

## THE IMPLEMENTATION OF ENGLISH FOR SPECIFIC PURPOSES (ESP) IN TEACHING ENGLISH FOR TOURIST GUIDES AT FOREIGN LANGUAGE ACADEMY (ABA-UMI) MAKASSAR

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### Articel Info

### Abstract

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This study aims to identify and analyze the implementation of English for Specific Purposes (ESP) in teaching English for Tourist Guides at the Foreign Language Academy of ABA-UMI Makassar. The program is designed to enhance students' communicative competence in tourism contexts. Using data from student and alumni interviews, the study examines classroom modules and field practices from learners' perspectives. The findings indicate that the ESP course requires authentic materials, learner-centered practices, and communicative task-based activities, particularly in field practice. All participants (100%) provided positive feedback, emphasizing that the implementation effectively meets students' needs and supports practical language use in real tourism settings.

## 1. INTRODUCTION

The objective of this article is to identify and to analyze the implementation of English for specific purposes (ESP) of English for tourist guides implemented at foreign Language Academy (ABA-UMI) Makassar. Before writing so far, the writers need to write the theoretical problem, research Gaps, and research questions and its objectives, finding from some literature, here are the descriptions of the writers' recommendations: (a). Theory that was written by (Hutchinson & Waters, 1987), they suggested foregrounds target-need analysis as the foundation of course decisions and the empirical work in tourism report context that many programs used only text book material than need-based, communicative task, and teachers and

lecturers have difficulties in handling it if no field experience, (b). The Gaps are: the limited research examines specifically the ESP implementation for English for tourist guides, emphasizing only the classroom syllabuses, lack of studies that identified the lecturers' roles, and research yet wrote this at ABA UMI Makassar, (c). The research questions are: 1. What are the learning materials and assessment methods used in ESP English for tourist guides at ABA-UMI Makassar?, 2. What are the students' perceptions relevant to the effectiveness of ESP real task of guiding?, 3. How do lecturers describe their competencies, roles, and challenges in the implementation of ESP for tourist guides? And the objectives certainly are the answers from the above research questions. Some relevant recent studies, Chang, (2024), ESP needs instruction design today based on digital literacy for tourism learners, Yanti, at all, (2024), recommended community based-task, local intercultural communication needs and support the claim of community and island tourism context-specific syllabus, while Supartini, at all,(2024), argued the material-analysis, R & D study to evaluate speaking materials for tourist guides especially to develop training materials.

Tourist Guides are needed to possess the effective English communication skills in giving information or explaining the tourism objects or attractions, to visitors or tourists from different countries or different cultural backgrounds. English has a very important role in the global tourism industry as the language of international communication. English for tourist guides is a part of English for specific purposes. Basturkmen, (2010) stated ESP aims to enable learners to perform target tasks in real-world settings by integrating language knowledge, discourse skills, and professional practices. This means that ESP instruction should prepare learners to use English effectively in workplace communication. While, Hutchinson and Waters, (1987) defined that ESP as an approach in which all decisions regarding content and teaching methods are based on learners' reasons for learning English. They emphasize that ESP is learner-centered and begins with needs analysis to identify what learners need to do with the language. On the other hand, Dudley-Evans and St John, (1998), further explained that ESP is characterized by the use of language appropriate to specific disciplines or occupations. They identify key features of ESP, including needs-based course design, the use of authentic materials, learner-centered learning, and purpose-related tasks. According to them, ESP teaching should be flexible and adapted to learners' professional contexts.

All of the above statements indicated that English for specific purposes (ESP) is the English what learners need to perform the target task of the English knowledge, prepare learners to use English effectively, learners-centered, also appropriate for specific disciplines or occupations, and the most important is how to adapt and implement the good English practices when working as the tourist guide. The foreign language academy students of ABA-UMI are required to have the professional students in implementing the tourist guide module or tourist guide course materials, because they have to work professionally and use the ESP after finishing or before accomplishing their studies. As Harding at al, (2003), said that English for Tourist Guides requires learners to master specific vocabulary, expressions, and discourse patterns related to guiding activities, including explaining cultural and historical information, giving directions, and responding to tourists' questions. An ESP has usually focused on functional language use in tourism-related situations such as welcoming tourists, explaining cultural and historical attractions, giving directions, and handling tourists' questions and complaints. Even though English for Tourist Guides has been implemented at the Foreign Language Academy of ABA UMI Makassar in the classroom, but the teaching practices have not been thoroughly analyzed from an ESP perspective. Thus, the writers tried to identify and analyze how English for Tourist Guides implemented and examined whether the teaching given is suitable with ESP principles.

## **2. RESEARCH METHODS**

### **2.1. Research Design**

This writing employed a Qualitative classroom-based action research design. The purpose is to identify and to analyze how the EFL can effectively be implemented to tourist guides teaching in the classroom and can be used when working as the tourist guide in the future. Thus, this writing emphasizes both teaching innovation and students' competency in using EFL to develop their communication skill.

### **2.2. Participants**

The participants consist of the third students and alumni of the foreign language (ABA-UMI) Makassar that had been studying English for tourism, English for hotel, English for tour and travel, and English for tourist guides, where the writers also act as the classroom lecturers.

### **2.3. Setting**

The study takes place at foreign language academy (ABA-UMI Makassar) focusing on implementing English for tourist guides in the classroom setting.

### **2.4. Instruments**

Structured-interview is the single instrument used. the structured-interview was applied by giving the same questions to all participants.

### **2.5. Data Collection and Analysis**

Qualitative Data: observation notes, student reflections, and interviews analysis to identify the implementation ESP for tourist guide course materials in the classroom.

## **3. RESULTS AND DISCUSSION**

The writers have been participating in the classroom being lecturers or facilitators for five years since the English for tour guide course had been taught at this academy. This course is usually taught by the tour guides with English language specialists. The academy students and alumni have adopted and implemented the ESP given in the classroom and during the field-practice, and guidance implemented by the alumni. The interview was not only to the active students but to a few alumni as well.

Here were some questions given with the structured-interview done on December, 15<sup>th</sup> 2025.

(1). Is ESP for tourist guides according to your needs?, (2). Does ESP help you enough during the field-practice and during guiding?, (3). Have you heard some of tourism-terms, like, no show, free of charge, off the beaten track, port of call, full board, etc. ?, (4). Can ESP for tourist guides widen your horizon?, (5). Before you study English for tourist guides, did you know your own culture or the local potential in your home country?

From the above questions and after identifying and analyzing, it was identified that mostly they have had the same answers where the ESP for tourist guides is that one they needed. Secondly, the ESP for tourist guides has helped them a lot. Third, they began to understand some tourism-terms like in the above questions. The fourth question was that they tried to know a lot of things such as market resources, a la carte, tour escort, full board, tourist destination, and so on. And the last was finally they started to know and understand their local potentials, local wisdom and explaining Indonesia to tourists or visitators in general.

#### 4. CONCLUSION

English for Tourist Guide or ESP has a vital role in English teaching, this ESP needs some experience or may need analysis before including it into the curriculum. Teachers or lecturers should have good experience in the field of guiding tourists in a few years 'time before teaching this. Why? The answer is how to make these learning and teaching activities successful. Tourist Guides are those who have capacities and capabilities in giving information in the area where tourists or visitors visit to make tourists or visitors fulfill their needs and get their satisfaction. They need to have good English implementation practice which is begun in the classroom and finally going to fields after accomplishing their studies at foreign language academy (ABA-UMI) Makassar. Besides having the good implementation, they also need the ESP principles like good guiding technique, language fluency, good pronunciation, have a good knowledge of culture and history, and the local potential or local wisdom in the area where they are guiding. Their attitude in guiding the tourist guides must be friendly, informative, neatly-dressed, knowledgeable, attentive, punctual, and being good listeners. And other terms and conditions are that the tourist guides must have the Guide License either regional or national from the provincial government and from the Indonesian Tourist Guide Association.

Tourist guides ESP implementation that is commonly found in different situations such as : in tourist attractions, handling questions, managing groups, checking in hotels, in restaurants, transferring to airport, and so on. And developing those materials through dialogue, interactive activities, descriptive text, vocabulary lists, describing cultural notes, or in a tourism conference. The results showed that 100 % students and alumni gave the positive feedback of the classroom and field practice ESP implementation because the Tourist guides English given were in line with the students' need, learner-centered learning, authentic course materials, and communicative-task based activities especially in field practices.

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