

## THE ENGLISH ASSESSMENT AT COMMON ASEAN TOURISM CURRICULUM (CATC)

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**Abstract.** The objective of this study is to describe the implementation of English assessment in secondary tourism vocational schools in Indonesia which is part of the implementation of the Common ASEAN Tourism Curriculum (CATC), so the method used in this study is qualitative research by interviewing several related parties. English assessment in this curriculum is conducted in three stages: 1) Peer-Assessment (Diagnostic Assessment), 2) Formative Assessment and 3) Summative Assessment. These three stages have their respective assessment instruments, which become a series of English assessments to comply with the requirements of the Mutual Recognition Arrangements for Tourism Professionals (MRA-TP) to recognise the competence of competent and professional tourism human resources, especially in communicating English which covers six topics and seventeen learning objectives at the intermediate level (operator) in ASEAN (Association of Southeast Nations) countries.

**Keywords:** English Assessment, CATC, MRA-TP.

### Introduction

The abundance of productive-age human resources in 2030 in Southeast Asian countries is one of the reasons the Association of Southeast Asian Nations (ASEAN) encourages the cooperation of its members in providing work-ready human resources. Tourism is one industry that has great potential to employ these productive-age human resources. ASEAN member countries have a Mutual Recognition Arrangement for Tourism Professional (MRA-TP) to create competent and professional human resources. MRA-TP is a reference in the exchange of information, exchange of human resources both teachers as trainers and teachers as assessors, and students as trainees or assesses [11]. Thus, they (trainers, assessors and students) are recognised for their competence and can work in ASEAN countries as competent and professional human resources. However, ASEAN member countries must implement the Common ASEAN Tourism Curriculum (CATC) as one of the requirements of the MRA-TP in schools in each ASEAN country both at the secondary school level and tourism colleges that will produce tourism human resources as the purpose of the MRA-TP [12]. CATC is a curriculum that refers to the competency standards set by ASEAN countries for tourism. There are 242 tourism human resource competency units selected and packaged into one competency scheme [9]. Each competency scheme contains English proficiency competencies in carrying out their work in the Tourism Industry. Therefore, since Indonesia is one of the ASEAN member countries, this study will describe the process of implementing English Assessment in

CATC in Indonesian Tourism Secondary Vocational Schools, so that its competence can be recognised in accordance with the MRA-TP.

### **Problem Statement**

Indonesia is one of the ASEAN countries that is expected to experience an increase in the number of human resources of productive age and an archipelago that is an attraction for foreign tourists to visit as a tourist destination. The Indonesian government must prepare tourism human resources in facilitating foreign tourists so that there is no miscommunication in conveying messages in the process of tourist visits in Indonesia. Thus, this study focuses on the English assessment process which is one of the competencies in CATC referring to the ASEAN Competency Standards for Tourism Professionals (ACSTP) at the operator level [4], namely English Proficiency level Intermediate (B1 in CEFR) [10].

### **Objective**

This study aims to explain the process of English Assessment of Tourism Secondary Vocational School graduates in CATC assessment methods, instruments, and so on so as to determine the eligibility of English language competence at the operator level and recognized in accordance with the standards in the MRA-TP. Then, it can communicate well with foreign tourists in the tourism industry.

### **Research Question**

Based on the problem and objective above, the research question in this study is formulated as follows: ‘How is the implementation of language assessment in the Common ASEAN Tourism Curriculum (CATC) in Indonesian Tourism Secondary Vocational Schools?’

### **Methodology**

This study was conducted to describe the implementation of English language assessment in secondary tourism vocational schools in Indonesia which is part of the implementation of the Common ASEAN Tourism Curriculum (CATC), so the method used in this study is qualitative research by conducting in-depth interviews with related parties [6].

### **Finding and Discussion**

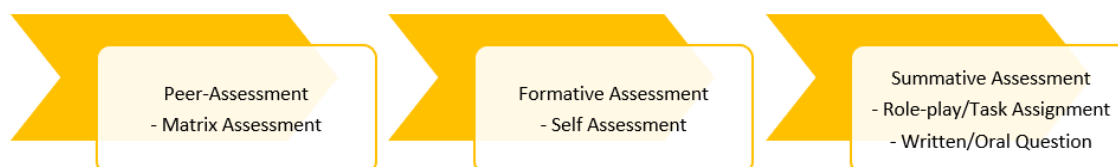
The ASEAN Competency Standards for Tourism Professionals (ACSTP) is the reference for CATC; hence this curriculum is referred to as a competency-based curriculum [13]. Unit of competency communicating in English at operator level [5] [12]. This unit of competency contains six topics and seventeen learning objectives as listed below:

The six topics and seventeen learning objectives above become a reference for English assessment at the operator level at the Indonesian Tourism Secondary Vocational School and

the scope of assessment of Skills, Attitude and Knowledge [1] in the assessment process starting from peer-assessment to summative assessment as shown below:

**Table 1.** Description of Unit Competency

UNIT TITLE: CONVERSE IN ENGLISH AT A BASIC OPERATIONAL LEVEL	
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to converse orally in English in the workplace at a basic operational level.	
ELEMENTS	PERFORMANCE CRITERIA
<b>Element 1: Participate in simple conversations on familiar topics with work colleagues</b>	1.1 Use and respond appropriately to <i>opening comments</i> 1.2 Comment on <i>familiar topics</i> 1.3 Talk about a past event 1.4 Use <i>closing remarks</i> appropriately to end the conversation
<b>Element 2: Respond to simple verbal instructions or requests</b>	2.1 <i>Confirm understanding</i> of supervisor's instructions or requests 2.2 Request <i>repetition or clarification</i> of instructions or requests
<b>Element 3: Make simple requests</b>	3.1 Use <i>polite forms</i> to make simple requests 3.2 Thank the person responding to your request 3.3 Acknowledge the person who cannot respond to your request
<b>Element 4: Describe routine procedures</b>	4.1 Explain a <i>sequence</i> of events in carrying out a routine job 4.2 Describe <i>exceptions</i> to routine procedures 4.3 <i>Make suggestions</i> on how to improve routine procedures
<b>Element 5: Express likes, dislikes and preferences</b>	5.1 Talk about likes and dislikes of familiar topics and situations 5.2 Discuss preferences and give reasons
<b>Element 6: Identify different forms of expression in English</b>	6.1 Construct a <i>formal sentence</i> 6.2 Identify indicators of <i>informal expressions in English</i> 6.3 Differentiate between ' <i>open-ended</i> ' and ' <i>closed</i> ' questions



**Chart 1.** Stages of Assessment

The Chart above explains the three stages in the English assessment process for tourism Secondary vocational school graduates in Indonesia whose output has English proficiency at the Intermediate level (B1 in CEFR) [3], this level is the third level of the existing levels. In each stage there is an assessment instrument used. In addition, the assessment process starts in the classroom involving teachers as trainers or teachers as assessors at the end of the assessment.

**Peer assessment** or also called diagnostic assessment is conducted by the teacher during the learning process [2; 8]. This stage describes to students the objectives to be achieved in the unit of competence in English, namely seventeen learning objectives using an assessment matrix [14].

**Formative Assessment** is a stage of English assessment that ensures students' readiness (Assesses) to be assessed by filling out a self-assessment form given to students including the student's ability to carry out the seventeen learning objectives to be achieved in English competencies at the operator level [7] so that further assessment can be followed up.

**Summative Assessment** is the follow-up stage of English assessment carried out on formative assessment, if all seventeen have been declared 'Pass Competent' (PC) by the assessee, so that the assessment can be continued if not, 'Not Yet Competent' (NYC) on self-assessment then summative assessment cannot be carried out [7]. Summative assessment can be done with various assessment methods, because the assessed assessee comes from a

Secondary vocational school who does not have work experience in the tourism industry, the assessment method used is observation checklist (OCL) to ensure the skills and attitude of the assessee, furthermore, to ensure the knowledge of the assessee, Written Questions List (WQL) or Oral Questions List (OQL) can be used.

### Conclusion

English Assessment in CATC is very important to be done by paying attention to the stages that are applied (Peer-Assessment, Formative Assessment, and Summative Assessment) by referring to the MRA-TP requirements so that the English competence of secondary tourism school graduates can be recognised globally, especially in ASEAN countries.

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## **ÜMUMİ ASEAN TURİZM KURİKULUMUNDA İNGİLİS DİLİNİN QIYMƏTLƏNMƏSİ (CATC)**

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**Xülasə.** CATC-də ingilis dilinin qiymətləndirilməsi üç mərhələdən ibarətdir (Həmyaşıdların Qiymətləndirilməsi, Formativ Qiymətləndirmə və Summativ Qiymətləndirmə). Bu üç mərhələ müvafiq qiymətləndirmə alətləri ilə təchiz edilib və MRA-TP-də razılaşdırılmış tələblərə cavab verir ki, Turizm Sənayesində ingilis dili səriştəsinin tanınması, xüsusən də ASEAN regionunda həyata keçirilə bilsin.

**Açar sözlər:** İngilis dilinin qiymətləndirilməsi, CATC, MRA-TP.