English Language Proficiency in the Hospitality Industry of Western Ukraine: Pedagogical Challenges and Promises

Roman POZNANSKY¹,
Donald DAVIS²

¹Associate Professor, Division of Foreign Languages and Country Studies, Department of Tourism, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine, romanwriteme195@yahoo.com

²Independent Scholar, PhD in Sociology, Washington, DC, USA, donaldwarddavis@gmail.com

Abstract: This study measures the English proficiency levels of hospitality workers in the Ivano-Frankivsk region of Western Ukraine. It also compares English proficiency levels among hospitality workers in resort areas, urban cities, and rural communities. The authors believe the hospitality industry in the region falls short of its potential due to the rudimentary English language skills of its workers. As sociologist Pierre Bourdieu (1991) has argued, linguistic capital is a form of cultural capital, and this is certainly true in the hospitality industry. Although some language skills improvements have been made in the past decade, many hospitality workers in Western Ukraine, particularly in non-resort areas, do not exhibit even a basic mastery of English. After summarizing the main research findings, recommendations are made regarding possible pedagogical solutions to the current language skills problem. For English proficiency levels to sufficiently improve, curriculum changes will be necessary at the primary, high school, and university levels. University students enrolled in tourism and hospitality programs would also directly benefit from immersion learning opportunities, including on-the-job training abroad. These findings and recommendations have international significance, as hospitality programs everywhere could benefit from the adoption of more proactive and rigorous English language instruction programs.

Keywords: *English Proficiency, Hospitality Industry, Western Ukraine, English Skills for Tourism, Pedagogical Challenges, Ivano-Frankivsk.*

How to cite: Poznansky, R., & Davis, D. (2021). English Language Proficiency in the Hospitality Industry of Western Ukraine: Pedagogical Challenges and Promises. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(1Sup1), 370-383. <https://doi.org/10.18662/rrem/13.1Sup1/401>

1. Introduction

By the second decade of the 21st century, Ukraine was becoming a popular and affordable tourist destination for Europeans. However, after the Maidan Revolution and the annexation of Crimea by Russia in 2013/ 2014, the number of tourists fell by more than 50%, from a high of 25 million in 2013 to 14.5 million in 2018 (Krasnikov, 2018). The war in eastern Ukraine also had a major impact on the country's hospitality industry, although the actual conflict zone is far removed from popular tourist destinations (Ayres, 2019).

In Western Ukraine, there was actually a rise in domestic tourism after 2015, which analysts believe was due to Ukrainians visiting the Carpathian mountains as an alternative to vacationing in Crimea (Riashchenko, Zivitere, and Kutyrrieva, 2015; Krasnikov, 2018). However, many continue to question the ability of the western part of the country to attract foreign tourists due to a variety of infrastructure problems, such as substandard accommodations, poor roads, and inadequate transportation networks to and from the area (Smadych, 2019). In rural villages, the problem is compounded by a general lack of public information about recreational opportunities, inadequate road signage, and the absence of multilingual tour guides (Poznanskyy, 2013).

What most limits the hospitality industry in Western Ukraine from reaching its potential is not poor infrastructure, but the lack of English proficiency among hotel staff and operators, restaurant workers, and tour operators. Linguistic capital, as the sociologist Pierre Bourdieu (1991) has argued, is a form of cultural capital that can directly influence the occupational success of individuals. This is certainly true in the hospitality industry. In Europe, English proficiency is now a prerequisite for most hospitality workers, since it is the lingua franca in the majority of European Union countries. Recognizing this fact, the European Institute of Business ranked English as the most powerful language overall, as it allows individuals to speak to largest number of clients, travel more widely, and execute important business transactions (Chan, 2017).

Unfortunately, residents of the Ivano-Frankivsk region, which is the primary focus of this study, have historically been handicapped by limited exposure to English and English speakers. Prior to 1991, the region was off limits to foreign visitors, due to the large number of chemical factories and nuclear weapon facilities within its borders. After 1991, more foreign visitors began visiting Western Ukraine, although the majority of tourists were initially from Moldova, Poland, Belarus, and Russia. Tourists from those

countries did not need to speak English in order to have a successful vacation, however, so there was no major incentive for Ukrainian hospitality workers to learn the language (United States Agency for International Development, 2005; Riashchenko, Zivitere, and Kutryieva, 2015; Smadych, 2019).

By the second decade of the 21st century, Western Ukraine reported an increasing number of tourists from the United States, Germany, Israel, and the United Kingdom, although the majority of those individuals did not venture beyond the cities of Lviv (the administrative seat for the Lviv oblast) or Ivano-Frankivsk (Interfax-Ukraine, 2018; Krasnikov, 2018). Although English was more frequently used by hospitality workers in both cities, it was far from common, particularly in smaller hotels and locally owned restaurants (Poznanskyi, 2013). In 2021, English is still rarely heard on city streets in Western Ukraine and even less so in rural villages. So despite three decades of welcoming foreign visitors, English proficiency remains a critical problem for the Ukrainian hospitality industry. In fact, the country ranks only #49 out of 100 countries on the latest Education First EPI index, just one level below Russia and one level above Albania (Education First, 2019, p. 7).

Ukraine's English proficiency levels demand further investigation by researchers. Educators in the country not only need to know where possible deficiencies lie, but how best to train students for the hospitality and tourism industry. In Western Ukraine, the situation will obviously require additional effort, as English proficiency levels remain extremely low, as already noted above. Of course, the first step is to precisely measure English proficiency levels among current hospitality workers in the region. After assessing their actual skill level, researchers can recommend a variety of pedagogical solutions to remedy the problem. This could include curriculum development in primary and secondary schools, on the job training, or the mastery of English in university hospitality and degree programs.

An exploration of the available literature on the subject is also in order. Ukraine is certainly not the only country facing this issue in the 21st century, as numerous published studies have illustrated. Regarding pedagogical trends in the Ukrainian hospitality industry, there is very little research available in the English language, which is understandable given the lower skill of both faculty and students in the field and in the university system in general (Serdyuk 2016; Bolitho and West, 2017).

2. Literature review

English has become the most widely used language in the international tourism industry (Erazo, Ramirez, Encalada, Holguin, and Zou, 2019). In fact, the language has become so important to the success of the industry, that university hospitality and tourism programs around the globe now require English for Tourism Purposes (ETP) courses as part of their curriculum. Modeled after English for Specific Purposes (ESP) programs, ETP courses are designed for individuals working directly with guests in hotels, travel agencies, restaurants, information centers, or tourist attractions (Zahedpishied and Abu Bakar, 2017). In the past decade, researchers have addressed the importance of English language skills in the tourism sectors of Croatia (Kostić-Bobanović and Grzinić, 2011), Taiwan (Lin, Wu, and Huang, 2013), Ecuador (Erazo, Ramirez, Encalada, Holguin, and Zou, 2019), and India (Prabhu and Wani, 2015). The latter publication addresses the important role that educators play in the implementation and success of English proficiency courses and programs.

Currently, there is little published literature regarding English learning pedagogy in Ukraine, although there are several important studies assessing overall English proficiency at Ukrainian universities (Shatrova, 2014; Bolitho and West, 2017). At least one journal is devoted specifically to pedagogical strategies employed by teachers in the remote parts of Western Ukraine: *Mountain Schools in the Ukrainian Carpathians*. However, it is published irregularly, not peer-reviewed, and rarely contains articles written in English. Poznansky (2013) published a preliminary study measuring English proficiency among hospitality workers in Western Ukraine, although the focus was only those individuals working in the green tourism industry in the Carpathian highlands.

Khuong (2015) found that there are at least six factors influencing the effectiveness of English proficiency programs and suggests that student assessments be done in the hospitality environment where the majors are employed, not only in the university classroom. A similar conclusion was made by researchers in Malayasia (Zahedpishied, Abu Bakar, and Saffari, 2017), who argued that curricula in the international hospitality industry should be catered to the specific needs and wants of students, in actual situations where the language will be utilized. Finally, as Diallo and Liddicoat (2015) have argued, government officials also need to revise language-learning policies at the national level, so that English is integrated into all educational curricula.

3. Research Methods

3.1. Survey and Sample Design

In order to empirically measure the English proficiency levels of hospitality workers in Western Ukraine, a survey of hotel and restaurant employees was conducted in the Ivano-Frankivsk region. The survey took place over a several month period, from July 2019 to October 2019. Establishments were randomly chosen from a list published in a local hospitality and tourism directory and from various internet sources. In order to ensure that smaller establishments, as well as those located in rural areas were included the survey, several hotels and restaurants were eliminated from the initial sample. However, in order to determine the final number of survey respondents, standard saturation-sampling procedures were strictly followed (Guest, Namey, Chen, 2020). In the end, thirty-five individuals from fifteen different hotels and fifteen different restaurants were included in the data analysis.

3.2. Participants

Participants in the survey included hotel managers, concierges, restaurant maître d's and waiters. To be a participant in the survey, the individual had to daily interact with significant numbers of clients and to be recognized as one of the principle contact persons for the hospitality establishment. At larger facilities, or businesses with extended hours, several individuals were interviewed and included in the survey. In most instances, the individuals were selected after a phone call was made to the establishment during normal business hours. After establishing who would be surveyed, an initial screening interview was conducted by phone, in English. A follow-up questionnaire was then administered to that same person at the workplace or via phone if it was more convenient for both individuals. The follow-up survey was conducted in either Ukrainian or English depending upon the initial assessment of the individual's level of language proficiency.

3.3. Interview Instruments

Initial screenings of the interviewees were conducted using an open-ended questionnaire to assess the interviewee's general level of English proficiency. Questions during the initial screening included:

1. Do you speak English? How well? Not at all? Poorly? Average? Above average? Like a native speaker?

2. Can you answer, in English, simple questions about hotel room availability and pricing?
3. Can you answer, in English, simple questions about items on your restaurant menu?
4. Can you give directions, in English, to a nearby tourist attraction or local historic sites?
5. If a client disputes a bill, can you explain the pricing in a confident and accurate manner?
6. Have you given clients a tour of your facility, providing them with detailed descriptions of the hotel amenities? How many tours? Fewer than ten? More than ten. More than twenty?
7. How well do you read and write English? Not at all? Poorly? Average? Above Average?

After the initial screening interview, a follow-up survey asked the same respondents additional questions. The survey used a standardized questionnaire format and was administered in person or via telephone. The questionnaire, which contained twenty-four questions, relied heavily upon the Council of Europe's (2018) updated *Common European Framework of Reference for Languages* (CEFR) assessment criteria, which use common descriptors to rank an individual's level of English proficiency. The survey measured listening, speaking, reading, and online writing skills only.

Examples of the survey questions:

1. Can you recognize basic English words and phrases at your workplace, especially if the individual speaks to you slowly and clearly?
2. Can you facilitate additional communication by inviting others to speak or asking their opinion about everyday topics?
3. Can you write simple phrases and sentences?
4. Can you understand most words and phrases, even when spoken fairly rapidly, on topics ranging from employment, geography, sports, and touristic activities?
5. Can you comprehend the main points of most conversations that you hear on a daily basis, including those on radio and television programs?
6. When you respond to emails, do you use complete sentences when conveying your thanks, apologies, or specific information about requests?

3.4. English Proficiency Levels

After scoring the number of affirmative responses in the survey, the individual was then given a language proficiency ranking, ranging from beginner (A1) to master of the language (C2). The rankings very closely follow those of the CEFR, although in this study, the individual was given a single average score, based on their combined listening, speaking, reading, and online writing skills. This means that a person may have had an A-2 level reading ability, but their listening, speaking, and online writing skills were such that their overall ranking remained at the A-1 level. Finally, non-proficient speakers/writers were ranked in the double zero (00) category.

A brief description of each ranking:

00: at the no proficiency level, the individual can only understand or write a few basic words in English. They are unable to respond to even basic questions or comprehend simple common everyday statements.

A1: at this level, the individual can ask and answer simple questions and respond to basics statements regarding everyday topics. They can also do basic email correspondence, but usually with the aid of Google translate or other online translation services.

A2: at this level, the person is capable of using polite greetings, can discuss what they do daily at work and home, respond to general invitations, and make and accept basic queries at the workplace. They can write simple sentences in English and often monitor their workplace establishment's website, which may be posted in multiple languages.

B1: at this level, the individual can follow the main points of a lengthy discussion; cope with a variety of issues and problems related to daily life, and join ongoing conversations and openly question the needs of clients and customers. They can answer basic email queries and maintain the establishment's presence on social media.

B2: at this level, the person is able to effectively state opinions and make substantive arguments, converse naturally and fluently about most topics, and sustain lengthy conversations with native speakers. They can respond to most written queries from clients, including email and social media requests.

C1: at this level, the individual expresses themselves spontaneously and fluently, without effort, on a wide range of topics. Their conversations are clear, smooth flowing, and well-organized. They have a command of written English, and understand idiomatic and vernacular expressions.

C2: at the level, the person has gained mastery of the language and has native speaker or near native speaker competence. They can convey nuanced and complex shades of meaning and write effectively and professionally, with very few errors (Council of Europe, 2018, Appendices 1-4, pp. 165-175).

4. Survey Findings

The results of the survey reveal the majority of hospitality workers in Western Ukraine possess relatively low levels of English proficiency. Although there appears to be improvement in skill levels from seven years ago (Poznansky 2013), most individuals in the survey fell below the B-1 level of English. While there were a few individuals who scored as high as the C-1 ranking, no one scored at the C-2 level, the highest proficiency category. The most common ranking was the A-1 level, as a total of ten individuals, or 28%, were classified in that category. Moreover, the results demonstrated little difference between workers employed in the restaurant business versus those employed at hotels or major resorts (**Table 1: English Proficiency Levels of Survey Respondents**).

Table 1. English Proficiency Levels of Survey Respondents

English Proficiency Levels	Hotel & Resort Employees	Restaurant Employees
00	2	0
A-1	5	5
A-2	3	4
B-1	4	3
B-2	2	3
C-1	2	2
C-2	0	0
Totals	18	17

Larger hospitality establishments and those located near major ski resorts possessed staff with the highest English proficiency levels, which is understandable, since they are also more likely to have clients with English speaking abilities. However, even the Bukovel ski resort complex, which receives more foreign tourists than any other single establishment in Western Ukraine (and presumably more English speakers), had only one individual scoring at the C-1 proficiency level. Conversely, hospitality workers at smaller rural establishments did much more poorly on the survey, as the majority ranked only at the A-1 proficiency level or below (**Table 2: English Proficiency Levels for Individuals Working at Resorts, Urban, or Rural Hospitality Establishments**)

Table 2. English Proficiency Levels for Individuals Working at Resorts, Urban and Rural Establishments

English Proficiency Levels	Resort Complexes	Urban Facilities	Rural Facilities
00	0	0	2
A-1	2	3	5
A-2	2	3	2
B-1	4	2	1
B-2	2	2	1
C-1	2	2	0
C-2	0	0	0
Totals	12	12	11

5. Discussion

Although English proficiency levels for Western Ukraine hospitality workers are lower than those in other parts of Ukraine, such as the capital Kyiv, the survey results are still somewhat promising. At the major resort complexes and large hotels in Western Ukraine, it is now more common to find English speakers working at these establishments. However, their proficiency levels remain mostly at the beginning or lower intermediate levels, which might discourage English-speaking tourists from returning after their initial visits. So even though online travel sites such as Booking.com allow tourists to make reservations at almost any hotel in the world without knowing the local language, once the client arrives at the destination, good language support is still essential. Without it, foreigners are

unable to ask for directions, receive information about local festivals, or make requests about important ancillary services.

Moreover, in the 21st century, hospitality tourism is often driven by online reviews, which can have an enormous impact on establishments with a visible online presence. The travel site TripAdvisor, for example, is accessed by more than 50 million individuals each month (Kinstler, 2018). Because TripAdvisor's reviews are written by actual customers, if a client posts a negative evaluation about a hotel or restaurant, it demands an immediate online response. It is for this reason that the authors of this study chose to include both reading and online writing skills as criteria for English proficiency, as they are increasingly a part of the 21st century workplace environment.

Thus if employers in Western Ukraine are going to increase their clientele numbers, hospitality workers will need to possess more sufficient English language skills, including the ability to speak and write more proficiently. However, to ensure that outcome, a coordinated effort will need to take place among all major stakeholders, including university officials and the Ukrainian Ministry of Education. Of course, national programs such as the "Go Global" initiative is a good first start. Beginning in 2016, the Go Global sought to increase English language instruction at cultural centers, language schools, foreign embassies, and other public places. It also implemented a series of summer language learning camps, developed a linguistic "Olympiad," and promoted the airing of more television programs and films with English subtitles (Oliver, 2016).

At the Vasyl Stefanyk Precarpathian National University (PNU), which trains the majority of hospitality workers in Western Ukraine, English language instruction also needs more emphasis, which would also help ensure a more language proficient workforce. Presently, there are no English as a Medium of Instruction (EMI) degree programs at PNU, even in the Division of Foreign Languages and Country Studies. Not only does this impact the level of English proficiency among PNU students, it also severely disadvantages English-speaking teachers at the university. Although various tourism departments at PNU do offer ESP courses, the majority of students actually spend very little time in the classroom speaking or writing English. If PNU required a greater number of contact hours in ESP courses as well as offered an exclusive EMI Tourism and Hospitality Degree program, students would be far more proficient English speakers and thus better prepared for the workplace after graduation.

Another perhaps more innovative way to improve English proficiency among hospitality majors would be to offer English for Tourism

Purposes (ETP) courses at PNU. This strategy has proven successful in Asian countries, including China, India, Malaysia, and Japan (Chen, Chiu, Lin, 2011, Prabhu and Wani, 2015; Zahedpisheh, Abu Bakar, Saffari, 2017; Terauchi, Nojuchi, Tajino, 2019). In addition to ETP courses, students would also benefit from mandated workplace practicums at hotels or restaurants where English is predominantly spoken. Since 2015, the PNU administration has assisted in placing hospitality students in paid summer internships, including hotels and resorts in Turkey, Bulgaria, Greece, Germany, Poland, Russia, and the USA. However, the vast majority of students are employed in Bulgaria or Turkey (68%), locations where English is seldom spoken by hotel staff or clientele (**Table 3: PNU International Hospitality Intern Placements**).

However, if the PNU Department of Tourism would make more agreements with large hotels chains in neighboring European countries, where English is frequently spoken, participating students would simultaneously improve their hospitality and English language skills. In Australia, such programs have been extremely successful, particularly for hospitality and tourism students from China (Sonnenschein, Barker, Hibbbs, 2019). Not only do such programs bridge both theory and practice, they give students the opportunity to use those skills and knowledge back in their home countries.

Table 3. PNU International Hospitality Intern Placements

Year	No. of Student Interns						
	Turkey	Bulgaria	Greece	Germany	USA	Russia	Poland
2015	0	37	13	14	14	0	0
2016	0	31	0	29	11	3	2
2017	17	25	0	0	0	0	0
2018	19	35	1	2	0	0	0
2019	25	17	0	7	0	0	0

Totals 61(20%) 145(48%) 14(4.5%) 52(17%) 25 (8.5%) 3 (1%) 2 (<1%)

6. Conclusion

Although there have been measurable gains in the past several decades, English language proficiency among hospitality workers in Western Ukraine remains relatively low. As a result, the hospitality industry falls short of its potential as a unique and affordable tourist destination. If the area possessed higher levels of English language proficiency, European, Asian, and American tourists would obviously visit the region in much larger numbers. However, for English levels to substantially improve, public schools, universities, and hospitality establishments in the region will need to work together in order to improve the level of language education. If hospitality workers are going to compete successfully on the global stage, they will need additional opportunities for improving English language proficiency. Such recommendations have international relevance, as hospitality programs everywhere would benefit from the adoption of more proactive and rigorous English language instruction strategies.

References

- Ayres, Sabra (2019, January 28). Four years after Russia annexed Crimea, the peninsular remains in limbo. *Los Angeles Times*.
<https://www.latimes.com/world/la-fg-crimea-20190128-story.html>, accessed January 30, 2020.
- Bolitho, R., West, R (2017). *The internationalization of Ukrainian universities: The English language dimension*. Kyiv: British Council of Ukraine.
- Bourdieu, Pierre. (1991). *Language and symbolic power*. Cambridge: Polity Press.
- Chan, K. (2017). The world's most powerful languages. *INSEAD Knowledge*.
<https://knowledge.insead.edu/leadership-organisations/the-worlds-most-powerful-languages-6156>, accessed January 31, 2020.
- Chang, W. Y. (2009). *A needs analysis of applying an ESP program for hotel employees*. Yu Da Academic
- Chen, P.C., Chiu, W.Y., & Lin, T.Y. (2011). A study constructing holistic English for specific purposes (ESP) curriculum model for tourism and hospitality English. *Education Research Journal*, 1 (5), 84-93.
- Council of Europe. (2018). *Common European framework of reference for languages: learning, teaching, assessment. Companion volume with new descriptors*.
- Diallo, I., Liddicoat, A. (2015). Planning language teaching: an argument for the Place of Pedagogy in Language Policy and Planning,” *International Journal of Pedagogies and Learning*, 9 (2), 110-117.
- Education First (2019). English proficiency index: a ranking of 100 countries and regions by English skills.

- <https://www.ef.com/~media/centraefcom/epi/downloads/full-reports/v9/ef-epi-2019-english.pdf>, accessed January 28, 2020.
- Erazo, M.A.C., Ramirez, S.I.M., Encalada, M.A.R., Holguin, J.V., Zou, J.H. (2019). English language skills required by the hospitality and tourism sector in El Oro, Ecuador. *Theory and Practice in Language Studies*, 9(2), 156-167.
- Guest G, Namey E, Chen M (2020). A simple method to assess and report thematic saturation in qualitative research. PLoS ONE 15(5): e0232076. <https://doi.org/10.1371/journal.pone.0232076>
- Interfax-Ukraine (2018, February 5). Number of tourists in Lviv region grows by some 50% in 2017. *Kyiv Post*. <https://www.kyivpost.com/ukraine-politics/number-tourists-lviv-region-grows-50-percent-2017.html>, accessed January 31, 2020.
- Khoung, C. (2015). An evaluation of English teaching and learning in tourism training programs in Vietnam. *International Journal of Arts and Sciences*, 8 (6), 561-572.
- Kinstler, L. (2018, August 15). How TripAdvisor changed travel. *The Guardian*, online edition. <https://www.theguardian.com/news/2018/aug/17/how-tripadvisor-changed-travel>, accessed January 31, 2020.
- Kostić-Bobanović, M., Grzinić, J. (2011). The importance of English language skills in the tourism sector: a comparative study of students/employees perceptions in Croatia. *Almatourism-Journal of Tourism, Culture and Territorial Development*, 2 (4), 10-23.
- Krasnikov, D. (2018, February 17). Ukraine's hotel industry 'recovers' after revolution. *Kyiv Post*. <https://www.kyivpost.com/business/ukraines-hotel-industry-recovers-revolution.html>, accessed February 20, 2020.
- Lin, C., Wu, W., Huang, Y. (2013). English for specific purposes (ESP) for hospitality college students and hotel employees in Taiwan. *International Journal of Education and Research* 1, (8), 1-14.
- Oliver, Amelia. (2016, February 11). The year of English in Ukraine: pathway to a new second working language. *Nations & States*, online edition. <https://nationsandstates.com/2016/02/11/the-year-of-english-in-ukraine-pathway-to-a-new-second-working-language/>, accessed February 11.20-20.
- Poznansky, R. (2013). Developing green tourism in the Precarpathian region: using foreign language proficiency as a measure of success," *Mountain Schools in the Ukrainian Carpathians*, 8/9, (1), 298-300.
- Prabhu, A., Wani, P. (2015). A study of the importance of English language proficiency in the hospitality industry and the role of hospitality educators in enhancing the same amongst students," *Atithya: A Journal of Hospitality*, 1 (1), 6-13.

- Riashchenko, V., Zivitere, M., Kutryieva, L. (2015). The problems of development of the Ukrainian tourist market and ways of their solutions. *Information Technologies, Management and Society* 8, (1), 21-26.
- Serdyuk, Y. (2016, March 15). Do you speak English? The reality of learning English in Ukraine. 112.International News Agency. <https://112.international/opinion/do-you-speak-english-the-reality-of-learning-english-in-ukraine-3243.html>, accessed January 26, 2020.
- Shatrova, Z. (2014). Teaching English to engineering students in the contemporary world: a case study of Ukrainian and Turkish universities. *Journal of Education and Practice*, 5 (11), 149-156.
- Smadych, I. (2019). Analysis of the touristic potential of mountainous areas in the Ivano-Frankivsk region to create development conditions for recreation in the Carpathian region of Ukraine,” *urbe, Revista Brasileira de Gestao Urbana* 11, e20190011: <https://doi.org/10.1590/2175-3369.011e20190011>.
- Sonnenschein, K., Barker, M., Hibbens. R. (2019). Benefits of work-integrated learning: perceptions held by Chinese international students enrolled in in an Australian university and managers in the Chinese hotel industry. *Journal of Hospitality and Tourism Education* 31 (3), 139-148.
- Terauchi, H., Nojuchi, J., Tajino, A (Eds.). 2019. Towards a new paradigm for English language teaching: English for specific purposes in Asia and beyond. Abingdon, UK: Routledge, Taylor and Francis Group, 2019.
- United States Agency for International Development. (2005). *Ukraine: competing in the global economy, part II: tourism in the Crimea and the Carpathian mountains*. Kharkov: The BIZPRO Project.
- Zahedpisheh, N., Abu Bakar, Z.B., Saffari, N. (2017). English for tourism and hospitality purposes (ETP), *English Language Teaching*, 10 (9), 86-94.