



Importance of gastronomy topics in English for tourism books

Ivana Šalinović^{*a}, Iva Sundji^a

^a University of Applied Sciences Aspira, Split, Croatia

Article info

Review paper

DOI:

<https://doi.org/10.46793/ICEMIT23.335S>

UDC/ UDK:

338.48-6:641/642::811.111

Abstract

A rapidly growing field within the tourism industry, gastronomy has been emerging as one of the most popular forms of special interest tourism. Reflecting its country's legacy and values, learning about gastronomy has become a part of each tourist worker's education and thus has found its way into English textbooks for tourism. By becoming more acquainted with the vocabulary and phrases related to food, ingredients and so on, the students should be linguistically equipped to effectively communicate in any gastronomy-related roles. Unfortunately, the newest English for Tourism textbooks are only giving a limited number of lessons to Gastronomy. So, a more thorough examination of all available the English for Tourism textbooks on the market revealed that they fall woefully short of adequately addressing gastronomy-related topics. As a result, the future employment prospects of a great number of tourism workers are put in jeopardy.

Keywords: tourism, gastronomy, textbooks, education

1. Introduction

There are as many specialized languages as there are professions (Ruiz-Garrido et al., 2010). Regarded as the lingua franca of the 21st century, the official language in 102 countries, and spoken by 1.35 billion people worldwide (Dash, 2022), the English language is deemed as the most used (Anthony, 2018), the most studied language (Dash, 2022), although this global spread has also been followed by some negative connotations as certain critics believe it is swamping the world and killing indigenous languages (Schneider, 2010). However, the language advancement is unstoppable, and until recently, its primary function was being a device for social bonding (Chew, 2013), but now its knowledge has become paramount in all walks of life, especially in fast-growing industries such as tourism and hospitality where, without a higher level of proficiency in English language, there is little possibility of climbing the career ladder (Cafuk et al., 2015). Hence, higher teaching institutions, especially the ones connected with tourism, have realized the importance of this fact and since their main mission is to explore every possibility to help students find a job (Kenny et al., 2019) where they will spend excess of double the time than in education (Gao, 2019) it has become imperative in their university courses to implement very specific knowledge connected with their future profession and since relationship between knowledge of a profession or occupation and its specialized vocabulary is very strong. (Coxhead, 2017) it calls for producing a more standardized and established method in aiding specialized vocabulary acquisition. (Nordin et al., 2015). Besides acquiring specific knowledge, it is necessary to make students not only good speakers (recently there has been a trend of the abandonment of 'native speaker' criterion (Burns & Richards 2018) or "native speakerness" and of native speaker competence (Paltridge & Starfield, 2014) but an efficient language manager (Kenny et al., 2019). Being a successful tourist worker, entails working in a variety of roles, such as a tour operator and a guide, an event manager, spa manager and so forth, however in each of these roles they represent their country of origin and being able to accommodate to the guest all of his/her needs, including those related to culinary experiences, and since cuisine of each nation reflects their traditions, values, beliefs, the educated tourist worker has as its main duty to showcase it to the guests. Although, recently culinary arts have been stirring interest among commercial entrepreneurs and also academicians (Nordin et al., 2013) only a little theoretical research has been done in this field.

^{*} Corresponding author

E-mail address: ivana.salinovic@aspira.hr

This is an open access paper under the license



2. English for Special Purposes (ESP)

The majority of higher institutions that specialize in teaching tourism mainly teach ESP (English for Special Purposes) that is approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the necessary language, genres, and skills to address these needs (Basturkmen, 2010) and where the P in ESP is always a professional purpose (Day & Krzanowski, 2011). Although it appears to be a recent field of study, it actually began in the 1960s as a result of accelerated world economy (Woodrow, 2017). It has since gone through several stages including The Early Years (1962 – 1981), The Recent Past (1981 – 1990), The Modern Era (1990 – 2011) and it is now in The Future (2011 plus) stage (Paltridge & Starfield, 2014). Despite the view of some that there is no subdivision but a continuum of needs that are weighted more strongly in one area or setting than another (Anthony, 2018), there are two primary branches: English for academic purposes (EAP) and English for occupational purposes (EOP) (Woodrow, 2017). English for tourism and English for gastronomy belong to EOP.

The main differences between General English and ESP besides an awareness of the need (Hutchinson et al., 1987) (needs analysis is the pre-course design process (Basturkmen, 2015), where the “what” and the “how” of a course (Paltridge & Starfield, 2014) is examined) are teaching methodology and classroom activities (Woodrow, 2017)

Table 1. Comparison of General English and ESP

General English	ESP
Setting sail through largely uncharted waters (Basturkmen, 2014)	Speed learners through to a known destination (Basturkmen, 2014)
Wide range of learners (Day & Krzanowski, 2011) may be at all levels, including absolute beginners, a full range of lexis is included (Woodrow, 2017).	Adult learners, a homogeneous group in terms of learning goals, although not always in terms of language proficiency (Paltridge & Starfield, 2014)
Methodology tends to be similar across courses adopting current thinking in English-language teaching in region (Woodrow, 2017).	Non existing ESP methodology (Hutchinson & Walters, 1987) a mismatch between pedagogy and research; that is, there is a gap between coursebooks and pedagogical practice, on the one hand, and research findings, on the other (Ruiz-Garrido et al., 2010).
Focus is on grammar (Woodrow, 2017) All four skills are taught with equal focus (Woodrow, 2017)	Reading and writing are often highlighted (Woodrow, 2017) The focus more towards vocabulary understanding (Paltridge & Starfield, 2014)
The teacher is the expert (Woodrow, 2017)	Students will usually know more about the subject than the teacher (Day & Krzanowski, 2011) The ESP practitioner is rarely an expert in the disciplinary field (Woodrow, 2017) Will often not be familiar with the specific field of the target learners. (Anthony, 2018)
The teacher is not involved in the design of the course	Course design is often a substantial and important part of the workload (Hutchinson & Waters, 1987)

Source: Author's design

3. Teachers

In an ideal world, international English teachers would benefit from a common thread that would bring the teaching community together to better understand the challenges of the profession and its ever-changing nature (Kenny et al., 2019). When comparing the ESP and General English for the teacher, the main difference is the unbalanced distribution of duties (Orr, 2010), since the teachers together with all the other stakeholders involved (the students, governing bodies, sponsors and employers (Woodrow, 2017) are creating the course and they are becoming Classroom teacher, Needs analyst, Course designer, Materials provider, Collaborator, Discourse analyst, Evaluator (Woodrow, 2017). Coming from either humanities or from specialized disciplines (Anthony, 2018), most of them are working outside their disciplines (Paltridge & Starfield 2014) simultaneously navigating unknown areas and trying to fit into the profile of an ideal educator (Ruiz-Garrido et al., 2010; Maley & Kiss, 2018). Lack of formal education or professional training, which is also a major issue for many professionals working in institutions that provide education about food (Temizkan et al., 2018), means that most of them are eclectic in their approaches to classroom teaching. (Anthony, 2018) so a lot of advice can be found like which elements to follow (Day & Krzanowski, 2011), which publisher, which webpage to turn to (Woodrow, 2017) how to plan the curriculum, lesson content (Murray & Christison 2010), adjust to different cultures (Bangeas, 2021) and so on. Obviously, language learning is not systematic (Hutchinson & Waters, 1987) and the teacher's challenge is to bring to life the language, literature and civilization (Brumfit, 2003) and especially in ESP where they have to distinguish between "learning that" and "knowing how" (Bosnar Valković) and because of its specificity numerous problems can arise (Lumezi, 2019).

4. Materials

Among the four ‘pillars’ of the ESP approach: needs analysis, learning objectives, materials and methods, and evaluation (Anthony, 2018), materials are the most crucial component of this paper. They can be formed on the basis of previous materials evaluation, materials development, and materials adaptation (Hutchinson & Waters, 1987). There are two choices available to ESP practitioners, either they use established coursebooks or in-house materials (Ruiz-Garrido et al., 2010), which can be authentic materials (Woodrow, 2017; Basturkmen, 2015) although they can be anything which is used to help to teach language learners (Ruiz-Garrido, et al., 2010), but their creation could be very time-consuming, expensive, repetitive (Woodrow, 2017), poor reference source, less professional looking (Anthony, 2018) but to avoid that practitioners can follow Ten Commandments (Ruiz-Garrido et al., 2010). For these reasons, most ESP practitioners are turning towards coursebooks, which have a clear set of goals and a clear sequencing of materials designed to reach those goals, usually colorful and professional looking (Anthony, 2018). Textbooks provide an important source of support for both students and teachers as long as they have effective qualities, such as including sufficient practices in productive and receptive tasks, clear goals, and engaging content, as well as providing sufficient lexical and grammatical support for in-class reference and out-of-class study (Burns & Richards 2018).

5. Textbooks

The books that were the subject of this paper’s attention were the ones that taught English for tourism. Due to the specialist character of the subject, creating comprehensive textbooks on certain niche topics can be extremely challenging, which explains the scarcity of those textbooks for many niche areas, though English tourism textbooks have been recently quite prominent in the printing industry, where the primate has been taken over by Pearson Publishing offering the latest English for Tourism textbooks and dividing them into 3 levels (Pre-Intermediate, Intermediate, Upper-Intermediate), which compared to a plethora of textbooks for learning English language in their range and range of other publishers is a drop in the sea. The existing textbooks are trying to include a wide range of subjects in an effort to keep up with the industry’s rapid expansion, but sadly they have not been able to highlight the significance of one of the emerging tourism areas, that is gastronomy. Since materials provide a stimulus to learning (Hutchinson & Waters, 1987), the topics incorporated should be exquisite, to facilitate the learning process of future tourist workers who frequently serve as the primary point of contact between visitors and the local cuisine and are the ones who can give visitors recommendations for nearby eateries, regional cuisine, traditional dishes and so on. They can offer advice on restaurants that offer an authentic taste of the local cuisine, explain regional ingredients and cooking methods, and provide recommendations based on the preferences of the guests. They can also organize and promote culinary events, such as food festivals, wine tastings, and cooking competitions, which add cultural context to the dining experience. Workers in the tourism industry may improve the overall tourist experience and contribute to the cultural exchange between travelers and the population of the destination by highlighting the value of gastronomy and promoting local culinary experiences. A closer examination of the accessible textbooks, however, has shown that the foundation for that kind of knowledge is inadequate and in their formal education they are not acquiring the needed skills confirming researchers not able to get to the course content or have seen that the learning outcomes were not meeting the state criteria (Uysal et al., 2018). The ones that have dwelled deeper found out that on institutions where foreign languages are thought, the education, the textbooks are not adequate, the students’ needs are not met, and reorganization/reevaluation of courses should be done and materials should be adapted to their needs (Hrnić et al., 2018; Maula, 2021, Ayutami et al., 2018).

Table 2. Detailed analysis of coursebooks

Coursebook	Units	No. of pages	Topics	Skills	Tasks
Bazuhtina et al., 2016 English for tourism and service	Part of a unit Hotel and Restaurant service	2/156	Sample of a menu	R/W	Creating a menu
Dubicka & O’Keeffe, 2003 English for international tourism: Pre-intermediate	Unit 3 Table for two	5/146	Vocabulary about dishes, describing food, Dealing with complaints, Grammar-countable and uncountable nouns, quantifiers	R/W/S/L	Matching the words/pictures/ verbs with phrases, putting the words in the correct group, completing the sentences, speaking tasks
Dubicka & O’Keeffe, 2003 English for international tourism: Pre-intermediate	Unit 6 Food and beverage	7/128	Food and drink vocabulary, Waiter’s Day, taking food orders, big events, Special diet, describing dishes, Meeting the customers’ needs, Rescue a restaurant, Grammar-countable and uncountable,	R/W/S/L	Matching the word and pictures, Reading the menu and completing the sentences, listening and completing tasks, speaking tasks
Jones, 2005 Welcome! Student’s book: English for the travel and tourism industry	Units 15-20	11/124	Ordering breakfast, explaining dishes, Menu, Drinks, snacks and desserts, Fast food, Mediterranean diet, eating habits, Grammar-did you do it, have you done it	R/W/S/L	Speaking tasks, listening and taking notes, completing the dialogues, reading tasks
Min’âr-Beloručeva & Pokrovská, 2001	6 units + revision exercises,	60/302	Unit 1 Food-types of food Unit 2-Drinks-tea ceremony Unit3-Cooking -ways of cooking	R/W/S	Vocabulary lists, translation of words and texts, matching the words

English for students in tourism management	supplementary reading		Unit 4. Cuisines Unit 5-Eating out- Fast food Unit 6-meals Supplementary reading-Bread, Chocolate, Soup, Cheese, Ice-cream			to make phrases, finding key sentences, summarize the text
Nureeva, 2014 English for service and tourism,	Unit 9 Places to go	12/139	Jamie Oliver's Kitchen, Food vocabulary, Top most tasty cuisines in the world	R/W/S		Matching the words and phrases, vocabulary list, put the words in the correct box
Raptanova & Čapalda, 2016 English for service and tourism industry	Unit 9 Restaurants	7/119	Types of restaurants	R/W/S		List of words, translating, matching the words with definitions/similar words
Ratueva & Petrova, 2019 English for Tourism Industry	Unit 7 Restaurant services	20/162	Types of restaurants, The food and beverage department, The food and beverage staff, The catering department, the banqueting services, Grammar-present tenses	R/W/S		List of words, matching, cross the odd one out, group the terms, fill in the blanks
Walker & Harding, 2007. Oxford English for careers: Tourism 2: Student's book.	Unit 5 Eating out	7/145	Food tourism, Ingredients and preparation, Turkish cuisine, Food of my region, Customer care, how to deal with complaints, Grammar-relative clauses,	R/W/S/L		Text comprehension, completing the sentences,
Strutt, 2013 English for international tourism. Upper intermediate: Coursebook.	Unit 9 Gastronomy	7/131	World cuisine, culinary tourism, Describing food, Feedback, Customer service, A gastronomic tour of Peru, Grammar- relative clauses	R/W/S/L		Text comprehension, putting the words into groups
Susanto et al., 2022 English for Food and beverage service	16 units in the book	27 p	1. Understanding food and beverage 2. General terms of food, 3. General terms of beverage, 4. Technical terms of cooking, 5. Dining etiquette for waiter/tress, 6 and 7. Cooking practice 1,2, 8. At bar, 9. Making flyer of food and beverage, 10. Making advertisement for food and beverage, 11. Handling reservation at restaurant, 12. Welcoming guest at a restaurant,13. Taking guests' order, 14. Clear up, 15. Handling complaint, 16. Handling bill Restaurant Staff, Plan of a Restaurant, The Equipment; Cooking Methods Food: Seafood/Poultry/Meat/Vegetables, Beverages: Non-alcoholic/Alcoholic Taking Reservations by Telephone Receiving and Seating Guests, Taking a Beverage Order, Clearing Unused Place Settings, Taking Food Orders, Placing Food Orders with the Kitchen / Adjusting Place Settings, Refilling Water Glasses/ Lighting Cigarettes Changing Ashtrays, Serving Wine, Serving the First Course / Refilling Wine Classes, Serving the Main Course, Dealing with Complaints, Clearing the Table after Courses, Serving Dessert / Making Coffee, Making Tea / Serving Beverages after Meals, Presenting the Check, Polishing and Handling Glassware/Cutlery, Setting the Table	R		No tasks
Talalla, 2008 English for restaurant workers.	15 Units	97 pages	Orders with the Kitchen / Adjusting Place Settings, Refilling Water Glasses/ Lighting Cigarettes Changing Ashtrays, Serving Wine, Serving the First Course / Refilling Wine Classes, Serving the Main Course, Dealing with Complaints, Clearing the Table after Courses, Serving Dessert / Making Coffee, Making Tea / Serving Beverages after Meals, Presenting the Check, Polishing and Handling Glassware/Cutlery, Setting the Table	Reading, writing, speaking		Matching the words, word puzzles, completing the sentences, odd one out,

Source: Author's design

Most of the ESP books for tourism could fall under the category of a skills centered approach (Hutchinson & Waters, 1987) and they follow a mixture of syllabuses (today, most ESP courses follow a genre-based, skill-based, or task-based syllabus (Anthony, 2018) or evaluation, organizational, materials, teacher, classroom, learner syllabuses (Hutchinson & Waters, 1987). English for Tourism courses are 'wide angled' while for Gastronomy would be 'narrow angled' courses (Basturkmen, 2015).

Following three language systems evident in ESP teaching and research: grammatical structures and core vocabulary, patterns of text organization (Basturkmen, 2014), research has been done. Out of 21 accessible textbooks, 2 were written specifically for students in the food manufacturing industry and as a result did not cover any culinary topics. Other textbooks were expressly created for the tourism industry but only 10 of them included a small number of gastronomy topics, and two more textbooks were discovered that were purposefully designed for the food and beverage industry (they covered a range of culinary topics, but rarely made the connection between a culture and gastronomy. Focused mostly on learning by heart words, phrases and idioms. Adapted mostly towards beginners. Diving into the textbooks for tourism in order to investigate how much is gastronomy represented, a disappointment insured. The majority of them either make up a part of a unit (1 textbook only had 2 pages) or they have 1 unit (7 textbooks ranging from 5 to 20 pages) while others

have 5 units (1 textbook containing 11 pages) or 6 units (1 textbook- expanding on 60 pages). Reading, writing was in all of them, while listening in 5, speaking in 9 textbooks. Grammar was also present in some of them, 2 textbooks (countable and uncountable nouns), 1 textbook (did you do it, have you done it), 1 textbook (present tenses), 2 textbooks (relative clauses). The majority of them offered a variety of pre- and post-activity tasks, such as making a menu, matching words with pictures/explanations/phrases, completing the sentences and translating the tasks into the target language. The subjects were relatively similar including describing dishes/cuisine, taking orders, eating habits, types of restaurants, food tourism, giving feedback, and dealing with complaints, so a usual textbook organization although there are a lot of suggestions in the educational world how the tasks and texts could be used (Kenny et al., 2019).

6. Discussion

How little gastronomy is still recognized in the tourism industry is shown by the lack of gastronomy-related themes, language, concepts, or tasks in the examined textbooks. The English grammar principles that were presented are the simplest and the easiest understandable portions of the language. The tasks associated with the texts or covered materials mostly entailed matching words to their definitions and illustrations, thus they did not require much understanding of the subject matter or creativity, just the ability to memorise words. The subjects/issues that were covered were all fairly similar: food varieties, eating venues, and menus; yet, these themes were rarely related to the culture, values, or traditions of the country. The realization that there are not many culinary-related themes in textbooks is very disheartening since it prevents students from learning the terminology and other skills, they need to become knowledgeable about the local food of their destination. For these reasons, it is understandable why there are numerous efforts to produce new content and recommendations for organizing workshops (i.e., pre-service and in-service training) and team collaboration as the only solutions for ESL/EFL teachers to prepare to teach ESP (Kenny et al., 2019). These factors led to several efforts to create additional supplementary materials based on finding out the needs of English teachers, students, like “English for Culinary” (Brilianto et al., 2020) or a course book for culinary study program English for Culinary for beginner level (Brilianto et al., 2020). Even vocabulary lists were made for students majoring in culinary arts or the ones with a minor in culinary arts (Nordin et al., 2012). Some courses are turning to technology and the usage of apps, like Linguacuisine app, (Seedhouse et al., 2020) or technology-enhanced real-world environment like Digital Kitchen (Park, 2022) which showed the results of great improvement. Additionally, numerous websites about learning about gastronomy exist, YouTube channels, Online food and language courses, In-person workshops and cooking classes are recommended, as well as websites: EatWith, Meetup, which could be used as an additional tool in learning.

7. Conclusion

Coursebooks for English for Tourism are devised to aid learners attain the language skills required to interact with tourists, provide information about tourist attractions, handle customer inquiries, and offer services in various tourism-related contexts such as hotels, restaurants, travel agencies, and more and they vary in terms of content, approach, and difficulty levels. This paper discussed gastronomy-related subjects found in those textbooks. All available textbooks were analyzed as part of the research, with the focus on gastronomy topics and grammar and additionally on the four skills of reading, writing, speaking, and listening. The investigation of all of these parts led to the conclusion that all elements were insufficiently presented, overly simplified, which is problematic particularly at a time when gastronomy is significantly growing as a component of the tourism industry. Thoroughly exploring available resources and regrettably finding that the existing tourism textbooks do not adequately cover gastronomy topics means that the lack of sufficient gastronomy content is in dire need of readdressing, since it lacks consequently endangers the future business prospects of so many tourist workers.

References

- Anthony, L. (2018). *Introducing English for specific purposes*. Routledge.
- Ayutami, A., Harahap, A., & S. (2018). Learners' need analysis of English for specific purposes of culinary department students at smkn 3 Kota Bengkulu. *Journal of English Education and Teaching*, 2(1), 13–21. <https://doi.org/10.33369/jeet.2.1.13-21>
- Banegas, D. L., Beacon, G., & Berbain, M. P. (2021). *International perspectives on diversity in ELT*. Springer Nature. <https://doi.org/10.1007/978-3-030-74981-1>
- Basturkmen, H. (2014). *Ideas and options in English for specific purposes*. Routledge.
- Basturkmen, H. (2015). *Developing courses in English for specific purposes*. Springer.
- Bosnar-Valković, B. (2003). Oral and written communicative patterns in English language teaching (ELT) for the hotel and tourism industry. *Tourism and hospitality management*, 9(1), 191–206. <https://doi.org/10.20867/thm.9.1.18>
- Brilianto, I., Rezeki, Y. S., & Maral, S. (2020). Designing an English teaching material for tenth-grade students of culinary study program. *Journal of English Education Program*, 1(2), 97–110. <https://doi.org/10.26418/jeep.v1i2.40233>
- Burns, A. & Richards, J.C. (eds.) (2018). *The Cambridge Guide to Learning English as a Second Language*. Cambridge University Press
- Cafuk, I., Papić Bogadi, V., Ivanek-Martinčić, M., & Husinec, R. (2015). *Važnost poznavanja stranog jezika struke za mobilnost i zapošljivost diplomanata Visokog gospodarskog učilišta u Križevcima*. Podravina: časopis za geografska i povijesna multidisciplinarna istraživanja, 14(27), 160–174
- Chew, P. G. (2013). *Emergent lingua francas and world orders*. <https://doi.org/10.4324/9780203866566>
- Coxhead, A. (2017). *Vocabulary and English for specific purposes research: Quantitative and qualitative perspectives*. Routledge

- Day, J., Krzanowski, M. (2011) *Teaching English for Specific Purposes: An Introduction*. Cambridge University Press.
- Gao, X. (Ed.) (2019). *Second handbook of English language teaching*. Springer.
- Hrnić, M., & Viočić-Koprivec, A. (2016). Višejezičnost u nautičkom turizmu. *Zbornik Sveučilišta u Dubrovniku*, (3), 95-104.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.
- Kenny, N., Işık-Taş, E. E., & Jian, H. (2019) (Eds.). *English for specific purposes instruction and research: Current practices, challenges and innovations*. Springer Nature. <https://doi.org/10.1007/978-3-030-32914-3>
- Linčir Lumezi, M. (2019). Challenges of translating tourism-related terminology: ACTA turistica – some illustrative examples. *Acta turistica*, 31(1), 69-94. <https://doi.org/10.22598/at/2019.31.1.69>
- Maley, A., & Kiss, T. (2018). *Creativity and English language teaching*. Springer. <https://doi.org/10.1057/978-1-137-46729-4>
- Maula, M. (2021). The development of English learning materials for culinary art program using four-d model, *RETAIN (Research on English Language Teaching in Indonesia) (e-Journal)*, 9(2), 10-18.
- Murray, D. E., & Christison, M. (2010). *What English Language Teachers Need to Know Volume II*. Routledge. <https://doi.org/10.4324/9780203846292>
- Nordin, N. R. M., Stapa, S. H., & Darus, S. (2015). Are my words good enough to eat?: The teaching and learning of specialized vocabulary in culinary studies. *e-BANGI*, 10(1), 77.
- M Nordin, N. R., Stapa, S. H., & Darus, S. (2013). Developing a Specialized Vocabulary Word List in a Composition Culinary Course through Lecture Notes. *Advances in Language and Literary Studies*, 4(1), 78-88. <http://dx.doi.org/10.7575/aial.v.4n.1p.78>
- Orr, T. (2010). English language education for science and engineering students. In *English for professional and academic purposes* (pp. 215-233). Brill.
- Paltridge, B., & Starfield, S. (eds.) (2014). *The handbook of English for specific purposes*. John Wiley & Sons.
- Park, J. (2022) Vocabulary learning through a daily task of cooking in the Digital Kitchen. *Language Learning & Technology*, 26(1), 1-22.
- Ruiz-Garrido, M. F., Palmer, J. C., & Fortanet-gomez, I. (Eds.) (2010). *English for professional and academic purposes*. Rodopi.
- Seedhouse, P., Heslop, P., & Kharruf, A. (2020). Cooking as a Language Learning Task. *TESL-EJ*, 24(1), n1.
- Schneider, E. W. (2010). *English around the world: An introduction*. Cambridge University Press.
- Uysal, D., Temizkan, S. P., & Taslaci, N. (2018). Investigation of the needs of higher education tourism students for English. *Journal of Gastronomy Hospitality and Travel (JOGHAT)*, 1(1), 18-28. <https://doi.org/10.33083/joghat.2018.2>
- Woodrow, L. (2017). *Introducing course design in English for specific purposes*. Routledge.