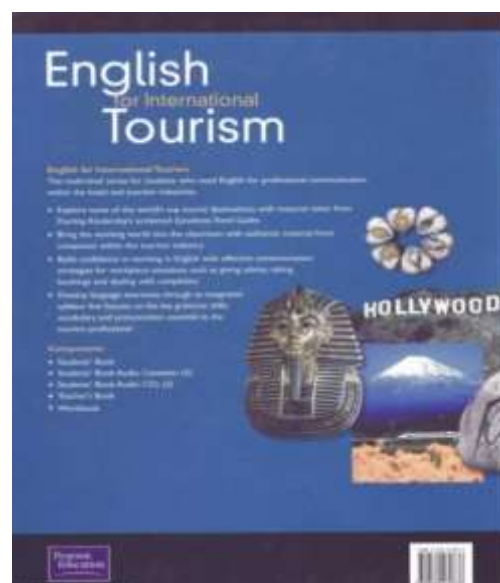
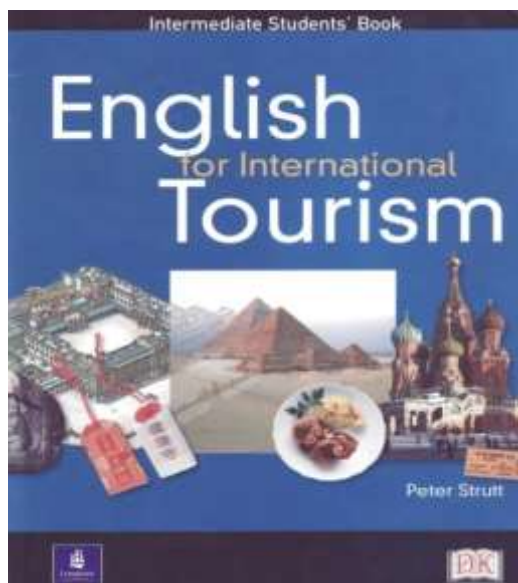
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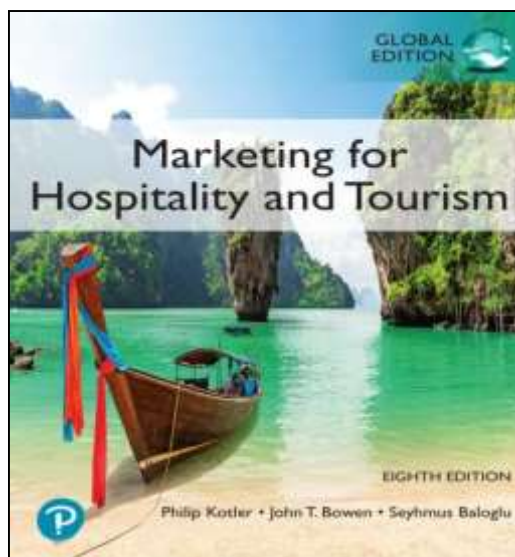
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Appendix 1: Cover Pages of the Two Textbooks



Cover pages of *English for International Tourism* (2003)



Cover page of *Marketing of Hospitality and Tourism* (2021)

Appendix 2: Tables of Contents of the Two Textbooks

Unit	Language focus	Vocabulary	Professional practice
1 Careers in tourism 4	Question forms	Jobs and duties The word <i>skill</i> Action verbs Pronunciation: Question forms	Write a CV / Resumé Write a cover letter Attend an interview Apply for a job
2 Destinations 14	Present simple and present continuous	Reasons for travelling Describing a destination	Prepare a presentation Give a short presentation
3 Hotel facilities 22	Have / Get something done Making comparisons	Hotel facilities Describing hotels Pronunciation: Word stress	Compare notes Decide how to refurbish a hotel Write a hotel description
4 Tour operators 30	Present perfect and past simple Pronunciation: /u:/, /ɪ/ and /aɪ/	Tour operators Package holidays	Deal with a complaint Write a letter of apology Persuade a client to buy a package tour
Consolidation 1 38	Grammar review	Pronunciation: Word stress Alphabet quiz	
5 Dealing with guests 40	Articles	Describing people Misunderstanding -ed / -ing adjectives	Deal with a complaint Solve an overbooking problem
6 Travel agencies 48	The future	The word <i>time</i> telephone language Pronunciation: The alphabet	Take a telephone booking Prepare an educational report Reply to an enquiry
7 Hotel reservations 56	Indirect questions Reported speech	Text messaging Conferences and conventions Pronunciation: Politeness Contrastive stress	Take messages Send text messages Sell a conference venue to a client Write a formal letter
8 Seeing the sights 64	The passive	Places of interest How Guinness is made Exhibitors Pronunciation: /ɪ/, /eɪ/, and /ə/	Recommend sights Describe an exhibition Write a guide for a famous sight
Consolidation 2 72	Grammar review	Vocabulary review	Write an email

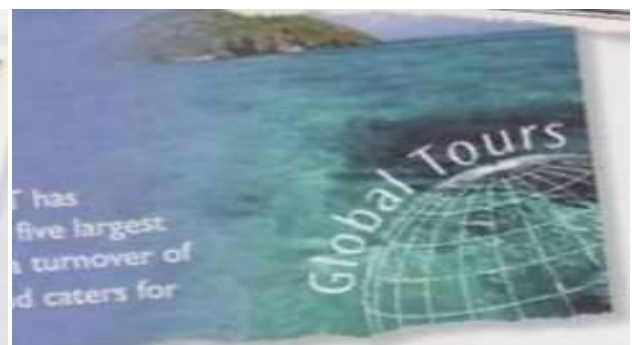
Unit	Language focus	Vocabulary	Professional practice
9 Getting around 74	Modal verbs	Checking in Using a dictionary Pronunciation: Same spelling, same sound?	Give advice on driving Give underground directions Car hire bookings Hire a motorhome
10 Eating out 82	Countable and uncountable nouns Quantifiers	Verbs of food preparation Pronunciation: /w/	Describe dishes Recommend a restaurant Prepare a menu Take an order
11 Traditions 90	Defining relative clauses Vague language	Traditions The theatre Public holidays Pronunciation: Dates	Describe a festival Exchange historical facts Recommend a festival
12 Special interest tours 98	Conditionals	Special interest tours Pronunciation: Word stress	Exchange hobbies Sell a holiday Organise a three-day cruise The hotel management game
Consolidation 3 106	Grammar review	Vocabulary review Pronunciation: Same spelling, different sound	
Pairwork files 108			
Writing bank 118			
Grammar reference 122			
Scripts 130			

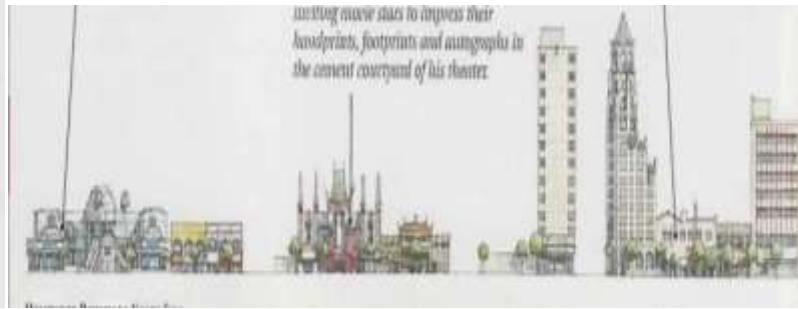
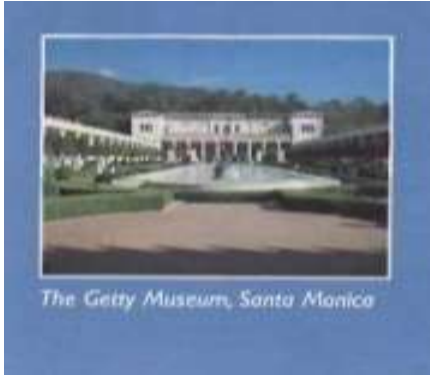
Table of contents of *English for International Tourism* (2003)

BRIEF CONTENTS	
PART I	Defining Hospitality and Tourism Marketing and the Marketing Process 23 <hr/> 1. Creating Customer Value and Engagement Through Marketing for Hospitality and Tourism 25 2. Services Marketing Concepts Applied to Marketing for Hospitality and Tourism 50 3. Marketing Strategy: Partnering to Build Customer Engagement, Value, and Relationships 70
PART II	Understanding the Marketplace and Customer Value 107 <hr/> 4. Analyzing the Marketing Environment 109 5. Managing Customer Information to Gain Customer Insights 130 6. Consumer Markets and Consumer Buying Behavior 170 7. Organizational Buyer Behavior 204 8. Customer-Driven Marketing Strategy: Creating Value for Target Customers 220
PART III	Designing Customer Value-Driven Strategy and Mix 255 <hr/> 9. Designing and Managing Products and Brands: Building Customer Value 257 10. Internal Marketing 294 11. Pricing: Understanding and Capturing Customer Value 318 12. Distribution Channels Delivering Customer Value 353
PART IV	<div style="text-align: right; font-size: small;">Brief Contents 5</div> 13. Engaging Customers and Communicating Customer Value and Advertising 380 14. Promoting Products: Public Relations and Sales Promotions 417 15. Professional Sales 444 16. Direct, Online, Social Media, and Mobile Marketing 481 <hr/> Managing Hospitality and Tourism Marketing 513 17. Destination Marketing 515 18. Next Year's Marketing Plan 550

Table of contents of *Marketing for Hospitality and Tourism* (2021)

Appendix 3: Corpus







Visuals from *English for International Tourism* (2003)







Visuals from *Marketing for Hospitality and Tourism* (2021)