

CHAPTER II

LITERATURE REVIEW

A. English For Specific Purpose (ESP)

1. *Definition of English for Specific Purposes (ESP)*

Because it is intended to address students' communicative needs in certain disciplines, English for Specific Purposes (ESP) is a significant technique in English teaching. Its primary objective is to equip students with the skills necessary to use English successfully in both academic and professional settings. ESP was created in response to the demands of a worldwide workforce that required language proficiency appropriate for certain fields like science, business, or tourism. As a result, ESP places a strong emphasis on learner-centered training and offers resources that are directly applicable to their practical needs.

Hutchinson and Waters (1987) describe ESP as an approach to language teaching that is driven by the specific needs of learners. They emphasize that ESP is not a special variety of English nor a different teaching method, but an approach in which decisions about content and methodology are based on learners' purposes in their target situations. Therefore, ESP aims to provide relevant and goal-oriented instruction that helps learners use English effectively within academic or professional contexts they will encounter.

English for Specific Purposes (ESP), according to Laib and Necibi (2023), is a method of language learning created to address the particular requirements of students in specific domains like commerce, science, technology, and culture. By

focusing on field-specific vocabulary, grammar, and communication techniques, ESP gives students language abilities applicable to academic and professional settings. As a result, ESP is more than just teaching languages; it's a kind of professional empowerment that empowers students to successfully and confidently traverse international communication.

Additionally, ESP is a goal-oriented method that links language instruction with real-world communication requirements in particular vocations, according to Shalash (2022). This practical approach increases the efficacy of language learning and equips students to deal with linguistic obstacles in the workplace. Authenticity, which use real materials taken from professional settings, is one of the fundamental tenets of ESP. Students interact with actual language use through true exposure, which gives the learning process greater significance and relevance to their future careers.

ESP is a vital approach to language teaching because it equips learners with field-specific skills needed for effective communication in academic and professional contexts. Scholars emphasize that ESP is driven by learners' real needs, integrates authentic materials, and focuses on goal-oriented instruction relevant to specific disciplines. By aligning language learning with workplace demands, ESP functions not only as language instruction but also as professional empowerment, enabling learners to navigate global communication confidently and effectively.

2. *History and Development of English for Specific Purposes (ESP)*

The development of English for Specific Purposes (ESP) from a pragmatic necessity to a comprehensive framework for contextual English learning is reflected in its history. At first, ESP was only thought of as a tool to fulfill specific fields' limited communication demands. However, ESP changed from a strictly language focus to a multifaceted and useful learning strategy for real-world contexts when social, intellectual, and economic forces changed.

ESP development between the 1960s and 1980s focused on language and structures pertinent to specific fields, according to Dou, Chan, and Win (2023). Subsequently, discussions between general and particular approaches surfaced, along with interest in rhetoric and genre analysis in academic and social contexts. As the 2000s got underway, ESP made progress through complicated requirements analysis, digital technology integration, and corpus-based investigations. These days, ESP places a strong emphasis on intercultural communication and the use of technology in language training and learning.

From the standpoint of local education, Wei Yue (2023) observes that English used to be solely a tool for academic communication but is now strategically important for economic growth. Early ESP concentrated on learning fundamental skills and vocabulary connected to the field. However, ESP was forced to adjust to economic needs due to labor market competitiveness and globalization. ESP is seen as a way to develop human capital

pertinent to industrial demands, competitiveness, and modernization from the standpoint of language economics.

Additionally, ESP developed in the 1960s within Applied Linguistics and ELT to address academic and professional communication needs, according to Sukying, Supunya, and Phusawisot (2023). At first, it concentrated on language structures and genres associated with the future careers of the pupils. But there are still issues, particularly in Thailand, where instructors' knowledge of ESP is still just mediocre. ESP instructors need to be proficient in language, subject matter, curriculum, and evaluation; nonetheless, inadequate training frequently impedes the best possible execution.

All things considered, the evolution of ESP shows a significant change from a limited language approach to a more comprehensive, contextual, and useful practice. The use of digital technology, the growth of intercultural competency, and the integration of linguistics with professional disciplines are characteristics of this shift. It draws attention to ESP's increasing significance in meeting the demands of global communication while fostering regional economic development. Therefore, developing creative and pertinent language learning strategies requires a grasp of the evolution of ESP.

3. *Characteristic of English for Spesific Purposes (ESP)*

Because it focuses on the unique academic and professional demands of learners, English for Specific Purposes (ESP) is different from General English. ESP is adaptable, contextual, and focused on real-world language use. In addition to being a tool for learning English, it also empowers learners

professionally by enabling them to communicate successfully in real-world scenarios that are pertinent to their educational and professional contexts.

ESP features are separated into absolute and variable categories by Lin et al. (2023). Language forms, grammar, vocabulary, discourse, and genre according to learners' fields are highlighted by absolute features. Adaptability to various teaching approaches and academic or professional disciplines is highlighted by variable qualities. Although ESP is frequently utilized in higher education or the industry, it may also be applied in secondary schools, demonstrating its adaptability to different learning environments and student demands.

Doniyorova et al. (2024) claim that ESP is unique in that it uses contextual, subject-based resources instead of broad subjects. It combines language elements with technical topics like industry or environment. To match instruction, curriculum, and resources with real-world circumstances, teachers must perform in-depth needs analyses. Additionally, ESP encourages students to apply English in a meaningful way rather than just passively memorizing it.

According to El Arbaoui (2023), that variable ESP uses specialized teaching methods and resources to adjust to the needs of its students. In order to facilitate practical tasks, it covers syntax, lexis, register, discourse, genre, and learning methodologies. Because of its adaptability, ESP can be used in a variety of settings, including companies and educational institutions. ESP places more of an emphasis on practical

communication than General English, preparing students for interactions in the workplace and in the classroom.

In general, contextuality, adaptability, and learner-centeredness define ESP. While variable traits emphasize flexibility to various situations and objectives, absolute traits emphasize language proficiency within particular subjects. Academics stress the significance of student involvement, genuine content, and needs analysis. As a result, ESP prepares students to successfully fulfill the demands of academic and professional communication by acting as both a linguistic strategy and a strategic instrument.

4. *Types of English for Specific Purposes (ESP)*

With the increasing demand for academic and professional communication, English for Specific Purposes (ESP) is still evolving. ESP offers learners pertinent learning experiences through a variety of branches that are suited to particular circumstances. Because of this diversity, English instruction can be more targeted, assisting students in mastering vocabulary, discourse, and communication pertinent to their professional domains in addition to general language abilities.

English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) are the two main branches of ESP, according to Dou, Chan, and Win (2023). EOP covers EVP, EMP, EBP, ELP, and EST, whereas EAP includes EGAP and ESAP. New ESP kinds based on developing disciplines have been brought about by global development, making ESP an adaptable strategy that satisfies the demands of worldwide communication.

Technical or Specialized ESP, which tailors vocabulary and language practice to certain subjects, is emphasized by Sokolova (2024). Core, non-core, and semi-technical terms make up the ESP lexicon. This method aids students in correctly comprehending and applying specialized vocabulary in authentic communication. As a result, Technical ESP emphasizes that the secret to successful professional communication is terminology mastery.

English for Science and Technology (EST) is a quickly expanding subfield of ESP, particularly in software engineering, according to Mahmoodi and Ketabi (2024). EST focuses on scientific text reading techniques, discourse structures, and technical vocabulary. Learners can successfully understand and use complicated language in technology-based professional situations by using cognitive and metacognitive methods.

In general, the many forms of ESP are contextual, specific, and adaptive, meeting both academic and professional requirements. ESP emphasizes both functional communication skills and linguistic competency, as demonstrated by branches like EAP, EOP, Technical ESP, and EST. ESP is a dynamic strategy that facilitates curriculum creation depending on learners' needs and global preparation because of this variability.

5. *English for Specific Purposes (ESP) in the Field of Tourism*

When learning a language for a particular purpose, such as travel, English for Specific Purposes (ESP) is essential. English for Tourism (EFT) provides workers and students with industry-relevant communication skills. Due to the worldwide nature of tourism, English proficiency is a crucial prerequisite

for tour guides, hotel employees, and travel agents since it facilitates efficient communication between service providers and foreign visitors (RÁCZ & HUSZTI, 2025).

ESP in tourism is a change from English for General Purposes (EGP) to specialized English training by concentrating on the unique needs of learners. Curriculum, content, and instructional strategies must be modified for this shift. Because tourism ESP include technical and professional terminology relating to travel and hospitality, vocabulary becomes essential. Teachers' inadequate content knowledge, students' poor competency, and material selection are major issues that can be resolved with cooperation and contextualized training (Yu, Samad, & Khamis, 2024).

English is positioned by Tourism ESP as a universal language for cross-cultural communication. Proficiency in English improves service quality, increases employment prospects, and fosters cross-cultural understanding. As a result, ESP boosts the tourism industry's competitiveness, diversity, and economic growth. Professionals and students can provide visitors from a variety of cultural backgrounds with more courteous and professional services when they are proficient in appropriate language use (Kelmendi & Hysenaj, 2024).

Tourism ESP places a strong emphasis on communication skills that are in line with business demands, formal registers, and knowledge of particular vocabulary. Employees in the tourism industry need to be adept in both interpersonal and technical communication. Therefore, ESP in tourism encompasses professional skill development in addition to

language acquisition. As a result, EFT is applicable, contextual, and sensitive to the dynamics of international tourism, equipping students to function well in real-world work environments (Rácz & Huszti, 2025; Yu et al., 2024; Kelmendi & Hysenaj, 2024).

To sum up, ESP in tourism is essential for training professionals and students for challenges in the global economy. EFT offers applicable and useful language skills by emphasizing technical vocabulary, communication proficiency, and cultural awareness. Its efficacy is increased by support from academic institutions, educators, and business players. Therefore, tourism ESP serves as a strategic tool to improve human resources and worldwide competitiveness in addition to being an academic tool (Rácz & Huszti, 2025; Yu et al., 2024; Kelmendi & Hysenaj, 2024).

B. Speaking

1. *Definition of Speaking*

One of the most important language skills in both academic and professional settings is speaking. Brown (2001) explains that speaking is an interactive process of constructing meaning which involves not only the production of language but also the reception and processing of information. It includes engaging in conversation, negotiating meaning and responding to interlocutors in real time. Effective speaking requires learners to combine linguistic knowledge (grammar, vocabulary, pronunciation) with pragmatic competence, fluency and the ability to manage interaction under communicative constraints.

According to Barlow, Morse, Watson, and Maccallum (2023), speaking up involves a complex social interaction

between the speaker and the listener rather than just expressing one's thoughts. In order to achieve mutual understanding, it entails safety negotiation with a focus on shared responsibility. Therefore, constructive audience reactions that support meaningful communication are just as important to effective speaking as confidence.

Both linguistic and non-linguistic elements are integrated while speaking English as a foreign language (EFL). Muñoz-Alcón, Barahona-Esteban, and Trullén-Galve (2023) state that it necessitates mastery of grammar and pronunciation in addition to communicative techniques like role-playing. Role-playing encourages students to be creative, solve problems, and work as a team. As a result, speaking serves as an authentic type of social contact that fosters communicative skills and student engagement in addition to creating words.

Based on the explanation above, speaking is a complex and essential skill that supports meaningful communication in academic and professional contexts. It involves constructing meaning interactively, requiring learners to process information, negotiate meaning, and respond in real time. Effective speaking depends on linguistic competence as well as confidence, social interaction, and shared responsibility between speakers and listeners. Additionally, speaking in EFL contexts integrates grammar, pronunciation, and communicative techniques such as role-playing, which enhance creativity, problem-solving, and engagement.

2. *Components of Speaking.*

Speaking proficiency in English is determined by a number of interconnected factors that affect oral communication's correctness, fluency, and clarity. While Jahaya and Nor A'zam (2025) concentrate on grammar improved by technology, Guo (2024) emphasizes vocabulary, while Sarmiento, Morales, and Díaz (2024) emphasize pronunciation through phonetic training. Knowing these components makes it easier for educators and students to create techniques that blend linguistic proficiency and communicative performance in order to promote holistic speaking proficiency.

The basis for speaking is the first element, vocabulary. Guo (2024) makes a distinction between assessors' emphasis on appropriateness, accuracy, and fluency and learners' emphasis on lexical diversity, complexity, and fluency. This contrast suggests that when teaching language, educators must strike a balance between diversity, complexity, and accuracy. In addition to improving one's capacity for efficient idea expression, vocabulary mastery also raises the standard of communication in spoken English.

Pronunciation, the second element, is essential to spoken communication. According to Sarmiento, Morales, and Díaz (2024), phonetic education enhances listening comprehension, pronunciation clarity, and fluency. Following phonetic instruction, high school pupils' speaking scores significantly improved, according to their quasi-experimental study. Pronouncing words correctly lowers communication obstacles with native speakers and boosts confidence, demonstrating its

critical role in developing all-encompassing communicative competence.

The third element, grammar, guarantees proper and understandable speech. According to Jahaya and Nor A'zam (2025), grammar is still a fundamental component of speech, and real-time feedback from AI-based tools can improve grammatical accuracy. In addition to increasing accuracy, personalized corrections increase students' confidence and engagement. To guarantee that pupils acquire genuine linguistic awareness rather than becoming overly dependent on technology, educators continue to be crucial in contextualizing AI input.

To sum up, speaking ability depends on three essential elements: grammar, pronunciation, and vocabulary. Sarmiento et al. (2024) concentrate on pronunciation through phonetic teaching, Guo (2024) stresses lexical diversity and precision, while Jahaya and Nor A'zam (2025) prioritize grammar improvement through AI help. These components demonstrate that speaking is multifaceted and necessitates striking a balance between confidence, precision, and fluency. To improve students' overall speaking proficiency, instruction should use an integrated approach.

3. *The Goals and Functions of Speaking in Language Learning*

Speaking fluency is an essential component of learning English since it fosters confidence, social skills, and cultural understanding in addition to being a communication tool. Helping students articulate their thoughts, engage, and take part in communication situations is the primary objective of teaching

speaking. Speaking emphasizes interpersonal competence, sociocultural integration, and linguistic fluency as academic and professional demands change.

According to Asefa and Enashe (2024), the goal of teaching speaking is to improve students' communication skills so they can express themselves and comprehend social standards. By providing authentic speaking experiences with classmates, teachers, and native speakers, educators can overcome psychological obstacles like shyness. Language exposure is increased in a supportive setting, which permits ongoing speaking practice and promotes social, emotional, and linguistic growth.

Heron (2023) claims that although speaking is a crucial component of academic literacy, speaking abilities in higher education are frequently overlooked in favor of writing. It facilitates equality, communication, and the expression of ideas within the academic community. Students who avoid speaking participate less actively in class discussions and on campus. As a result, speaking serves as a bridge for inclusion and identity construction in addition to being a language ability.

According to Lanteigne and Najafi (2024), speaking serves a variety of reasons that are influenced by social and cultural settings and go beyond transactional or interactional goals. Speaking in an English as a Lingua Franca (ELF) context necessitates cultural knowledge and the negotiation of common meaning, according to their study conducted in the United Arab Emirates. Thus, through adaptive communication, speaking promotes intercultural connections and mutual understanding.

In summary, speech serves a variety of purposes. Lanteigne and Najafi (2024) see it as a tool for intercultural understanding, Heron (2023) emphasizes its contribution to academic literacy, while Asefa and Enashe (2024) emphasize its role in enhancing communication. As a result, speaking improves students' linguistic skills as well as their academic, social, and cultural competency in the face of global issues.

4. *Difficulties and Challenges in Speaking*

One of the most important yet difficult aspects of learning English is speaking. Language barriers are not the primary causes of difficulties psychological and environmental variables also play a role. Anxiety and low self-esteem are frequently brought on by poor vocabulary, grammar, and pronunciation. Furthermore, the issue is made worse by a lack of practice chances. Therefore, creating more successful speaking tactics requires a thorough grasp of these obstacles.

Major speaking challenges, according to Nguyen Van Thong and Le Hoai Thuong (2023), include a small vocabulary, a fear of making mistakes, and a lack of a supporting atmosphere for natural English use. These obstacles cause students to feel nervous and insecure. Additionally, speech skills deteriorate when there is no engagement with native speakers. To boost students' self-assurance and actual communication skills, they recommend technology-based tactics, educational materials, and more speaking experiences.

Speaking challenges in EFL classrooms are not just linguistic, but also psychological and environmental, according to Taban Khudhur Omar (2023). Fear and shyness are

psychological impediments, whereas inadequate vocabulary is a linguistic one. The likelihood of active speaking is significantly diminished by large class sizes. Effective speech training is hampered by these interrelated problems. Thus, in order to lower anxiety, encourage oral communication, and enhance vocabulary mastery, teachers and classroom design are essential.

University students continue to struggle with speaking, according to Qayyum, Zahoor, and Bibi (2024). Fluency is impacted by a small vocabulary, bad grammar, and poor pronunciation. Communication is hampered by psychological issues like anxiety, low self-esteem, and a fear of making mistakes. Lack of exposure to native speakers and an unsupportive atmosphere impede development even more. To increase oral competency, one needs ongoing speaking practice, emotional support, and a supportive learning environment.

In conclusion, speaking challenges are complex, encompassing linguistic, psychological, and environmental factors. Omar (2023) emphasizes teacher and classroom roles, Nguyen and Thuong (2023) focus technology-based solutions, while Qayyum et al. (2024) promote ongoing practice and emotional support. Therefore, in order to achieve meaningful learning outcomes, effective teaching tactics, supportive learning settings, and overcoming students' psychological hurdles are all necessary for successful speaking mastery.

5. *Speaking in the Context of Tourism*

Speaking is an essential communication skill in the tourism industry since effective communication between service providers and visitors rely on language proficiency. Speaking English well fosters relationships, advances culture, and produces enjoyable travel experiences in addition to communicating useful information. Speaking in the tourism industry should therefore be seen as communicative ability that incorporates linguistic, cultural, and pragmatic aspects in actual professional settings.

Speaking fluency is essential in the tourism industry, according to Lin (2023), since foreign visitors' experiences are directly impacted by the English competency of local tour guides. Lin demonstrates through role-based research how students, particularly aspiring tour guides, can improve their linguistic skills and cultural expression through real-world interactions with international guests. According to the study, speaking English for tourism purposes can promote cultural identity, foster intercultural understanding, and improve international communication.

According to Wattanawong (2023), speaking is essential in the tourism industry since hotel receptionists have to interact directly with foreign customers. Speaking entails more than just imparting knowledge; it also entails carrying out speech acts including offering counsel, making requests, and expressing regret in a suitable manner. Language modification and pragmatic methods were frequently used in receptionist-client interactions, according to a linguistic analysis. Nonetheless,

practical expressions continue to be the primary focus of English for Tourism textbooks, suggesting the need for more thorough speaking resources that cover socio-pragmatic issues.

Additionally, Ku Sulong, Sabri, Wong, and Rosli (2023) emphasize how crucial it is for millennial tourist entrepreneurs to speak English. Effective speaking is becoming crucial for international communication as the tourism sector grows quickly. Semi-structured interviews with tourism entrepreneurs in Langkawi revealed limited communication resources and challenges in comprehending foreign accents. They employed mobile applications to improve their speaking abilities and interacted directly with tourists in order to address these problems, underscoring the necessity of practical learning strategies.

These studies show that speaking in the tourism industry is a multifaceted ability including linguistic, pragmatic, and cultural components. Wattanawong (2023) concentrates on practical workplace practices, Ku Sulong et al. (2023) stress useful techniques for overcoming communication hurdles, and Lin (2023) emphasizes speaking as a tool for cultural representation. As a result, speaking instruction for tourists should incorporate language proficiency, cultural sensitivity, and the demands of real-world communication in the international travel sector.

C. Design Learning Material

1. *Definition of Instructional Design*

An essential component of education is instructional design (ID), which provides a methodical framework for creating efficient learning procedures. Teachers can use ID to create lesson plans, resources, and instructional techniques that are appropriate for the needs and learning environments of their students. It includes planning, execution, and assessment in addition to content creation. Thus, a solid foundation for developing organized, pertinent, and effective learning experiences is provided by an understanding of instructional design.

According to Dick, Carey, and Carey (2015), instructional design is a systematic process of organizing and providing information, examples, experiences, and activities that guide and support learners' internal mental processes. They emphasize that "instruction is seen as organizing and providing sets of information, examples, experiences, and activities that guide, support, and augment students' internal mental processes." Thus, instructional design ensures that learning is planned in a structured, effective, and learner-oriented manner.

The three main components of instructional design are instructional goals, design processes, and designer competences, according to Wintersberg and Pittich (2025). They stress that ID needs to be adaptable and interdisciplinary in order to work in a variety of professional and educational settings. In order to connect theory to reality and guarantee that learning stays efficient and learner-centered, effective design necessitates

cooperation between researchers, educators, employers, and instructional designers.

According to Senadheera, Ediriweera, and Rupasinghe (2024), instructional design is a methodical approach to creating dependable and consistent educational programs. Choosing the best ID model for successful learning experiences is the biggest problem in the digital learning environment of higher education. The decision is based on the requirements of the course, time limits, resources at hand, and the experience of the instructor. When used appropriately, ID fosters efficacy, consistency, and flexibility in online learning settings.

In conclusion, Instructional design is a systematic and learner-centered approach that supports the development of effective and relevant learning experiences. According to various scholars, ID provides a structured framework that guides teachers in planning, designing, implementing, and evaluating instruction based on learners' needs and contexts. It involves organizing information, activities, and experiences that enhance mental processing while remaining adaptable to diverse educational settings. Collaborative efforts among educators, researchers, and designers ensure that instructional design remains efficient, consistent, and responsive to both traditional and digital learning environments

2. *Principles of Instructional Design*

The fundamentals of instructional design provide crucial direction for developing efficient, methodical, and flexible learning procedures. By focusing on relevance, clarity, and sustainability in instruction, these concepts go beyond content

arrangement. By using them, materials can be in line with student characteristics, learning environments, and technology advancements. In order to guarantee organized, creative, and goal-oriented educational results, instructional design concepts are essential.

Adaptive, collaborative, and capability-based learning in AI-enhanced environments are guided by the instructional design concepts found in the Intelligent Problem-Solving Learning (IPSL) framework, according to Lee and Lee (2025). The tenets place a strong emphasis on task differentiation, human-AI cooperation, instructional relevance, and theoretical consistency. Additionally emphasized are meta-learning techniques that encourage introspection and sophisticated problem-solving. AI retains human values like creativity, ethics, and agency by acting as a learning partner through IPSL.

According to Sürmelioglu and Erdem (2025), instructional design principles use constructivist online learning to help teachers strengthen their design thinking abilities. The method entails problem identification, solution development, and cooperative material implementation. Teachers take on the role of instructional designers, breaking down scientific terminology into terms that students can understand. Teachers are positioned as both educators and innovators who create relevant learning experiences through ongoing review and reflection, which guarantees effectiveness.

Hwang and Lim (2024) offer instructional design guidelines for incorporating ICT in situations with limited resources. As the cornerstones of implementation, they place a

strong emphasis on comprehending local circumstances, teacher preparedness, and infrastructure. They promote adaptability in the distribution of materials to suit a variety of learners by utilizing Universal Design for Learning (UDL). Even in limited settings, successful technology-based learning is ensured by careful ICT selection, flexible planning, and continuous assessment.

In conclusion, constructivist methods, technological integration, and adaptation to constrained learning contexts are all included in instructional design concepts. Hwang and Lim (2024) stress ICT adaption in limited situations, Sürmelioglu and Erdem (2025) concentrate on instructors as instructional designers, and Lee and Lee (2025) emphasize AI integration through IPSL. By putting these ideas into practice, instructional design that addresses contemporary educational difficulties may be made relevant, creative, and context-responsive.

3. *Models of Instructional Design*

The instructional material design model is a conceptual framework that directs the creation of learning resources that are efficient, pertinent, and long-lasting. This approach takes into account learner needs, motivation, social context, and learning continuity in addition to material delivery. Teachers and instructional designers can produce meaningful, effective, and contextual learning experiences by implementing an appropriate design model, which guarantees that materials stay flexible to changing educational situations.

The use of the ARCS model (Attention, Relevance, Confidence, Satisfaction) across three crucial dimensions instructional design, theoretical background, and evaluation tools is emphasized by the instructional material design model, according to Fang (2024). The Instructional Materials Motivation Survey (IMMS) is used to examine motivational efficacy and make sure instructional materials promote active and fulfilling learning experiences. ARCS directs the development of interesting, pertinent, and confidence-boosting content.

A design strategy that emphasizes teacher empowerment through pertinent, flexible, and self-developed teaching materials is highlighted by Garay Abad and Hattie (2025). According to the paradigm, teacher-made resources improve professional development and teaching efficacy. Giving teachers the freedom to choose and modify their own resources boosts their self-assurance and classroom proficiency, redefining professional development as dynamic rather than linear, and promoting ongoing teaching growth in a variety of learning environments.

Penuel (2024) suggests a design paradigm that emphasizes the production of resources that represent students' interests and community concerns while also being in line with curricular standards. Through inclusive educational guidance, the paradigm encourages equal involvement, relevance development, and the selection of significant phenomena. It supports varied learners, particularly those from non-dominant groups, by promoting contextual adaptation and inclusivity

through methods like Universal Design for Learning (UDL) and community-based inquiry.

In conclusion, instructional material design approaches emphasize the need of student motivation, teacher empowerment, and social context alignment for effective learning. Penuel emphasizes community connection, Garay Abad and Hattie promote teacher empowerment, while Fang's ARCS approach concentrates on student motivation. By incorporating these principles, instructional designers can create resources that are inclusive, adaptable, sustainable, and pedagogically effective in a variety of educational contexts.

4. *Criteria for Good Instructional Materials*

The standards for quality instructional materials are crucial to learning because they dictate how well the resources support learning objectives. In addition to providing information, effective materials promote conceptual understanding, increase learning motivation, and take into account the diversity of learners. In order to create engaging and fulfilling learning experiences that raise the standard of education overall, teachers must choose or create materials that meet the demands of the classroom.

Aligning content with learning objectives and student requirements is a key component of successful instructional materials, according to Bordoh (2025). Materials should support teachers' professional development while being pertinent, significant, and realistically understandable. They must be inclusive, taking accessibility, cultural sensitivity, and learning styles into account. Using a variety of media, including texts,

images, and audiovisuals, enhances learning opportunities and guarantees that they are in line with curriculum and instructional objectives.

Bordoh (2025) goes on to say that teachers are essential in creating or modifying resources to suit their teaching environments. This increases the content's relevance and practicality. Giving teachers the freedom to alter materials improves instructional efficacy and fosters students' independence in learning throughout their lives. Through resources that improve student competency and learning attitudes, this method gradually cultivates a flexible, inventive, and creative learning culture.

Pšenáková and Pšenák (2024) state that essential components are necessary for quality materials, especially interactive didactic ones. To improve motivation, teamwork, and understanding, materials should make advantage of digital platforms and interactive technologies. Success is ensured by relevance to student needs and classroom context, while logical organization is essential for a clear learning path. Innovative and interactive material improves meaningful learning by integrating technology in a suitable way.

All things considered, effective teaching materials must support learning objectives, satisfy student needs, use a variety of media, encourage interaction, and go through a methodical evaluation process. Bordoh (2025) and Pšenáková and Pšenák (2024) both stress that contextual use and distribution are just as important to material quality as content. In their capacity as facilitators, teachers make sure that these requirements are

fulfilled in order to improve learning efficacy, autonomy, and inclusivity.

5. *ESP-Based Speaking Instructional Design for Tourism*

The development of oral communication skills in professional tourist situations is the goal of the construction of ESP-based speaking materials for tourism. By addressing practical demands like servicing tourists, teaching culture, and managing challenging communication scenarios, this method extends beyond language proficiency. These resources give students the practical communication skills necessary for employability in the cutthroat global tourist sector by fusing ESP concepts, speaking components, and tourism contexts.

Chang (2024) asserts that the creation of ESP-based speaking materials for travel incorporates digital literacy as an essential part of education. The ability of pupils to access, process, and use digital information to create new knowledge is referred to as digital literacy. Digital-based exercises that foster speaking abilities, collaboration, problem-solving, and self-evaluation are added to ESP education through design-based research. As a result, this material design encourages students' critical and creative interaction with digital resources in tourism-related communication in addition to developing their language proficiency.

ESP speaking materials for tourism should use an adaptable and contextual Communicative Language Teaching (CLT) method, according to Li Jiang and Freda Bacuso Paulino (2024). Through interactive exercises including role plays, debates, conversations, and interviews that are pertinent to

actual tourism situations, CLT helps students develop their speaking abilities. In order to meet the demands of vocational learners in the tourism industry, materials should also strike a balance between practical communication in professional contexts and linguistic elements like grammar, vocabulary, pronunciation, and pragmatics.

According to Chutopama, Putklang, Nuemaihom, and Smith (2025), requirements analysis is a fundamental step in creating ESP-based speaking resources for students studying tourism. In order to enhance campus tour practices, their study at Buriram Rajabhat University generated topic-based resources such "Buddha Statues," "Sports Facilities," "Cultural Centers," "Hotels," and "International Dormitories." Results showed that students' speaking performance and satisfaction significantly improved, demonstrating that needs-based material design improves communicative skills and contextual relevance for tourist education.

All things considered, ESP-based speaking material design strategically helps students get ready for the communication issues of the international tourism sector. This design provides a thorough theoretical and practical foundation by combining digital literacy (Chang, 2024), contextual communication approaches (Li Jiang & Paulino, 2024), and needs-based practical materials (Chutopama et al., 2025). Its application improves speaking ability, learning relevance, and student happiness, helping to produce graduates in tourism who are professional, communicative, and globally adaptable.

D. Local Tourism

1. *Definition of Local Tourism*

Local tourism has become an important concept in sustainable tourism and community-based economic development. Increasing interest in nearby destinations encourages local communities to participate in managing and promoting tourism resources. By utilizing local culture, natural attractions, and community involvement, local tourism not only provides recreational experiences for visitors but also contributes to regional development. Therefore, understanding the concept of local tourism is important to analyze its role and impact within the tourism sector.

According to Yueh-Lun Liu, Jui-Teng Chiang, and Po-Fu Ko (2023), local tourism refers to tourism activities developed and managed by local communities to support community development. It functions not only as a recreational activity but also as a development tool that provides economic, sociocultural, environmental, and educational benefits. Through the utilization of local potential and community participation, local tourism can improve community welfare and support sustainable development.

According to Yao Lao, Jing Zhu, and Jian Liu (2023), local tourism develops through the interaction between tourism destinations, local resources, and tourist experiences influenced by social and cultural factors. It involves community interaction, information dissemination, and tourists' expectations and evaluations of destinations. These interactions help utilize local

potential to enhance tourism experiences and support the sustainable development of cultural tourism.

According to Slamet Priatmoko et al. (2023), local tourism refers to tourism activities that occur in rural areas where visitors can engage with the daily lives of local communities and experience authentic cultural and environmental characteristics. This tourism commonly develops in low-population areas dominated by agricultural activities and strong traditions, emphasizing sustainable practices that connect tourists with nature while supporting the local economy.

Based on these definitions, local tourism refers to tourism activities closely connected to local communities, resources, and cultural environments. It involves community participation in developing tourism while utilizing local potential to create meaningful experiences. In addition to providing recreation for visitors, local tourism contributes to community development by supporting economic growth, sociocultural preservation, environmental sustainability, and educational value, thereby promoting sustainable tourism development and improving local community welfare.

2. *Characteristics of Local Tourism*

Local tourism has gained increasing attention in tourism studies, particularly in relation to sustainable tourism development and community involvement. The growing interest in nearby destinations encourages tourists to experience local culture, traditions, and natural resources more directly. Unlike mass tourism, local tourism focuses more on authentic experiences and the utilization of local potential. Therefore,

understanding the characteristics of local tourism is important to identify how tourism activities can support local economies, preserve cultural heritage, and provide meaningful experiences for visitors.

According to Duygu Çetin, Emrah Aksoy, and Yasin Arslantürk (2022), local tourism is characterized by tourists' preference for destinations that are geographically close and easily accessible. Local tourists tend to choose nearby locations that require shorter travel distances and lower costs. These characteristics show that convenience, accessibility, and familiarity with the destination are important factors influencing tourism location choices.

According to Qing Song and Wei Feng (2021), local tourism is characterized by interest-based tourism experiences and active participation in local activities. Tourists are encouraged to interact directly with local culture, lifestyle, and traditions. This approach emphasizes authentic tourism experiences and the development of tourism products that reflect the unique identity of local destinations.

According to Jian Wang (2025), local tourism is characterized by its close relationship with intangible cultural heritage. Elements such as traditional knowledge, cultural practices, and local festivals become important attractions for visitors. These cultural resources strengthen the identity of destinations while supporting cultural preservation and sustainable tourism development.

Based on these explanations, local tourism can be characterized by proximity to destinations, authentic experiences, and the utilization of local cultural resources. It encourages interaction between tourists and local communities while highlighting local traditions and heritage. These characteristics make local tourism different from mass tourism because it focuses on meaningful experiences and community involvement. Therefore, local tourism plays an important role in supporting cultural preservation and sustainable tourism development.

3. *The Goal of Local Tourism*

Local tourism has become an important strategy in contemporary tourism development, particularly in promoting sustainable development and strengthening the role of local communities. In recent years, tourism scholars have emphasized that tourism activities should not only focus on visitor experiences but also on the long-term benefits for local residents and the environment. Therefore, the goals of local tourism are closely related to community empowerment, economic improvement, cultural preservation, and environmental sustainability. Understanding these goals is essential to ensure that tourism development can create balanced benefits for tourists, local communities, and the sustainability of tourism destinations.

According to L. A. Abreu, M. C. Walkowski, A. R. C. Perinotto, and J. F. Fonseca (2024), the goal of local tourism is to support sustainable development through community-based tourism practices that align with the Sustainable Development

Goals (SDGs). Local tourism aims to empower local communities by encouraging their active participation in tourism activities while generating economic opportunities. In addition, it seeks to promote social inclusion, preserve cultural values, and protect natural resources. Through these objectives, local tourism can contribute to long-term community welfare and create a more responsible and sustainable tourism system.

According to K. P. Sapkota, A. Palamanit, K. Techato, and S. Gyawali (2024), the goal of local tourism is to enhance sustainable tourism development by strengthening the role and participation of local communities. Local tourism seeks to create economic opportunities for residents while maintaining environmental sustainability and cultural integrity. By involving communities in tourism planning, management, and service provision, local tourism helps increase community capacity and ownership of tourism resources. Ultimately, the objective is to ensure that tourism development benefits local residents while maintaining environmental balance and cultural sustainability.

According to Lijun Li and Elhadj Ahmed (2024), the goal of local tourism is to promote sustainable tourism development through the active involvement of local communities in tourism activities. Local tourism aims to improve the economic conditions of communities while preserving local culture and protecting environmental resources. Furthermore, it encourages collaboration between stakeholders, including communities, government, and tourism industries, to achieve balanced tourism development. Through these efforts, local tourism seeks to create long-term benefits for communities while ensuring that

tourism growth remains socially responsible and environmentally sustainable.

Based on the explanations above, the goal of local tourism can be understood as promoting sustainable tourism development while improving the welfare of local communities. Local tourism aims to generate economic opportunities, strengthen community participation, and preserve cultural and environmental resources. It also encourages collaboration among stakeholders to ensure balanced tourism development. By focusing on community empowerment and sustainability, local tourism not only enhances tourist experiences but also supports long-term social, cultural, and environmental benefits for local destinations and communities.

4. ***Types of Local Tourism Content***

In tourism education, teaching materials are not limited to information about tourist destinations but also include knowledge, skills, and values necessary to understand tourism activities comprehensively. These materials aim to develop students' analytical abilities, communication skills, and awareness of social, cultural, and environmental aspects related to tourism. Therefore, scholars emphasize the importance of varied learning content that integrates theoretical understanding with practical application. Well-designed tourism learning materials allow students to explore tourism phenomena critically while also preparing them to engage with real situations in the tourism industry.

According to Duarte Maricato, João Aquino, and Gunnar Thór Jóhannesson (2026) in *Frontiers in Sustainable Tourism*, tourism education involves diverse pedagogical content that encourages active student engagement. The study identifies several types of learning materials, including student-centered learning, reflective and critical learning, interdisciplinary approaches, the use of digital technologies, distance learning, and art-based learning. In addition, English communication skills for tourism contexts are considered an important component. These diverse materials aim to connect theoretical knowledge with practical tourism experiences and foster students' critical understanding of tourism practices.

Meanwhile, Ming Chen, Tao Pei, Eila K. Jeronen, and Zheng Wang (2022) in *Sustainability* emphasize that tourism teaching materials should strongly incorporate sustainability principles. Their study highlights several essential learning contents, including sustainable tourism, destination management, environmental conservation, and the understanding of local culture and community life. These materials are commonly delivered through case studies, discussions, and field projects that encourage students to analyze the impacts of tourism on society and the environment. As a result, tourism education not only develops knowledge but also promotes responsible attitudes toward sustainable tourism development.

Furthermore, Maqsood A. M. Mir, Bruce Shelley, and Can-Seng Ooi (2024) in *Tourism Management Perspectives* explain that tourism resources themselves can function as

contextual learning materials. Natural attractions, cultural heritage, local communities, and tourism-related economic activities can all be integrated into the learning process. By using real tourism resources as educational content, students gain a deeper understanding of how tourism interacts with community development and cultural preservation. This approach enables learners to connect theoretical concepts with real-world tourism practices.

Overall, these studies indicate that tourism teaching materials are multidimensional and integrate pedagogical approaches, sustainability concepts, and real tourism resources. In this study, the learning materials focus specifically on developing students' English speaking skills through local tourism content. The materials use local tourism destinations in Bengkulu such as Pantai Panjang, Benteng Marlborough, and Museum Bengkulu as learning contexts. These destinations are used to train students to describe tourist attractions, explain historical backgrounds, and practice tourism-related communication, while simultaneously introducing local tourism potential.

5. *Pedagogical Implications*

In tourism education, pedagogical implications refer to how tourism knowledge and local tourism resources are implemented in effective learning processes. Learning about local tourism aims not only to introduce tourist destinations but also to develop students' practical skills, critical thinking, and awareness of social, cultural, and environmental aspects related to tourism. Therefore, scholars emphasize the importance of

active and contextual teaching approaches. Through such approaches, students are encouraged to connect theoretical knowledge with real tourism situations, enabling them to better understand tourism phenomena and develop competencies relevant to the tourism industry.

According to Gustavo M. Marques (2025), pedagogical implications in tourism education involve the use of innovative teaching strategies that promote active student participation. These strategies include problem-based learning, flipped classroom, gamification, and interdisciplinary learning. Such approaches allow students to analyze tourism issues, collaborate with peers, and apply theoretical knowledge to practical situations. Interdisciplinary learning also enables tourism topics to be examined from multiple perspectives, including cultural, economic, and environmental dimensions, making tourism education more relevant to real-world tourism challenges.

Similarly, Orynbeke Amangeldi et al. (2023) highlight the importance of innovative instructional methods that strengthen students' practical understanding of tourism destinations. Their study shows that approaches such as problem-based learning, inquiry-based learning, collaborative group work, and field trips help students explore tourism concepts more effectively. These methods provide opportunities for students to observe tourism attractions directly, analyze tourism activities, and develop problem-solving skills. As a result, tourism learning becomes more experiential and supports students in understanding tourism practices in real contexts.

Furthermore, Isabella Felismonte, Donn, and Maria U. Ruiz (2023) emphasize the role of service-learning pedagogy in tourism education. This approach connects academic learning with community engagement by involving students in community-based tourism and sustainable tourism initiatives. Through direct interaction with local communities, students gain practical insights into tourism development, cultural preservation, and environmental sustainability. Service-learning therefore not only enhances students' professional competencies but also fosters social responsibility and awareness of sustainable tourism practices.

Overall, these studies indicate that the pedagogical implications of local tourism learning involve active, experiential, and community-oriented teaching approaches. Innovative strategies, experiential activities, and community engagement help students connect theoretical concepts with real tourism contexts. Consequently, tourism education should integrate interactive learning methods, practical experiences, and collaboration with local communities to effectively prepare students for professional roles in the tourism sector.

E. Conceptual Framework

The logical connections between the concepts, theories, and variables that support a study are shown graphically or descriptively in a conceptual framework. It acts as a theoretical guide to demonstrate the direction of the research, make conceptual linkages clear, and apply pertinent theories in the context of the investigation. As a result, it ensures that the research design is coherent and clear by

assisting researchers in mapping their thinking from problem identification to solution.

Based on this foundation, the conceptual framework of this study is as follows:

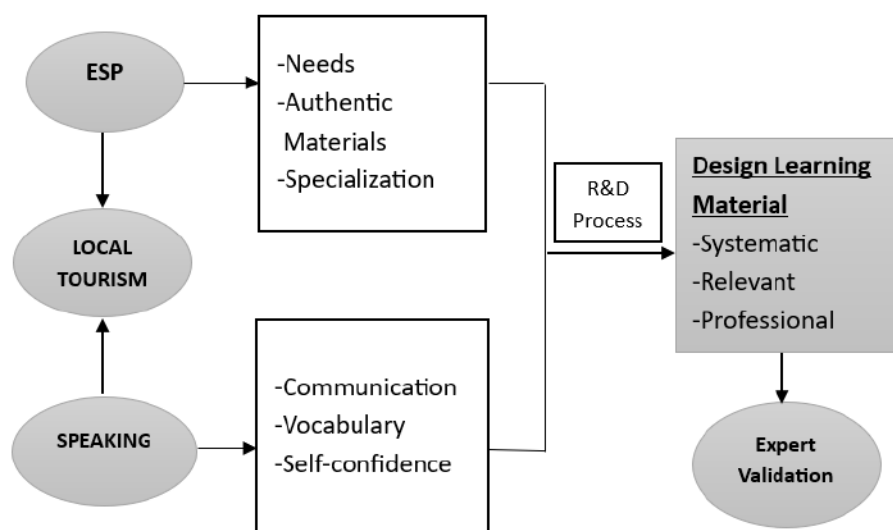


Figure 2.1 Framework of the research

The conceptual framework illustrates the logical relationships among the main concepts that underpin this study, namely English for Specific Purposes (ESP), speaking skills, and local tourism, which are integrated through a Research and Development (R&D) process. This framework functions as a theoretical guide that explains how the study moves from identifying theoretical foundations to designing and validating learning materials. It also clarifies how the different components interact to support the development of ESP-based speaking materials for tourism students.

In this study, Local Tourism functions as the central context that connects English for Specific Purposes (ESP) and Speaking for the research subjects, namely the eleventh-grade tourism students of SMK Negeri 1 Kota Bengkulu. Local tourism provides the

professional and contextual domain that determines the language content, communication situations, and speaking competencies required by the students. By focusing on local tourism, the materials are expected to reflect real communication situations that students may encounter in tourism activities, particularly those related to introducing and explaining local tourist destinations in Bengkulu.

The ESP component addresses the first research focus concerning the characteristics of ESP-based materials. ESP emphasizes three main aspects: needs, authentic materials, and specialization. Through these aspects, the researcher identifies students' specific language needs in the tourism field, incorporates authentic tourism-related materials, and ensures that the learning content is specialized according to tourism communication contexts. ESP therefore provides the theoretical foundation for determining what content should be included in the speaking materials and how it should reflect tourism-related communication practices.

The Speaking component relates to the development of students' oral communication abilities within the tourism context. Speaking is viewed as the core language skill to be developed, encompassing communication ability, vocabulary mastery, and self-confidence. These elements represent essential speaking competencies needed by students to interact with tourists, provide information about tourist destinations, and explain tourism-related topics effectively. This component ensures that the designed materials emphasize practical speaking skills that are relevant to tourism communication needs.

Both the ESP and Speaking components are connected through the R&D Process, which guides the systematic development of the learning materials. Based on the principles of Research and Development (R&D), the process involves transforming the theoretical foundations of ESP and speaking skills into structured learning materials. Through this process, the materials are developed systematically to ensure that they align with tourism-related communication needs and learning objectives.

The outcome of this development process is the Design of Learning Materials, which focuses on producing materials that are systematic, relevant, and professional. Systematic materials ensure that learning activities are organized and follow a clear instructional sequence. Relevant materials ensure that the content reflects real tourism contexts, particularly those related to local tourism destinations. Meanwhile, professional materials ensure that students are prepared to communicate appropriately in tourism-related situations.

The development process concludes with Expert Validation, which represents the final stage of this study. At this stage, the designed ESP-based speaking materials are evaluated by experts to assess their content relevance, language accuracy, instructional design, and suitability for tourism students. This validation ensures that the materials are academically appropriate and suitable for use in teaching speaking within the tourism context.

Overall, the conceptual framework demonstrates how ESP principles, speaking skill development, and the local tourism context are interconnected through a structured R&D process. ESP provides the foundation for identifying learning needs and selecting

appropriate materials, speaking defines the communication skills to be developed, and the R&D process ensures systematic material design and expert validation. Together, these components support the development of ESP-based speaking learning materials that are relevant, structured, and suitable for tourism students.

F. Some Related Previous Studies

English for Specific Purposes (ESP) has been the subject of much educational research, especially in the context of tourism. The creation of pertinent learning resources is essential for vocational students since ESP serves as a link between language requirements and professional expectations. Speaking is the primary talent to develop, according to prior research, and it represents crucial professional communication abilities. Research also highlights technological integration, needs-based instructional design, and communication techniques. A basis for identifying deficiencies and directing the creation of speaking-focused ESP materials suited to learners' academic and professional needs is provided by reviewing earlier research.

According to Yan (2025), the majority of ESP research in tourism focuses on higher education, frequently using non-experimental methods and Mandarin-speaking participants. According to Mihele and Bolog (2023), communication skills are crucial ESP competencies for tour guides. Speaking and listening are essential abilities for Saudi tour guides, according to Aldosari et al. (2025). Segura Arias (2025) created hotel receptionist training, while Phan (2025) created a multilingual corpus to aid with tourism ESP learning. These studies prove the significance of speaking for

professional communication in actual tourism contexts by highlighting its pivotal function in ESP.

Tourism is highlighted by Numonova and Mirboboyeva (2024) as a dynamic language-learning medium through real-world interactions. According to Keadplang (2025), role-playing improves speaking abilities. Ming et al. (2024) demonstrate how technology improves communication skills by using machine learning to evaluate speech interactions. While Alimatova (2024) shows that the Effortless English approach enhances speaking, Mao (2024) emphasizes the importance of international communication skills for students studying hospitality. When taken as a whole, these results demonstrate that speaking is a fundamental skill in tourism education and that ESP curriculum design and instructional development in occupational contexts should prioritize it.

In order to personalize ESP learning, Dubovyk (2024) highlights digital advances and artificial intelligence. According to Kholduraeva (2025), creating pertinent professional curricula requires needs analysis. While Sahab and Majeed (2024) use Nunan's concept for ESP arts curricula, Chang (2024) uses digital literacy-based training for tourism students. In business ESP classes, authentic multimedia elements are emphasized by Khalabuzar (2024). These studies demonstrate that in order to guarantee learning efficacy, practical applicability, and professional skill development for vocational students in tourism-focused ESP programs, instructional design must be needs-based, relevant, and contextual.

Teshabaeva (2024) shows how project-based learning in Communicative Language Teaching (CLT) enhances speaking abilities in ESP. According to Umarov (2024), communicative assignments improve the speaking skills of B1-level students. According to Bankole et al. (2023), communicative ESP methods outperform conventional English teaching. Grammar instruction incorporated into communicative contexts is emphasized by Hildebrant (2024). Un-udom et al. (2024) use CLT to help music staff members become more fluent in English. Together, these results support CLT as a successful strategy for improving speaking abilities, especially in professional and vocational ESP education.

Digital technology integration boosts engagement and global preparedness in ESP learning, as demonstrated by Vuong and Doanh (2025). Liashenko et al. (2025) highlight how AI can be used to provide contextualized, individualized learning experiences. Georgieva (2025) demonstrates how free AI technologies greatly improve writing and speaking abilities. While Athanasiou et al. (2024) emphasize self-directed learning using cloud technologies, Dashtestani and Forutanian (2025) create Education 4.0 project-based courses. These studies demonstrate how important digital innovation is for teaching ESP speaking since it enables vocational students in tourist programs to have flexible, contextualized, and interactive learning opportunities.

ESP research has limitations despite significant advancements. There is little study on vocational high schools, and the majority of studies concentrate on professional travel and further education. Prior research focuses on intercultural competency, digital literacy, or general curriculum; it seldom discusses ESP speaking resources

tailored to vocational students. Communicative techniques and technology are frequently explored independently without being incorporated into contextual learning resources. These gaps highlight the need for ESP speaking materials created for vocational students, especially those enrolled in tourism programs in the eleventh grade, to guarantee that practical communication skills are immediately applicable in tourism-related professional settings.

Instead of creating ESP speaking resources for vocational students, the majority of earlier research concentrates on assessing instructional strategies. Secondary pupils require practical abilities for direct encounters with tourists, and their communication needs are different from those of professionals or those in higher school. Consequently, there is a research deficit in the creation of ESP speaking resources tailored to professional settings. In order to address this, the current study intends to create contextually relevant materials that incorporate digital components, communication approaches, and real-world learning experiences. By matching vocational learning objectives with real-world job demands, these resources help eleventh-grade students build their professional tourist communication skills.

This study creatively focuses on creating ESP-based speaking materials for SMK Negeri 1 Bengkulu City's eleventh-grade tourism program students. It creates resources appropriate for intermediate vocational situations, in contrast to earlier research on higher education. The study creates useful, pertinent, and adaptable learning materials by combining communicative strategies, student requirements analysis, and straightforward digital technologies. As a result, it closes research gaps, enhances ESP literature at the

vocational level, and offers a model for creating speaking materials that are contextually relevant and help students' professional preparation and successful communication in tourism-related settings.

