

English Material with Intercultural Values for Tourism Students of Tertiary Level in Bali

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ABSTRACT

In recent years, Balinese government focus on developing cultural tourism as a strategic sector for regional growth. Tourism industry has a close relationship with the tourism institution that provide the industry with the ready-made workers. Existing materials have not adequately addressed the dual imperative of enhancing English proficiency while simultaneously fostering intercultural values. However, the scarcity of contextually relevant English learning materials for students in Cultural and Religious Tourism Study Programs remains a critical concern. This study adopts a qualitative case study design to investigate these issues. Data were collected through in-depth interviews, classroom observations, and document analysis involving 20 students from two Cultural and Religious Tourism Study Programs in Buleleng and Bangli Regencies, as well as four English lecturers. Drawing on the CIPP (Context, Input, Process, Product) evaluation model, the findings indicate several significant gaps. At the contextual level, the existing syllabus lacks systematic integration of domain-specific vocabulary and terminology related to tourism, culture, and religion. At the input level, instructional materials are insufficiently aligned with intercultural competencies and do not adequately support higher levels of language proficiency. From the process perspective, current teaching practices require substantial enhancement through the incorporation of innovative, authentic, and technology-integrated learning activities that meaningfully embed intercultural values. At the product level, assessment practices remain limited and should be diversified to better align with learning objectives and competency-based outcomes. Overall, this study highlights the pressing need for the development of integrated English learning materials that are context-sensitive, interculturally oriented, and pedagogically robust to support the demands of cultural tourism education in Bali.

Keywords: *English material; intercultural value; and cultural and religious tourism students.*

A. Introduction

Recently, tourism industry is growing rapidly and has become a sector that makes a significant contribution to the national economy. The tourism industry is a vital sector that drives economic growth by generating employment, boosting local businesses, and attracting foreign investment. Its rapid growth can also lead to increased infrastructure development, cultural exchange, and improved regional development. The tourism development in Indonesia

has a significant impact on Indonesia economic growth (Yakup et al, 2019; Husna, 2022; Iskandar et al, 2025). As recorded by The Organisation for Economic Co-Operation and Development (OECD) in the Tourism Trends and Policies Report 2023, it stated that in 2023 the tourism sector contributed 4.9% of Indonesia's Gross Domestic Product (GDP).

Tourism industry has a close relationship with the tourism institution that provide the industry with the ready-made workers. There are some requirements of the expected worker needed by the tourism industry that should be fulfilled, including: have good ability in tourism skills, excellent physical appearance, good communication skill, and high-level English competence. Tourism students need strong communication skills especially English proficiency to compete internationally. Good English competence is crucial for tourism students to effectively serve international clients, promote destinations, and collaborate with global partners (Farida et al, 2024; Fithriyani, 2025; Andriani, 2025). Effective communication enhances customer service, builds relationships, and opens up more opportunities in the competitive international tourism market.

In line with it, tourism students in Bali do not only require to be able to understand and communicate in English. They should also understand their culture (Balinese and Indonesia culture) and the global culture of the tourists as it is in line with *Peraturan Daerah Bali No. 5 Tahun 2020* (Bali Province Regional Regulation) concerning standards for implementing Balinese cultural tourism. As cultural and religious tourism plays a crucial role in introducing the richness of local cultures and beliefs to the outside world. Balinese Cultural Tourism refers to Balinese tourism which is based on Balinese culture that inspired by *Tri Hita Karana* philosophy (the three reasons/causes of well-being/prosperity) which originates from *Sad Kerthi* values (the efforts to purify and preserve the six elements including Balinese people's soul, forests, lakes, sea, natural harmony and human resources) based on Balinese *Taksu* (spiritual strength). It means that Bali promotes cultural tourism with religious basis to fulfil the sustainable tourism in economic, environment, social and culture to highlight uniqueness of Balinese culture and Hindu religion.

It is important to shape students' good character and increase students' intercultural awareness, the implementation of some intercultural values in tourism contribute to enhancing cultural understanding, promoting tolerance, and shaping memorable travel experiences. Embedding intercultural values in subjects like foreign language learning enhances students'

cultural self-awareness and promotes mutual respect in globalized settings (Gadakchyan et al., 2020). Incorporating intercultural values into Tourism English courses develops cultural sensitivity and professional competency. These courses prepare students to handle diverse client expectations and navigate cultural differences in tourism contexts (Li-ming, 2013; Hall, 2019; Kawasaki, 2021). Integrating language education with intercultural citizenship or human rights education has shown to enhance both language skills and intercultural awareness, preparing students for global citizenship (Porto, 2019; Liu, et al, 2020;). Intercultural values mean a state of covering this condition: tolerance, pluralism, accountability and openness to others; openness to the world means solidarity, cooperation and commitment; democracy covers: equality, peace, freedom, justice (Moeis, 2022). Mutual respect, tolerance, and understanding of cultural and religious diversity are crucial for fostering harmonious relationships between tourism workers, local communities and tourists from diverse cultural backgrounds. Therefore, English language materials embodying intercultural values are crucial in the tourism student curriculum.

Limited English learning material for students of Cultural and Religious Tourism Study Program as the material should help them to develop their English ability as well as maintain their intercultural values become prominent issues for the stakeholders, not only the lecturers and students but also users. Learning Materials refers to anything used by the teacher/tutor to help learners/students in learning language. There are some forms of learning materials, such as: text book, workbook, handout, video, newspaper, magazine, paragraph written on a whiteboard; anything which present or informs about the language being learned (Tomlinson, 2011). This material is expected to help students not only become proficient in English but also develop an awareness and ability to interact politely, respect customs, and understand cultural and religious diversity in the context of tourism from students and lecturers perspectives. Thus, they can become cultural and religious ambassadors capable of creating meaningful and memorable tourism experiences for tourists and local cultural tourism.

B. Research Method

A qualitative research design with a case study approach was used in the study. Qualitative data were collected through interview results, observation and document analysis in exploring deeper insights into the specific needs and preferences of the students and

lecturers. Purposive sampling used in determine the participants. The participants of this study involved 20 students from 2 Cultural and Religious Tourism Study Program in Buleleng and Bangli Regency, and 4 English lecturers. The criteria cover the students who are taking English subject in this semester and who had been taken English subject before, while the English lecturers who have been teaching English for more than 5 years. Data were collected using observation, interview and document analysis, all participants were interviewed to gain deeper insights regarding their needs and perception of the material related on English for Tourism. The researcher used a data triangulation method in examining the credibility of data in the study by collecting data from various sources, methods, and time.

In analysing the needs of students related on the English material integrated with intercultural value, the researcher combined analysis method of CIPP (Context, Input, Process, and Product) and OEM (Organizational Element Model) (Gupta et al., 2007). CIPP is evaluation-oriented, aims to improve the students' English ability and intercultural awareness by meeting the needs required for English language improvement. While, OEM is an analysis to compare the existing situation and expected situation by analysing the condition that faced by the students, users and lecturers in maintaining English ability of the students and understanding the expected English learning material that suitable for the tourism students.

C. Research Finding and Discussion

Need Analysis

The needs analysis was compiled based on observation process, interviews with two groups of respondents and document review. The observation was carried out while the students were studying English in the classroom. The interview was taken after the teaching and learning process. The documents reviewed included two books and five scholarly articles on English for the Cultural and Religious Tourism study program. The results of the interviews and document review resulted in a list of English language needs. The list is as follows: 1. For reading skills, the following needs include: dialogues, discourses, short stories, memos, directions in public places, announcements, reservations, and news articles. 2. For writing skills, the following needs include: dialogues, discourses, short stories, memos, announcements, and reservations. 3. For listening skills, the following needs include: face-to-face meetings, briefings, presentations, asking for directions, asking for information, and

negotiations. 4. For speaking skills, the needs include: face-to-face meetings, briefings, presentations, guiding, giving directions, providing information, negotiations, picking up guests, taking guests on excursions, and escorting them. 5. Others include handling complaints.

The CIPP Analysis

Context

Table 1. The Result of Interview from Lecturers and Students in the Context Aspect

No	Indicator	Lecturers	Students
1	Needs of English language communication that related on cultural and religious tourism.	An effective communication skills have to be inserted in curriculum together with others assignments, topics, and skills. Students expected to get more time in developing their communication skills. It is important for them to understand theory and then practice it in real life situation. Giving student chance to practice more in the real environment will help them to handle problem in an efficient way.	Student state that effective skills in communication should inserted in curriculum. Students expected get all skills, however, in the English subject, it is more focused on speaking and listening.
2	Availability of syllabus, modules, references, and learning media	Numbers of syllabus and references book available. However, most of them are unstructured material, because learning materials and media used by the lecturers are different between parallel class as it developed by the lecturer of each class. There are no module remains available. Materials are available in form of YouTube, PPT and file from book .	The material provided by the lecturers are still separated and unstructured. Sometimes students must search and get materials needed by themselves. Lecturers utilize learning media such as PowerPoint, Word, YouTube videos, and PDFs. It is expected that lecturer provide more media for support learning those that can be accessible inside and outside classroom.
3	Application of needs analysis as the basis for English language learning syllabus/modules/media.	Ideally syllabus should developed through needs analysis. In addition, the syllabus needs to be customized on latest situation and changes environment that focused on cultural and religious tourism.	No analysis of the students' needs. The lecturer gave the material from the first meeting as the material given separately not in a book or module.

	Current situations and environmental changes.		
4	English subject focus is on improving 4 English language skills (listening, speaking, reading, and writing).	All lecturers more focus on writing and speaking skills.	All skills are important for the tourism students. However, most of the meetings, the students only practice their writing and speaking. Commonly, the lecturers will give a task to write a specific genre text then it should be presented in the next meeting. No more listening to native speaker activities or advance reading of tourism topic.
5	The need to develop intercultural values for students who are studying Cultural and Religious Tourism	Student own required skills for excellent performance in the tourism industry with intercultural values that can adapted to the work field.	Intercultural values prominent for tourism students in Bali as tourism in Bali has been declared as cultural tourism, it means that the students should be able to understand their cultural as well as the cultures from the other countries.

In conclusion, the needs of English material from those two components of respondents, including the lecturers mentioned that the syllabus includes an introduction to vocabulary and terminology related to tourism, culture, and religion, as well as activities to improve the four English language skills (listening, speaking, reading, and writing). The students explain that the syllabus implements intercultural values, applies technology, improves four English language skills (listening, speaking, reading, and writing), is equipped with vocabulary and terminology related to tourism, culture, and religion, improves students' language skills in terms of language components (grammar, structure, and terminology), and supports students' readiness to be absorbed in the tourism industry.

Input

Table 2. The Result of Interview from Lecturers and Students in the Input Aspect

No	Indicator	Lecturers	Students
1	Students' General English Proficiency	Students have adequate English proficiency, however, they struggle to	Students feel they have sufficient English skills but sometimes struggle with vocabulary and

		express their ideas confidently due to limited practice. Their communication skills are still lacking.	grammarThey perceive themselves as good at reading, but lacking in listening, speaking, and writing.
2	Students' Confidence in Communicating in English	Some students are proficient in speaking and communicating in English, but struggle with self-confidence.	Students' confidence in using English can be affected by observing others speak fluently, as they may feel less confident in their own language skills.
3	English language skills related to tourism, culture, and religion	Students are good in presentations but need to improve their critical thinking and handling complaint skills.	English language difficulties experienced by students include reading documents, speaking in professional settings, feeling uncomfortable speaking in public, handling complaints, and negotiating.
4	What Students Need to Improve Their English Skills	Students need exposure to authentic texts and extensive practice. Students need exposure to authentic texts and extensive practice.	Students desperately need interactive textbooks so they can practice outside of class.
5	Facilities that is needed by Students	Students need textbooks that align with their learning objectives and can be accessed both inside and outside of class.	Students expect the material to be more challenging to further challenge them in completing it.

According to the data collected from the lecturers, it shows that lecturers expect the material to be related to intercultural understanding and an advanced level. From the students' perspective, all respondents chose to state that there is no English textbook available to help students improve their English skills. Respondents have high hopes that this textbook will be able to meet the desired criteria for helping them improve their language and cultural competencies and broaden their horizons.

Process

Table 3. The Result of Interview from Lecturers and Students in the Process Aspect

No	Indicator	Lecturers	Students
1	Implementation of syllabus	Instructions are aligned with the syllabus.	Sometimes teachers didn't teach as what is mentioned in the syllabus as the topic is sometimes different.

2	Learning media and materials used	Learning materials and media are tailored to student needs, although they are not yet structured in the form of models or textbooks.	Students desire better structured materials that are fully available and accessible 24/7, allowing them to learn without the presence of a teacher.
3	Technology Integration	Lecturers utilize various technologies in their teaching, including Zoom for video conferencing, PowerPoint for presentations, and Canva for creating infographics to support student presentations.	Some technology has been integrated into the learning process, but this needs to be further improved.
4	Student-focused learning	Students prefer offline classes because they have time to practice their English directly.	Student-focused learning, as speaking is the dominant practice, necessitates the development of activities other than speaking.
5	Availability of feedback on student assessment results and student work.	Feedback is provided directly after students deliver oral presentations. Meanwhile, lecturers rarely provide feedback on writing exercises.	Availability of feedback on their assessment results and their work is crucial for students to correct mistakes and improve. Lecturers rarely provide feedback.

In the process element, the lecturers focus on learning and teaching activities require student-focused activities by implementing a technology-based contextual approach. From the students' perspectives the teaching and learning process required is a varied, innovative, interesting activity, containing intercultural, authentic and technology-integrated values.

Product

Table 4. The Result of Interview from Lecturers and Students in the Product Aspect

No	Indicator	Lecturers	Students
1	How students performed in English class:	Few students performed well, with many requiring additional support. Students were diverse, and they approached the class with questions or came in groups to discuss common difficulties. They worked hard and tried their best to complete	Students expressed that their performance needed to improve as this was their first tourism English course.

		assignments.	
2	The assessments usually conducted in class	Performance Assessments, as lecturers believe tourism students' speaking skills need improvement.	The assessment focuses more on speaking ability, but students also want assessments on other skills.
3	Implementation of intercultural values in tourism students	very important because students will communicate and relate to foreign guests from various countries.	Students hope that with a better understanding of the cultural background of guests from various cultures, they will become more professional in tourism industry.
4	Technology-assisted assessment is essential.	All lecturers believe that technology-assisted assessment will add variety, ultimately improving student performance.	Technology-assisted assessment will be more engaging and increase student motivation, as conventional assessments have traditionally been intimidating for students.
5	The expected textbook	The English course textbook for the Cultural and Religious Tourism study program is expected to provide comprehensive and varied material that will help students improve their language skills.	This textbook is capable of improving students' language skills in an engaging and innovative manner.

The lecturers mentioned that the product component of textbooks requires that assessments be authentic and aligned with learning objectives. While the students focus on the assessments should focus on four skills to increase students' confidence in communicating with foreign visitors and the product component of textbooks requires that the assessments be varied and aligned with learning objectives.

D. Conclusion

Drawing on the CIPP evaluation model, this study underscores the urgent need for a systematic redesign of English learning materials in Cultural and Religious Tourism Study Programs. At the context level, the syllabus must explicitly integrate domain-specific vocabulary and terminology related to tourism, culture, and religion, alongside structured activities that holistically develop the four core language skills (listening, speaking, reading, and writing). At the input level, instructional materials should be critically aligned with intercultural values and designed to support advanced levels of language proficiency. The

absence of structured learning resources—such as textbooks, modules, and handouts—constitutes a significant gap, highlighting the pressing need for the development of culturally grounded and pedagogically robust materials. These materials should incorporate cultural understanding and leverage technology to enhance engagement and relevance. From the process perspective, teaching and learning practices must be reoriented toward more varied, innovative, and authentic activities that are meaningfully integrated with intercultural values and supported by technology-enhanced approaches. Such practices are essential to foster active learning and contextualized language use. At the product level, assessment strategies should be diversified and closely aligned with learning objectives, with a particular emphasis on the comprehensive evaluation of the four language skills. This approach is expected to not only improve students' communicative competence but also strengthen their confidence in interacting with international tourists while demonstrating sensitivity to diverse cultural backgrounds. Overall, these findings point to the critical importance of developing integrated, interculturally responsive, and technology-enhanced English learning resources to meet the evolving demands of cultural tourism education.

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