

A computerized corpus-based method for the Tourism and Hospitality students' vocabulary learning

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Abstract

Computers as innovative technological tools provides numerous advantages in the context of education and learning, particularly in regards to the acquisition of the English language. Nevertheless, the computerized corpus-based method has not attained widespread usage for instructing English specifically within the field of tourism. The present study aspired to scrutinize whether the students who underwent instructions via this method show a superior ability in expanding their English vocabulary for tourism and hospitality in comparison to those who were not subjected to such a method. The present study employed an experimental research methodology. A cohort of 52 students specializing in Tourism and Hospitality was allocated into two classes. The adoption of a computerized corpus-based method was observed. The results of the t-test indicated that the utilization of the experimental methodology did not yield noteworthy outcomes regarding its effectiveness in aiding students in developing their English vocabulary of the tourism in comparison to those who were not exposed to this method. The process was deemed to be time-intensive that necessitated considerable exertion in comprehending the corpus data owing to the presence of numerous unfamiliar terminologies evident in the authentic texts. Notwithstanding, the students generally demonstrated a favorable disposition towards this method.

Keywords: Computerized corpus-based method; ESP vocabulary; Tourism.

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1. Introduction

English, being a widely recognized international language, is extensively acquired by a considerable portion of global students, including those in advanced levels of education. In the context of students pursuing a degree in tourism studies, proficiency in the English language is deemed crucial. As such, English is mandated as a compulsory subject in the academic curriculum and is commonly recognized as English for Specific Purposes (ESP). The curriculum has been tailored to the specific requirements of students, comprising of a spectrum of specialized courses such as "English for Hotel Staff", and "English for Tour and Travel".

The acquisition of an extensive vocabulary is considered to be a fundamental component in developing proficient English language skills. Individuals pursuing a career within the tourism industry must possess an ample lexicon to bolster their proficiency in both the comprehension and articulation of the English language. This will prove advantageous for their professional growth in the long term. Drawing from empirical evidence, it appears that a prevailing sentiment among students is that the acquisition and mastery of vocabulary presents a significant challenge, given the observed propensity for inadequacy in this particular domain. Many students find vocabulary acquisition to be a demanding task as they struggle with effective memorization techniques and the appropriate selection of collocating words. The insufficiency in one's lexicon presents a significant impediment as it hinders the development of the four essential language competencies- listening, reading, speaking, and writing- which necessitate both active and passive vocabulary.

Regrettably, the majority of educators excessively depend on dictionaries as the primary source of information pertaining to semantics. The indispensable role of dictionaries in facilitating students' comprehension of specialized vocabulary in fields such as tourism is widely acknowledged, albeit not the sole resource available. The employment of textbook resources confers benefits to students in the acquisition of vocabulary through relevant exercises. However, it has been posited that such materials are constructed on the basis of artificial language constituents, which do not replicate the linguistic situations relevant to learners outside the classroom. As a result, their use can lead to a state of uncertainty, primarily concerning words that possess multiple connotations (Kobelinski, 2005). Furthermore, the language

imparted to the students is a means of communication that cannot be found within the pages of any conventional course materials.

The incorporation of English language instruction for the field of tourism bears numerous advantages, one of which pertains to the elucidation of lexical connotations via contextualized examples derived from genuine written sources. Moreover, the students can enhance their familiarity with the particular lexical combinations in English utilized in the context of tourism. This is crucial given the potential for discrepancies arising from the non-equivalence of translation between the source language (SL) and target language (TL). The reason for the lack of familiarity with this approach can be attributed to a significant proportion of English teachers who are not well-versed in its principles. The pedagogical approach of educators involves prioritizing textbooks as the primary source for instruction of vocabulary, despite the resulting acquisition of a narrow range of lexical items by learners. The present study was undertaken to explore whether implementing the Computerized corpus-based method in language instruction could facilitate the development of English vocabulary in the context of tourism among students.

2. Literature Review

2.1 Teaching English for Specific Purposes

The domain of English Language Teaching (ELT) comprises two primary categories, namely English for Specific Purpose (ESP) and English for General Purpose (EGP), with the former catering to particular, domain-specific linguistic needs of learners. Potocar (2002) posits a distinction between ESP and EGP by delineating ESP as a specialized and distinct subset of EGP that integrates pragmatic linguistic abilities to equip learners with the necessary skills to effectively carry out occupational duties. Nonetheless, the EGP (English for General Purposes) course offers fundamental knowledge and competencies in the English language within a secondary school setting that may not necessarily cater to the distinct career and university aspirations of the students. ESP places great emphasis on the attainment of the pupils' objectives in the future, as indicated by the aforementioned assertion. The primary objective of teaching English for Specific Purposes (ESP) is to equip learners with the necessary knowledge

and skills to effectively communicate in real-life situations that correspond to their prospective career paths or educational pursuits.

As asserted by Burdova (2007), in the context of English for Specific Purposes (ESP), the term "specific" denotes a clearly defined objective or goal for which English is acquired. Consequently, instructors of ESP must possess the necessary competence to adequately structure the program, choose the requisite reading materials, and design appropriate instructional activities that align with the stated aim. When it comes to arranging the curriculum, educators ought to respond to the queries outlined by Hutchinson and Waters (1992), which involve identifying the specific subject matter to be tackled, determining the essential areas of knowledge for the student, and delimiting the pertinent facets of language while outlining how they will be expounded. In order to ensure that the learners' needs and expectations are sufficiently met, teachers must exercise prudent discretion when selecting instructional materials. Selecting an inappropriate material could lead to a mismatch between instruction and student needs. Lastly, it is imperative that the execution of activities be optimized for efficiency.

The field of hospitality presents a wide range of growth prospects and promotional avenues for students across various academic domains. However, it is noteworthy that the acquisition of English language skills is not pursued as the principal objective, as its acquisition is primarily motivated by the need to effectively fulfill job-related tasks. In the context of employment within hospitality industries, particularly those associated with tourism, it is imperative that students pursuing careers in this field possess a commendable level of proficiency in the English language. This proficiency is necessary to ensure that effective communication is established with tourists, thereby enabling a satisfactory experience for all parties involved. This expectation is particularly relevant within the context of hotel operations.

In higher education institutions, it is recommended that students be instructed in the acquisition of English for Specific Purposes (ESP) in preference to English for General Purposes (EGP). The ESP curriculum proves to be a more suitable option for these students, as it provides them with a comprehensive and sophisticated academic program that aligns perfectly with their respective areas of study. The implementation of English

for Specific Purposes (ESP) would likely provide students with greater assistance in their academic undertakings, particularly contingent upon their level of English proficiency that pertains to their respective field of study. Johns (2013) provides a comprehensive analysis of the historical development of English for Specific Purposes (ESP) pedagogy. The analysis is divided into four major phases including: The Early Years (1962-1981), The Recent Past (1981-1990), The Modern Era (1990-2011), and The Future (2011plus). Throughout the initial three phases, the primary emphasis of English for Specific Purposes (ESP) was centered upon discerning the distinctive features of language usage within a particular domain. However, this objective underwent a transformation in light of advances in technology. The facilitation of ESP research is expected to occur through the dissemination of corpora and software tools. This recent advancement in education has proven to be highly advantageous for instructional purposes. The integration of Educational Support Programs (ESP) poses a considerable challenge, especially for educators who lack the proficiency in utilizing technology. This educational approach encompasses the utilization of technological products, including computers and the internet, as central components. The assertion that Corpus-based teaching of language represents a significant advancement in language education aligns with Sinclair's (2004) opinion.

2.2 Teaching and Learning English Vocabulary

Harmer (1991) posits that the acquisition of an ample vocabulary is essential for effectively conveying meaning and successfully utilizing both receptive skills such as listening and reading, as well as productive skills such as speaking and writing. If the framework of language is comprised of its structural components, then it is the lexicon that furnishes the crucial organs and bodily tissue. Harmon, Wood, and Keser (2009) and Linse (2005) contend that the advancement of learners' vocabulary is a crucial facet in their overall linguistic acquisition. Hence, it is imperative to consider vocabulary as a pivotal element in the process of imparting and acquiring knowledge of the English language. Inadequate lexical proficiency may impede students' ability to articulate their ideas with efficacy and precision. Inadequate understanding of vocabulary can result in misinterpretation when comprehending linguistic information. Consequently, it is imperative that

educators consider the acquisition of lexicon as an essential component in fostering effective communication skills among English language learners.

The study conducted by Nation (2001) elucidates the correlation between vocabulary and language use, whereby the former is deemed an essential component that facilitates language production, and conversely, language usage enables the acquisition and retention of vocabulary proficiency.

The use of language can effectively enhance vocabulary acquisition. With regards to the aforementioned statement, the utilization of language bears significant importance in enhancing the adeptness of students in vocabulary, as it provides numerous opportunities for them to familiarize themselves with the appropriate context in which the words can be employed. To comprehend the intended meaning of the authors in the written discourse, learners are required to possess a substantial understanding of the lexicon utilized therein. Conversely, suitable literary sources can suffice as competent pedagogical tools for expanding the learners' vocabulary. According to scholarly sources such as Laufer (2001) and Helgesen (1997), effective contextual guessing requires readers to possess a vocabulary foundation comprising a minimum of 95% of the given text. This crucial skill can be acquired through consistent and extensive reading practices. A significant perspective in the field of vocabulary acquisition posits that the majority of words are acquired through exposure to language input, particularly through reading, rather than through explicit memorization (Laufer, 2001).

Nation (2001) categorized written text into four separate word types, including High-Frequency words that encompass content vocabulary such as, forests, production, adoption, represent, and boundary. Additionally, Academic words are common among various types of academic literature and often include terminology like policy, phase, and sustained. Technical words relate directly to the primary subject matter, as seen in the field of agriculture, using vocabulary such as indigenous, beech, podocarp, regeneration, and timber. Finally, Low-Frequency words, such as pastoral, aired, perpetuity, and zone, are less commonly used and may require explicit definition or context.

Drawing from these criteria, it is essential that the pedagogy of English for Specific Purposes (ESP) encompass training in technical lexicons which hold immense significance, given their underlying connection to the learners'

field of study as well as their narrow definitions. The lexicon deemed essential for students pursuing studies in the field of agriculture differs markedly from that which is necessary for students pursuing studies in hospitality. Although the significance of lexicons from other disciplines cannot be undermined, educators should prioritize imparting technical terminologies during instructional sessions. Nation contends that the term "technical vocabulary" constitutes a category of terminology within a particular field.

The utilization of specialized lexicon is influenced by a range of factors that impact the usage of language in its entirety. According to Nation (2001), it is imperative for language educators to equip their students with the necessary skills to navigate through the abundant technical vocabulary prevalent in specialized literature.

Xhaferi (2010) posits that to develop competence in acquiring new lexicon, both general and technical, within the context of learning English for Specific Purposes (ESP), students must recognize the significance of language learning strategies and receive adequate instruction on their appropriate implementation. The present concerns pertain to the extent of guidance provided by educators in assisting students in the attainment of their academic objectives, despite the fact that learners employ varying techniques, whether deliberate or instinctive, when acquiring new vocabulary. The primary responsibility in this regard rests with the instructors.

A technique that has been shown to yield positive outcomes involves the disaggregation of textual material or sentences into smaller, more manageable segments. Anggraeni (2015) asserts that the implementation of lexical chunks confers several benefits on students, particularly their writing and communication skills. Moreover, they posit that students ought to be able to discern between high-frequency and low-frequency lexical items. There is a prevalent belief that attaining fluency and precision in language is primarily accomplished through the retrieval and amalgamation of pre-existing language chunks. Anggraeni (2015) posited that the implementation of the chunking strategy is associated with enhanced academic performance among students, in addition to mitigating the problem of deficient vocabulary and comprehension of words.

2.3 Computerized corpus-based method

The swiftness with which information and computer technology has progressed has been noteworthy. The utilization of Information and Communication Technology (ICT) bestows considerable advantages upon students, particularly in terms of enhancing their vocabulary and fostering self-directed learning. The process of acquiring knowledge, skills, and understanding through study, instruction, or practical experience is commonly referred to as learning. Numerous studies have demonstrated the efficacy of integrating Information and Communication Technology (ICT) in a classroom setting, specifically for the instruction and acquisition of English vocabulary. The significance of incorporating Information and Communication Technology (ICT) in education extends beyond solely enhancing students' vocabulary skills, as it has been observed that the utilization of ICT by students is associated with a favorable inclination towards its application (Ba et al., 2014; Mahmoudi et al., 2012).

In the field of linguistics, the employment of computer technology is increasingly imperative in the context of archiving languages, specifically in the development and maintenance of language dictionaries and text collections. Additionally, computer tools can be effectively utilized in concordancing activities. Corpus linguistics has emerged as a burgeoning field over the past two decades, making significant contributions as a trailblazer for research in numerous domains of communication studies and language description (Adolphs, 2012).

The corpus can be explained as an extensive compilation of authentic textual materials that have been collected in digital format. There exist various extensive corpora, including the British National Corpus (BNC), COCA (The Corpus of Contemporary American English), Brown, and ANC (American National Corpus), each of which comprises millions of words.

The utilization of corpus has been found to offer a variety of advantages, as corpus-based investigations have enabled the development of precise characterizations of language, while also showing novel potentials regarding the structural and functional aspects of language. Furthermore, there exist numerous potential applications of corpus-based approaches within the realm of language education (Miangah, 2012). According to Cotter (1996), the utilization of authentic language significantly improves the acquisition of a foreign language by students. In order to employ a corpus linguistics

approach to analyze language, the method is quantitative and involves the adoption of various language analytical tools such for corpus annotation, WordSmith 3.0, and AntConc 3.2 for retrieval analysis, as highlighted by Kang and Yu (2011). The aforementioned tools are commonly referred to as concordancers.

The application of concordancing represents a method by which second language (L2) learners are able to access genuine language usage through corpus, and consequently, identify linguistic patterns. The analysis of data is of utmost importance to linguists and other users who aim to investigate the occurrences and behavior of specific words or word forms within real-life contexts utilized by both native and non-native speakers. The presented information is displayed in the concordance format. According to Tribble (2012), these are assemblages of instances of a particular word form, each occurring within a distinct textual context. Furthermore, the prompt milieu in which a particular term transpires within a corpus analysis can also be observed. Unfortunately, educators who employ corpus linguistics as a pedagogical approach for instructing English language skills tailored to the tourism industry, as well as scholars who investigate the subject, have encountered certain challenges.

The occurrence of emphasis on this specific domain is infrequent in literature review. The academic discourse suggests that instructors in the field of English for Specific Purposes (ESP) often employ course textbooks as the main source of course material. However, these textbooks may not be adaptable due to the broad range of materials included. Additionally, Edo (2014) contends that such pre-elaborated materials, intended to meet the needs of diverse learners, often lack a final communicative objective and fail to consider individual student characteristics and requirements. Thus, a corpus-based approach may prove beneficial in teaching English for tourism. The present-day augmentation of vocabulary acquisition lies in adherence with the observations made which posits that a novel perspective is now available to the field through the integration of electronic corpora and other valuable inputs from Corpus Linguistics (CL). This novel approach presents several benefits for investigating word meanings through the utilization of empirical evidence, for example. The incorporation of corpora and corpus-based exercises is advantageous as it promotes a discovery-based approach to learning.

In their research endeavor, Koosha and Jafarpour (2006) investigated the efficacy of concordancing materials for enhancing the acquisition of prepositional collocations. The study endeavored to discern whether variation in the degree of EFL learners' proficiency could be discerned via their comprehension of preposition collocation, as well as to ascertain the degree to which Iranian EFL learners' grasp of preposition collocation is impacted by their first language. The present study involved the participation of 200 senior English majors who were enrolled in three universities. The findings of the investigation indicate that the employment of a Data-Driven Learning (DDL) approach yielded remarkable success in the instruction and acquisition of prepositional collocations.

Chao's (2010) study examined the impact of concordancer technology on collocation acquisition amongst junior high students in Taiwan, utilizing collocation concordance as the primary research tool. The investigation sought to explore the efficacy of this innovative learning approach for this specific population. This study involved the participation of two cohorts of second-grade pupils. The participants were divided into two distinct groups, namely an experimental group and a control group. The findings of the study revealed that subsequent to the intervention, the experimental cohort exhibited superior performance in comparison to the control group. Furthermore, the experimental group demonstrated remarkable aptitude in the utilization of collocations. As per the findings of the questionnaire data, the students who participated in the study exhibited favorable attitudes towards concordancer. This was owing to the view that it offers a more enjoyable and intriguing mode of learning. A noteworthy finding from the survey indicated that the majority of the student participants expressed their intention to utilize the concordancer for their prospective learning endeavors. An investigation was carried out by Ak and Senem (2017) to evaluate the efficacy of utilizing corpus consultation in the instructional process for advanced English Language Teaching (ELT) learners in learning verb + noun collocates. The efficacy of data-driven learning (DDL), explicit instruction, and the amalgamated employment of both methodologies was explored in imparting verb+noun (V+N) collocations to advanced learners of English within the Turkish context. The findings indicate that in regard to the assessment of the appropriateness of V+N collocations, the EI-Group exhibited superior performance compared to the D-Group. However, no

significant difference was observed in the performance of the EI-Group versus the C-Group or of the C-Group versus the D-Group. According to the collected responses from the questionnaire, it was found that the participants perceived the instructional method utilizing corpus to be more efficacious and advantageous for gaining knowledge of verb-noun collocations as compared to the instructional method that did not employ corpus techniques. The results of a majority of these investigations indicate that engagement in corpus-based activities, Data-Driven Learning (DDL), and the use of concordancing possess advantageous qualities in enhancing the acquisition of English lexicon and exhibit a positive impact on the academic achievements of learners. The qualitative data acquired from the aforementioned investigations substantiate the quantitative data. On the whole, students exhibit favorable perceptions regarding the utilization of corpora and corpus-based resources for the purpose of vocabulary instruction.

3. Research Method

3.1 Research design

The present study is an experimental investigation that employs a quasi-experimental design. The aim of this study was to verify the proposed hypothesis by exploring the causal relationship between the variables under investigation. The present study employed a non-equivalent control group design. It involved two distinct groups, namely an experimental group and a control group, each of which was subjected to a pre-test and post-test. Notably, the employment of computer corpus-based approach as a treatment modality was solely designated to the experimental group.

3.2 Participants

This study was undertaken with fourth semester students pursuing Tourism programs at south Tehran branch of IAU. The participants were in the age range of 19 to 32 years. A total of 52 students were segregated into two intact classes. Class A had 25 and Class B had 27 students. Both classes were timetabled to meet on the same days, thereby simplifying the data collection process. They were randomly allocated to either the experimental or control group. Class A was assigned as the experimental and Class B as the control group. A total of 52 students underwent pre-test assessment,

whereas only 43 students attended the subsequent post-test assessment in both cohorts, therefore the related data for the remaining 43 students will be reported here.

3.3 Instruments and materials

Initially, the study comprised of a proficiency test which was administered to the participants. The participants were assessed in order to determine the homogeneity of two groups. Having selected target words from the primary textbook employed by the educational institution for this particular academic level, the researchers formulated two assessments, namely pre and posttests. The examination comprised of a series of assessments, which included the utilization of multiple-choice questions and gap-filling exercises that were derived from concordance lines. The presented item involves the use of a pre-test, treatment, and post-test experimental design with four to five concordance lines. The outset of every module contains a vocabulary segment that typically encompasses approximately nine to ten specified terms. The lexical items within this text are predominantly comprised of vocabulary pertaining to sentence completion and matching tasks. The corpus-based vocabulary tasks would serve as a replacement for the textbook vocabulary tasks in the experimental group. The selection of suitable concordance lines for the targeted lexical items and the creation of data-driven vocabulary materials were facilitated through the utilization of the Corpus of Contemporary American English (COCA) (www.english-corpora.org/coca/). The researcher opted to select COCA due to its considerable corpus of 450 million textual expressions, rendering it a valuable resource with a plethora of authentic illustrations. The corpus-based tasks for enhancing vocabulary skills encompassed the evaluation of concordance lines and responding to corresponding inquiries. In addition to this, a matching exercise was also integrated into the pedagogical activities. The curricular components of the course include various activities and fill-in-the-blank exercises. The students were presented with novel vocabulary activities that they had not encountered in previous class sessions.

3.4 Procedure of the Research

At the outset of the study, the investigator conducted a preliminary assessment, or pre-test, on both the experimental and control cohorts. An experimental observation was conducted. The experimental group engaged in corpus-based activities to investigate the targeted words outlined in the weekly lesson plans. During the course of one semester, each group was allocated a total of 12 English classes, each spanning a duration of 90 minutes per meeting. The research was carried out for a duration of 1.5 months, resulting in each of the groups engaging in a total of 6 meetings. Despite the fact that both groups utilized identical course books, there were distinct variations observed in the vocabulary sections of their curriculum materials. The course materials for the instruction of the experimental cohort was substituted by corpus-based method. In contrast, the control group received instruction on the target lexical items through methods such as textbook and dictionary-based activities. In order to assess the efficacy of the treatment, the investigator administered a post-test to both experimental and control groups which included the targeted vocabulary. Upon collection of the data, an analysis of the post-test results of both the control and experimental classes was conducted using the statistical software, SPSS. In order to obtain accurate statistical formulae for data analysis, normality and homogeneity of the data were assessed with the aim of achieving a normal data distribution. The Kolmogorov-Smirnov test (K-test) was conducted for assessing the normality of data. An independent t-test was utilized to analyze the data.

4. Results

The data that was gathered was evaluated through the utilization of the Statistical Package for Social Sciences (SPSS) and subsequently delineated as follows:

With reference to the pre-test data obtained from the experimental and control groups, it can be inferred that the distribution of the data was normal, as evidenced by the QQ plot in Figure 1.

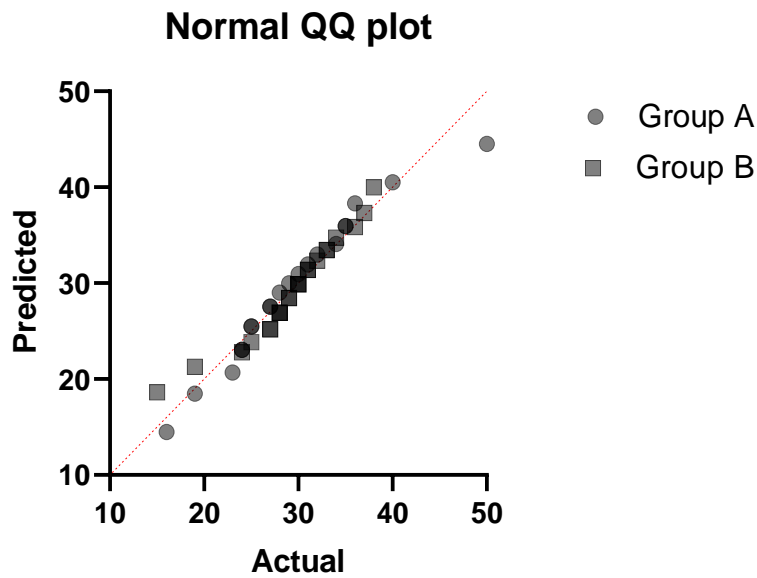


Figure 1. QQ plot for the normal distribution of data in pretest across the groups

Figure 1 reveals that distribution is normal as all the scores are collected around the diagonal line of the chart. One-Sample Kolmogorov-Smirnov Test was also conducted to support the plot (Table 1).

Table 1. KS-test for normal distribution of pretest scores

Groups	Group A	Group B
Number of values	20	23
KS distance	0.09787	0.1578
P value	>0.1000	>0.1000
Passed normality test	yes	yes
P value summary	ns	ns

The data normality can be inferred by the Kolmogorov-Smirnov Z statistic which displayed a value of 0.097 and 0.157 for groups A and B respectively

exceeding the critical threshold of 0.05. This suggests that the pretest data followed a normal distribution. The present study aimed to investigate the efficacy of a computerized corpus-based method (CCBM) in the development of English vocabulary skills among students enrolled in tourism programs. Specifically, this study sought to determine whether there is a significant difference in the post-test scores of students who received CC-based instruction and those who did not. Our analysis comprised an independent sample t-test to ascertain whether the CCBM group showed superior performance in vocabulary acquisition compared to the traditional instruction group. The result of the pretest is observable in the following tables.

Table 2. Paired sample t-test for the equality of means in pretest across the groups

Groups	Group A	Group B
Number of values	20	23
Mean	29.5	29.30
Std.D	7.654	5.295
SEM	1.711	1.104
P value summary	0.922	

Table 2 reveals that the two groups were homogeneous at the onset of the study. Another t-test was performed on the results of the posttest to see if any group outperforms the other. The results of the posttest are shown in Table 3 below.

Table 3. Paired sample t-test for the equality of means in posttest across the groups

Groups	Group A	Group B
Number of values	20	23
Mean	31.50	31.48
Std.D	7.674	5.384
SEM	1.716	1.123
P value summary	0.991	

The two-tailed score of 0.991 exceeds the significance level of 0.05. This implies that the null hypothesis (Ho) is deemed valid, as the t-value obtained exceeds the critical value given a significance level of 0.05. Alternatively, it can be posited that individuals who received instruction through the usage of the corpus-based method did not yield a noteworthy improvement in the acquisition of English vocabulary for tourism compared to those who did not. The results of the independent sample t-tests indicate that there was no significant difference between the two groups in their vocabulary building techniques, which is a noteworthy finding. The student cohort encountered a substantial number of lexemes unfamiliar to them in the corpus on display. Significantly, the implementation of a computer-corpus based methodology necessitates a substantial amount of individual effort.

5. Discussion and Conclusion

According to the results of the statistical analysis, the utilization of a corpus-based method yielded no noteworthy effect in aiding tourism students with the development of their English vocabulary. There was a modest increase noted in the mean score observed between the control and experimental group.

The rationale for this phenomenon can be attributed to certain constraints associated with this particular method. These constraints include challenges pertaining to the authenticity of text presented in the corpus data, as well as the substantial amount of time required for the implementation of this approach within the classroom context. The research findings present a contrasting outcome to that of Donesch-Jezo's (2013) study, which sought to examine approaches for facilitating the acquisition of novel vocabulary among students. The research presented various instances of pedagogical approaches in second language (L2) classrooms aimed at the effective and captivating instruction of vocabulary items, facilitated by the utilization of linguistic corpora in combination with concordancing software. The results indicated an improvement in corpus group.

The occurrence of the aforementioned results may be attributed to variations in the level of students' ability to comprehend authentic textual materials in the analyzed corpus. The marginal variance observed in the post-test outcomes of students in both the control and experimental groups reinforces Kobelinski's (2005) assertion that the study of grammar, vocabulary, and

discourse structure can be conducted in the absence of a specific treatment or intervention.

The utilization of computerized corpus-based method in the field of language education undoubtedly presents a viable alternative for instructors in the teaching of English lexicon that is pertinent to particular domains, such as English for tourism. Development of a positive attitude toward this approach can serve as a crucial factor in establishing a foundation for its effectiveness. The enhancement of Tourism students' English lexicon must be pursued, while concurrently limiting the drawbacks inherent to this method. In order to enhance the effectiveness and efficiency of the computerized corpus method, it is recommended that integration with alternative methods or strategies be pursued.

The issue of Internet and computer accessibility pose a challenge for students. Furthermore, the students conveyed a perceived inability to independently scrutinize the concordance output. A further limitation associated with the utilization of this method was its being highly time-consuming. While the students acknowledged that utilizing a corpus-based method can provide valuable insight into numerous significant terms prevalent in the domain of tourism, it was observed that an excessive number of unfamiliar words within the corpus data could impede comprehension, thereby necessitating a greater time investment for effective understanding.

Based on the findings of the experimentation with the computerized corpus-based method, it can be inferred that this methodology does not exhibit a statistically significant impact in aiding students in their acquisition of English vocabulary for the Tourism. The outcome of the independent sample t-test indicates a statistically nonsignificant finding as reflected by the Sig value. The present investigation reveals that students hold a positive disposition towards the adoption of the aforementioned approach and perceive it to be a valuable tool for their academic pursuits. Nonetheless, as observed through their firsthand experiences, there are certain inherent challenges associated with its implementation, notably a prolonged time commitment and a demanding level of cognitive engagement required to comprehend the corpus data, which often contains an array of unfamiliar vocabulary items.

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