Exploring English as a Foreign Language (EFL) Learning Media in Vocational Higher Education

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Abstract - Employing suitable English learning media have the potential to underpin students' language acquisition. The use of internet technology assists students to boost their English language skills. Selecting suitable English language topics to the E-learning platform promote to the learners' eagerness to study in the classroom. This study investigated the suitable topics used for English for Tourism and Hospitality (ETH) in vocational higher education. The research used descriptive qualitative research which explored the topics use to teach (ETH) in English as a Foreign Language (EFL) classroom. Several obvious lessons were immerged to the E-learning system, for example, taking a reservation by phone, welcoming a guest, room service: taking an order, taking massages for a guest.

Keywords: *EFL, learning media, vocational education*

1. INTRODUCTION

The importance of EFL for vocational higher education has been underlined by the fast development of the global economy and the increasing presence of foreign-funded companies within each country. It is essential for vocational students to have a strong foundation in English as English has become the main language of communication in many industries (Shu, 2022). Various strategies and approaches have been proposed to increase the effectiveness of EFL teaching in vocational education. These include using technology, such as web-based settings, to support language learning (Pan, 2015). Language acquisition can also be improved by developing vocabulary teaching methods that are relevant to vocational learning (Skarpaas & Rødnes, 2022). The use of web-based is also beneficial for the teacher in the EFL classroom. In the field of English language teaching, the use of Web 2.0 has been widely researched. The integration of Web 2.0 tools into English language teaching was viewed positively by most EFL teachers. Teachers were perceived to be more efficient and students more motivated through the use of these tools (Supiani, 2019). Integrating technology into the EFL classroom has also been found to help learners learn and learn to learn. Technology can be used to provide learner-centred environments and opportunities for interactive and creative learning (Batubara, 2021). By providing additional resources and facilitating communication and collaboration, technology can increase the effectiveness of EFL teaching. Web-based environments provide many materials, activities and opportunities for authentic language use. They can also make the learning experience more relevant and practical for vocational students by providing a platform for integrating language skills with vocational knowledge (Tahmina, 2022).

Various learning media and technologies have influenced the teaching of English as a Foreign Language (EFL) in vocational higher education. EFL learners' engagement, critical thinking and learning outcomes are positively influenced by the use of e-learning approaches such as web-based flipped learning and interactive multimedia (Pang, 2022). In vocational education and training, the use of technology and multimedia in the EFL classroom is essential to meet the demands of the digital age and to develop students' technical skills (Avifah & Fajri, 2022a). The quality of EFL teaching and learning can be enhanced through the integration of multimedia, such as digital audio and video (Avifah & Fajri, 2022b). The integration of technology and multimedia in EFL classrooms is seen as having a beneficial effect on students' language learning. For instance, a study carried out with advanced Iranian EFL students found that metacognition instruction through dialogic interaction enhanced students' multimedia listening comprehension and metacognition awareness in listening (Bozorgian & Alamdari, 2017). In line with that, EFL speaking skills of student teachers improved through multimedia-based program (Diyyab et al., 2014). A favorable context for reforming and exploring English language teaching paradigms has been created by the use of multimedia technology in language teaching (Gamal, 2022).

The use of a website promises to improve students' English language skills. For example, the website www.duweg.com stands out for its ability to effectively support learners in higher education. The educational content available is well suited for English as a Foreign Language (EFL) learners in vocational education. The importance of using relevant learning materials is to provide students with targeted language practice. This research examines in detail the use of the appropriate learning modules presented on the website.

Theoretical Framework

English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the learning and teaching of the English language in a non-English-speaking country or context. It is a popular research topic among scholars and researchers in the field of English language education (Alefesha & Al-Jamal, 2019). An EFL is a person who is learning English in a non-English-speaking setting where English is not the primary means of everyday communication. These learners learn English for a variety of reasons, including education, career opportunities, travel or personal interest, and typically live in countries where their native language is different from English. In order to gain access to a wide range of educational and professional opportunities, EFLers often seek internationally recognized tests and certificates of English language proficiency, including TOEFLs and IELTSs. They also rely heavily on qualified English teachers who can teach, guide and support them according to their specific needs and goals. Technology is playing an increasingly important role in the learning of EFL, with learners making use of online resources, language learning applications and multi-media content to supplement their learning.

Learning Media

Learning media in English education means using different tools, materials and resources that make learning and understanding English easier. The use of media in the English language classroom has been shown to have a number of benefits. These include improving student motivation, engagement and comprehension (Tang et al., 2018). They increase the engagement and interactivity of learning by using multimedia elements such as videos, animations and interactive simulations to capture the interest of students and increase their motivation. Learning media make use of visual and audio aids, simplifying complex concepts with diagrams, charts and narrations, thus facilitating their comprehension. They are also accessible to visual, auditory and kinesthetic learners, and cater for different learning styles and abilities. To accommodate busy schedules and different lifestyles, the flexibility of learning media allows learners to access educational content at their convenience. In addition, interactive media provide immediate feedback, enabling learners to monitor their progress and correct mistakes in real time. In addition, they can be used to personalize content.

Vocational education

Vocational education is education and training which provides people with the knowledge, skills and abilities needed for particular jobs or professions. It prepares students for employment in specific industries or sectors, with an emphasis on practical training and on-the-job experience

(Abdullah, 2021). In contrast to traditional academic education, vocational education and training emphasizes hands-on training and offers a wide range of fields such as health care, automotive technology and hospitality. These programs tend to be shorter, with curricula closely aligned to industry needs, and often lead to industry-recognized certifications. Vocational education and training are career-focused and aims to provide a smooth transition into the workforce. It often includes apprenticeships or internships to provide real-world experience. It contributes significantly to global workforce readiness and economic development by being flexible enough to serve individuals at different stages of their lives, and by addressing skills gaps in the labor market.

2. METHOD

This study was conducted using a descriptive qualitative approach (Creswell & Creswell, 2018) (Gay et al., 2011) which analyze the use of EFL learning media topic used on the website. The research aimed to explore how learners engage with different types of learning media, assess their preferences and evaluate the effectiveness of these materials in improving English language proficiency in the context of web-based learning. These results increase our understanding of learning media in EFL education and suggest ways of using these media in more effective online language learning. The EFL topic on www.duweg.com was analyzed with regard to the need of learners in higher education.

3. RESULTS AND DISCUSSION

Several detail lessons are provided on the website which have a potential to assist learners to improve the EFL skills. They encompass a wide range of language skills, including listening, speaking, reading and writing, as well as the acquisition of grammar and vocabulary. To enhance learner engagement and comprehension, the lessons include interactive elements such as exercises and multimedia resources. In addition, the site is a valuable resource for those on a language learning journey as the structured progression of these lessons ensures that learners can build a solid foundation and progressively develop their EFL skills.
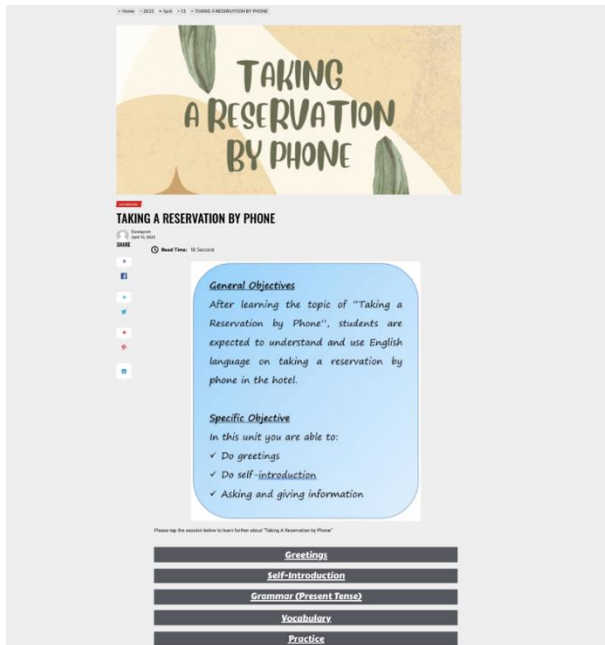
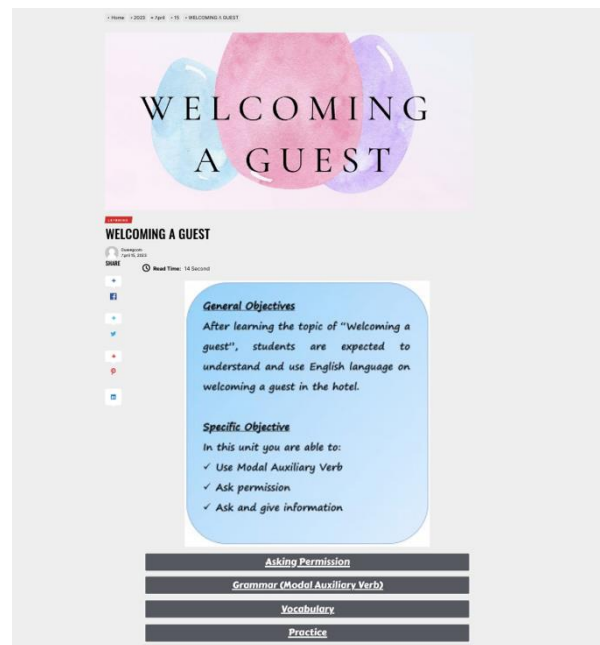Figure 1. taking a reservation by phone

Figure 2. welcoming a guest

According to the taking a reservation by phone topic, it is intrinsically relevant to the workplace, as many areas of employment, including hospitality, tourism, event planning and customer service, rely heavily on professionals who are skilled at taking reservations over the phone. As a result, teaching students the intricacies of effectively taking reservations will equip them with the skills necessary for these job roles, making them ready for the workplace when they graduate. Welcoming a guest is a fundamental aspect of vocational training and is important for a number of compelling reasons. It emphasizes the development of essential customer service skills. Many professions, including hospitality, tourism and event management, require professionals to interact with guests on a regular basis. Teaching students how to make the experience welcoming and positive will be crucial. By teaching the art of hospitality, vocational education and training ensures that graduates are well prepared to meet and exceed the needs and expectations of customers.
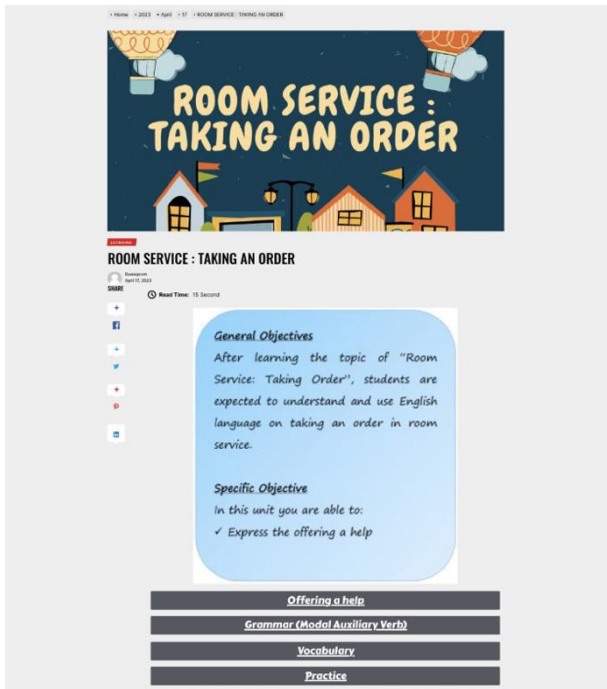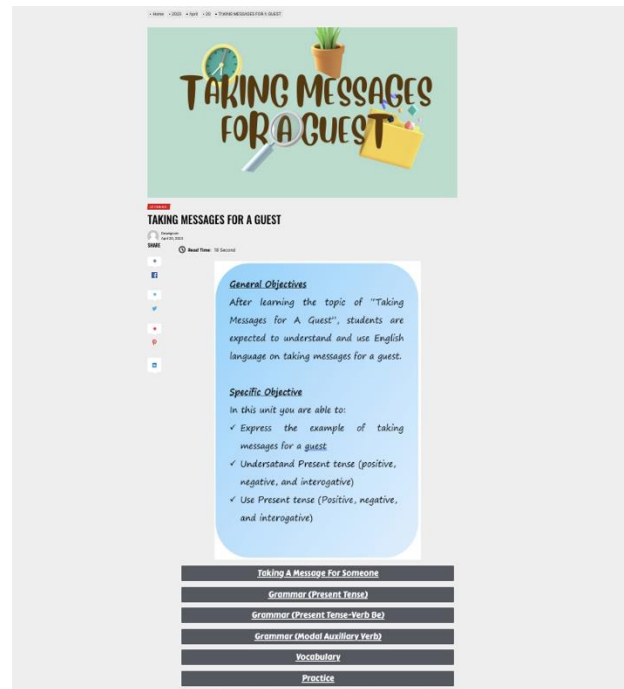
Figure 4. taking messages for a guest   Figure 3. room service: taking an order

In terms of the figure 3, it is importance in industries that priorities guest experience and satisfaction, room service, and in particular the ability to take orders, occupies a central place in vocational training. In occupations such as hospitality and catering, where the quality of service can make or break a business, this skill is not only relevant but essential. Guest messaging is a key aspect of training, particularly in industries that prioritise hospitality, customer service and seamless communication. This skill is not only highly relevant but also essential in professions such as hospitality, tourism and event management, where the ability to communicate messages effectively can have a significant impact on the guest's experience and the overall success of an establishment.
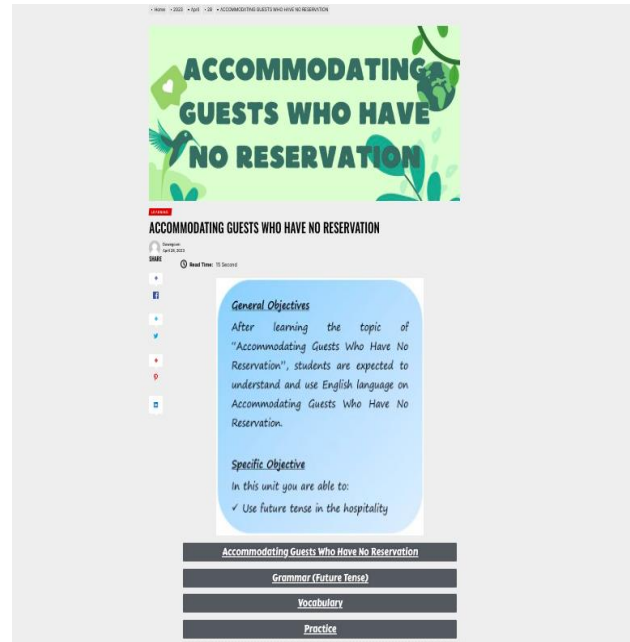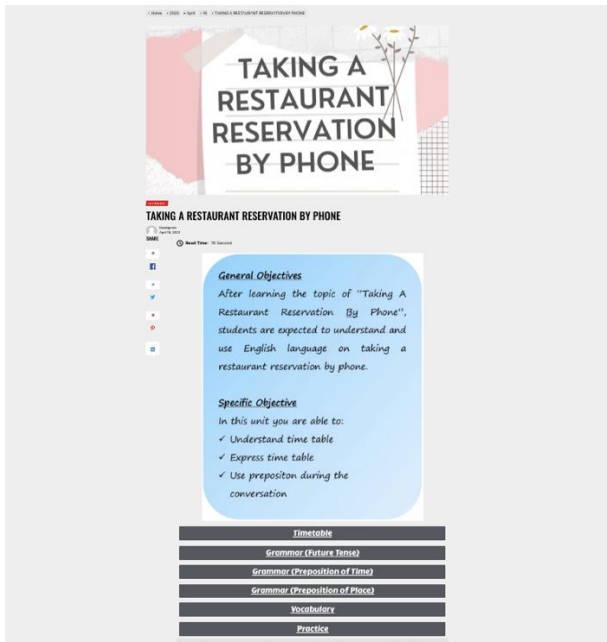
Figure 5. taking a restaurant reservation by phone.   Figure 6. accommodating guests who have no reservation

Taking restaurant reservations over the phone is an essential part of professional training, especially in industries that prioritise the guest experience and keeping restaurants running smoothly. This skill is not only highly relevant, but also essential in professions such as hospitality and culinary arts, where the ability to manage reservations in an efficient manner can have a significant impact on the success and reputation of a restaurant. Dealing with guests who arrive without booking is an essential part of vocational training, especially in industries that value hospitality and customer service. In professions such as hospitality, tourism and the culinary arts, where the ability to gracefully handle unexpected guest arrivals can have a significant impact on the success and reputation of a business, this skill is not only relevant, but essential.

4. CONCLUSION

EFL education plays an important role in equipping learners with essential language skills, much like the vocational training discussed in the passage. The topics mentioned are related to the needs of the professional world. EFL involves various language skills, including the ability to listen, speak, read and write. EFL education aims to improve learners' English language skills and competence, just as vocational education aims to ensure that graduates are well prepared for their respective professions. Furthermore, the passage highlights the value of interactive and multimedia resources in vocational education to increase learner engagement and understanding. Similarly, in order to make language learning more engaging and effective, modern EFL program often incorporate interactive and technology-enhanced elements. These tools and resources help learners to immerse themselves in the language, facilitating language acquisition and fluency. The importance of EFL skills in improving English language proficiency is consistent with the conclusion drawn from this passage. EFL

education is an essential component of language development and equips students with the practical skills needed in an English-speaking world, in the same way that vocational education equips individuals with the skills needed in specific career fields. Practicality, skill-building and readiness for real-world application are emphasized in both strands of education.

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