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# Trends in Teaching English for Tourism: A Systematic Review (2013 -2022)

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**Abstract: Trends in Teaching English for Tourism: A systematic review (2013—2022). Objectives:** This article provides the most research topics, strengths and limitations in teaching English for Tourism (EfT) for the last decade. **Methods:** This qualitative systematic review obtained the data from reputable open-access journals; totally 20 articles were scrutinized and classified. **Findings:** Models' development in teaching EfT has become the most interesting topic since it contributes to sustainable studies due to the teaching EfT development. Meanwhile, the Corpus-based was preferable in the last decade for the EfT materials development. However, the scarcity of the studies in assessment and media might open a wide opportunity to be explored. **Conclusion:** Overall, the EfT teaching topics in the last ten years are categorized into models, materials, media and assessment. Future research with various innovations in teaching EfT, and further cooperation with tourism organizations and stakeholders can support stronger contribution to the success of teaching EfT.

**Keywords:** english for tourism, trend, systematic review.

*Abstrak: Tren Pengajaran Bahasa Inggris untuk Pariwisata: Suatu Tinjauan Sistematis (2013 - 2022). Tujuan: Artikel ini menyajikan tren topik penelitian, kekuatan serta keterbatasan dalam pengajaran Bahasa Inggris untuk Pariwisata selama dekade terakhir. Metode: Penelitian kualitatif dengan tinjauan sistematis memeroleh data dari jurnal bereputasi sebanyak 20 artikel dianalisis dan diklasifikasikan. Temuan: Pengembangan model dalam pengajaran Bahasa Inggris untuk Pariwisata merupakan topik yang paling menarik karena berkontribusi dalam keberlanjutan perkembangan pengajaran Bahasa Inggris untuk Parawisata. Sedangkan, Corpus-based lebih diminati dalam satu dekade terakhir. Namun, terdapat sedikit penelitian yang mengkaji aspek penilaian dan media terkait Bahasa Inggris untuk Pariwisata sesungguhnya dapat menjadi peluang besar untuk penelitian selanjutnya. Kesimpulan: Secara keseluruhan, topik-topik pengajaran Bahasa Inggris untuk Pariwisata dalam sepuluh tahun terakhir dikategorikan dalam model, materi, media dan penilaian. Penelitian selanjutnya dapat lebih banyak berinovasi dalam pengajaran Bahasa Inggris untuk Pariwisata, Selain itu, kerjasama dengan lembaga pariwisata dan pemangku kebijakan dapat memberikan kontribusi terhadap penelitian terkait.*

*Kata kunci: bahasa inggris untuk pariwisata, tren, tinjauan sistematis.*

# ■ INTRODUCTION

The term "specific" in English for Specific Purposes (ESP) refers to the aim of learning English (Hans & Hans, 2015). The ESP strategy increases the relevance of what students are studying, allowing them to utilize the background knowledge of English that they have previously learned. ESP examines students' requirements and integrates motivation, subject matter, and content to teach relevant skills.

As a result, English for Specific Purposes (ESP) is a type of English course in which the textbooks and materials are tailored to the wishes and goals of the students. ESP has two criteria: 1) ESP is typically 'goal-directed,' and 2) ESP courses are developed from a needs analysis that aims to specify what exactly it is that the students have to go through the medium of English (Robinson, 1991), as well as a number of characteristics that explain that ESP courses are generally constrained by a limited period of time in which their goals must be achieved, and are taught to adults in homogenous and diverse classes in terms of the work or specialist studies that the student is studying.

Based on the definitions above, it is possible to conclude that English for ESP involves learning English for a specific purpose in order to achieve particular goals. Needs evaluation or needs analysis in ESP should not be considered a new type of language instruction, but rather a strategy. This is similarly founded on the common issues of teaching language for communicative goals.

Nowadays, tourism is a global phenomena involving hundreds of millions of people from the community, government, and the tourism sector. Tourism has evolved through numerous stages, including changes in patterns, forms, and type of activities, as well as changes in motivation to travel. Tourism in poor nations is focused on focusing economic growth and company development. Tourism is one of the most important non-oil and gas businesses for generating foreign cash. In addition to foreign exchange revenues, tourism contributes to other strategic goals such as job creation and expansion, environmental preservation and development, cultural development, and instilling a feeling of patriotism in citizens. Thus, tourism operations encompass a variety of enterprises involved in transportation, lodging, food, and service.

The increased global tourism necessitates a greater degree of communication skills in order to facilitate global interconnectivity. Because English is the most widely used language for worldwide communication, proficiency of the language has become mandatory for all hospitality and tourism personnel. This is because staff who communicate effectively in English give efficient services. Meanwhile, employees who speak bad English tend to give ineffective services due to a breakdown in communication. As a result, the requirement for effective English communication skills may be ignored across all areas of the tourism industry (Al-saadi, 2015). The competence is not just for tourism enterprises doing business in English-speaking countries. As a result, having a strong command of the English language, particularly in the context of the tourism industry, is critical. As a result, improving English language skills for the tourism industry may make people more employable (Chaudhary & Kaur, 2016).

Furthermore, English has dominated numerous industries, including tourism. The demand for English for specialized objectives to achieve people with instrumental aims is rapidly increasing (Tsao and Xu, 2008). English for specific purposes is recommended for learners who need to meet vital, specific, and precise needs in order to respond to significant demands in occupational or academic circumstances in English (Chang, 2009; Tsao, 2011). Moreover, ESP is one technique for language training that all

decisions about alternative techniques and content are made with the learners' aim and purpose for learning in mind (Hutchinson and Waters, 1987). ESP was designed and aimed to see the specific needs of the learners (Strevens, 1988)

It is critical to create models, tools, media, and assessments for teaching ESP since they can impact the success of the teaching and learning process in language classrooms. One of them is the accessibility of educational materials. Teachers/lecturers, as well as students and other parties, require instructional materials at all levels of education, from elementary to tertiary (Olayinkai, 2016; Effiong & Igiri, 2015; Cakir, 2015; Sjaifullah, 2011). Teachers/lecturers, students, and other parties all use instructional materials as valuable resources in the teaching and learning process. Some studies demonstrate that instructional materials can boost students' academic achievement (Olayinkai, 2016; Oladejo et al., 2011). According to Tomlinson (2012), the availability of instructional materials can facilitate the learning process; the research also reveals that students' attention to the target language can be drawn.

Some tourism and hospitality English studies have examined the efficacy of courses and interventions in developing and expanding tourism students' language competence (Akyel & Yalcin, 1991; Fuentes, 2004; Haggag, 2008; Lo & Sheu, 2008; Luka, 2009; Watts & Trim, 1999). Many research looked into the linguistic needs of students and employees (Afzali and Fakharzadeh, 2009; Choi, 2010; Al-Khatib, 2005; Martin & Davies, 2006; Stapa, 2005; and Tipmontree, 2007). The evaluation of language resources and course books from the perspectives of trainers, employees, and students in their studies (Brunton, 2009 and Laborda, 2005). Computer-based activities incorporate in English classes for tourism students (Laborda, 2003; 2009). Other concerns investigated by comparable studies included teachers' perceptions of how oral communication activities aid in the development of oral English

among tourism students (Jing, 2010). The association between general English high-frequency words and the most often used tourism English vocabulary and tourism students' reading comprehension of texts in their English courses (Diaz and Scholfield, 2010).

The functions that necessitate the use of English. English for specific purposes (ESP) is the teaching and learning of English as a second or foreign language where the learners' goal is to utilize English in a specific domain (Fitria, 2019). English for Specific Purposes (ESP) focuses on language in context rather than teaching grammar and linguistic structures (Hans and Hans, 2015). It covers topics ranging from accounting and computer science to tourism and business management, among others. English is not taught as a distinct subject from the students' real world in ESP, but is integrated into a subject matter area meaningful to the learners.

The fact that English for Specific Purposes (ESP) combines subject matter and English language teaching is highly motivating because students/learners can apply what they have learned in their English classes to their field of study such as accounting, business, management, economics, computer science, political science, or tourism. The ability to use the vocabulary and concepts that they have learned in a meaningful context reinforces what has been taught and boosts their drive to learn English. Students' strengths in their subject areas boost their ability to learn or master English. Subject-matter knowledge provides context for students/learners to understand English in the classroom. Students/learners in English for Specific Purposes (ESP) classes are shown how to articulate subject-matter material effectively in English. Teachers can make the most of their students' topic knowledge to help them learn English more quickly. The objectives of the research are to find out the most trending topic of research in teaching English for Tourism, and the strength and limitation of the previous research.

## ■ METHODS

### Research Design

This research method is qualitative research with a systematic review design to synthesize and analyze the existing literature on teaching English for Tourism. A systematic review can be described as a research methodology and procedure that involves the identification and thorough evaluation of pertinent research studies (Snyder, 2019; Zawacki-Richter et al., 2019).

### Participants

The research identified articles of relevant journals as the meta-synthesis data. This study synthesizes the articles which trends in teaching English for Tourism in the last ten years.

### Study Search Procedure

The researchers collect the data from the articles sourced from reputable databases such as ScienceDirect, Google Scholar, Taylor & Francis database, Researchgate, and Garuda. Keywords "English for Tourism" used to obtain a representative number of articles (Chigbu, U. E et. al., 2023). Those articles were selected by using Publish or Perish Software. The articles have been identified between 2013 and 2022 that are relevant to the topic of English for Tourism. The PRISMA flow diagram used to screen the data. The selected articles from a comprehensive foundation of literature for conducting a systematic review of the topic, ensuring a robust analysis of recent research and emerging trends in English language instruction for the tourism context and also analyzing the strengths and limitations of current studies.

### Inclusion and Exclusion Criteria

Moreover, only articles that satisfy the predetermined criteria are selected to address the research questions. The selection process employs the following criteria: 1) The articles from national and international-indexed journals which are available in the Open Sources Journal system. 2) The articles specifically address the topic in teaching English for Tourism and were published in the last decade. 3) The articles related to Model, Media, Material, and Assessment in the field of teaching English for Tourism in both ESL or EFL countries.

### Instrument

The primary instrument for qualitative research is the researcher itself (Denzin, 2004). In this study, the researchers used Publish or Perish Software to select the articles. This software automatically takes data from Open Access Databases such as Google Scholar, Semantic Scholar, Scopus, CrossRef and OpenAlex. The researchers used a worksheet as an instrument in order to identify strengths and weaknesses from selected articles.

### Data Analysis

Thematic Analysis was used to categorize the important concept from the data into a list of themes (Given, 2008). This is a strategy in qualitative research in terms of data reduction and analysis. Thematic Analysis Procedure by Clarke and Braune (2013) was used in this research. The six steps of thematic analysis are as follows: (1) familiarizing oneself with the data; (2) creation of initial codes; (3) topic search; (4) theme evaluation; (5) theme representation; and (6) result interpretation.

## ■ RESULTS AND DISCUSSION

The results are interpreted in accordance with the research's objective. The data collected through the initial screening using the Publish or Perish software. There were three stages of the research paper selection using the PRISMA Flow Diagram. The three stages are the following: Identification, Screening, and Included.

On the identification step, 248 articles were registered *in sciencedirect,* 470 studies were

registered in Google Scholar, 199 articles were registered in *Taylor and Francais Database,* 12 studies were registered in Researchgate, and 35 articles were registered in Garuda.

From 964 initially found published research articles sorted during 2013-2022, the following studies were deleted due to 11 studies due to no source, 2 studies due to duplication, 420 studies due to ineligibility by automation tools, 417 studies not related to the criteria. Hence, by these reasons, a total of 850 studies were massively reduced.

On the screening step, 114 articles were registered in the database mentioned. After being screened, 5 studies were published excluded between 2013-2022. Meanwhile, 52 articles with no link or expired link, 37 studies were not accessible and/ or open access and not qualified in teaching EfT. Hence, a total of 964 studies were massively reduced from initial collected articles to final 20 studies for this systematic literature review. The twenty articles were described as indicated in table 1.

## Identification of studies via databases and registers
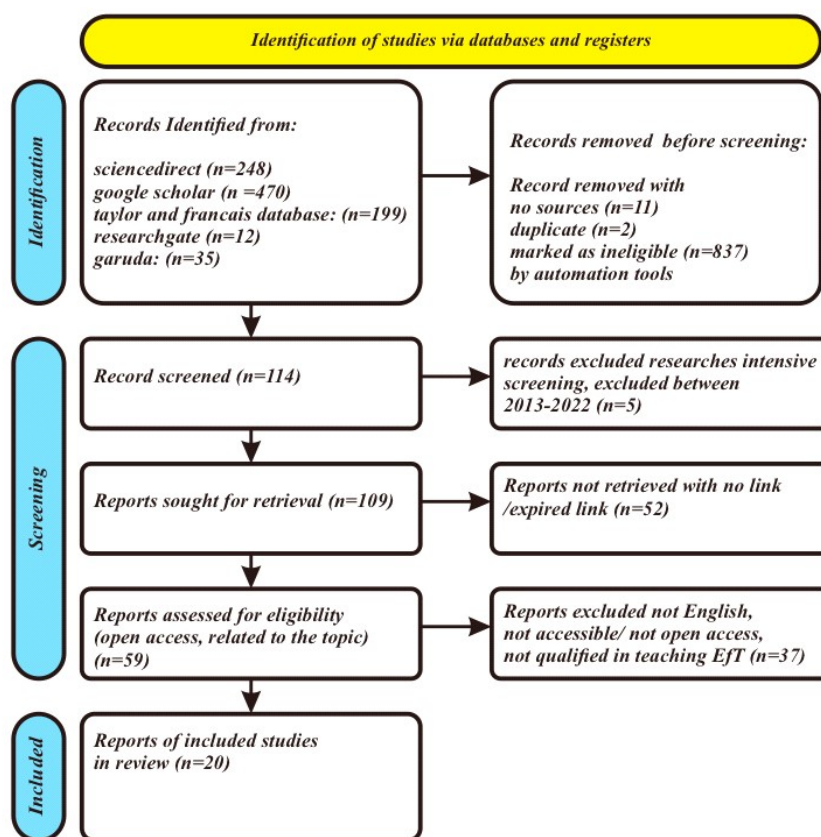


**Figure 1.** Search strategy using Prisma

**Table 1.** Studies highlighting the teaching english for tourism between 2013-2022

| Article | Year Published | Author/s | Setting | Topic Article | Categories |
|---|---|---|---|---|---|
| 1 | 2013 | Ya-Yu Cloudia Ho | (Kainan University, No.1 Kainan Road, Luzhu Shiang, | Communicative language teaching and English as a foreign | Model |

| | | | Taoyuan, 33857, Taiwan) | language undergraduates' communicative competence in Tourism English | |
|---|---|---|---|---|---|
| 2 | 2013 | Malinee Phaiboonnugulkij & Kanchana Prapphal | Canadian Center of Science and Education | Online Speaking Strategy Assessment for Improving Speaking Ability in the Area of Language for Specific Purposes: The Case of Tourism | Assessment |
| 3 | 2013 | Frydrychova Klimova, Ilona Semradova | the Department of Applied Linguistics at the Faculty of Informatics and Management (FIM) of the University of Hradec Kralove (UHK) in the Czech Republic | Developing language competences for Management Tourism students Blanka | Model |
| 4 | 2013 | Stefania Gandin | Department of Humanities and Social Studies of the University of Sassari (Italy) | Translating the Language of Tourism. A Corpus Based Study on the Translational Tourism English Corpus (T-TourEC) | Material |
| 5 | 2014 | Katayoon Afzalia , Davood Rezapoorian | Iran | Pragmatic Aspects of English for Tourism Course Books and ESL Learners Pragmatic Needs: A Speech Act Theory Perspective | Material |
| 6 | 2015 | Kurnia Ulfa | Medan, Indonesia | Designing ESP materials for tourism students of akademi pariwisata medan | Material |
| 7 | 2016 | Rima Andriani Sari | Bali, Indonesia | Teaching English for tourism in Bali based on local culture: what do students need? | Material |
| 8 | 2016 | Gloria Cappelli | Pisa, Italy | ENGLISH FOR TOURISM: Using translated texts in the classroom to improve writing skills | Material |

| 9 | 2017 | Huong T. Buia, Kevin Kam Fung Sob , Anna Kwekc , John Rynne | Australia | The impacts of self-efficacy on academic performance: An investigation of domestic and international undergraduate students in hospitality and tourism | Model |
|---|---|---|---|---|---|
| 10 | 2017 | Martina Pokupec Diana Njerš Hilarija Lozančić Benić | Zagreb, Croatia | Assessment And Comparison Of Tourism Vocabulary Skills In Esl Learners | Assessment |
| 11 | 2018 | I Nengah Astawa, Ida Bagus Nyoman Mantrab, Ida Ayu Made Sri Widiastutic | Bali, Indonesia | Communicative English Language Test: A Prospective Measuring Device For Tourism Practitioners' Employability Tourism Practitioners' Employability | Assessment |
| 12 | 2018 | Sang Hyeon Park, Hyekyung Yoo, Kyoung-Bae Kim, Timothy J. Lee | Seoul, South Korea | Perceptions of university students of 'tourism-focused English' as a second language: The case of Korean universities | Material |
| 13 | 2019 | Acep Haryudin, Aseptiana Parmawati | IKIP Siliwangi, West Java, Indonesia | Teaching Students Speaking Skill Through Fishbowl Technique On Subject Of English For Tourism | Model |
| 14 | 2019 | James Bury | Japan | Introducing storytelling into tourism and hospitality courses: students' perceptions | Model |
| 15 | 2020 | Zuzana Sándorová, Terézia Repáňová, Zuzana Palenčíková, and Norbert Beták | Nitra, Slovakia | Design thinking - A revolutionary new approach in tourism education? | Model |
| 16 | 2020 | Suprayogi Suprayogi, Budi Eko Pranoto | Lampung, Indonesia | The Implementation Of Virtual Exhibition Project In English For Tourism Class For University Students | Model |

| 17 | 2021 | Ambar Wulan Sari, Resty Wahyuni, Alfitriani Siregar | Medan, Indonesia | The Effect Of Object - Oriented Programming (Adobe - Flash) Based Multimedia Learning Methods On English For Tourism Courses | Media |
| 18 | 2021 | Silvia Pireddu | Turin, Italia | E-Learning and ESP. Teaching English For Tourism. | Model |
| 19 | 2022 | Sutrisno Sadji Evenddy, Ledy Nurlely | Sultan Ageng Tirtayasa University. Indonesia | Virtual Tour: A Media To Teach English For Tourism | Media |
| 20 | 2022 | Anwar Rahman, Basuki Wibawa, Syarif Sumantri | Lampung,Indonesia | Develop English Electronic Module for Tourism Through Analysis of Learner's and Context | Material |

As shown in table 1, the articles in teaching English for Tourism were generated to search for categories. The researchers, then, synthesized and classified into models, materials, media, and assessment in teaching English for Tourism.

**Emerging trend and future directions in English for Tourism**

The more rapid growth of the tourism industry increases, the more demand on teaching English for Specific Purposes (ESP), especially English for Tourism will be. Numerous studies concern developing some effective teaching supports in the area such as models, materials, media, and assessment to ensure the students successfully learn the target language.

**The most recent studies in Teaching English for Tourism in last decade**

This systematic literature review results in the investigation of teaching English for Tourism from 20 relevant articles that could be brought to a further stage of analysis. This paper categorized the articles on the topic of teaching English for Tourism into some supporting categories such as models, materials, media, and assessment.

These categories emerged from reviewing the literature and were classified as such for better categorizing topics in doing research in teaching English for Tourism in the past decade. Table 1 provides the type of categorization with the respective articles used in this study, as follows;

**Table 2**. Articles classification on the supporting categories in teaching EfT

| Categories | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Models | 2 | | | | 1 | | 2 | 2 | 1 | | 8 |
| Materials | 1 | 1 | 1 | 2 | | 1 | | | | 1 | 7 |
| Media | | | | | | | | | 1 | 1 | 2 |
| Assessment | 1 | | | | 1 | 1 | | | | | 3 |
| Total | 4 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 20 |

Table 2 depicts the fact that most researchers seem to be interested in the study of developing models on teaching EfT. There were at least 8 studies which were involved in the models of teaching English for Tourism covering the various developments on models. The ways the teachers construct their professional identity have been extensively studied with a focus on the particular impact of teacher's interaction with the students. Therefore, many researchers investigate models in teaching EfT. However, the development of materials in teaching EfT got the second attention of the researchers, in which the discovery of the topic spread evenly during the last decade. Meanwhile, the study in using or developing the media in teaching EfT is the least explored in the last decade.

**The current studies on models, materials, media, and assessment used in teaching English for Tourism**

Based on the result of analyzing data that has been collected, the 20 articles were classified into categories and aspects in study in order to find out the uniqueness of each study. Table 2 serves an overview of publications in the last decade into some categories of topics and aspects of studies such as scope, research design, the instruments, as follows;

**Tabel 3**. Summary of current studies in teaching english for tourism

| No. | Aspects | Categories | | | |
|---|---|---|---|---|---|
| | | **Models** | **Materials** | **Media** | **Assessment** |
| 1 | Theme | 1. Language Competences<br>2. CLT effects on Communicative Competence<br>3. Self efficacy on academic performance<br>4. Speaking skills through Fishbowl<br>5. Students perception on storytelling<br>6. Design thinking: Empathise, Define, Ideate, Prototype and Test<br>7. Collaborative Strategic Reading in Tourism Discourse<br>8. Implementation Virtual Exhibition Project as PBL in English of Tourism | 1. Translational Tourism English Corpus (T-TourEC)<br>2. Pragmatic Functions Type of speech acts for Material in Tourism Course Book and Pragmatic needs of EFL learners<br>3. Designing ESP Material for Tourism through Accelerated Learning<br>4. Utilizing Local Culture as Teaching Material in English for Tourism Instruction<br>5. Translation Text with Corpus-Based for Teaching Writing in English for Tourism Classroom | 1. Library Research and developing materials through Virtual Reality<br>2. Object-Oriented Programming for Vocabulary Skills | 1. Online LSP Speaking Test for Improving Speaking Ability<br>2. Test for Vocabulary Skills<br>3. Communicative English Test |

| No | Category | | | | |
|---|---|---|---|---|---|
| | | 6. Students Perception toward Actual English Expressions rather than Written Form Materials<br>7. E-Module of English for Tourism | | | |
| 2 | Research Design | 1. Analysis of students' need<br>2. Mix Method<br>3. Experimental Design (a pre-and-post study design)<br>4. CAR<br>5. Mix Method<br>6. Qualitative<br>7. Case Study<br>8. Mix Method | 1. Corpus-based Study<br>2. Pilot Experiment<br>3. R & D<br>4. Mixed Method<br>5. Experimental Research<br>6. Experimental Research<br>7. R & D | 1. library research<br>2. Experimental Research | 1. Qualitative<br>2. Comparative study (descriptive statistic)<br>3. RnD |
| 3 | Instruments | 1. Questionnaires<br>2. Quantitative data: pretest (paper-based and oral-based), pre-questionnaires, posttest (paper-based and oral-based), post questionnaires, focus group interviews. Qualitative data: descriptive analysis and paired-samples t-test.<br>3. adopt Self-efficacy Towards Statistics Questionnaires (STSQ)<br>4. observation, interview, questionnaire, and test techniques<br>5. Questionnaires and Interviews<br>6. Unstructured observation and Semi-structured interviews | 1. over 500 translated travel articles from web<br>2. 3 different EfT course books and a Discourse Completion Test<br>3. Questionnaires, interviews, and documentations.<br>4. Questionnaires, Documentation Analysis, and interviews<br>5. Pre-Test, Instruction, and Post-Test.<br>6. Questionnaires and interviews<br>7. Questionnaires and Library Study | 1. material classification checklists equipment, a writing schema/map, and a research note format<br>2. Pretest and Posttest | 1. The Web-based Speaking Test in English for Tourism (WBST-EFT) and coding scheme<br>2. Vocabulary Knowledge Scale (VKS) Test<br>3. Interview and direct observation |

7. Module of Online Collaborative Reading
8. Semi-structured interview, pretest and posttest.

Table 3 indicated that the development of models in teaching English for Tourism has become the most interesting topic for most researchers. However, 8 studies found in the models of teaching EfT showed in different scope of studies such as language competences, CLT effects on communicative competence, self efficacy, speaking skills through Fishbowl technique, students' perception on storytelling, design thinking, collaborative strategic reading, and implementation of Virtual Exhibition Project in EfT. There are lots of scope that can be discovered because the scope of models seem to be unstoppable discovery due to the development of many aspects included. Meanwhile, in materials development in teaching EfT, the trend of exploring Corpus-based raised as it can be seen from the table, articles related to the topic came twice in past decade, namely Translational Tourism English Corpus (T-TourEC) and Translation Text with Corpus-based for teaching EfT. However, the scarcity of the studies might open a wide opportunity to be explored more. In fact, studies in media have just emerged in the last couple years.

In terms of research design, the studies conducted between 2013-2022 are relative variants. However, the most frequently used research design in teaching English for Tourism is the mix method in order to strengthen the results. Therefore, many researchers believe in the use of this method design, through a combination of qualitative and quantitative data.

## Theme 1: Models in Teaching English for Tourism

It is necessary to identify students' needs such as what language skills and other competences they need and want to develop, and what their strengths and weaknesses are in order to determine the course goal before creating a syllabus. It is because the content of the course had to be set and course materials had to be carefully selected and/or created. One the most essential part in teaching is methods of assessment, how teachers evaluate the teaching and learning process that also should be based on the indicator and goals that have been set in the syllabus.

Klimova and Semradova (2013) explored and emphasized their study of language knowledge and skills which might help students of tourism to get their job for future careers. They proposed a model syllabus with course goals and specific indicators in all language competences and skills to meet both MT students' and teachers' needs to achieve the language level B2-C1 according to the Common European Reference Framework for languages. They believed that students need communication competences, especially social and cultural skills, besides the language skills to succeed in the future career.

Modification in models of teaching EfT has been grown up to serve the students to be ready to compete in the present global world. This also triggered Ho (2013) to investigate the influence of implementing Communicative Language Teaching (CLT) on cultivating undergraduates' communicative competence in Tourism English in an English as a Foreign Language (EFL) classroom. She conducted a 15 weeks experiment on the pretests, pre-questionnaires, posttests, post-questionnaires, and focus group interviews to 70 Taiwanese undergraduates. Then, she found the students' confidence in Tourism English and comprehension in course content

increased after practicing speaking English in plenty of communicative activities. The students were able to memorize what they had learnt in the Tourism English course more easily and quickly. Her findings indicated that students' progress towards better communicative competence in paper-based tests and oral-based tests were both significant because (CLT) facilitates students' English learning, raises their confidence, and enhances their communicative competence in Tourism English. These findings were also reinforced by the students' perception that mostly they agreed that CCLT contributes to their learning experience in Tourism English.

Moreover, Haryudin and Parmawati (2019), applied Fishbowl technique to find out the significant improvement and the effect in speaking ability in EfT courses. They used Classroom Action Research (CAR) with two cycles and one class sample. They found the major effect that the model applied in the learning process significantly affected student achievement. Their findings demonstrate that the lecturer implemented the learning process using the best manner possible since it is important to consider all possible options. This is supported by Inten and Puger (2004), which essentially state that the learning strategies used have an impact on student progress.

Meanwhile, Bury (2019) brought storytelling into tourism and hospitality courses. Following the inclusion of storytelling in the curriculum, he examines the perspectives of first-year students enrolled in the Faculty of Tourism and Business Management at a university in Japan. The participants felt that their English abilities, and their confidence in using English were all deemed to have increased. Also, they thought that it had helped them better comprehend the tourism and hospitality industries. Thus, storytelling is advised for tourism and hospitality courses.

Another study on models in teaching EfT conducted by Sándorová et. al (2020) in Slovakia. They introduced the model of design thinking (DT) in the Regional Tourism study programme. They found that DT can develop creative thinking and problem-solving skills in the context of tourism, DT can make tourism undergraduates more cooperative and motivated by the students' activeness to share and discuss their opinion through verbal communication, and DT can enhance communication in English through the real-life problem-solving approach of the task encouraged the students to use English without making them conscious learning of the fact that they were actually completing a communicative task. IIn addition, they cooperated and participated far more actively than they would have in traditional role-plays or conversations in order to achieve the goal and succeed as a team (Sándorová, 2018)

## Theme 2. Materials in teaching English for Tourism

This review also looked into the scope that focused on materials in teaching EfT. Many studies have been done on this notion.

In the development of materials of teaching EfT, the language of tourism represents a peculiar type of specialized language made up of a wider range of stylistic, pragmatic and lexical features intertwined with and influenced by different registers and different specialized languages. In applying corpora-based studies on the translated language of tourism English Corpus (T-TourEC) can be conducted through the using a specifically designed corpus of translated tourist texts from number of languages into English and contrasting it with a larger corpus of travel articles originally written in English (Gandin, 2013).

Meanwhile, considering the lack of research in the area of English for Specific Purposes, Azfali and Rezapoorian (2014) explored pragmatic aspects and needs of EfT course books, especially speech act theory perspective. They found lower frequency of commissive and

expressive speech acts in the tourism course books may be responsible for the students' weaker performance in completing these two speech acts in their DCTs, and the frequencies of declaratives and representatives increased while the frequency of expressive and commissive acts decreased as the level of the course books increased.

A year later, Ulfa (2015) designed ESP materials for Tourism Students of Akademi Pariwisata Medan by 5 modified steps of a research and development with the students' need analysis, analyzing the syllabus to develop the syllabus, analyzing the existing of English materials to develop the materials based on the students need especially preparation on doing job training program in the future, validating the new materials to the experts, and revising the new materials. The findings showed that speaking skills are the most required by students, especially speaking fluency, which is the target needed to communicate with customers in the future job. She proposed new EfT material for Middle Class Students of Manajemen Usaha Perjalanan (MUP) to meet that needs which is easy to learn, integrates brain, emotion, and body to activate learning both consciously and unconsciously by using music, relaxation, and affirmation.

However, teaching EfT should not only be adjusted to students needs, but also to society or environmental needs. Therefore, Sari (2016) focused on a study of teaching EfT based on local culture as the increasing number of English speaking workers demands in Bali tourism and travel industry. Besides identification of topics, language function, and skills, local culture, especially Balinese culture can be involved in the material to enrich linguistic experience, motivate learners with factual things that they are familiar with, and start training the students to talk about their own culture, art, and folklore to the tourists. She shaped the authentic materials of teaching EfT based on local culture.

Another interesting study is conducted by Park et al (2018) in Korea who assess the level of student satisfaction with the tourism English courses provided by Korean universities, and look at the ability of these courses to train students in the correct responses to the specific linguistic needs of the tourism profession by using The Importance Satisfaction Analysis (ISA) technique. The findings showed that the practical used expression was the most needed attribute of tourism English subjects.

Meanwhile, as the rapid growth of the tourism industry in our countries, the use of online material in learning EfT is considered worthwhile. In line with this notion, Rahman et. al (2022) invented the development of materials in EfT that are based on an Android application in smartphones to cover the lack of learning hours at class. He developed an electronic module (e-module) of English for tourism based on analysis of learners and context that became an foremost step in Dick and Carey Model. The result of his study then became a prototype of an e-module of English for tourism that has been validated and published on google play store.

## Theme 3. Media in teaching English for Tourism

The teaching and learning process has several supporting aspects in order to make it successful. One of them is the existence or use of media as a tool to support the teaching learning process to achieve the goal. Therefore, this aspect is inevitable in the research study. In this industrial revolution 4.0 era, the development of media is necessary. However, in this systematic literature review, researchers merely found a couple studies on media in teaching EfT in the last couple years. Sari et.al (2021) discovered the effect of object-oriented programming (Adobe-Flash) based on Multimedia learning methods on EfT courses to investigate an influence on the development of Adobe-Flash multimedia programs on the ability

of students to improve vocabulary skills in English For Tourism courses, as well as to find the percentage of the influence of the development of multimedia programs on the ability of students to improve vocabulary skills in English For Tourism courses. The results showed that there is a development of object-oriented programming (Adobe-Flash) based MultiMedia learning methods in the English For Tourism course from the pre-test and post-test. Meanwhile, Evenddy and Nurlely (2022) explored the use of virtual tours as media to teach EfT courses. As a result, it brought actual events or circumstances to class. Moreover, virtual reality can foster student motivation in learning.

**Theme 4. Assessment in teaching English for Tourism**

In order to evaluate and have instructional feedback in the teaching learning process, the use of assessment is essential to be conducted. It also assists the teachers, principals, researchers, and even the curriculum developer to measure the students' comprehension or mastery in skills, competences, and learning goals. Thus, researchers always find ways to develop assessment in teaching, especially in teaching English for Tourism.

Phaiboonnugulkij and Prapphal (2013) compared the differences in strategies used in an online language for specific purposes (LSP) speaking test in tourism with two proficiency groups of students, and discovered the strategies for low-proficiency students to improve their LSP speaking ability. They equipped The Web-based Speaking Test in English for Tourism (WBST-EFT) and a coding scheme were used as research instruments to 120 participants. The findings showed that the two proficiency groups significantly and differently reported cognitive and metacognitive strategies for this LSP online speaking test. The qualitative results indicated that high-proficiency students used more complex details in all of the sub-strategies than the low-

proficiency students. The high-proficiency group outnumbers low-proficiency group in five strategies except the approximation strategy. restructuring was solely employed by the high-proficiency group to solve the target language difficulties and to continue their responses, while the low-proficiency group would abandon the conversation. Low-proficiency students should be trained to effectively employ these strategies to improve their LSP speaking ability through the use of an online LSP speaking test that has been considered as an effective tool and that provides an opportunity for students to self-assess and self-practice their performances.

**The strengths and limitations of the previous studies**

Tourism industry has increased vastly and significantly, there is no doubt that more and more educational programs of vocational learning and training for tourism. This demand invited the attention of both ESP teachers and also researchers to carry out studies and harness an innovative teaching method in teaching EfT to be more effective, factual based on learners' needs, and attractive. Many studies in this recent decade are conducted regarding teaching English for Tourism discussed in the previous chapter.

Our findings are highlighted into the topics categories of research in teaching EfT between 2013-2022. Overall, the results from those studies showed that those categories are frequently dominant in the study of teaching EfT such as models, material, media, and assessment in teaching English for Tourism. They contribute to the development of the ESP in general.

This review also looked into the strengths and limitations of the research articles in the last ten years in order to synthesize them to be suggestions for teachers, and opportunities for future researchers as well.

Creating a development model in teaching English for Tourism, Klimova and Semradova (2013) successfully made an effective one-

semester course model syllabus for Management Tourism students that met both students' and teachers' needs to improve general and professional knowledge and other general competences of MT students. Meanwhile, method in teaching EfT also matters. Thus, study on Communicative Language Teaching (CLT) on cultivating undergraduates' communicative competence in Tourism English in an English as a Foreign Language (EFL) classroom by Ho (2013) also helpful to encourage students to express their opinions, solve problems in group work, cooperate with peers, interact with classmates, and converse in English during these communicative activities for high-motivated students. However, low-motivated students still struggle in a communication-based classroom. Therefore, the collaboration of assigned conversational partners will keep them interacting in well-designed communicative activities.

On the other hand, Bui et. al (2017) who discovered Self-efficacy Towards Statistics Questionnaires (STSQ) in a new context of tourism and hospitality tertiary education only found the improvement of self-efficacy among high performing students. In other words, the challenge of the research needs to be completed by future research.

FishBowl Technique for teaching speaking on the subject EfT proposed by Haryudin and Parmawati (2019) can be counted as a way to discuss through large groups by verbal interaction in the classroom which is expected to be an interaction between class members to share knowledge and opinions. Because they have already answered the research question and proves that teaching speaking using fishbowl can improve students' speaking skill, students can enjoy learning and give them solutions to the speaking difficulties before teaching using such methods.

Furthermore, the study of design thinking as a revolutionary new approach in tourism education by Sándorová et. al (2020) offered creative thinking and problem-solving skills in the context of tourism for the students. However, it fails to answer the problems as it can be very demanding to the students, and time-consuming if it is applied to high certainty avoidance, low motivated, or less skilled students.

Meanwhile, the results of Azfali and Rezapoorian (2014) in exploring the pragmatic aspects and needs of EfT course books, particularly speech act theory perspective, might be instructive for both language instructors and material designers. The teachers might make up for the deficiencies by employing additional materials in their classrooms by learning about the distribution of speech acts in EfT course books. Additionally, the results might show material designers the kinds of speech acts they should pay closer attention to when creating new materials.

A R&D study in designing ESP materials for Tourism Students of Akademi Pariwisata Medan proposed by Ulfa (2015) is interesting to meet the students' needs with the materials that is easy to learn, integrates brain, emotion, and body to activate learning both consciously and unconsciously. Using music, relaxation, and affirmation might be helpful in creating effective learning by doing communicative language teaching.

Moreover, teaching EfT based on the environmental needs, particularly based on the local culture is a smart way to openwide an opportunity for promoting local tourism as well as help the local people to develop their skills and competences as proposed by Sari (2016). Her study focused on a study of teaching EfT based on local culture as the increasing number of English speaking workers demands in Bali tourism and travel industry. Besides identification of topics, language function, and skills, local culture, especially Balinese culture can be involved in the material to enrich linguistic experience,

motivate learners with factual things that they are familiar with, and start training the students to talk about their own culture, art, and folklore to the tourists. She shaped the authentic materials of teaching EfT based on local culture.

Meanwhile, to cover lack of hours in class, teachers might use an electronic module (e-module) of English for tourism based on analysis of learners (Rahman et. al, 2022). Another media that can be used by teachers in teaching EfT is Adobe-Flash multimedia programs to improve vocabulary skills in English For Tourism courses, and virtual tours by Evenddy and Nurlely (2022) that can help to bring actual events or circumstances to class to foster students' motivation in learning. Those media in EfT might facilitate visual service, educational, inspirational, as well as recreational value in carrying out the teaching of English for Tourism in ESL and EFL classrooms.

Over all the limitations of most studies in the last decade showed in small sample size and administered a single teaching method, technique, or media, or test in a particular school, university or country. Thus, future research with larger sample size comparison in examining teaching methods, number of lessons/ topics, classroom instruction, curriculum development, material design, evaluation and assessment, and teacher training with regard to accomplish the studies on the development of teaching English for Tourism English in all four categories mentioned, models, materials, media, and assessment. Also, further future cooperation with tourism organizations could serve as a basis for further research in order to make a more substantial contribution and be able to draw stronger conclusions.

## ■ CONCLUSIONS

This paper reviews twenty articles related to components supporting the teaching English for Tourism published between 2013 and 2023. The articles, then, are classified into four components such as models, materials, media, and assessment in teaching EfT (English for Tourism). This review summarizes the research trends of each component. This study will help researchers, practitioners, and teachers to understand the research trends on related topics of teaching EfT (English for Tourism) from conceptual studies. The limitation of this paper is the fact that our investigation is conducted in a small size of articles in the last decade. This is because the researcher only occupied the open access articles from several sources. Further studies may carry out comprehensive investigations and combine their articles with our integration or even categorize larger supporting components in teaching EfT (English for Tourism). Future research with larger sample size, comparison in examining teaching methods, numbers of topics, classroom instruction, curriculum development, material design, evaluation and assessment, and teacher training with regard to accomplish the studies on the development of teaching English for Tourism in all four categories mentioned, models, materials, media, and assessment. Also, future cooperation with tourism organizations could serve as a basis for further research to make a more substantial contribution and be able to draw stronger conclusions.

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