

ENHANCING ENGLISH VOCABULARY FOR TOURISM AND HOSPITALITY THROUGH AUDIO-VISUAL MEDIA: A COMPREHENSIVE LITERATURE REVIEW

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Abstract

This literature review aims to analyse findings from various articles, journals, and previous research proceedings on using audio-visual media for teaching English vocabulary related to tourism and hospitality. This study addresses the effectiveness of audio-visual aids in enhancing vocabulary acquisition among students in these specialised fields. Using a qualitative methodology with a descriptive approach, we identified, categorised, and explored accredited research to extract key insights and trends in the field. Our findings indicate that audio-visual media facilitates vocabulary retention and comprehension and enhances learner engagement and contextual understanding, particularly with terms specific to tourism and hotel environments. This review contributes to the field by offering insights into best practices for language educators and suggesting future research directions in utilising media tools for industry-specific language training.

Abstrak

Tinjauan literatur ini bertujuan untuk menganalisis temuan dari berbagai artikel, jurnal, dan hasil penelitian sebelumnya mengenai penggunaan media audio-visual untuk mengajarkan kosakata bahasa Inggris yang berkaitan dengan pariwisata dan perhotelan. Studi ini membahas efektivitas alat bantu audio-visual dalam meningkatkan penguasaan kosakata di antara siswa di bidang-bidang khusus ini. Dengan menggunakan metodologi kualitatif dengan pendekatan deskriptif, kami mengidentifikasi, mengkategorikan, dan mengeksplorasi penelitian terakreditasi untuk mengekstrak wawasan dan tren utama di lapangan. Temuan kami menunjukkan bahwa media audio-visual memfasilitasi retensi dan pemahaman kosakata serta meningkatkan keterlibatan peserta didik dan pemahaman kontekstual, terutama dengan istilah-istilah yang spesifik untuk lingkungan pariwisata dan hotel. Kajian ini memberikan kontribusi pada bidang ini dengan menawarkan wawasan tentang praktik terbaik bagi para pengajar bahasa dan menyarankan arah penelitian di masa depan dalam memanfaatkan alat bantu media untuk pelatihan bahasa khusus industri.

INTRODUCTION

As the global tourism and hospitality industries experience accelerated growth, the demand for professionals proficient in industry-specific English vocabulary is also increasing. This is particularly true given that English remains the primary language in these fields (Srinivas Rao, 2019). This trend underscores the significance of targeted English language instruction, equipping learners with the requisite terminology to effectively communicate in real-world, tourism-related contexts. According to World Travel and Tourism Council projections, tourism is poised to expand shortly, creating a critical need for language programs that enable learners to acquire vocabulary relevant to their professional encounters (Barkas et al., 2020). In response to this demand, audio-visual media represents a compelling alternative to traditional vocabulary instruction (Bal-Gezegin, 2014). In contrast to traditional pedagogical approaches, audio-visual tools facilitate a dynamic and immersive learning experience, contextualising vocabulary within realistic scenarios. For example, virtual hotel check-in simulations or guided tours enable learners to connect vocabulary with practical, real-life applications. Research indicates that

multi-sensory learning, which combines visual and auditory elements, enhances vocabulary retention and recall, making learning more engaging and memorable (Ahmed et al., 2024).

This study is underpinned by theoretical frameworks such as English for Specific Purposes (ESP) and Mayer's Multimedia Learning Theory. The ESP framework emphasises the importance of adapting language instruction to meet the communicative needs of specific professional contexts (Hyland, 2022). Mayer's Multimedia Learning Theory adds further support, indicating that combining images and words fosters a deeper understanding by activating both visual and verbal processing channels in the brain (Mayer, 2024). These theories offer a strong rationale for using audio-visual media in vocabulary instruction, particularly in specialised areas like tourism and hospitality, where accurate terminology and cultural context are essential.

This study aims to explore the role of audiovisual media in enhancing the learning of English vocabulary relevant to tourism and hospitality. The broader aim is to align language instruction more closely with the needs of students preparing for careers in these sectors. This research intends to provide new insights into effective teaching methods that cater to the real-world demands of the tourism and hospitality industries. One key challenge in vocabulary teaching today is that traditional methods often lack the contextual depth required for effective learning in specialised fields. Audio-visual media, however, may address this challenge by offering contextually rich and engaging content. The study's primary research question is: *How does audio-visual media enhance English vocabulary acquisition in tourism and hospitality?* Through exploring this question, the study aims to offer practical recommendations for educators on optimising vocabulary instruction for learners in English for Specific Purposes (ESP) contexts.

METHODS

This study applies a qualitative descriptive approach, utilising a literature review to consolidate insights from multiple scholarly sources. This method thoroughly examines selected documents through descriptive analysis, offering a detailed synthesis of current research in the field (Vindrola-Padros et al., 2020). The literature review is grounded in the notion that knowledge continues to evolve, thereby enhancing the researcher's understanding of the topic, assisting in developing research questions, and helping to determine applicable theories, methodologies, and results. This process aims to create a theoretical and methodological foundation that supports research practices relevant to this field (Hiebl, 2023).

Articles included in this review were selected based on their academic quality and relevance to English vocabulary instruction, specifically within the tourism and hospitality sectors. Only studies published in accredited journals between 2017 and 2024 were considered, ensuring the research reflects recent developments. The selection was narrowed to articles focusing on English for Specific Purposes (ESP) and addressing vocabulary learning approaches tailored to professional tourism and hospitality settings.

Thematic analysis was used to interpret the collected data. This approach allowed the researchers to organise findings into categories, detect recurring themes, and identify key trends across the studies (Naeem et al., 2023). By coding and systematically categorising data, the analysis focused on central themes such as vocabulary learning challenges, the effectiveness of audio-visual media in supporting vocabulary retention, and best practices in ESP education

(Ramírez-Montoya & Lugo-Ocando, 2020). This thematic approach was integral to developing a structured understanding of vocabulary teaching in tourism and hospitality.

Articles were sourced from Google Scholar, SpringerLink, and ResearchGate, offering extensive academic research access. Specific search terms, such as “ESP vocabulary in tourism and hospitality,” “audio-visual media in language instruction,” and “vocabulary acquisition for tourism,” were applied to refine the results. This process ensured that the studies reviewed directly supported the research goals and were relevant to the literature review’s focus on effective vocabulary teaching in ESP.

In summary, through a qualitative descriptive approach, this literature review provides an in-depth look at the impact of audiovisual media on vocabulary acquisition in tourism and hospitality. This work aims to contribute to more effective ESP teaching methods and offers valuable insights for advancing tourism and hospitality English instruction.

RESULT AND DISCUSSION

RESULT

The findings of this literature study are presented in 45 articles that align with the researcher's research objectives. The results of the researcher's journal serve to narrow down the findings based on the literature study review, which will form the basis of the researcher's theory. The 45 articles, which fall into audio-visual media, learning English vocabulary, and tourism and hotel vocabulary, will be discussed in depth with ten articles by the researcher's literature study needs. The discussion in this study includes the title, authors, objectives, research methods or designs, and the results that appear in the research, as identified through the literature study.

Table 1. Search results: 45 articles

No	Title	Author (s) & Year
1.	Training to improve English vocabulary through audio-visual media for junior high school students at Kuala Lumpur International School	Marpaung & Pulungan, 2024
2.	English for hotel & tourism subject: the student's learning needs at the English department in UIN Sjech M.Djamil Djambek Bukittinggi	Rahman, 2023
3.	The Vocabulary Building audio-visual Media: An Innovation in Vocabulary Expertise	Pratama & Hadi, 2023
4.	The effect of students' vocabulary by using audio-visual media at the University of Esa Unggul	Krismonita & Amrizal, 2022
5.	Students' perception of the use of audio-visual materials in learning English at senior high school	Shafira & Rosita, 2022
6.	The Influences of audio-visual Media and Vocabulary Mastery Towards English Learning Achievement of EFL University Students	Al Arif, 2020
7.	The influence of vocabulary on English for tourism	Kurniawan, 2017
8.	Corpus-based creation of tourism, hotel, and airline business word lists	Laosri Rattanachai & Ruangjaroon, 2021
9.	The English terms used in hotels and tourist places and their correspondences in Indonesian	Unang Rahayu, 2017
10	The significance of English language development for future Asian tourism and hotel management professionals	Zou et al., 2019

11	Visual teaching – using digitised material to engage ESP students	Bărbuceanu, 2020
12	Tourism terminology and its difficulties in translation	Marin, 2024
13	The efficacy of visual aids in enhancing vocabulary acquisition in ELF classes	Chung, 2023
14	Students' vocabulary mastery by using animation videos on English language teaching	Munawir, Inayah, Putriani & Nabila, 2022
15	Application and combination of different foreign language teaching methods in ESP classroom	Tetiashvili, 2023
16	The teaching of English for the hotel at Neptune Kediri	Putra, 2020
17	English language urgency for tourism and hospitality employees to boost global economy	Mantra, Widiastuti, Handayani, & Pramawati, 2020
18	Mapping needs: designing English module for tourism and hotel (EMTH)	Syarifah & Syahrul, 2023
19	Developing English for tourism and hospitality materials based on Banyuwangi local needs	Nurhalimah, Nurhalimah & Reni Nur Jannah, 2022
20	A study on exploring the innovation and development of audio-visual language learning media	Novitri, Zaim, Thahar & Rizqiani, 2023
21	Analysis of student needs in learning English in vocational high school	Matin, 2022
22	Esp course design for the Indonesian hotel industry: need analysis	Guntoro, 2021
23	Lesson plans based on English for specific purposes (ESP)	Gallegos-Núñez, Cadena-Figueroa & Pomboza-Junez, 2024
24	Analysis of learning activities included in English text directed at students of hospitality and tourism	Romero & Vera, 2020
25	Assessment and comparison of tourism vocabulary skills in ESL learners	Pokupec, Njerš & Benić, 2017
26	Exploring needs analysis of English language training: evidence from small hotel and restaurant employees in Nusa Kembangan, Bali, Indonesia	Malini, Sukarini, Yadnya & Maharani, 2022
27	Understanding EFL students' learning through classroom research: Experiences of teacher-researchers	T. Soto, 2020
28	Vocabulary in English language learning, teaching, and testing in Vietnam: A review	Vu & Peters, 2021
29	Implementing audio-visual materials (videos) as an incidental vocabulary learning strategy in second/foreign language learners' vocabulary development: A current review of the most recent research	Karami, 2019
30	The application of visual vocabulary for ESL students' vocabulary learning	Tahir, Albakri, Adnan, Shaq & Shah, 2020
31	On the use of video description in an online collaborative writing project with ESP learners of tourism studies	Moreno & Escobar, 2021
32	Vocabulary learning strategies in ESP context: knowledge and implication	Alzahrani & Chaudhary, 2022
33	English for hotel tourism	Wisudawanto & Susilowati, 2022
34	Vocabulary in EFL Teaching materials for young learners	M. Nordlund & C. Norberg, 2020
35	The effectiveness of visual materials in teaching vocabulary to deaf students of EFL	Birinci & Sarıçoban, 2021

36	The effect of audio-visual media on vocabulary retention of the 9th-grade students at an Islamic boarding school in Lombok, Indonesia	Safitri, Farmasari, Thohir, 2022
37	Academic vocabulary in tourism research articles: a corpus-based study	Heidari Tabrizi, H., & Jamalzadeh, M. (2020)
38	Using an ESP program based on a dictogloss strategy for developing tourism and hotel students' listening skills	Abdel Naeim
39	A generalisable sentiment analysis method for creating a hotel dictionary: using big data on TripAdvisor hotel reviews	Jahani & Sigala, 2020
40	Improving English vocabulary and writing mastery with audio-visual media	Ridayani, 2024
41	The authentic materials for teaching English to young learners: teachers' perception	Erlina, Retno, Holandyah, Marzulina & Herizal, 2023
42	Training to improve English vocabulary via audio-visual media for primary students of silo baru village Dusun x Asahan district	Marpaung & Pulungan, 2024
43	Using authentic materials in English lessons	Juraboev, 2021
44	Learning styles of Saudi esp students	Nasim & Mujeeba, 2021
45	English for tourism: presentation of speech acts about language interactions in Thai hotel settings	Worasuda Wattanawong, 2023

Table 2. Categorisation results

No	Title	Author (s) & Year	Objective	Research methods or designs	Results
1.	Training to Improve English Vocabulary Through Audio-Visual Media for Junior High School Students at Kuala Lumpur International School	Marpaung & Pulungan, 2024	To enhance students' vocabulary through the utilisation of audio-visual media in the English language learning process	Qualitative descriptive	The training program provided supplementary motivation for students and facilitated their vocabulary acquisition.
2.	English for Hotel & Tourism Subject: The Students' Learning Needs at the English Department in Uin Sjech M.Djamil Djambek Bukittinggi	Rahman, 2023	To identify the English Department students' requirements for learning English related to the hotel tourism industry	Qualitative descriptive	Exhibit a positive attitude and high motivation towards learning English, recognising its importance for their future careers.
3.	The Vocabulary Building Audio-Visual Media: An Innovation	Pratama & Hadi, 2023	To investigate whether or	Quantitative approach	The use of Audio-visual media to

	in Vocabulary Expertise		not Audio-visual could be effective media to enhance students' vocabulary mastery		improve students' vocabulary expertise has been successful.
4.	The Effect of Students' Vocabulary by Using Audio-Visual Media at the University of Esa Unggul	Krismonita & Amrizal, 2022	To find out the effect of students' vocabulary using audio-visual media compared with students who learned vocabulary without audio-visual media.	Quantitative approach	Significant effect of students' vocabulary using audio-visual media
5.	Students' Perception of the Use of Audio-Visual Materials in Learning English at Senior High School	Shafira & Rosita, 2022	To analyse students' perception of the use of audio-visual material in learning English seen from four language skills and analysed from the attractiveness, effectiveness, relevance, and motivation	Quantitative and qualitative methods	Students have positive perceptions of using visual material in learning English, as seen from four language skills.
6.	The Influences of Audio Visual Media and Vocabulary Mastery Towards English Learning Achievement of EFL University Students	Al Arif, (2020).	To determine the impact of interaction between teaching media and vocabulary mastery towards students' learning achievement in colleges of education	Quasi-experimental	There is a significant effect of audio visual media towards students

7.	The Influence of Vocabulary on English for Tourism	Kurniawan, 2017	To analyse the influence of vocabulary on English for tourism	Descriptive qualitative	English for tourism vocabulary significantly influences various functions
8.	Corpus-based Creation of Tourism, Hotel, and Airline Business Word Lists	Laosri Rattanachai & Ruang Karoon, 2021	To help English for Specific Purposes (ESP) learners in the tourism, hotel, and airline industries improve their technical vocabulary by creating specialised word lists.	The researcher s used a corpus-based approach, collecting data from real-world sources in hospitali ty sectors and conducting a survey.	The study produced three-word lists—a tourism Business Word List (672 words), a Hotel Business Word List (403 words), and an Airline Business Word List (606 words)—containing industry-specific vocabulary that would help ESP learners expand their lexicon and better prepare for their careers.
9.	The English terms used in hotels and tourist places and their correspondences in Indonesian	Unang Rahayu, (2017).	To find out the corresponde nce of the English terms used in hotels and tourism	Qualitative descriptive	The research emphasises the need for better communication strategies and the development of appropriate terminology in the context of Indonesia's tourism industry.
10.	The Significance of English Language Development for Future Asian Tourism and Hotel Management Professionals	Zou et al., 2019	To explore the significance of developing English language skills at schools and universities, mainly focusing on the impact of	Systematic literature review	The importance of English language development as a critical factor for success in the globalised tourism and hotel management market

DISCUSSION

The first discussion, which addresses the title raised by (Marpaung and Pulungan, 2024), is entitled "Training to Improve English Vocabulary Through Audio-Visual Media for Junior High School Students at Kuala Lumpur International School". This research employs a qualitative methodology and a descriptive approach. This research describes the training program designed to enhance English vocabulary through audio-visual media for all Kuala Lumpur International School students, focusing on those in junior high school. The methodology employed in this study comprises a combination of didactic and practical approaches. The lecture method was employed to impart to the students an initial understanding of the use of audio-visual media and the vocabulary to be taught. In contrast, the practicum method allowed the students to engage directly with the vocabulary in everyday life. This study aimed to enhance students' vocabulary through audio-visual media in the English language learning process while simultaneously fostering intrinsic motivation for students to advance their vocabulary proficiency. The findings indicated that the training program provided supplementary motivation for students and facilitated their vocabulary acquisition. Furthermore, the research underscores the significance of evaluating the impact of the training, encompassing both vocabulary enhancement and students' learning motivation.

Audio-visual media considerably impacts the vocabulary acquisition of junior high school students. The combination of lectures and laboratory work effectively assisted students in comprehending and utilising new vocabulary. Furthermore, the training enhanced students' motivation to learn English. So, assessing the training's impact is crucial for gauging its efficacy. This will facilitate the utilisation of the study's findings to foster more innovative and engaging learning in other educational institutions.

The second discussion of the article entitled "English for Hotel & Tourism Subject: The students' learning needs at the English Department in UIN Sjech M.Djamil Djambek Bukittinggi. The objective of this research conducted by (Rahman, 2023) is to identify the learning needs of students in the English Department about the hospitality and tourism industry. The research subjects were 36 second-semester students enrolled in the 2021/2022 academic year, with data collected from questionnaire responses. The study's findings demonstrate the significance of acquiring proficiency in English for Hospitality and Tourism, which can facilitate enhanced educational and professional opportunities in the future. The students expressed a desire to learn English for hotels and tourism to understand the language used in the tourism industry and to develop a more general knowledge of the English language. As the students encounter challenges in speaking and writing, the course's primary objective is to enhance their speaking and writing abilities through various activities, including discussions. The students underscored the significance of homework in the learning process. The findings of this study are anticipated to serve as a foundation for creating and developing suitable learning materials that align with the academic and professional requirements of the students, particularly in the context of learning English for the hospitality and tourism industry.

The research findings indicate that learning English for hotels and tourism is of significant importance for students in the English Department, as it provides them with the necessary skills to pursue their future education and career in the industry. Developing speaking and writing abilities is considered a priority in learning, and it can be effectively achieved through interactive activities such as discussions. Furthermore, incorporating homework is also a valuable component of the learning process. The results of this study can serve as a valuable reference point in the design of learning materials relevant to a student's academic and professional needs.

The third discussion of research presented by (Pratama & Hadi, 2023) with the theme of Vocabulary Building Audio-Visual Media: An Innovation in Vocabulary Expertise. The researcher collected data based on the purpose of the study, which was to investigate audio-visual media to improve students' vocabulary expertise. Before that, the researcher gave students a pre-test to measure their existing linguistic knowledge about vocabulary. Audio-visuals such as picture books, animated videos, and flashcards were used to determine whether audio-visual media are effective in improving students' vocabulary expertise. In the end, the researcher gave a post-test to measure whether the students improved significantly after treatment. The results showed successful use of Audio-Visual media to improve students' vocabulary skills.

Based on the above research results, researchers can conclude that student learning success depends on suitable learning media and strategies.

The fourth discussion of research conducted by (Krismonita and Amrizal, 2022) was entitled The Effect of Students' Vocabulary by Using Audio-Visual Media at the University of Esa Unggul. The study aims to determine the effect of students' vocabulary by using audio-visual media compared to students who learn vocabulary without using audio-visual media. Audio-visual media can stimulate various senses and provide new tools to overcome the limitations of textbooks and teacher talks. The research method used was experimental research. The research subjects were the second semester at the University of Esa Unggul. In this case, 40 students were the sample of the research. The total number of students was divided into two groups, namely 20 students for the experimental group and 20 for the control group. The research results showed that students taught using audio-visual media obtained better learning achievement than students taught using traditional methods; the post-test results of both groups evidenced this. This can be seen from the average value of the students' post-test of 86.05 in the experimental group, while in the control group, the average value was 78.90, and the results of the student t-test in the experimental and control groups on the post-test value were smaller than sig. (2-tailed) is 0.000 < 0.05. This means that Audio Visual Media significantly influences student vocabulary at Esa Unggul University.

The research results suggest that audiovisual media significantly influences students' vocabulary mastery. The group of students taught using audiovisual media showed better learning achievement than the control group taught using traditional methods. However, researchers must also consider other factors affecting the study's results, such as using audiovisual media outside the designed learning environment.

The fifth discussion is the title of the article "Students' Perception on the Use of Audio-Visual Materials in Learning English at Senior High School." The research that has been conducted (Shafira & Rosita, 2022) aims to analyse students' perceptions of the use of audio-visual materials in English language learning seen from the four language skills and analysed attractiveness, effectiveness, relevance, and motivation. This research was

conducted on 11th-grade students of the Science program of SMAN 3 Bukittinggi in the 2022/2023 academic year. The research results show that audio visuals can be used as materials in listening, speaking, reading, and writing activities. Most students thought they understood the material better if the teacher used audiovisuals. Audio-visual materials help them remember information, correctly pronounce words, and improve reading comprehension and writing skills.

The above research results conclude that almost all students stated that using audiovisuals makes learning activities more fun. In summary, data from questionnaires and interviews show that audiovisual materials are engaging, practical, relevant, and motivate students to learn.

The sixth discussion pertains to research conducted by (Al Arif, 2020) titled "The Influences of Audio-Visual Media and Vocabulary Mastery towards English Learning Achievement of EFL University Students." The research objective was to ascertain the impact of the interaction between teaching media and vocabulary mastery on learning achievement. The research method was quasi-experimental, utilising a non-equivalent control and experimental group design. The population under investigation in this research project comprises undergraduate students at Jambi University. The study sample was drawn from second-semester students enrolled in a mathematics education program at Jambi University who had also taken an English subject. The study comprised four classes, with a total of 146 students. The study's findings indicated a notable impact of teaching media on students' learning outcomes. Vocabulary mastery was also a significant factor influencing students' learning achievement.

The findings conclude that the interaction between teaching media and vocabulary mastery, when considered together, can significantly impact student learning achievement. This highlights the importance of selecting appropriate teaching media and prioritising vocabulary mastery in the learning process to achieve optimal learning outcomes.

This is the seventh discussion in the research conducted by (Kurniawan, 2017), titled "The Influence of Vocabulary on English for Tourism." The objective is to analyse the influence of vocabulary on English for tourism and the reciprocal influence of English vocabulary for tourism on the vocabulary and meanings that already exist in tourism dictionaries, as well as those that do not yet exist. This research employs a qualitative descriptive methodology. The research object was data collected from various sources, including journals, books, newspapers, magazines, television commercial breaks, radio, advertisements, brochures, films, and social media platforms such as Facebook and Twitter. Additionally, the researcher conducted interviews with individuals working in various sectors related to tourism, as well as representatives from temples, beaches, crowded streets, restaurants, cafés, hotels, hostels, motels, airports, and mountains. The findings of this study can be summarised as follows: (1) English vocabulary for tourism exerts a significant influence across a range of functions, including entertainment, hospitality, marine tourism, holiday tourism, air travel and land-based tourism. (2) a considerable body of English vocabulary shapes the development of English for tourism but is not yet reflected in the language dictionaries specific to each function.

The research findings above can be summarised as follows: the vocabulary employed in the field of tourism is characterised by dynamism and continued growth, particularly in response to the influx of influences from a multitude of media and social interactions.

The eighth discussion relates to research by (Laosrirattanachai and Ruangjaroon, 2021) entitled "Corpus-based Creation of Tourism, Hotel, and Airline Business Word Lists." This

research aims to use word lists to help learners expand their repertoire of technical vocabulary. This kind of research is qualitative. In order to produce an efficient and fair word list, the corpus has to be carefully selected and organised. Since we aim to collect native language usage, we surveyed graduates working in three fields using Google Forms before creating specific word lists. The QR code generated from the Google Form was shared with a private Facebook group with over 4,500 members. The members of this private Facebook group were lecturers, students and graduates of one of the hospitality programs in Thailand. Respondents must have worked in the tourism, hotel or airline industry for over a year. Respondents were asked to provide general information such as their area of hospitality, years of experience, and job titles. The most crucial information was how English language resources and verbal communication with travellers should be known by people entering the hospitality industry. The Google form was open for responses for 2 weeks. As a result, there were 446 responses, of which 367 respondents mentioned that the ability to understand English on websites related to tourism companies, hotels or airlines was essential because travellers always ask for information on websites. Several other sources, including magazines, news and work manuals, were also suggested. As a result of this needs analysis, we started from the recommended language sources. Therefore, corpora were developed by collecting data from 2 primary sources in each hospitality company, namely websites and corpus, depending on the availability of information access. The results of the study demonstrate the successful development of three distinct lists of words: The Tourism Business Word List (TBWL), the Hotel Business Word List (HBWL), and the Airline Business Word List (ABWL) were developed. The TBWL comprises 7.76% of the Tourism Business Corpus, the HBWL comprises 7.67% of the Hotel Business Corpus, and the ABWL comprises 6.74% of the Airline Business Corpus. The lists have been compiled from authentic sources, including official websites, online news, and operational manuals, and reflect the actual language needs of professionals in the tourism, hotel, and aviation sectors. The study highlights the importance of meaningful vocabulary learning materials that can be directly applied to future studies and careers, demonstrating that such resources can enhance engagement and satisfaction among ESP learners. Despite encountering limitations in accessing specific online sources, the research offers valuable tools for facilitating vocabulary acquisition in these specialised fields.

As a result of the above research, the researcher can conclude that the developed specialised word lists can effectively reflect the natural language needs of professionals in the tourism, hotel and airline sectors and can be meaningful and applicable lexis learning materials for ESP (English for Specific Purposes) learners, thus increasing engagement and satisfaction in learning.

The ninth discussion, a study entitled "The English terms used in hotels and tourism places and their correspondences in Indonesian," was conducted by (Unang Rahayu, 2017). This study aims to determine the appropriate Indonesian terms for hotels and tourism and the suitability of English terms used in hotels and tourist attractions. Data were collected through observation, interviews and questionnaires. The results showed that some English terms used in hotels and tourist attractions have similarities with Indonesian, and some English terms have no correspondence with Indonesian.

Based on the above research, the researcher can conclude that some English terms used in hotels and tourist attractions have appropriate equivalents in Indonesian. In contrast, some other terms do not have appropriate correspondences in Indonesian.

The tenth discussion was conducted by (Zou et al., 2019) with the theme The Significance of English Language Development for Future Asian Tourism and Hotel Management Professionals. This study aims to examine and emphasise the significance of English language development in academic institutions, particularly in the context of English for Specific Purposes (ESP) courses. A systematic study was conducted, and the research subjects included students enrolled in tourism and hotel management programs and professionals in the sector. The results demonstrated that ESP is recommended for students at the intermediate-advanced English level due to its complexity. Furthermore, the study recommends integrating information and communication technology to enhance English skills among students.

As a result of the above research, the researcher can conclude that teaching English for Specific Purposes (ESP) is very important for university students and is more effectively taught to students with intermediate to advanced English language skills because the material is more complex and specific. In addition, it is important to use information and communication technology (ICT) to improve English language skills. ICT, such as audio-visual media and interactive platforms, can enrich learning and help students understand and use English.

CONCLUSION

The findings of this research are supported by the results of several studies that demonstrate that the use of audio-visual media in teaching English vocabulary has shown potential for improving vocabulary. The implemented training program increased the students' motivation and facilitated their vocabulary acquisition. Furthermore, the research highlights the students' positive attitudes towards learning English, indicating that they recognise its importance for their future careers. However, further efforts are needed to overcome challenges such as teacher preparedness and access to adequate technological resources. The use of audio-visual media not only improved students' vocabulary but also had a significant positive impact on their listening, speaking, reading and writing skills. The study also highlights the importance of tourism-related English vocabulary in various industry roles. In addition, the research highlights the need for improved communication strategies and the development of appropriate terminology.

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