

Genre-Based Course Content Development: A Case Study on Vietnamese Tourism Texts

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Abstract:

This study aims to elucidate the fundamental structures of attraction introductions and package tour brochures within the Vietnamese context, with the ultimate objective of devising specialized English for tourism course contents based on these genres. In the era of technological advancements, digital brochures assume significance as teaching material resources, facilitating students' exposure to authentic texts that consequentially impact the English language education in the tourism sector. Employing purposive sampling, the analysis scrutinizes 24 digital tourist attraction introductions and 24 package tour brochures sourced from highly reputed tourism company websites in Vietnam, using Bhatia's (2004) move-structural framework. The findings unveil a generic structure for tourist attraction introductions and package tour brochures, comprising six and nine moves, respectively. Moreover, strategic insights emerge regarding the creation of these texts, aligning with communicative objectives such as gaining attention, supplying information, employing persuasive messaging, and eliciting responses. Building upon these generic outcomes, the study proposes course contents for English for tourism, organized into 10 cohesive units and further delineated through two project works. This study is innovative in its application and findings as it generalizes the fundamental structures of Vietnamese tourism texts and identifies their obligatory, conventional, and optional components. These pioneering findings will benefit professionals in relevant fields, such as tour designers, operators, and educators of tourism programs, by providing a comprehensive reference framework. Furthermore, the newly developed course contents and teaching plans are resources of considerable magnitude for implementing English for tourism syllabi and serve as models of exemplary caliber for educators in the field.

Keywords: genre analysis, course content development, tourism text.

基于体裁的课程内容开发：以越南旅游文本为例

摘要:

本研究旨在阐明越南语境中景点介绍和旅行团手册的基本结构，最终目标是根据这些类型设计专门的旅游英语课程内容。在技术进步的時代，数字手册作为教学材料资源具有重要意义，有助于学生接触真实的文本，从而对旅游行业的英语教育产生影响。本研究采用有目的的抽样方法，使用Bhatia (2004)的动作结构框架，仔细研究了来自越南知名旅游公司网站的24个数字旅游景点介绍和24个旅行团手册。研究结果揭示了旅游景点介绍和旅行团手册的通用结构，分别包含六个和九个动作。此外，关于这些文本的创作的战略见解浮现出来，与吸引注意力、提供信息、采用有说服力的信息和引起回应等交流目标相一致。基于这些一般性成果，本研究提出了旅游英语课程内容，分为10个连贯单元，并通过两个项目工作进一步阐述。本研究在应用和发现方面具有创新性，因为它概括了越南旅游文本的基本结构，并确定了其中的必修、常规和可选组成部分。这些开创性发现将为旅游设计师、运营商和旅游项目教育者等相关领域的专业人士提供全面的参考框架。此外，新开发的课程内容和教学计划是实施旅游英语教学大纲的重要资源，并可作为该领域教育工作者的典范。

关键词: 体裁分析、课程内容开发、旅游文本。

1. Introduction

English for tourism (EFT), with the thriving status of the tourism industry in the 21st century, has gained importance. This is revealed because English is popularly used as a communication tool and a means of providing qualified services in the tourism sector. Therefore, EFT should be taught and learned correctly to equip human resources for the tourism sector, which plays an essential role in the world economy and job creation (Reswari, 2019).

The core of EFT is not teaching English alone but integrating it with subject matters and the real world to equip students with crucial knowledge and skills to function effectively in their future workplaces (Simion, 2012). Learning EFT is distinct from other English programs because students have the propensity to engage in practical tasks and activities rather than just theory and reflection (Barron & Arcodia, 2002; Dale & McCarthy, 2006).

Therefore, this study aims to develop a genre-based course that provides students with authentic language instruction, essential knowledge, and practical tasks relevant to the tourism sector. This study has two objectives: (1) to explore the generic structures and communicative purposes of tourist attraction introductions and package tour brochures in the Vietnamese context and (2) to develop course contents in EFT using a genre-based approach. Due to the nature of this research, some of the data supporting the findings are openly available in the ABAC ODI Journal at <https://doi.org/10.14456/abacodijournal.2023.29>.

2. Literature Review

2.1. EFT Purposes

EFT stands as a prominent subfield of English for specific purposes (ESP), delineating a specialized domain that is tailored to the linguistic demands of the tourism sector (Ennis & Petrie, 2019). Consequently, EFT embodies ESP characteristics, such as authentic materials, purpose-related orientation, and self-direction. The incorporation of authentic materials into

EFT classrooms held paramount importance, affording students' exposure to authentic tourism-related contexts (Topler, 2014). Inferred from Balič's (2009) categorization, authentic materials in EFT encompassed diverse formats, including audio sources (e.g., TV programs on tourist attractions, tourism review Youtubers, and video bloggers), visual sources (e.g., photographs, paintings, advertisement panels, postcards, pictures from travel magazines, picture books, and websites of tourism companies), and printed sources (e.g., tourism brochures, leaflets, travel guidebooks, menus, tourism magazines, and tourism maps).

In harmony with the implementation of authentic materials, such as tasks and activities, within the EFT pedagogical approach, it is crucial to deliberately align them with tourism-related contexts. Doing so will enable students to acquire the necessary language proficiencies that will prove beneficial in their future careers, work environments, and academic pursuits within the discipline (Zahedpisheh et al., 2017). To ensure that students gain practical experience and knowledge that reflects the demands of tourism workplaces, they should engage in tasks and activities that simulate real-world scenarios, such as hotel check-ins and tour bookings. Regarding self-direction, students should be aware of the necessity of English proficiency for their professional trajectories, thereby fostering self-directed learning initiatives and practice routines. Teachers played a pivotal role in cultivating learner autonomy and engagement by involving them in activities such as creating tourism products and advertisements, proposing solutions to tourism drawbacks in their countries, introducing sources of authentic texts and videos for them to self-practice, or connecting them with alums working in the tourism industry.

Beyond embodying ESP attributes, EFT exhibits distinctive linguistic characteristics, including jargon, conventions, and genres. Notably, it was also distinct from other types by examining its functions, structures, and tenses as it was a structured and definite grammar-rule variety of English (Bühler, 1990). For instance, the

standard greetings employed by hospitality personnel that exemplified the proper target language situation were ‘Good morning, welcome to Vinpearl Golf and Resort Phu Quoc; Lisa speaking, how may I assist you, Sir/Madam?’ Additionally, the vocabulary used within the tourism industry adhered to conventional genre systems, relying on codes and symbols to convey meanings across various contexts (Dann, 2001). Registration forms for check-ins, hotel facilities, room furniture, and tourist guidance books uniformly used the same terminology, facilitating seamless communication within different types of accommodations and visitor information centers.

2.2. Features of Tourism Genres

Dann (2001) outlined six attributes of the language used in tourism contexts: function, structure, lack of information sender, monolog, euphoric, and tautology. Initially, the first two traits were perceived to mirror those found in other linguistic contexts, while the remaining aspects were deemed distinctive and emblematic of tourism discourse. However, the advent of the internet rendered the monolog aspect to dialog and triologue (Dann, 2012). Consequently, messages ceased to be multidirectional conversations, for example, between the industry and tourists via feedback channels, online forums, or hotlines. The conversation may elicit apprehensions regarding the caliber of services and initiatives designed to enhance tourist attractions, both among professionals in the industry and travelers.

The genre within the tourism realm is notably distinct from other specialized forms of language. Functioning as a crucial means for information dissemination and communication between tourism providers and tourists, language in tourism aims to portray the allure and distinctiveness of destinations while enticing visits (Dann, 2012; Fox, 2008; Hassan, 2017; Zakhaova, 2020). In light of the fact that prospective customers are unable to try products prior to making a purchase, the use of trial products in tourism advertisements and brochures holds considerable sway in forming tourists' perceptions of attractions or destinations, thereby playing a pivotal role in their decision-making processes (Hassan, 2017; Santos & Mukminin, 2022; Sattar, 2018; Zakhaova, 2020).

2.3. Genre Analysis

Genre analysis was recognized as an insightful framework for explaining the intricate relationship between language and sociocultural, institutional, and organizational contexts. It is considered both relevant and valuable in language and applied linguistics, for example, highlighting variations in functional language usage, applying language in nature accordingly, and exploiting conventional linguistic norms (Bhatia, 2004, 2008). Moreover, genre analysis is regarded as a beneficial tool for describing academic and professional texts for understanding language usage across diverse

contexts, including ESP, because of its reality, desire, and pedagogical correlations between forms and functions (Dudley-Evans, 2000; Swales, 2004). Consequently, a genre-based approach is deemed advantageous in the development of ESP course materials, equipping students with the requisite linguistic competencies and practical skills pertinent to the tourism industry (Basturkmen, 2006; Bhatia, 2008; Dudley-Evans, 2000; Swales, 2004).

One of the most common genre analysis approaches was the move-structure analysis initiated by Swales (2004). In addition, Bhatia (2004) proposed a move-structured model for promotional genres that served for the communicative purposes of promoting products or services. According to him, there were many colonies of promotional genres with overlapping communicative purposes. They shared the same communicative purposes despite employing different strategies to achieve their purposes, for example, printed and TV advertisements.

3. Methodology

3.1. Research Design

This study employed a qualitative research design, in which Bhatia's (2004) move-structural analysis framework was used to scrutinize the texts, employing the following sequential steps: (1) identification of the functions of distinct segments within the texts and the move typologies characteristic of the genre; (2) grouping of texts with similar functions or meanings, or appearing in analogous positions within the documents to discern underlying strategies; (3) refinement of moves through initial coding of select documents as a pilot phase; (4) determination of the underlying purposes behind the identified moves and strategies; (5) coding of the dataset accordingly; (6) quantification and conversion of the coded frequencies into percentages to ascertain the prevalence of moves and strategies.

In this research, 48 authentic texts (24 tourist attraction introductions and 24 package tours) published on the websites of top tourism entrepreneurs linked to the Vietnam National Administration of Tourism website were collected. These companies are highly reputed for domestic and international tourists and are certified by the United States Tour Operators Association, the Global Sustainable Tourism Council, the Pacific Asia Travel Association, and Trip Advisor.

3.2. Data Analysis

Certain moves and strategies in this investigation were adapted from prior studies (Huang, 2015; Luo & Huang, 2015) as well as those emerging from our analysis, aimed at enhancing the comprehension of the generic attributes inherent in introductions and brochures (Table 1). Regarding the identification of move frequency characteristics, this study adopted Kanoksilapatham's (2005) commonly accepted threshold for move analysis, where moves occurring in at least 60% of instances are considered significant. The

corpus comprised 24 attraction brochures, constituting 100% of the dataset. Consequently, moves or strategies employed by all attractions were classified as obligatory; those utilized by 60%-99% of attractions were deemed conventional, while those employed by less than 60% were considered optional.

Table 1. Generic features of Vietnamese package tour brochures (Developed by the author)

Move/Strategy	%	Feature
Move 1: Captivating Title		Obligatory
1. Identifying the tour name	100%	Obligatory
2. Identifying the names of tourist destinations	79.2%	Conventional
3. Video clips and photo gallery of tourist destinations	100%	Obligatory
Move 2: Targeting Potential Tourists		Optional
1. Categorizing the tour	41.7%	Optional
2. Displaying the theme of the tour	29.2%	Optional
3. Suggesting suitable travelers	25%	Optional
Move 3: Highlighting Specialties	91.7%	Conventional
Move 4: Detailing the Tour		Obligatory
1. Introducing the tour itinerary	100%	Obligatory
2. Indicating details about tour activities	100%	Obligatory
3. Offering links to destination travel guides for more information	16.7%	Optional
4. Providing service information	100%	Obligatory
Move 5: Establishing Credentials		Obligatory
1. Indicating the value of the tourist destinations	100%	Obligatory
2. Indicating the service value	100%	Obligatory
Move 6: Celebrity or Tourists' Endorsement		Obligatory
1. Showing awards and certification	100%	Obligatory
2. Showing the customers' reviews/feedback	75%	Conventional
3. Rating	50%	Optional
4. Employing celebrities	20.8%	Optional
Move 7: Offering Incentives	66.7%	Conventional
Move 8: Pressure Tactics	29.2%	Optional
Move 9: Soliciting Responses		Obligatory
1. Soliciting actions	100%	Obligatory
2. Offering contact details	100%	Obligatory

Regarding study validity, 30% of the coded data underwent cross-verification by two independent coders, yielding a notably high level of agreement (e.g., Inter-Coder 1: 95.2%; Inter-Coder 2: 93.6%). In addition, the course contents and activities developed from the genre-based analysis results were evaluated by three experts in the realm of the English language teaching. As a result, the item objective congruence value of the course contents and activities was 0.98, indicating a high level of expert agreement.

4. Results

4.1. Generic Structure of Package Tour Brochures in Vietnam

Following data analysis, the generic structure and frequency of moves and strategies in Vietnam tourism brochures were determined as presented in Table 1.

Move 1 – Captivating Title, which refers to eye-catching components of the brochures to attract tourists'

attention, was normally displayed at the beginning or the early parts of the tourism brochures through the title, headings, subheadings and images. First, the titles of the tours were frequently exhibited in a prominent manner and written in an attention-grabbing style that immediately caught the readers' attention, for example, 'Best of Northern Vietnam,' 'Vietnam Must-Sees in 12 Days,' 'From Natural Reserves to World Heritages,' 'Mekong Eyes Explorer.' Second, the destinations during the tours were displayed in order of tour routes (e.g., Da Nang – Hoi An – My Son Sanctuary – My Khe Beach – Hue – Quang Binh – DMZ – Phong Nha – Paradise Cave). Finally, the inevitable strategy to attract tourists was showing video clips and photos related to tourist destinations or activities, which were displayed in the brief descriptions and along with the itineraries.

Move 2 – Targeting Potential Tourists appeared as an optional move since only around 40 % of the brochures had it, which was often shown after the brief descriptions of the tours. Three strategies were utilized to target the market, such as categorizing the tour (e.g., 'cruise tour', 'trekking tour', 'eco-tour,' or 'small-group tour'), displaying the theme of the tour (e.g., 'culture,' 'nature,' 'soft adventure,' 'interaction with the local,' 'traditional culture,' 'landscape,' 'history,' 'photography,' 'heritages,' etc.), and suggesting suitable types of travelers ('solo traveler,' 'minimum age 12,' 'active traveler,' or 'traveler with friends').

Move 3 – Highlighting Specialties was one of the conventional moves for tourism brochures as 92% of the sample had them. It was often displayed after the introduction and started with 'Highlights,' providing a quick but strong impression of the best points of the tour, for example, 'take a boat trip to visit the symbol of Hue,' 'enjoy the gorgeous and grandiose landscape at O Quy Ho Pass, the longest and highest pass in Vietnam,' 'enjoy magnificent landscapes of Halong Bay – the nature wonder,' 'visit the symbol of Cambodia – Angkor Thom & Angkor Wat,' 'discover the mysterious ruins of My Son, the holy land of Cham Kingdom,' 'take you to Phong Nha-Ke Bang National Park, inscribed on the World Heritage List in 2003,' 'one of newest luxurious cruises in Halong,' 'the only boat serves authentic Halal food with Halal certificate,' etc.

Move 4 – Detailing the Tours, one of the most important moves in the brochures, provided detailed information about the tours and occupied most space in the brochures. First, the itineraries provided inevitable information about the tour routes and schedules, for example, 'today we will get picked up and transferred to Ninh Binh by car,' 'after lunch, there is free time for you to do some optional activities like fishing, visiting local people,' 'at 9.30, start the Lao Cai trekking tour with our local tour guide,' etc. Besides, the inclusion of activities that tourists could participate in during the tours was a crucial aspect that needed to be highlighted in every brochure. These activities were to be concisely but captivatingly described to promote the tours, for example, 'You will also have free time to hop on a

bicycle, go around beautiful villages, enjoy fresh air in the rural area, and discover huge limestone mountains,' 'arrive at Cu Chi, you will have a chance to explore a part of the complicated tunnel system underground that was constructed in the Vietnam War to protect Vietnamese soldiers,' 'the Halong cruise will take you around the bay area, allowing you to admire countless magnificent karst islands, grottoes, and caves. Then, a seafood feast will be served on board for lunch,' etc. In addition, information regarding the services constituted an essential component of the brochures, encompassing details such as tour pricing (inclusive and exclusive elements), policies pertaining to children and cancellations, scheduled departure dates, accommodation and transportation options, tour guide services, meal provisions, and related aspects. The last strategy in Move 4 was not given as much attention as the others as it appeared in few brochures (17%), along with the itineraries. When destinations are mentioned, they can be linked to travel guides or websites that introduce them in more detail.

Move 5 - Establishing Credentials, one of the obligatory moves for promoting the value of brochures, was established by indicating the value of tourist destinations and services. Both strategies received equal attention from the brochure makers, each with 100% frequency. The value of the destinations was indicated through the recognitions, awards, and certificates, for example, 'Tran Quoc Buddhist Pagoda, the most ancient pagoda in Hanoi with its history line of more than 1500 years,' 'Hoa Lu ancient capital city of Vietnam 1000 years ago,' 'Fansipan Mountain – the roof of Indochina,' 'Halong Bay – a World Heritage outstanding natural beauty,' 'A UNESCO World Heritage Site, My Son is the cultural highlight of central Vietnam,' etc. Another strategy to establish credentials for brochures was indicating the value of the services, for example, 'best price guarantee,' 'money back guarantee,' 'customizable by local experts,' 'English fluent staff,' 'local experts, true knowledge,' 'Our service is personalized, customized at its best,' 'Easy to pay online,' 'Best customer care/policy,' 'Commitment to Satisfaction,' etc.

Move 6 – Celebrity or Tourists' Endorsement was often displayed at the beginning or end of the brochures. First, awards and certificates recognized by national or global organizations were often displayed to certify companies' high reputation in the tourism sector so that the customers could choose their services without worries (e.g., members of the United States Tour Operators Association, members of the Global Sustainable Tourism Council, members of the Pacific Asia Travel Association, Tripadvisor 2020 travelers' choice, Tripadvisor 100%-satisfied customer, top 10 traveler choice, Tripadvisor 2018 certificate of excellence, Tripadvisor 2019 certificate of excellence, etc.). Second, 75% of the brochures showed their customers' reviews and feedback to provide genuine voices of those who had already experienced the tours and services to reinforce the quality of the tours. Third,

customer rating scale scores of 5 were also employed as evidence of tour quality in 50% of the sample. Finally, some of the brochures employed celebrities to promote the destinations, for example, 'Gordon Ramsay,' 'Notre Dame Cathedral and the Central Post Office,' etc.

Move 7 – Offering Incentives, which was used in 66.7% of the sample, was often displayed along with tour prices. Discounts were offered for group bookings as the more people took part in the tour, the better the price. Alternative methods of providing incentives include offering free services, such as 'FREE Vietnam Visa Letter. Save \$15,' 'Special offer: Expat Deals: 45% OFF + Free VIP Bus,' 'FREE cancellation: 15 days in advance,' 'FREE Welcome Dinner with 1 local soft drink,' 'FREE Hanoi Walkie Foodie Tour (3 hours) taste some local food,' 'FREE coupon voucher 1-hour food massage,' 'Free VIP bus. Save \$35/person, etc.

Move 8 - Pressure Tactics was used in some brochures (29%). It was often offered as a type of promotion with time limitations, for example, 'Early Bird 15% Off + Free Cancellation. Departure from January 01, 2021, to December 31, 2021. Expiration on Feb. 28, 2021,' 'Valid till December 31, 2020,' 'FREE cancellation before Jan. 31, 2021,' etc.

Move 9 – Soliciting Responses, an obligatory move, was often displayed at the beginning, end, or throughout the brochures. First, customers' actions were encouraged by assigning the private chat room to contact the staff; assigning public Q&A sections; utilizing imperative invitations with links to staff: 'Let's us help you plan an unforgettable trip! Contact our local experts now! Call us: +84 2436-249-007,' 'Have a question,' 'Our travel experts are ready to create a free customized itinerary,' 'Propose your travel plans!,' 'Free proposal – Response within 24H,' 'Leave your number – We call back,' 'Book this trip,' 'Enquire now,' 'We will support you step by step. Tell us what you need now,' etc. This strategy helped customers feel free to contact the companies and have a sense of privilege, through which all their needs for the trips would be fulfilled by the companies. Second, companies' contact information, including their addresses, phone numbers, hotlines, emails, faxes, WhatsApp, Viber, and Skype, was also provided.

Besides, the generic structure of Vietnamese tourism brochures was displayed for four communicative purposes: attractive, informative, persuasive, and reminding (Figure 1). Move 1 and Move 3 served for gaining attention, which aimed to attract tourists' attention by displaying the names of the tours and destinations as well as eye-catching photos and videos related to the tours and highlighting the specific specialties of the tours. The information supplied by Move 2 and Move 4 suggested suitable types of travelers for the tours and provided the tourists with detailed information about the tour specialty, itinerary, and service. Then, to achieve persuasive messaging, Moves 5 to 8 were designed with multiple strategies to evoke a perception of worthwhile travel among potential tourists. These strategies included highlighting

the value of destinations and services during tours, referencing previous customers' reviews or feedback, offering incentives for group bookings or early reservations, and employing time-sensitive pricing tactics with expiration dates. Finally, reaction reminding was provided by Move 9, which exhibited a high frequency of action prompts and contact information displayed throughout the brochures.

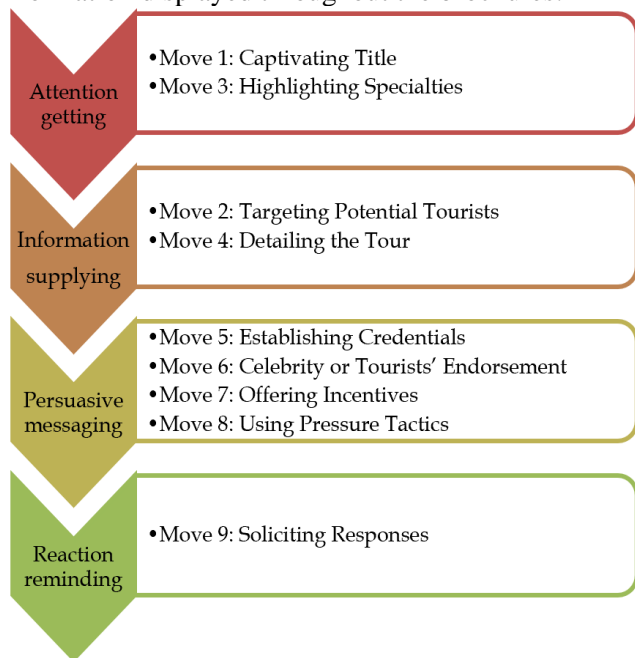


Figure 1. Vietnamese package tour brochures' communicative purposes (Developed by the author)

The informative function was the most essential communicative purpose as the detailed or background information appeared mandatory in the current study. Selection of information to present in tourism texts for marketing was thus prominent in the creation of brochures. Moreover, persuasive function occupied a large portion of the brochures as the tourism text or

brochure was one of the promotional and advertising channels of the tourism industry. Therefore, tourism text represents a characteristic promotional genre in which informational content and persuasive communication function synergistically to promote travel offerings. Specifically, providing product information serves as a factual offering for enhancing consumer awareness and establishing trust, while product promotion and purchase stimulation are strategies that reinforce the achievement of targeted objectives.

4.2. Course Content Development

Genre-based analyses yielded generic features of tourist attraction introductions and package tour brochures as well as their communicative purposes. The findings from the genre analysis were employed to design course content for students to understand the components of the tours and attraction brochures as well as strategies to achieve communicative purposes. Authentic package brochures and tourist attraction introductions from highly reputed tourism companies and travel guides were also employed as materials for students to be exposed to target language situations.

Based on the generic features and communicative purposes explored, the course contents include 10 units designed as scaffolding instructions for students to gain insights into relevant knowledge and occupational skills step by step: (1) What Are Tourist Attractions?, (2) Features of Tourist Attractions, (3) What Makes an Attraction Popular?, (4) Things to Do, (5) Dealing With Guests, (6) Types of Tourism and Tour Booking, (7) Package Tour, (8) Tour Brochure and Marketing, (9) What Makes a Dream Package Tour?, (10) Tour Transportation and Dealing With Guests. The details of the course units and subunits are presented in Table 2.

Table 2. Course content development from genre analysis (Developed by the author)

No.	Contents	Move/Strategy	Com. purposes
	Unit title	Unit content	
Project 1 – Video for Attraction Introduction			
* Theme: Natural versus Artificial Attractions			
* Final outcome: Video with audio description			
* Time allotted: 6 hours per week for 6 weeks (~36 hours)			
1	What are Tourist Attractions?	Types of attractions Structuring a presentation	GA: M1, M2 GA: M1 Attractive + Informative Attractive
2	Tourist Attraction Features	Climate Geographical features Offering advice	GA: M3 GA: M3 Informative Informative Persuasive
3	What Makes an Attraction Popular?	Attraction description (written) Attraction description (video)	GA: M5–S3 GA: M4 GA: M4 Informative Informative
4	Things to Do	Introducing an attraction Activities at the attraction Attraction description	GA: M4, M5 GA: M4–S5 GA: M4, M5 Informative + Persuasive Informative Informative + Persuasive
5	Dealing with Inquiries	Visitor Information Centers (VICs) Dealing with inquiries	GA: M6 GA: M6 Persuasive Persuasive
Project 2 - A Tour Introduction			
* Theme: Tour Marketing and Promotion			
* Final outcomes: A presentation with a tour brochure			
* Time allotted: 6 hours per week for 6 weeks (~36 hours)			
6	Types of Tourism and Tour Booking	Tourism sector and types of tourism Checking and confirming the details Making the correct booking	GT: M1, M2 GT: M2 and M4 GT: M2 and M4 Attractive + Informative Informative Informative

Continuation of Table 2				
7	Package Tour	Package tour components	GT: M2, M5	Informative + Persuasive
		Designing a package tour	GT: M4, M6	Informative + Persuasive
8	Tour Brochure and Marketing	Tour brochures (digital and printed versions)	GT: M1, M2, M6	Attractive + Informative + Persuasive
		Marketing via tour brochures	GT: M7, M8	Persuasive
9	What Makes a Dream Tour Package?	Dream vacations	GT: M3, M5	Attractive + Persuasive
		Tour itineraries	GT: M4–S1, S2	Informative
10	Tour Transportation and Dealing with Guests	Air Travel	GA: M5	Persuasive + Reminding
		Means of transportation	GT: M9	Persuasive + Reminding
		Dealing with difficult passengers	GA: M5	Persuasive + Reminding
			GT: M9	Reminding

Notes: GA - generic structure of tourist attraction introduction; GT - generic structure of tour brochures; M - move; S - strategy

To disassemble the course contents, project-based learning is integrated as a teaching approach: (1) the first project was about video-making to introduce tourist attractions, which was related to the generic features and communicative purposes of attraction descriptions, and (2) the second one was about producing package tour brochures, which was beneficial from the genre analysis of the tour brochures. Specifically, the contents and activities of Units 1-5 served as scaffolding instructions for Project 1, while those of Units 6–10 served as scaffolding instructions for Project 2. The stages of the projects were integrated with class activities in each unit (Table 2).

5. Discussion

The outcomes of the genre-based analysis conducted herein evidenced and corroborated the language employed within tourism contexts, as observed in previous studies. First, language functions, notably the prevalence of emotional and poetic ones, were discernible in the titles (e.g., ‘The Ao Dai Museum in Ho Chi Minh City: Shrine of the Vietnamese Dress’), headings (e.g., ‘An emotional stop’), and content excerpts (e.g., ‘a must-see to understand the history of Vietnam and also to remember that war is nothing glorious,’ ‘located in the context of primitive and majestic forest,’ ‘ideal for contemplating the magical forest of butterflies that live in the domain,’ etc.) of the brochures. This result substantiates the notion that tourism language primarily serves to elucidate the allure and distinctiveness of destinations, thereby stimulating visits (Dann, 2001, 2012; Fox, 2008; Hassan, 2017; Zakhaoa, 2020). Second, while the specific authors of the brochures remained unnamed, it can be deduced that these tourism documents were created by the respective tourism companies. Consequently, the explication of the present research findings fails to align with Dann's (2001) and Fox's (2008) studies that tourism texts lack an information sender.

Third, the monologic characteristic, as postulated by Dann (2001) and Fox (2008), is partially corroborated in the present findings as the creators of these tourism brochures disseminated information regarding attractions, appeal, travel advice, contact details, and other pertinent data, while readers merely consumed the information. Nonetheless, these digital brochures actively encourage further engagement through chat

functionalities and establish credibility by incorporating endorsements from tourists, thereby supporting Dann's (2012) opinion regarding the dialogic nature of tourism language in the digital age. Fourth, the findings of this study revealed the substantiation of euphoria prevalent in the tourism language, evidenced by the exclusive emphasis on extolling the virtues, allure, and positive attributes of attractions, for example ‘the “European corner” at the newly opened tourism site,’ ‘nostalgic atmosphere,’ and ‘its significant biodiversity, exceptional landscapes and natural and cultural wealth’ (Dann, 2001; Hassan, 2017; Santos & Mukminin, 2022; Sattar, 2018; Zakhaoa, 2020). Lastly, the analysis of selected brochures in the present study also suggested the presence of tautological features, as evidenced by the employment of expressions such as “must-see”, “most popular to visit”, “must-visit”, or “shouldn't miss” when referring to iconic sites (Dann, 2001).

The correspondence between the research results and tourism genre characteristics suggests a discernible evolution in the generic features of tourism texts, which can be attributed to technological advancements and social context shifts. This implies that certain aspects of contemporary tourism discourse diverge from previous ones. Therefore, developing course contents and activities from the genre analysis of authentic texts within the target working environment is notably recommended for equipping students with the requisite linguistic competencies and practical skills pertinent to the tourism industry. This pedagogical approach aligns with the principles of ESP, emphasizing the use of authentic materials and a purpose-driven orientation (Topler, 2014).

The integration of genre analysis into course design offers multifaceted benefits, enhancing the creation of authentic learning experiences. By examining the written documents on real tourism websites, educators can construct a comprehensive model that encompasses various facets of authentic learning, including content, activities, tasks, and materials tailored to the course. Through genre analysis, instructors could identify linguistic nuances specific to the target contexts, glean insights into professional communication norms, and dissect the specialized discourse prevalent in the target language (Basturkmen, 2010; Dudley-Evans, 2000; Hutchinson & Waters, 1987).

Drawing from the insights garnered through genre

analysis, course developers developed course content and activities using diverse digital tourism resources such as videos, photos, and textual materials. These resources served as conduits through which students could immerse themselves in authentic tourism-related language usage, thereby honing the requisite language skills vital for their future careers, workplaces, and disciplines. Scholars (Balič, 2009; Topler, 2014; Zahedpisheh et al., 2017) have suggested that this approach can foster an environment in which students can organically adapt to the linguistic demands of their chosen profession.

Furthermore, the integration of the moves and strategies inherent in tourism discourse empowers students to gain a deeper understanding of communicative purposes and strategic approaches to constructing tourism-related texts. Armed with this knowledge, students can autonomously tailor their study plans to meet the expectations and exigencies of their prospective workplaces. Scholars (Buendgens-Kosten, 2014) have posited that this holistic pedagogical approach enhances linguistic proficiency and cultivates students' ability to communicate effectively and adapt to the ever-evolving landscape of the tourism industry.

The course teaching plan, which was structured according to the project work stages with instructor facilitation and scaffolded instructions of the course content, materials, and activities, had the potential to enhance learners' autonomy and self-direction. Each project and its stages were goal-oriented; in essence, they all had specified objectives to accomplish. Therefore, students must take responsibility for their learning to accomplish the project and the assignment requirements. The teaching plan following the project stages would provide students with an overview of how the course would be conducted and what they would be expected to obtain. The class activities were designed to provide students with knowledge and skills, serving as scaffolded instruction to achieve each stage's objectives and systematically produce the final project outcomes. Students would be in control of selecting topics and learning strategies, planning their work pace, employing language in meaningful ways to achieve their communicative purposes, and self-monitoring the language and specialized knowledge to master. Consequently, students' conscious attention to lesson content, useful knowledge, language features, skills, etc., would ensure expected outcomes. This teaching plan offers students a sense of ownership, thanks to the allowance to choose topics and involvement in assessment. Student-teacher agreements on how projects are evaluated would take place at the early stage; as a result, students' motivation, engagement, and creativity would be promoted (Bell, 2010; Brown et al., 1993; Buck Institute for Education, n.d.; Farouck, 2016; Little, 2007; Little et al., 2017; Simpson, 2011; Stoller & Myers, 2020).

6. Conclusion

The use of genre analysis for course content development yields benefits in providing authentic written documents used on authentic tourism websites to form a good model of authentic learning content, activities, tasks, and course materials. The findings of genre analysis also satisfied the need to identify the linguistic features of the target language contexts, professional communication information, and specialist discourse. From an insightful understanding of generic structures, course designers can exploit authentic resources, such as videos, photos, and textual materials, which educate students in vital target language use and situations for their desired workplaces.

The newly developed course contents should be implemented, and their effectiveness and appropriateness should be examined in practice. The course contents of EFT purposes are developed with 10 units as scaffolding instructions for students to gain in-depth knowledge and occupational skills in a step-by-step manner. They are suggested to be grouped under two projects to facilitate students' engagement and exposure to authentic tourism contexts. By taking responsibility to accomplish projects, learners' autonomy and self-direction are enhanced. The order of the unit topics and teaching plan are designed to serve as scaffolded instructions for students to accomplish each stage's targets and produce the final project outcomes step-by-step. It is also recommended that students be allowed to select topics, learning strategies, and working pace. This approach can enhance students' sense of ownership of their learning process and conscious attention to the lesson contents, useful knowledge, language features, and skills. Thanks to the self-monitoring of learning, students' motivation, engagement, and creativity will be enhanced.

In conclusion, the development of course content and activities derived from real-life contexts, such as the research on genre analysis of tourism texts, can generate a wealth of ideas for designing and implementing learning activities that utilize authentic materials for educational purposes, thereby providing a valuable reference for EFT learning and teaching.

7. Limitations and Further Study

Due to the research time limitation, only 24 attraction brochures and 24 package tour brochures were analyzed for genre analysis. A more comprehensive understanding of tourism genres can be achieved through the analysis of a larger corpus of brochures or diverse types of genres (e.g., spoken genres of tour guides). Regarding future research, it is recommended that the course contents developed in this study be implemented to examine and evaluate their efficacy in enhancing students' language proficiency, interpersonal competencies, and tourism-related knowledge as well as to provide students with exposure to relevant professional contexts.

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