การประเมินเนื้อหาหนังสือที่ใช้สอนภาษาอังกฤษเพื่อการโรงแรมในประเทศไทย

สุรีย์พร ชินเศรษฐกิจ
คณะมนุษยศาสตร์ มหาวิทยาลัยเกษตรศาสตร์
E-mail: sureeporn.c@ku.th

บทคัดย่อ

บทความนี้ประเมินเนื้อหาหนังสือที่ใช้ในการสอนภาษาอังกฤษเพื่อการโรงแรมโดยมีวัตถุประสงค์เพื่อ 1) ศึกษาทักษะในการใช้ภาษาและหัวข้อที่อยู่ในเนื้อหาในหนังสือการสอนภาษาอังกฤษเพื่อการโรงแรม 2) ศึกษาวัตถุประสงค์ของหนังสือที่ระบุโดยผู้แต่ง กลุ่มตัวอย่างของหนังสือที่ใช้ประเมินประกอบด้วยหนังสือการสอนภาษาอังกฤษเพื่อการโรงแรม 7 เล่ม และ 2 ชุด รวมเป็นหนังสือจำนวน 14 เล่ม งานวิจัยเป็นการวิจัยเชิงคุณภาพแบบบรรยาย โดยใช้กรอบการวิจัยของ McDonough & Shaw (2003) ซึ่งทำการประเมินภายนอกและประเมินภายในหนังสือแต่ละเล่ม ผลของการวิจัยแสดงให้เห็นว่าการประเมินหนังสือภายนอกซึ่งประกอบด้วยการประเมินหนังสือแต่ละเล่มโดยภาพรวมและการของการประเมินภายในที่ลงลึกในรายละเอียดของหนังสือ โดยครอบคลุมถึงหัวข้อของเนื้อหาในหนังสือ ทักษะการใช้ภาษาและประเภทของแบบฝึกหัด โดยการประเมินนี้ได้นำไปสู่การระบุจุดแข็งและข้อจำกัดของหนังสือแต่ละเล่ม และการปรับใช้ของเนื้อหา แบบฝึกหัด ชิ้นงานซึ่งจะเพิ่มพูนทักษะในการสื่อสาร และรูปแบบหนังสือ เพื่อเป็นประโยชน์ในการเรียนการสอนในอนาคตยิ่งไปกว่านั้นผลจากการศึกษาครั้งนี้ สามารถเป็นการแนะนำวิธีการประเมินหนังสือสำหรับการสอนภาษาเฉพาะด้าน และเป็นประโยชน์สำหรับผู้สอนและผู้ออกแบบหนังสือภาษาอังกฤษเฉพาะด้านที่จะนำไปพัฒนาหนังสือที่มีประสิทธิภาพสำหรับการสอนภาษาอังกฤษเพื่อการโรงแรมต่อไป

คำสำคัญ: การประเมินหนังสือ การสอนภาษาอังกฤษเฉพาะด้านในการโรงแรม หนังสือที่ใช้ในการสอนภาษาอังกฤษเพื่อการโรงแรม การศึกษาในด้านธุรกิจการบริการ

The Content Evaluation of English for Hotel Textbooks in Thailand

Sureeporn Chinsethagij
Faculty of Humanities, Kasetsart University
E-mail: sureeporn.c@ku.th

Abstract

The study evaluated the content in textbooks teaching English for the hotel industry. The purposes of this study were 1) to investigate the specific language skills and topics that are covered in English for hotel textbooks in Thailand and 2) to investigate the objectives stated in each textbook by the author. The sample consisted of seven books and two series of books, which was a total of 14 books. The research was qualitative descriptive research, and the research instrument is based on the McDonough & Shaw framework (2003) that uses an external and internal evaluation of the textbook. The findings revealed the external evaluation, which consists of an overview of each book in general and an in-depth internal evaluation covering content, skills, and exercise types. The evaluation led to identifying the strengths and limitations of the textbook and discussions about an adaptation of the content, types of exercises, and tasks for increasing communication, as well as the layout and materials. Furthermore, the research implication provides an essential guideline for evaluating textbooks in ESP, and it can be helpful for teachers and material designers to implement it to develop an effective and better textbook for teaching English for hotels.

Keywords: textbook evaluation, ESP for hotel industry, English for Hotel textbooks, Hospitality Education

Introduction

English for a specific purpose, or ESP, encompasses the concept that specific English is utilized for various purposes and needs. Therefore, it is tailored to learners with particular needs and demands, implementing multiple types of materials, for example, textbooks, worksheets, and authentic materials (Krell et al., 2020). According to Hutchinson & Waters (1987) and Chang (2009), English skills development is important because it contributes to workers' ability to achieve their professional duties. Knowledge of English has become one of the requirements for applicants, and those with English proficiency have a higher chance of getting hired by employers.

Teachers use textbooks to provide content, language input, and activities, and they also function as evaluators, designers, and developers of ESP materials (Hutchinson & Waters,1987). However, ESP teachers face difficulty finding the appropriate books that suit the course according to the content and topic, and they find that tailored books for specific subjects are too time-consuming and have a high cost of publishing (Tevdovska, 2018; Woodrow, 2018).

There are available textbooks for teaching English for hotels and English for the hospitality industry, which are commercial textbooks from international publishers brought into Thailand. On the other hand, a limited number of books are published and produced for Thai learners in Thailand. The textbooks can be categorized into two groups. First, the textbooks are designed for undergraduate students in universities, particularly those enrolled in courses related to English for the hotel industry. These textbooks are also published and sold in bookstores. Second is the commercial textbooks about English for hotels in Thailand. Students and individuals seeking to enhance their skills, particularly those working in the hotel industry, with a focus on improving their English proficiency, can buy these commercial textbooks from bookstores.

Several studies evaluate ESP textbooks. However, there is limited research on evaluating ESP textbooks for teaching English to hotels in

Asian countries, specifically Thailand. Purwanti (2009) evaluates the ESP coursebooks for English for the hotel industry in Indonesia. Settachaibodee (2012) evaluates the English for hotel and catering industry textbook, and that textbook is a commercial textbook produced by an international publisher in 2010. The challenges lie in locating textbook evaluations of English for hotels produced specifically for Thai learners. Little research has been done to evaluate English for hotel textbooks in Asia and Thailand. Therefore, evaluating English for Hotel textbooks is insufficient and underexplored in Thailand. As a result, the research aims to bridge this gap, and this study can benefit teachers and material developers in preparing for future ESP textbooks.

Literature Review

Role of Textbooks and Material Selection

The vital role of textbooks and material selection has been explored by many scholars since 1980. Textbooks are used as a primary tool for teaching, and they provide the fundamental language input and a model that learners practice in terms of content, the structure of the lesson, and language skills. The textbook is the focus of the teaching and is the material that assists the learners in achieving their goals. It provides the core material for the learning process within the course period, provides language content that students encounter, and assists the teachers in planning and delivering their lessons. Furthermore, textbooks play a significant role in being the main material that assists the structure and syllabus of a class and affects the interactions between the students and the teachers in the classroom (Sheldon, 1988; Nunan, 1991; Richards, 2001; Tomlinson, 2011).

The benefits of textbooks can be divided into four aspects. First, they represent spoken and written materials, encourage interaction, supply vocabulary and grammar, and become a resource for classroom activities (Demir & Ertas, 2014). Second, textbooks are noted as a valuable source of both language and cultural input, and they provide materials that are

designed to fit the local context to connect classroom learning with real-world applications. They are the major source of language and provide authentic materials (Garinger, 2002; Lopriore, 2017; Nguyen et al., 2020). Third, the use of textbooks in schools ensures that students are exposed to consistent content and can be evaluated on the same content (Abdelwahab, 2013). Fourth, textbooks enhance the self-learning process and impact the students' knowledge and attitudes (Noorine & Arsad, 2010; Boonsook & Ambele, 2020).

Different researchers suggest that the decision to select the textbooks is a crucial judgment that affects students' learning and skill development. Selecting appropriate textbooks can lead to accomplishment in language learning. High-quality content and textbooks can suggest activities that offer a diverse set of skills (Lotfi, 2005; Mcgrath, 2006; Zahedpisheh et al., 2017). On the other hand, utilizing materials that lack authenticity can pose a drawback because the students cannot implement the language they have learned in real world situations (Richard, 2001).

Therefore, the quality of the textbook is one of the factors determining the success or failure of a course. Based on the studies from Sifakis (2004), exposure to various discourses could help language learners be better equipped with effective means of communication, and textbooks can accommodate teachers with time-saving lesson preparation.

Textbook Evaluation

According to Dudley-Evans and John (1998), an evaluation of the material is a key stage in ESP. Ellis (1997) and Baleghizadeh & Rahimi (2011) agree that the evaluation process can be one of the methods facilitating the accomplishment of the objectives in an ELT program and that the process of evaluation could lead to professional progress in a learner's career. The textbook evaluation is essential for several reasons. First, it demonstrates the content, exercise types, and activities used in the textbooks (Rea, 1992; Chambers, 1997; Rudby, 2003). The teacher can use this evaluation to assess whether it fits the objectives and the course. Second, both Richards &

Renandya (2002) and Cunningsworth (1995) point out that an evaluation can reveal the strengths and weaknesses of textbooks. As a result, the evaluation can help the teacher determine whether the textbook is appropriate for the specific learning topic and the teaching context (Nation & Macalister, 2010). Third, Azizifar et al. (2010), Tomlinson et al. (2001), and Sheldon (1998) highlight that teachers, material developers, and administrators need to evaluate the textbooks so that it can assist them in distinguishing the differences in available textbooks and then make a decision based on the effectiveness of the available materials. Afterwards, the teachers and administrators can use the information from an evaluation to select a suitable textbook for their course.

The material evaluation can be categorized into the following types: First, macro and micro evaluation involves an overall assessment of the whole material, and the latter evaluates the details of a particular task (Ellis, 1997). Second, Cunningsworth (1995) and Tomlinson (2003) suggest using the "pre-use, in-use, and post-use evaluation." It predicts the potential effectiveness of materials, and an in-use evaluation is carried out during the use of the materials to observe classroom details and activities. Then, the post-use evaluation examines the impact of the textbooks on the users. The framework by McDonough and Shaw (2003) belongs to the third type of evaluation.

According to McDonough and Shaw (2003), textbook evaluation consists of external and internal evaluations. The external evaluation provides an overview of the book's structure, which the author and publisher outline, while the internal evaluation assesses the extent to which the material is covered. Various instruments for textbook evaluation are explored, including checklists and a framework. New checklists are introduced due to the shifts in theoretical perspectives (Ansaray & Babaii, 2002). Therefore, an evaluation framework is advantageous because it incorporates clear and concise criteria.

Several studies utilize the McDonough & Shaw framework (2003) by implementing external and internal evaluation to evaluate textbooks (Ali,

2014; Campo & Miranda, 2016; Mariam et al., 2022; Camacho, 2024). The findings in an evaluation of the Iranian ESP textbooks published by Payam Nour University exhibit that the textbooks have drawbacks because of a lack of reviewing materials and updating. In addition, they contain ineffective and traditional exercises (Davari et al., 2013). The findings of an evaluation of High school 10-12th grade English textbooks identify that the textbooks are suitable for a local purpose, reflecting Afghan cultural values and religious beliefs. In contrast, the drawback lies in the neglect of listening skills (Rahmany & Khan, 2022). An evaluation of English textbooks for Bangladesh higher secondary education shows a mismatch between the ELT curriculum's overall goal and the textbook's design, which reveals a need for revising and redesigning the textbook to meet the learners' communicative needs (Ali, 2014). Mariam et al. (2022) reflect in an evaluation of 8 class textbooks of English in Pakistan that there is a need to improve the language skills, the content of the exercises, the activities of grammatical functions and the creative writing part. Campo & Miranda (2016) evaluate the textbooks used in the training of English teachers, and the results show that the textbooks focus on the communicative function and offer different kinds of activities as well as having an attractive design. However, writing exercises should be added. The findings from an evaluation of a Colombian coursebook suggest that the content aligns with the learning context; however, it needs more communicative activities (Camacho, 2024). In summary, several researchers have implemented the McDonough & Shaw framework (2003) with its internal and external evaluation of textbooks.

English for Hotel Textbook Evaluation

Research studies have evaluated ESP textbooks or coursebooks relating to English for the hotel industry, tourism, and English for tourism, and English for hospitality service. Settachaibodee (2012) evaluated the ESP textbook written by Stott & Pohl (2017) using the content analysis method and found whether the book could be a good assistant for teachers with

less experience in the hospitality industry and if the teachers could adapt some texts to relate with the local context and specific cultures. Purwanti (2019) evaluates an ESP coursebook that is used for teaching vocational high school students. The results show that the coursebook was appropriate for the hotel industry students. Still, it should be adjusted to match the course objectives and assist students in learning the language they will learn in their future workplace. Sarem, Hamidi, & Mahmoudi (2013) evaluate an ESP coursebook for teaching English for International Tourism, and the findings indicate that the coursebook evaluation brings significant understanding to teachers, enabling them to independently assess their practices in choosing a textbook.

Consequently, it is significant for teachers to acknowledge the necessity of materials being evaluated because it has an impact on how teachers present materials to learners, how they select the types of learning tasks, and how they design their courses (Rea,1992). Due to inadequate research on the evaluation of English for hotel textbooks in Thailand, this study seeks to address the gap and offer insightful evaluation for teachers and material developers in assessing future ESP and teaching English for hotel textbooks.

Research Question

What specific language skills and topics are covered in the existing English for Hotel textbooks in Thailand?

Research Objective

1. To investigate language skills and topics of the existing English for Hotel textbooks in Thailand

2. To investigate the objectives stated by the author

Research Scope

This study is an evaluation of 14 books for teaching English for Hotel, which were published in Thailand from 1992 to 2019, and they were written for Thai learners who intend to enhance their English skills and knowledge in the hotel field and for people who aim to work in a hotel.

Research Method

This is a qualitative descriptive study that evaluated 14 English hotel textbooks that were published in Thailand during 1992-2019. The instrument used was the internal and external evaluation criteria by McDonough & Shaw (2003). Conducting an external evaluation provides a concise overview of the materials from a general standpoint and subsequently proceeds to an in-depth internal evaluation for a closer examination.

First, the external evaluation is evaluated for the intended learners, the context, the presentation & organization, the vocabulary lists/indexes, the visual materials, the layouts, the audio/video materials, and any tests. An external evaluation aims to evaluate how the materials are organized, as explicitly outlined by the author. The analysis delves into the content of the materials, their objectives, and the tasks they assign to learners. The assessment focuses on identifying the intended learners of the materials. The appropriateness of the materials for teaching general learners or specialized English for Specific Purposes (ESP) is considered by examining the content.

Second, the internal evaluation involves assessing the following: a) the presentation of skills, b) the grading and sequencing, c) the tests and exercises, and d) the transparency is enough to motivate both students and teachers. The internal evaluation investigates whether a balanced proportion of each language skill is presented in the materials. Some materials assert their suitability for self-study, and it is crucial to evaluate this claim. The grading and sequencing of materials pertain to the teaching order and the complexity of the content related to the various topics. Units can be taught interchangeably in certain materials, while others are explicitly designed for sequential instruction.

The descriptive information includes details of the textbook's title, author, publication year, imprint number, and general book description. The external evaluation is laid out in a table, while the internal assessment is provided within each subtopic, offering more detailed insights.

Research Framework

The evaluation of English for hotel textbooks in this study is based on the McDonough & Shaw framework (2003), which consists of two phases: 1) an external evaluation and 2) an internal evaluation. The interrelationship between the external and internal evaluation illustrates that the external evaluation analyzes what the material comprises and the aim described by the author. After that, the internal evaluation examines the material to investigate whether the previous factors mentioned in the external evaluation stage align with the organization of materials and the internal book. The details of the research design of the external and internal evaluation are stated in the research method section.

Definition of Specific Terms

English for hotel textbooks refers to 14 English for hotel textbooks that are selected for evaluation in this study.

Evaluation of the results, discussion, and implications refers to an evaluation using internal and external evaluations from McDonough & Shaw (2003).

English for hotel refers to English that is intended to be used for teaching and learning English and language skills for the learners' purpose of working in a hotel.

Data

To conduct the study, 14 books were selected according to the following criteria: (1) the content of the chosen textbooks is dedicated to being hotel-oriented, (2) the textbooks are used for teaching English for

Hotel, (3) the textbooks are not international commercial textbooks, (4) the textbooks' objectives have been identified and have intended users, and (5) the textbooks are intended to teach Thai learners in Thailand. These books were published between 1992-2019.

To conduct the study, the books were selected by searching English for Hotel books from UC-TAL, which is a database and resource of many libraries from Thailand universities that provides a catalog of books for universities.

The textbooks are categorized into two groups. The first category comprises English for Hotel textbooks designed for undergraduate students in universities where courses related to English for Hotel are offered. The second category includes commercial textbooks specific to English for hotels in Thailand. These materials target learners such as students, hotel staff, and individuals seeking to enhance their skills, mainly focusing on English improvement for hotel staff.

As a result, the 14 textbooks, which were developed and published in Thailand, are available to be borrowed from the Chulalongkorn University Library, Thammasat University, Kasetsart University Library Bangkhen Campus, Kasetsart Sriracha Library, and the Silpakorn University Phetchaburi IT Campus, which also includes available books gathered from the Kinokuniya bookstore and other university bookstores.

Results

The textbook evaluation has been categorized into two clusters: 1) individual books and 2) the series of books.

Individual Books

1) Title: Communicative English for Hotel Personnel

Author & Date of Publishing: Kanitta Utawanit, 2013

External Evaluation: This book was developed and published by Thammasat University. During the past ten years, it has been reprinted thirteen

times and was also valued at the level of good textbooks by the Thammasat Textbook Writing Program in 1984.

Looking at the claims made in the objectives of the book shows that the author targets two kinds of students: (1) students at the advanced level at Thammasat University who want to work in the hotel business and (2) hotel personnel who are working or being trained to work in the hotel industry. In the author's words, the unit has been divided into six parts using real-life situations and authentic dialogues according to conversations occurring in the hotel business.

Table 1

external evaluation of Communicative English for Hotel Personnel (13th edition)

Intended Audience	1. students at the advanced level at Thammasat University
	2. hotel personnel
Context	ESP
Presenting & Organizing	14 units
	Each unit consists of 6 parts
Core & Supplementary	Core
Vocabulary List/Index	Included
Visual Materials	7.06% (20 out of 283 pages)
Layout	Clear
Audio/Video Materials	Each unit includes 4-5 listening exercises, which include listening to the clip or watching the video and answering questions.
Tests	None

Internal Evaluation: The book contains four parts, they are: Part 1: 1) The reception 2) Taking reservations by phone, 3) At the reception desk, 4) The cashier; Part 2: 1) Giving and taking messages, 2) Services, 3) Giving someone directions; Part 3: 1) The restaurant, 2) Receiving the diner, 3) Taking an order, and Part 4: 1) The telephone, 2) The switchboard operator, 3) Room service, and 4) The housekeeper.

a) The presentation of skill(s): The book consists of six parts, which are preparing exercises, sample dialogues, language practice exercises, communicative activities, a glossary of vocabulary and expressions, and a review. It mostly shows the dialogues between hotel clerks and clients as

models, and the students listen and read to be familiar with the expressions. After doing the exercises, the next part contains role-play activities. The vocabulary list and specific terms are included.

b) The gradation of the materials: Reviewing the units shows specific grading. Part 2 is more difficult than Part 1, and each subsequent part is more difficult than the previous part regarding vocabulary and expressions.

c) The type of materials: The material is for learners who are students at the university whose interest lies in the career path in the hotel business, as the author claims.

d) Tests and exercises: The exercises support practicing listening and speaking skills the most. There are no tests or reviews in any unit of this book.

e) Transparent enough to motivate both students & teachers: The vocabulary could be extended and be more organized in more specific aspects, such as reservations, food and beverage, etc.

2) Title: English for Hotel Services-1

Author & Date of Publishing: Yaowaree Prasertpakdi, 2001

External Evaluation: This book is an ESP textbook developed and published by Dhurakijpundit University. The aim is to fulfill the students' needs in the ESP course, which is taught by the lecturers at Dhurakijpundit University. In the author's words, this book includes listening, speaking, reading, writing, grammar and vocabulary with a focus on English using authentic situations at the front desk.

Table 2

external evaluation of English for Hotel Services-1

Intended Users	students in Dhurakijpundit University
Context	ESP
Presenting & Organizing	4 units, 4 units: 12 chapters
Core & Supplementary	Core
Vocabulary List/Index	Included at the end of each chapter
Visual Materials	0.34% (Only the cover of the book = 1 out of 260 pages)
Layout	Clear
Audio/Video Materials	3-4 listening activities per chapter
Tests	Review at the end of each unit

Internal Evaluation: The book contains 4 units based on the following topics: (1) The Reception Desk, (2) the Reservation Office, (3) the Information Desk, and (4) The Cashier. Each Unit comprises 2-4 chapters.

a) The presentation of skill(s): This textbook consists of pretests, objectives, content, vocabulary, activities, reading passages, activities, and a focus on the language section. It provides different types of activities to support listening and speaking skills. The language focus concentrates on the expressions and patterns of sentences used to respond to the clients. There are 2 reading passages in each chapter describing information or knowledge relating to the theme of the unit. In addition, the grammar focus consists of several exercises for using that particular grammar point with the phrase or sentences. The structure of each unit comprises a variety of exercises, including the vocabulary list at the end of the chapter. The vocabulary part provides examples of how to use each word in a sentence.

This coursebook is organized well with different kinds of exercises and activities to accommodate students in four skills. There are 8-12 objectives presented in each unit. Only Chapter 8 comprises eight goals; the rest contain 10-12 objectives.

b) The grading and sequencing: Reviewing the unit reveals that the reading passages in Chapter 4 and after Chapter 4 are generally longer and more complex than in the previous chapters.

c) The type of materials: This ESP book accommodates students with various kinds of activities, and the reading passages have been selected well to suit the related topic. The vocabulary list also provides examples of word usage in the sentences, which could help the students understand the meaning in the context of the examples more effectively.

d) Tests and exercises: Reviewing the exercises shows that different kinds of exercises are integrated to develop four skills for communication. There are reviews for chapters 1-6, and then after that, the reviews occur every two chapters until the end, which is inconsistent with the previous six units.

e) Transparent enough to motivate both students & teachers: This textbook provides diverse exercises and activities that accommodate students' needs and learning process. The visual materials should be incorporated in proportion to make the book more attractive and motivate the students and teachers.

3) Title: English for Hotel Personnel

Author & Date of Publishing: The committee of producing English for Hotel Personnel Coursebook, the Sukhothai Thammathirat Open University (Each unit was written by a different lecturer, 1992

External Evaluation: This ESP book is taught at Sukhothai Thammathirat Open University. The university is known as an open university that supports distance education and offers a self-directed support learning system. The School of Communication Arts provides an English program for specific careers (hotels). According to the author's preface, it is intended to teach students working in the hotel business or students interested in working in this career path.

Table 3

external evaluation of English for Hotel Personnel

Intended Audience	Students in Sukhothai Thammathirat Open University Hotel Personnel
Context	ESP
Presenting & Organizing	7 Units, each of which contains 2-4 chapters.
Core & Supplementary	Core
Vocabulary List/Index	Included
Visual Materials	11.36 % (60 out of 528 pages)
Layout	Clear
Audio/Video Materials	Each chapter is comprised of 2-4 listening activities.
Tests	Pre-evaluation and post-evaluation are included

Internal Evaluation: The book contains four units based on the following topics: 1) Introduction to hotels, 2) Reservations, 3) Checking-in, 4) Hotel facilities and entertainment, 5) Information and guest relations, 6) Telephoning, and 7) Security and emergencies.

a) The presentation of skill(s): The topics relate to an introduction to the hotel, reservations, checking-in, hotel facilities, information and guest relations, telephoning, and security and emergencies, which cover aspects that hotel personnel should obtain information about, and they provide great details in each unit that is helpful, for instance, specific terms, situations, or situations in the hotel. The directions, the language focus, and the grammar part are easy to follow as they provide a translation into Thai, and there is a passage at the beginning of each unit to explain the concept and information related to the topic.

b) The grading and sequencing: Reviewing the unit shows no specific and clear grading. The reading passages in Units 1, 2, and 7 are longer and more difficult than others. The content of Units 2, 5, and 6 is longer than in other units.

c) The type of materials: The coursebook at this university is designed for self-study students, and it includes explanations about certain topics in hotels. The extensive details of the language focus and hotel context could help the students understand how to use particular patterns, how the hotel personnel can reply to the clients, and the daily routines in each department. The writing part and the explanation of correspondence in this book are organized and structured well.

d) Tests and exercises: There are various kinds of exercises and pre-test and post-test evaluations for every unit.

e) Transparent enough to motivate both students & teachers: Reviewing this book reveals the variety of exercises and activities. Although the textbook is for self-study, teachers should also plan for assigning homework and give an assignment from time to time to monitor and check the students' comprehension during the semester and motivate them to continue studying outside the classroom.

4) Title: Professional Hotel English for Thailand

Author & Date of Publishing: Hugh Leong & Kidd Pongsadhat, 2008

External Evaluation: The author claims it is suitable to use as a textbook for teaching in the classroom and for Thai people because Thai translations are for each step.

Table 4

external evaluation of Professional Hotel English for Thailand

Intended Audience	Textbook in the Classroom, ESP classroom
Context	ESP
Presenting & Organizing	20 units
Core & Supplementary	Core
Vocabulary List/Index	Included
Visual Materials	8.6% (21 out of 244 pages)
Layout	Clear
Audio/Video Materials	Included
Tests	Review at the End of the Unit

Internal Evaluation: The book consists of 20 units: 1) Taking a reservation, 2) Checking-in, 3) Showing the room, 4) Describing the bathroom, 5) Providing information, 6) Recommending a restaurant, 7) Giving directions, 8) Suggesting a tour, 9) Booking plane tickets, 10) Taking a complaint, 11) Talking about the spa, 12) Giving advice, 13) Changing money, 14) Calling a taxi, 15) Delivering room service, 16) Serving dinner, 17) Helping a sick guest, 18) Suggesting a night out, 19) Checking out and 20) Saying goodbye.

a) The presentation of skill(s): Each unit contains an introductory paragraph, vocabulary list, word in action (expressions and their usage including grammar), exercises, using what I've learned (pattern of sentences and applications), and a short review. The length is about 10-20 pages per unit. Thai translation is provided in some parts, such as vocabulary definitions, grammar usage, and the background of the listening.

b) The grading and sequencing: Reviewing the unit shows some levels of specific grading. Units 1, 2, 3, and 4 contain shorter introductory paragraphs, and there are fewer words in the vocabulary section than in units 5-18.

c) The type of materials: The textbook is for learners to study independently, and it explains certain topics in hotels and exercises for practicing basic conversations.

d) Tests and exercises: Multiple choice, matching, and comprehension exercises are included. However, they are short. The review is only a few sentences.

e) Transparent enough to motivate both students & teachers: The teachers and learners need a lot of supplementary materials in terms of content and exercises to facilitate the student's learning and enable them to develop communication skills, especially reading and writing skills that are not emphasized.

5) Title: English for Communication in Hotel Business

Author & Date of Publishing: Natwipa Wiriya, 2017

External Evaluation: The author aims to assist learners working in a hotel business. The author collects situations using real-life situations and facilitates ways for the learners to work more effectively.

Table 5

External Evaluation of English for Communication in the Hotel Business

Intended Audience	hotel staff, self-study for learners who are interested in working in the hotel business
Context	ESP
Presenting & Organizing	7 units
Core & Supplementary	Core
Vocabulary List/Index	Included
Visual Materials	37.75% (92 out of 249 pages)
Layout	Clear
Audio/Video Materials	None
Tests	None

Internal Evaluation: The book is divided into 7 units with the following subjects: 1) hotel and staff, 2) room reservation, 3) hotel facilities and services, 4) housekeeping services, 5) restaurants, 6) emergencies, and 7) checking-out.

a) The presentation of skill(s): Each unit contains 5 sections, which are vocabulary, conversation, expression and language use, grammar, and a writing skills section. Vocabulary lists, expressions and language use, examples of conversation, and the grammar section provide an explanation in Thai. The additional grammar exercises and other exercises are in English only.

b) The grading and sequencing: Reviewing the unit shows specific grading. The conversations and the word lists of vocabulary in each subsequent part are longer than the previous unit.

c) The type of materials: This book is for self-studying, and the purpose is for people who would like to begin to work in the hotel or for the hotel staff to develop English skills. It is easy to follow, the descriptions related to certain topics are clarified, and the learners can study by themselves.

d) Tests and exercises: The number of exercises in each unit is quite limited. Only one exercise is provided after the expression and language section, one or two exercises for the grammar section, and one for the writing section. More types of activities should be included.

e) Transparent enough to motivate both students & teachers: The material is easy to follow and straightforward. However, reading skills are not the focus as the book does not provide a specific part to practice that. Writing skills are included, but the exercises are still limited.

6) Title: Check-In English

Author & Date of Publishing: Ajan Eak, 2019

External Evaluation: According to the author's preface, it is intended to teach and help people who are working in the hotel business.

Table 6

external evaluation of Check-In English

Intended Audience	undergraduate students, learners who are interested in working in the hotel business and service industry
Context	ESP
Presenting & Organizing	8 units
Core & Supplementary	Core
Vocabulary List/Index	Included
Visual Materials	48.56% (169 pages out of 348 pages use cartoon drawings)
Layout	Clear
Audio/Video Materials	Included
Tests	None

Internal Evaluation: The book consists of 8 topics, which are reception, concierge, restaurants, the bar, the kitchen, room service, the spa, and housekeeping.

a) The presentation of skill(s): Each unit begins with an introduction about the duties of each position or responsibilities of its department and is followed by the vocabulary. Then, the examples of the sentences are shown, and after that, some samples of conversations are provided. The introductory part is in Thai. A Thai translation and the pronunciation of Thai words accompany the vocabulary and examples of sentences and conversation.

b) The grading and sequencing: Reviewing the unit shows specific grading. Part 2 is more difficult than Part 1, and each subsequent part is more difficult than the previous part regarding vocabulary and expressions.

c) The type of materials: The textbook is a self-study book that targets employees in the hotel industry and students engaged in hospitality studies.

d) Tests and exercises: There are no tests or exercises in this book.

e) Transparent enough to motivate both students and teachers: The layout and illustrations and the compact size of the book can motivate the learners. However, it does not motivate the teachers in terms of the issues concerning vocabulary accuracy and grammatical mistakes. For example, mistakes in punctuation occur in several examples of the questions in every

unit. There are incorrect usage of articles with nouns, capital letters, and verb tenses. In addition, the misspelling of words, such as using "if" instead of "it," using "sou chef" instead of "sous chef," using "Chabli" instead of "Chablis," and "Mohito" instead of "Mojito." These examples could mislead learners to misuse the words. The font size of the words that the letter "é" is presented is not equal to the rest of the words, for instance, sautéed (page 131) and entrée (page 171).

7) Title: Hotel English: A Hands-On Course for Hotel Professionals
Author & Date of Publishing: LiveABC, 2018

External Evaluation: The author intends for the book to be used by individuals employed in the hotel industry, employers seeking to improve skills or training for their staff, and students pursuing studies in the field of hospitality. This includes readers interested in utilizing English for communication within the hotel sector. This book is from the series "A Hands-On Course for Professionals." Other books include English for Tourism, English for Restaurant Business, and English for Nursing.

Table 7

external evaluation of A Hands-On Course for Hotel Professionals

Intended Audience	Hotel staff, students studying in the hotel business, learners who are interested in communicating in this field
Context	ESP
Presenting & Organizing	14 units
Core & Supplementary	Core
Vocabulary List/Index	Vocabulary list is included in each unit.
Visual Materials	71.73% (132 out of 184 pages)
Layout	Clear
Audio/Video Materials	Included (CD-ROM/ MP3)
Tests	Listening exercises are provided at the end of each unit.

Internal Evaluation: The book comprises the following 14 units: 1) Phone Inquiries, 2) Drivers, Doormen, and Bellhops, 3) Reception, 4) Amenities, 5) Requests for Services, 6) Directions, 7) Tour Planning, 8) Handling Complaints, 9) Restaurant and Bar, 10) Business Center/ Event Planning, 11) Small Talk, 12) Paying the Bill, 13) Emergencies, and 14) Job interview.

a) The skill(s) presentation: The book begins with the objectives and brainstorming questions. Then, the picture dictionary part provides the photos, the definitions, and the pronunciation of the words, while the learners can listen to the MP3 along with this part. After that, there is a model of conversation and the language center part, which includes grammar, sentence patterns, and useful expressions. Each unit provides three sets of conversational models and three language center parts. At the end of the unit, there are three listening practices.

b) The grading and sequencing: Reviewing the units shows no specific or clear grading. The size, number of new words, and conversation length for each unit are similar.

c) The type of materials: The textbook is a self-study book for employees in the hotel industry and students engaged in hospitality studies.

d) Tests and exercises: There are 4-5 listening exercises in each unit. The exercises are offered in a variety of types, such as filling in the blanks, practicing asking and answering questions, listening to conversations, and answering open-ended questions.

e) Transparent enough to motivate both students & teachers: The purpose of this book is to assist learners working in the hotel business or students who would like to practice it on their own. The author collects real-life situations in order to facilitate learning. The material is attractive in terms of layout, and the picture dictionary could help learners easily comprehend the meaning of the vocabulary.

Second, this cluster focuses on the books written as a series.

1) Title: English for Hotel Staff

Author & Date of Publishing: Pricha Dangrojana, 2010

External Evaluation: This book was chosen because it has been published 17 times. The author claims that the book is designed to help train the hotel staff to improve their English skills and work more effectively. Other intended learners are undergraduate students.

Table 8

external evaluation of English for Hotel Staff

Intended Audience	hotel staff, undergraduate students
Context	ESP
Presenting & Organizing	1. English for Hotel Staff: Front Desk = 6 units, 2. English for Hotel Staff: Food and Beverage = 8 units
Core & Supplementary	Core
Vocabulary List/Index	1. Front Desk: included only in unit 1 and unit 3 2. Food and Beverage: included only in unit 7 and unit 8
Visual Materials	1. Front Desk: 30.67% (50 pages out of 163 pages) 2. Food and Beverage: 43.31% (81 pages out of 187 pages)
Layout	Clear
Audio/video Materials	None
Tests	None

Internal Evaluation:

a) The presentation of skill(s): The first book relating to the front desk consists of 6 units with the following topics: reservation, reception, cashier, porter & chief concierge, telephone & operator, and the spa. The second book relating to food and beverage comprises seven units, including a coffee shop, restaurant, supper club, bar, the art of serving wine, room service, and the swimming pool. Each unit includes samples of conversations, and Thai translations are provided. The content of these two books mainly relies on conversations. Therefore, the books lack exercises and activities to assist the learners in developing their language skills besides reading, repeating or practicing speaking with the dialogues. The vocabulary is provided in only certain units.

b) The grading and sequencing: The unit review shows no specific and precise grading. The last unit in the Front Deskbook is shorter than the other units. Units 3 and 5 in the Food and Beverage book are shorter than the others. The unit's length is about 10-20 pages.

c) The type of materials: The textbook is for people who are working in a hotel and learners who would like to enhance their speaking skills and apply for a job in a hotel.

d) Tests and exercises: There are no exercises for students.

e) Transparent enough to motivate both students & teachers: The books may be used as a supplement, but it does not suit the learners for communication purposes. It does not provide enough content, language expressions, and opportunities to practice specific skills. It could help the learners who have not reached a particular level of proficiency in English because the learners could follow the dialogues provided as examples of situations in the hotel and repeat those dialogues. The drawback is in the deficiency of writing skills and the absence of a communicative aspect in this book.

2) Title: English for Hotel Series: Front Office Personnel, Food and Beverage Servers, Porter, Housekeeper, and Security Guards

Author & Date of Publishing: Department of Skill Development in Thailand, 2008

External Evaluation: The books were developed by the Department of Skill and Development of Thailand. It is a government department responsible for developing skills for Thai people interested in working in the hospitality industry. The books are designed for training and workshops to enhance learners' ability to pursue this career.

Table 9

External evaluation of English for Hotel Series: Front Office Personnel, Food and Beverage Servers, Porter, Housekeeper, and Security Guards

Intended Audience	Thai people who are interested in working in the hotel industry
Context	ESP
Presenting & Organizing	Front desk staff = 5 units, Food and Beverage = 6 units, Porters =5 units, Security Guards = 6 units, Housekeepers = 6 units
Core & Supplementary	Core
Vocabulary List/Index	Included only in a few units Front desk staff: none Food and Beverage = included in every unit Porters: included in Unit 3 and unit 5 Security Guards: included in every unit Housekeepers: included in each unit except unit 1

Visual Materials	Front desk staff = 2.01% (4 out of 199 pages)
	Food and Beverage = 4.86% (9 out of 185 pages)
	Porters = 52% (88 out of 168 pages)
	Security Guards = 22.69% (37 out of 163 pages)
	Housekeeper =13.41% (22 out of 164 pages)
Layout	Clear
Audio/Video Materials	3-4 listening exercises or watching a video and answering questions are included in every unit.
Tests	Pre-tests and post-tests are included in every unit

Internal Evaluation:

a) The presentation of skill(s): pre-test, warm-up activities, useful expressions, several activities such as practicing language patterns, listening to the audio, watching video clips, completing sentences, role-playing, pair work for writing the short dialogue, and post-tests.

b) The grading and sequencing: Reviewing the unit shows some levels of specific grading. The vocabulary section in each of the five books progresses because the latter units contain more words than the earlier ones. However, the length of language focus, expressions, and activities for each unit is inconsistent, and there are no clear patterns.

c) The type of materials: The series of books are for learners who aim to apply for a job in a specific position in various hotel departments. The well-organised textbooks provide great details for work routines and practice for specific positions.

d) Tests and exercises: The exercises vary from developing listening, speaking, reading, and writing skills. There are instructions in Thai to assist students who are at the basic level of studying English.

e) Transparent enough to motivate both students & teachers: It can motivate the students because it fits with their goal in the future while looking for a job in the hospitality field because language preparation is one of the qualifications of the job.

Discussion

The research uses the evaluation results to identify the strengths and limitations of each book, as described in Table 10.

Table 10

The Descriptive Information Regarding the Strengths and Limitations of each Textbook:

The Name of the Book	Strengths	Limitations
1. Communicative English for Hotel Personnel (13th edition)	1. The book includes reading, writing, listening, and speaking exercises in each unit. 2. The exercises involve conversations and role plays, supporting the students to generate their conversations.	1. The word lists in the glossary of the vocabulary are limited. Additional vocabulary could be added in some units, such as room types, room rates, and courses for meals and beverages. 2. Grammar usage is not included.
2. English for Hotel Services-1	1. The book includes reading, writing, listening, and speaking exercises as well as a diverse type of exercises. The words in the vocabulary list provide examples of the word usage in the sentences, that could help the students understand the meaning of the examples within the context more effectively. 2. It provides reading paragraphs accompanying supplemental information about the duties and work-related situations of each department. 3. There are specific grammar usage and explanations.	1. There are only a few conversation exercises, and it uses a very limited amount of visualizations. 2. The review sections from chapters 7-12 are not consistent in comparison to the first 6 chapters.
3. English for Hotel Personnel	1. There is a pre-evaluation and a post-evaluation. 2. The book includes diverse exercise types to practice reading, writing, listening, and speaking skills.	1. The length of each unit is long, consisting of approximately 60-100 pages.
4. Professional Hotel English for Thailand	1. It provides sentence examples and also synonyms for the words in the vocabulary lists.	1. The types of exercises are restricted to matching the words, multiple choice, and answering comprehension questions.
5. English for Communication in Hotel Business	1. There are specific grammar usage and explanations. 2. The visualizations enhance the understanding of the individual words in the vocabulary list, for example, room	1. Each unit only contains 3-5 exercises for practicing.

	facilities, room appliances, and first aid supplies.	
6. Check-In English	1. The visualizations use cartoon drawings to gain an understanding of the meaning of the individual words in the vocabulary list, for example, vocabulary in the restaurant, the kitchen, and a housekeeping unit.	1. It provides only expressions, examples of conversations, and vocabulary for reading but does not offer exercises for the students to implement the language. 2. There is a need for revision in terms of spelling, punctuation, and grammatical usage, for example, articles, punctuation, verb tenses, and font size. There are several punctuation, articles, capital letters, and spelling mistakes.
7. Hotel English: A Hands-On Course for Hotel Professionals	1. It offers several examples as models for conversations. 2. It provides substantial exercises for listening and at least 3 listening exercises for each unit. 3. It uses more visualizations than any other book and offers many colorful and attractive photos that take up approximately 71 % of the total pages.	1. There is a limited amount of reading exercises. It does not provide any paragraphs for reading.
8. English for Hotel Staff series	1. The books provide many conversation examples.	2. They do not offer exercises for the students to practice.
9. English for Hotel Series	1. It provides a pre-test and a post-test for each unit. 2. The book includes reading, writing, listening, and speaking exercises and a diverse type of exercises. 2. It offers several role plays and activities to practice the situations between hotel staff and customers.	1. There is no glossary of vocabulary or any word list.

After the evaluation, the strengths and limitations of each book are identified in Table 10. The findings lead to the discussion, which is divided into four sections concerning content, types of exercises, communication skills, and the layout and visualization of materials.

Content

The first aspect is the content. The results of evaluating these textbooks and their strengths and weaknesses indicate that the language used in these 14 books encompasses a range of diverse topics related to the hotel industry. The language covers information on a variety of subjects and knowledge relating to hotel employee's duties for their daily work and the tasks related to various departments in a hotel. Depending on the topic, these books integrate the reading passages and activities provided to accompany each unit. The theme of the activities encompasses basic information for specific positions, for example, the front desk officer, the receptionist, the concierge, the porter, the housekeeper, and the security guard. They include authentic language, which is used between the hotel staff and the customers, for example, the front desk and reception, food and beverage, reservations, and spa. These books incorporate real language and situations occurring in hotels. The authentic pieces of language and expressions present various types of target language, patterns of sentences, and conversations that can be useful for hotel staff. The content of ESP coursebooks aims to fulfill the language skills of particular professional domains. Therefore, using authentic materials in these textbooks is an important factor that allows the learners to connect their language skills to situations they will encounter with customers in their current or future workplace. It supports the idea of applying meaningful materials to motivate the students and encourage positive attitudes (Booksuk & Ambele, 2020; Nguyen et al., 2020).

Textbooks serve multiple purposes, and one of them is a tool facilitating self-learning and generating more ideas and activities. It should present the learners with language as it is used in a real context (Cunningsworth, 1995; Tomlinson, 1998). Thus, selecting appropriate textbooks that contain proper and relevant content is essential in planning for the teachers as it incorporates exploring different sources that become the means to prepare them for their careers.

Types of Exercises

Several books provide a wide range of listening, speaking, reading, and writing exercises in every unit, for example, listening to the dialogues, reading and answering the questions, practicing a role play with a partner, completing a form or writing a letter or email to reply to a client, filling in the blanks, true-false information, and answering open-ended questions. It is significant that learners have many chances to practice after becoming familiar with the sentences, expressions, and examples of the conversations. Textbooks should provide various and balanced exercise types and activities for the learners' development (Tomlinson, 2011; Chambers, 1997). Although some textbooks in this evaluation provide short reading exercises, reading passages or longer pieces of text should be added to help students practice more reading strategies and techniques. Some textbooks focus more heavily on listening and speaking skills and provide less space for reading and writing exercises. However, these are equally as important and should also be provided. Otherwise, there is not enough comprehensible input and exercises for practicing, and it can be difficult for learners to improve their language effectively.

Most books provide task-based exercises, which is an advantage for allowing the learners to think and try to position themselves as hotel staff. This helps them have a chance to rehearse with customers and learn to deal with different situations through a task or role play. However, Check-In English (2019) and English for Hotel Staff (2008) do not provide exercises or activities for learners. For that reason, the teachers and learners who use these two books should find other supplemental materials to assist them in practicing more skills.

Grammar is useful when assimilated into a unit and the lesson because it is the structure of the language that will assist the learners in using English efficiently and effectively. Teaching grammar can assist students in comprehending the structure of the language and enables them to employ the skills more effectively in reading, writing, and speaking (Sarem et al., 2013).

Vocabulary, phrases, sentences, and grammar can be taught or isolated, but displaying it in a context is crucial since the learners can comprehend how specific grammar or sentences are applied in a social context and how it functions. Textbooks should function as a resource, give meaningful context, and provide a variety of activities (Demir & Ertas, 2014). The strengths of the ESP textbooks also depend on the selection of exercise activities and could direct the learners to use the language in more meaningful ways. The more variety of exercise types that are added, the more exposure the learners have to the language, and then they can implement the content and language skills to use outside the classroom.

Communications

The principles of communication skills rely on practicing listening, speaking, reading, and writing skills. The balance of presenting and teaching these four skills should be considered for material developers. Although the nature of the learner's communication abilities concentrates on listening and speaking, the learners' need for improving reading and writing should not be ignored because hotel employees engage with customers in daily operations, for instance, replying to an email, writing a report or hotel bills, and making suggestions clear for the clients. Moreover, the textbooks present what the learners can practice regularly and become familiar with a range of discourses to use English to communicate with others (Sifakis, 2004). When the learners engage in activities, they can gain more courage and become confident. It helps them become more acquainted with using the language to progress in their learning process and improve the learners' English skills to communicate more effectively.

Layout and Visual Materials

The layout of the book and the visual materials are also characteristics of attractiveness. Some textbooks include only a few images or photos relating to the topics. From the evaluation results, only four books use illustrations in more than 30% of the books. The pictures in the books

can help the learners feel more interested in the content. In contrast, nine books use illustrations in less than 30% of the book.

When designing new books, the authors should be aware of their decision for how many photos or images should be incorporated because adding more photos and images can stimulate comprehension of the content and create a link for students with the topics. Visualization can provide a meaningful context for the activities and activate the students to use their schemata to make a connection with the text. First, the pictures enhance the book's attractiveness and increase the motivation of the students. Second, they offer a linguistic advantage by giving meaningful context for activities aiding students' comprehension. The use of visualization techniques is a strategy used in multiple teaching approaches, and it is how schemata can be connected to the target language and its cultural context (Rivers & Temperley, 1978; Sarem et al., 2013).

Overall, the findings of the evaluation of textbooks reveal four factors: usability, generalizability, adaptability, and flexibility. First, the usability factor is reflected in the evaluation of the English for Hotel textbook. Three books were tailored for the specific course in the university. Thus, the teachers who plan for a course with specific objectives within a particular timeline can use the evaluation as guidelines for assessing materials. Second, hotel employees in each department work together and engage in communication with customers to deliver the service. According to the generalizability factor, the hotel-related content in each book, the topics, the exercises, and the authentic use of language can be combined to facilitate the learners with different situational circumstances based on real-life situations. Third, the content and exercises are adaptable based on the course objectives and the learners' background. Fourth, the teachers can be flexible in choosing the language functions, grammar points, and vocabulary and add them as supplementary materials. They can bring different activities from various books for self-study and incorporate them into the exercises and assignments.

Implication for Teaching and Learning

   1. When the teacher explores selecting a suitable textbook for teaching ESP courses, evaluating the textbooks is a vital step to help the teacher plan the class, and it gives a valuable opportunity to assess the existing materials. As a teacher and textbook developer, evaluating the materials can also help prior to creating a new tailored-made or commercial textbook. An evaluation is significant to the teachers and learners since having background knowledge of the hotel industry and good content on the subject matter can help accommodate the learners' comprehension of operating in the workplace.

   2. The teachers can benefit from an evaluation of existing textbooks, and then they can determine which area and what content needs to be supported. They can choose to adapt the existing materials, create new ones, or select additional ones. They could also add task-based activities or communicative exercises to engage the learners more and assist them in understanding the lesson better. Learning a language is a process, and textbooks help learners become familiar with it by applying language expressions and using grammatical structures and vocabulary for other situations. The teacher aims to select a good quality textbook to equip the learners with the knowledge that is necessary for their careers.

   3. Teachers can make use of technology to create more types of exercises or activities, for example, showing video clips of conversations and offering activities for listening and speaking. The advertisements of festivals in Thailand and other countries can be used for activities and projects as many hotels organize events according to special occasions, seasons, and cultural events. The learners in the classroom or self-study learners can benefit from the available technological resources, such as educational websites, hotel websites, vlogs, podcasts, and articles relating to hotel careers, to provide themselves with tools to become better language users.

   4. The evaluation in this study is a guideline for future research in evaluating textbooks in ESP. Each book has strengths and weaknesses, and

no single book is perfect. As teachers and material developers attempt to create new books, evaluating the books in the same category is necessary and beneficial for developing an effective textbook in the future.

Limitations

The researcher only evaluates the textbooks published within Thailand during the evaluation process.

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