The students' responses on integrating online corpus and online dictionary to expand English vocabulary for tourism

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ABSTRACT

Vocabulary is considered as the most essential part for students in English learning including those who are learning *English for Tourism*. The reason behind this is that nothing can be conveyed both in written or spoken language without vocabulary. Some researchers attempted to apply some strategies and approaches to assist the students in gaining vocabulary mastery. One of the ways is by using a corpus-based approach. However, to understand the corpus data need huge effort if the students have a lack of vocabulary due to the complexity of the language used. For that reason, the use of the online dictionary is required that eases the students to seek the meaning of unfamiliar words in the corpus. The researcher aims to know the students' responses on integrating online corpus and dictionary to expand English vocabulary for tourism after conducting experimental research to the fourth semester of hospitality students in 8 meetings. In the treatments given, the researcher only focused on 100 words which were considered as unfamiliar words selected from articles in tourism fields. The questionnaires were distributed to recognize what they perceived after the integration of online corpus and the online dictionary. The result showed that the students responded positively to the use of the online dictionary while learning vocabulary through online corpus as the students could understand the corpus data presented better than without the use of online dictionary and they could broaden their vocabulary.

1. Introduction

Recently, teaching and learning English is indulged by technology which enables teachers or students having more material sources inside or outside of the class. Technology must be integrated into the curriculum and embedded in teaching to support the learning process (Ahmadi, 2018). By using technology, the students who want to enhance their English skills can easily get access and find a lot of videos, or find thousands of articles using English. For those reasons, there are many researchers who devote their attention to the implementation of the technology in assisting the students in teaching and learning English. For example, YouTube could be a good material to integrate English materials and can also help understand the lesson (Almurashi,, 2016). In addition, the growth of computer technology and the implementation of the competence approach in teaching promote the increase of efficiency of process of teaching English (Kerimbaeva, et.al., 2017).

However, in teaching and learning English, teachers must realize that they need to know not only about the language itself but also about the different domains in which this language serves as the means of communication and dissemination of information (Kobelinski, 2005). In other words,

teaching and learning English must be related to the specific field or learning goals. Therefore, it leads to the effort to distinguish between English for Specific Purposes (ESP) and English for General Purposes (EGP).

One of the differences between ESP and EGP is that ESP focuses on the context, and English is not taught as a separate subject and in accordance with the student's real-world/wishes. As a result, in teaching ESP (e.g., English for tourism), the teachers should associate the use of English in the tourism context. This different domain in ESP makes the possibility of finding vocabularies that are very commonly used in a specific context. Understanding that vocabulary certainly helps them to learn English as it is at the center of language and our ability to communicate successfully (Barcrof, 2017).

By using the Internet, the teachers and learners can easily get access and exposures to the specific vocabularies used in context. For instance, thousands of videos and articles about tourism can be accessed through YouTube or Google. The problem is that how the teachers and the students can significantly use various technological advancements such as the internet in the ESP class so that the students can receive considerable benefits.

One of the advances in technology is the use of Computer Corpus-Based Approach in ESP. The implementation of this approach has been investigated by some researchers (Kobelinski, 2005; Durrant, 2016; Fuentes, 2007). Although applying corpus in teaching and learning ESP gave positive contributions, it is considered as a time-consuming activity and authentic text in the corpus data is not easy to understand. The corpus can provide authentic materials for learners and facilitate the process of learning vocabularies but some concordance lines extracted from unfamiliar contexts for learners might be beyond their level of understanding (Shirvan & Maddah, 2016). One of the alternative solutions to solve this problem is using a dictionary.

Basically, dictionary has already been used by many students as a tool to know the meaning of the words. However, the examples given were invented by lexicographers rather than authentic materials because they believed that foreign language learners have difficulty understanding authentic materials (Mcenery & Xiaom, 2004). Although corpus-based dictionary which can be accessed online has been created such as Collins COBUILD English Language Dictionary, the Longman Dictionary of Contemporary English, the Oxford Advanced Learner's Dictionary and Cambridge International Dictionary of English, the examples provided are very limited. So, online corpus such as the COCA corpus is very necessary to make the students get more exposure particularly to acquire unfamiliar words. As a result, they can improve their vocabulary mastery in their field.
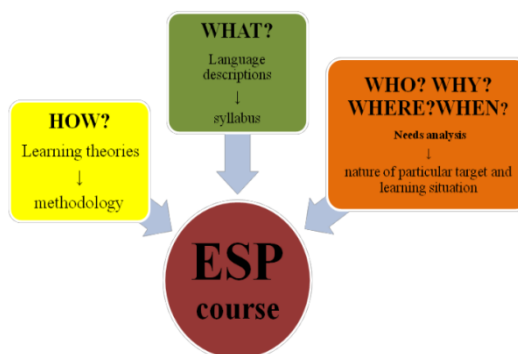
Therefore, the use of online corpus and online dictionary at the same time can yield double advantages as the corpus can provide more exposures and an online dictionary can help the learners understand the corpus data. This article attempts to fill the gap of the previous research which took very limited intention on the integration of online corpus with other tools e.g. online dictionary. By recognizing their responses on the implementation of the online corpus with the online dictionary, it can be a consideration for the teachers and the students in the way of learning English vocabulary especially English for tourism. Experimental research was previously carried out to know how the integration is successful or not, and in this article, the researcher only focuses on how the students' responses after having experiences on integrating online corpus and online dictionary to expand English vocabulary for tourism.

1.1. English for Specific Purposes (ESP)

ESP is distinguished in terms of consideration whether the learners need the mastery of English for academic or work purposes, but there is not a clear-cut distinction between the two poles (Kobelinski, 2005). English for specific purposes (ESP is a domain of teaching English language, such as Business English, Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, English for Art Purposes, etc (Hans & Hans, 2015). In addition, ESP is mostly centred on training (Riess et al., 2017). Based on the views above, it can be said that ESP is learned to achieve a specific goal based on the learner's purpose and the materials provided must reflect what the students need in their future job or career.

The materials in ESP could provide exposure to the specialized genres and registers of ESP, to aid learning through stimulating cognitive processes and providing a structure and progression for learners to follow, to motivate learners through providing achievable challenges and interesting

content, and to provide a resource for self-study outside of the classroom. There were two current challenges in teaching ESP, namely the design of the course and the role of the teachers. To design the ESP course, there are some aspects that must be considered (Riess et al., 2017) as seen in Figure 1:

Fig. 1. Factors Affecting ESP Course Design

The teachers should ask several questions related to:

a. the students' reasons to learn and the person taking part in the process;

b. the place of the learning process and the limitation or potential of the place

c. the time of the practice and the limitation of time that needs to be taken into consideration

d. the aspects to be studied by the students under given circumstances

e. the period of learning, including the theoretical background to fuel the selected methodology.

Regarding the roles of the teachers in ESP, ESP practitioners have to incorporate five roles, including the roles of teacher, course designer and materials provider, collaborator, researcher and evaluator (Dudley-Evans & St. John, 1998).

Moreover, one of the characteristics or features of ESP is that a course should encompass specialist language (e.g., terminology) and content (Saliu, 2013). In teaching ESP, the students faced difficulties while learning new English words because they are low-frequency words and are not used very often (Xhaferi , 2010). It can be said that understanding words that are very often used in ESP are extremely challenging but mastering it would be helpful to succeed in the students' future career.

1.2. Teaching and Learning English Vocabulary for Tourism and the Use of ICT

The students at STIPARY Tourism Academy study English which are divided into several courses namely: English Structure, Basic English, English for Hotelier, English for Tour and Travel, English for Cruise Ship. As stated above, the challenge in learning ESP is learning the vocabulary. Therefore, in teaching and learning English the teachers should provide materials specifically associated with Hotel and Tourism contexts such as giving text or talking about the hospitality industry, traveling and cooking. For those reasons, the students are very likely to encounter the vocabulary in those domains and the teachers should be able to assist them in acquiring and expanding their vocabulary. It must be carried out as they would engage in the varied activities in the hospitality and tourism industry. The lack of vocabulary in this field can be a hinder for them in a future job.

The term "vocabulary" can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009). The more words you know, the easier it is to learn more words. A new item of vocabulary may be more than just one word, e.g., post office, and mother-in-law, which comprise two or three words but express a single idea (Neuman, 2006). The words can consist of an individual word or makeup of two or more words that have a single idea. For instance, carry out, foreign travel, and summer holiday.

Teaching a word-level linguistic unit is a crucial aspect of learning a language as languages consist of list of words (Thornbury, 2002). Basically, teaching vocabulary in ESP is similar to teaching EGP. The core of ESP Vocabulary teaching is to achieve one certain target by using the language. Furthermore, the content of teaching activity is not only to remember vocabulary but also to learn some vocabulary, comprehend some theories and master some techniques by unscrambling some professional work (Zheng, 2015). Therefore, teaching English for tourism vocabulary must be a combination between learning target vocabularies used in tourism fields and practicing specific techniques required in their jobs such as a hotelier, or a tour leader.

The students can acquire new vocabulary in the tourism field intentionally or unintentionally. Incidental vocabulary learning refers to when one 'picks up' new words and lexical phrases from context without intending to do so, such as when conversing or reading for meaning (Barcrof, 2017). Intentional vocabulary learning, on the other hand, refers to when one learns words and lexical phrases in an intentional manner, such as when studying lists of target words for a quiz or a test.

Through advanced ICT these days, learning vocabulary can be varied. The word "ICT" is any communication device or application such as the computer, mobile phones, radio, television, satellite system, etc. (Azad, 2010). Corpus linguistics approach is one of ICT products which can be used to learn vocabulary for tourism.

1.3. Leveraging Corpus Linguistics and Dictionary in Teaching and Learning English

Corpus linguistics plays an important role in English teaching as there are many studies that have proven that such as a tool in teaching translation (Awal et al., 2014), teaching grammar (Biber & Conrad, 2010) and enhancing ESP teaching (Badea, 2015). Corpus-based research has three important characteristics which include the use of principled collection of naturally-occuring texts, the use of computer analysis, and the use of both quantitative analyses and functional interpretations of language use (Conrad, 1999)

There are three main stages when using Corpus Linguistics (CL). The first one is extraction of data from texts; the second one is processing the output (reshaping according to your needs); and the last one is the interpretation of output (asking the right questions) (Farr, 2008). These stages are required as using a corpus is related to using a concordance program. Concordances are a suitable way of presenting corpus data to students, enabling them to find out the regularities and patterns (i.e., lexical or grammatical) associated with particular words (Badea, 2015). The data output from concordance must be interpreted so it needs active participation from English learners.

Basically, the corpus and dictionary have a strong relationship. The useful information we currently find in dictionaries (e.g., frequency of words, collocations, authentic examples of the word) is significantly due to the development of corpus linguistics (Badea, 2015). Students consulting the dictionaries can find immediately the meaning of the words along with grammar but the use of corpora allows the students or learners to deduce the meaning and grammatical patterns or rules based on the authentic texts, many times it might be more time consuming, however "aha-method" – discovery technique leads to understanding and more permanent association (Cimermanová, 1995). The current study proves that an online corpus can be at least as useful as a dictionary, if not more so in some circumstances and suggests that educators should consider introducing online corpora to a wider range of students learning a foreign language (Mueller & Jacobsen, 2015).

2. Research Method

This research used a quantitative method. Quantitative research involves the collection of numeric data and the researcher tends to use mathematical models to analyze the data (Williams, 2007). Additionally, the researcher uses the inquiry methods to ensure alignment with statistical data collection methodology. The data were collected through observation during the application of integrating the corpus online and online dictionary and also through a questionnaire after the treatments of implementing the integration of online corpus and online dictionary for 8 meetings. The participants of the research are fourth-semester students at A class of STIPARY Tourism Academy consisting of 28 students. The questionnaires consisting of 20 questions were distributed to all students who fully participated in all meetings of the treatments and only 20 students who gave the responses.
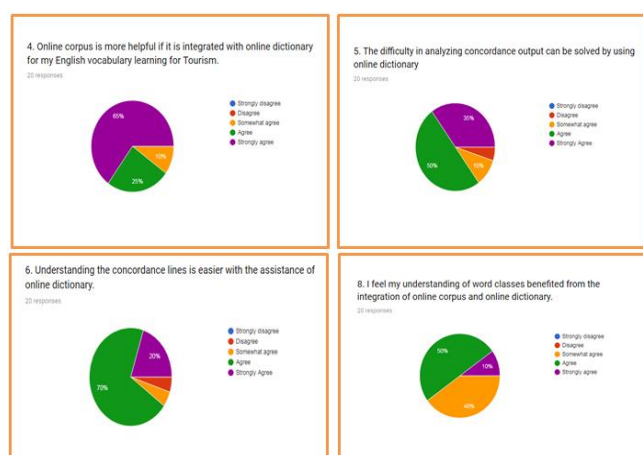
3. Findings and Discussion

3.1. Findings

Based on the observation during the implementation of online corpus and online dictionary in the class and also based on the questionnaire results, it can be seen that corpus data in the online corpus are difficult for the students. The majority of the students (55% agree and 5% strongly agree) feel that the words in corpus data presented many unfamiliar words. The students also feel that engaging the corpus needs time and effort. This is very reasonable, as when using the corpus, the students are presented with the concordance output related to target words they learn in various contexts. To understand the words, they have to understand the chunks of text which require understanding the words around them. All responses from the students related to this can be seen in Figure 2:

Fig. 2. The Students' Response on Difficulty of Using Online Corpus

As the online corpus which is considered difficult, it is very important to integrate the use of online corpus and online dictionary. There were 65% of the students feel that the integration of online corpus with the online dictionary is needed because it is very helpful to learn English vocabulary for tourism. The majority of them also considered that an online dictionary can help them understand and analyze the concordance output. It can be seen in Figure 3 below:

Fig. 3. The Students' Response on the Need of Integrating Online Corpus and Online Dictionary

In general, the students think that the integration of online corpus and online dictionary can assist them to learn the meaning of new vocabulary. It can be seen that 65% of students agree and 25% of students strongly agree with this statement in the questionnaire. The integration can also be very helpful to know the use of the words. Through the thousands of outputs found in the corpus, the students could compare how the word is used in various contexts. In addition, it helps them guess the meaning from the context. The students can find the meaning of the surrounding words in the concordance output by using an online dictionary to help them guess the meaning of the target
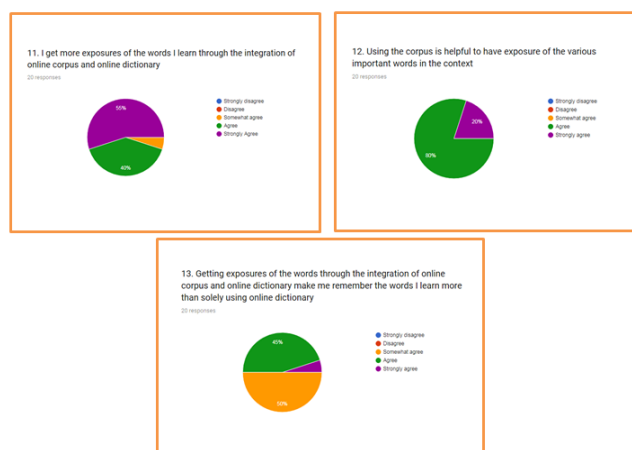
words. Positive responses were also given related to how the integration enables them making various sentences using target words in sentences. It can be seen that 90 % of the students agree and strongly agree with this statement. The results can be shown in Figure 4 below:
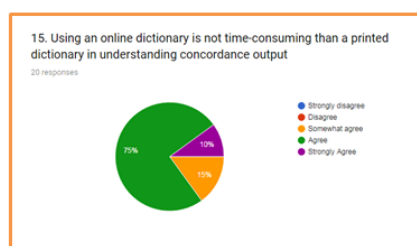

Fig. 4. The Students' Response on the Benefits of Integrating Online Corpus and Online Dictionary

Based on the questionnaire result, the students also give a positive response to the use of online corpus as it offered more exposure to the target words. Half of the students also admitted that by getting a lot of exposure in the online corpus, the students can remember the words compared to if they only use an online dictionary. All the responses can be seen in Figure 5:
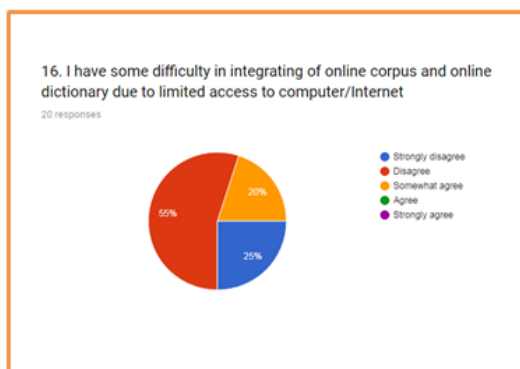

Fig. 5. The Students' Response on the Benefits of Integrating Online Corpus and Online Dictionary in Giving more Exposures

The integrating of online corpus and online dictionary can be a solution to reduce the time and effort to understand the concordance output. The online dictionary is better to use as it does not consume much time compared with the printed dictionary. It can be seen from the Figure 6 below that 75 % of the students agree and 10 % of the students strongly agree with the statement.

Fig. 6. The Students' Response about the Use of Online Dictionary Compared with Printed Dictionary

Having good internet access recently made the integration of online corpus and online dictionary very possible. The availability of internet connection in the classroom changed the view that in today's era, the problem in using online corpus and online dictionary was not the internet connection or computer because the use of computer can be substituted by smartphones. It can be seen from the response given as shown in Figure 7 below:

Fig. 7. The Students' Response about the Hindrance of Integrating Online Corpus and Online Dictionary

Due to the advantages offered by the integration of online corpus and online dictionary, all the students recommended the use of online corpus and online dictionary in learning English vocabulary for tourism. It can be seen in the statement of questionnaire number 17, that all students agree and strongly agree with the statement. There were 80 % of students also agree to recommend the use of online corpus and online dictionary in English class and almost all students (95 %) also felt that their vocabulary learning is benefited by the use of the integration of online corpus and online dictionary. The results can be shown in Figure 8:

Fig. 8. The Students' Response on the Integrating Online Corpus and Online Dictionary is ELT

3.2. Discussion

The students' responses to integrating online corpus and online dictionary were very positive. However, the students felt that understanding corpus data was an arduous task. It is in line with a survey which revealed that all participants generally found using an online corpus difficult (Mueller, 2015). Therefore, the research offers the integration of an online dictionary to give assistance to students to know the meaning of the words. The results above showed that the use of an online dictionary can be an alternative solution to understand the challenging text displayed in the corpus data.

Getting more exposure to the target words is one of the benefits given by the integration. The online dictionary only provide few examples selected to help the students learn new words and expand their vocabulary but by using the online corpus, the students can seek the words in thousands of other example and tried to guess what the meaning of the words and guess it from the

context before they finally ook up the online dictionary. The more the students engage in guessing target words, the more possibility they will remember the words.

It is certainly in line with the research conducted by Teng who found that the number of times that Chinese EFL learners needed to encounter a word to recognize vocabulary knowledge was 14 times, and at least 18 times were needed for productive vocabulary knowledge (Teng, 2016). It means that the exposures can play an essential role for the students who want to learn and expand their vocabulary. He also added that both word exposure frequency and elaborate word processing are important as part of successful vocabulary development.

This article also proved the statement that dictionaries and corpora are valuable source for language teaching and combining them in the classroom can help learners to develop their communication skills, to build their self-confidence, builds their language ego, teaches them to take risks and this can have a positive influence on their language (and social) competence (Cimermanová, 1995). They can take a risk to wrongly guess the meaning but this helps them to remember and put the words in their long-term memory.

4. Conclusion

In conclusion, the integration of online corpus and online dictionary to expand the students' English vocabulary for tourism has a positive response. Most of the students agree that the integration offers several benefits to overcome the difficulty of understanding the corpus data. The use of an online dictionary is more preferable than the printed dictionary as it is considered more efficient in time usage. The students also admitted that they could participate in the learning process actively through integration. Overall, the majority of the students agree to recommend the use of online corpus and online dictionary in teaching English vocabulary particularly English vocabulary for tourism. The next research is very necessary to investigate how to use CL in teaching ESP vocabulary more effectively and efficiently so it can offer more benefits.

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