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Bridging Vocational Students' Needs and Industry Demands: Designing Authentic English Learning Materials for Hotel Services

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Abstract

The hotel industry's demands on graduates from the hotel department in vocational school are high. However, graduates' communication skills using English are still low because imbalance between English learning materials and workplace realities. This study aims to identify the needs of authentic English learning materials that align with industry language expectations. This explanatory sequential mixed-method design involved 62 hotel department students, 5 English teachers, and five hotel stakeholders in Padang, Indonesia. Questionnaires, interview guidelines, and focus group discussions (FGDs) were used to gather the quantitative and qualitative data. The quantitative data were analyzed using descriptive statistics, while the thematic analysis was used for qualitative data. The results of this study indicate that both oral (e.g., greeting guests, managing complaints, and handling reservations) and written communication (e.g., confirmation emails and service reports) were highly prioritized for the hotel industry. Additionally, the vital authentic resources needed to be learned by students included reservation forms, brochures, guest service videos, and business emails. These findings highlight that teachers need to foster student engagement and professional competence by shifting from textbook-based to real-task-driven approaches to teach English in the hotel department of vocational schools.

Keywords: Authentic materials; English for hotel services; hospitality industry; need analysis; vocational school.

Introduction

The rapidly growing tourism industry in the era of globalization demands a workforce with strong professional competencies, especially in the hospitality sector (Putra et al., 2022; Stangl et al., 2024). One of the key skills required in this sector is English proficiency, because workers use English to communicate with international guests, travelers, or tourists effectively (Ho, 2020). Thus, English learning in Tourism Vocational Schools, especially in the Hospitality department, should not only emphasize theoretical mastery but also prepare students to communicate professionally (Prabowo & Saptiany, 2024). This aims to ensure that graduates can

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work based on their roles properly in various hospitality divisions, for example, front office, housekeeping, restaurant, sales and marketing, laundry, and administration.

However, current English teaching materials remain largely conventional and disconnected from workplace realities. The teachers are still using conventional and general English materials (Nurhamsih & Syahrial, 2018), and not describe the real situations of work maximally (Karmaker & Hasan, 2025). These practices imply that learning materials do not reflect authentic hotel interactions and activities (Utami & Widiastuti, 2025). Consequently, most of the graduates still face some problems in English communication in their workplace. Studies by Clarah et al. (2023) and Firharmawan and Andika (2019) noted that the English skills of hotel employees in various regions of Indonesia are still low when they serve international guests, handle reservations, and manage complaints. These problems occurred because they have a limited vocabulary, a lack of grammar, and incorrect pronunciation. Thus, these problems underscore that the contextualized English learning materials for hotel department students in vocational schools need to be developed based on real workplace communication.

Some related studies on English language teaching and learning materials needs and development have been conducted by scholars in the tourism and hospitality sectors (Al-jufri et al., 2024; Ariyanthi et al., 2020; Erazo et al., 2019; Prima, 2022; Puspitasari, 2018; Utami & Widiastuti, 2025; Yasmin et al., 2016). However, these studies still focused on linguistics or pedagogical aspects, so authentic learning material development that integrates real-world interaction patterns or industry expectations is unexplored. Therefore, a more comprehensive approach is required—one that links English for Specific Purposes (ESP) principles with authentic material design grounded in actual workplace communication. This present study addresses this gap by exploring students', teachers', and industry practitioners' perspectives on authentic English learning materials that reflect real communication in the hotel industry.

There are some advantages of using authentic materials in English language teaching and learning. According to Richard and Rodger (2014), the use of authentic materials can increase the relevance of learning, provide contextualized learning experiences, and develop communicative language skills in a more natural form, as used in real interactions. The examples of authentic materials in the hotel industry include hotel brochures, restaurant menus, reservation forms,

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advertisements, real conversations, articles, and customer service videos (Muslem et al., 2022; Zachrich et al., 2024). These examples describe the authenticity of the context and language used to introduce students to the variety of languages they encounter in the field (Jasrial & Zaim, 2023).

Additionally, Alzarga (2021) assert that teaching materials developed from real life could motivate students to learn and develop their communication skills. This is because they would be familiar with vocabulary, expressions, and communication patterns commonly used in the hospitality industry (Sukmawan et al., 2021). Authentic materials also allow students to practice functional skills that match their professional duties based on the job divisions (Mandarsari, 2023).

Thus, analyzing the needs of authentic material-based teaching materials for hospitality majors is important to bridge student learning needs with the demands of the industrial world. The use of this teaching material can enrich learning experiences, make learning more meaningful, and prepare Vocational Tourism students, especially in the field of hospitality, to be better prepared for the competitive world of work (Prima, 2022). Through this analysis, English learning in vocational schools can be better aligned with industry needs, while improving the communication competence and competitiveness of graduates in the professional world. Thus, this study is addressed to answer the following questions.

1. What are the English language learning needs of students for hotel services about their future workplace communication?
2. What are the language use expectations of the tourism industry that should be reflected in English learning materials for hotel services?
3. How can the identified students' needs and industry demands inform the design of English learning materials based on authentic materials?

Research Methodology

This study used an explanatory sequential mixed-method design based on Creswell (2017). This design was chosen to gather deeper information on students' needs in learning English at the hotel department in vocational schools. Therefore, we collected the quantitative data first from the questionnaire, and then followed by qualitative data from the interview and FGD.

Following Dudley-Evans and St. John (1998), this study involved 62 students, 5 English teachers from a public vocational school, and 5 stakeholders from the hotel

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industry in Padang City, West Sumatra, Indonesia. The stakeholders were chosen using a purposive sampling technique with certain criteria, such as their experience, job desk position, and star rating. They were front officers and managerial staff from 3- to 4-star hotels with five years of experience.

This study used three instruments to collect the data: a questionnaire, interview guidelines, and Focus Group Discussion (FGD). A questionnaire was used to collect the participants' quantitative responses on the required language skills and knowledge, expected communication situations, preferred types of learning materials, and difficulties in learning English. This questionnaire was developed using the theory of need analysis proposed by Hutchinson and Waters (1987). The answer options were given in the Likert Scale: Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). Two experts in English language teaching reviewed the content of the questionnaire. Following Aiken's V formula (Aiken, 1985), their assessment was very valid, with a score of 0.85. The questionnaire was piloted on students with similar characteristics to ensure the reliability of the developed questionnaire, with Cronbach's Aplha score of 0.85 (highly reliable). Finally, the questionnaire was administrated to the students during the class meeting.

For the qualitative data, the interview guidelines and FGD were designed based on Richards (2014) and Long (2005). These focused on the target situation analysis and authentic materials design, including language skills needed in real work, suitable learning materials, and the effectiveness of authentic materials. The interviews were conducted in a semi-structured format with five selected students, five English teachers, and five hotel employees. The selected students where those who showed high interest and representativeness based on questionnaire results, such as expressing clear preferences or specific difficulties. The duration of the interview was within 10–15 minutes for each participant. It was conducted in Bahasa Indonesia and was recorded using a mobile phone for transcription and analysis. Furthermore, a FGD was conducted with selected industry stakeholders and teachers to discuss the alignment between students' needs and industry expectations. The FGD aimed to validate the findings from the interviews, provide triangulation of data, and gather recommendations for the design of English learning materials using authentic resources. All qualitative data were transcribed and thematically analyzed to identify key insights that inform the development of contextually relevant teaching materials.

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The descriptive statistics, which focused on percentage and mean score, were employed to analyze the data from the questionnaire. The interpretation of scores was categorized into four levels: *Very Needed* (mean 3.26–4.00), *Needed* (mean 2.51–3.25), *Not Needed* (mean 1.76–2.50), and *Very Not Needed* (mean 1.00–1.75). Meanwhile, the qualitative data taken from interviews and focus group discussions (FGD) were analyzed using thematic analysis (Christou, 2023). The conversations were first transcribed. Then, the transcribed were read and coded manually to identify ideas, expressions, and patterns. The identified keywords were then grouped into some themes (e.g., language use expectations in the hospitality industry, current instructional challenges in English classrooms, and suggestions for the development of authentic English learning materials. Finally, the thematic analysis results were compared and integrated with the quantitative findings. It aimed to gain a more comprehensive understanding of authentic English learning materials for students in the hotel department. In sum, the following figure is an illustration of the overall research process. The process followed the mixed-method procedure.
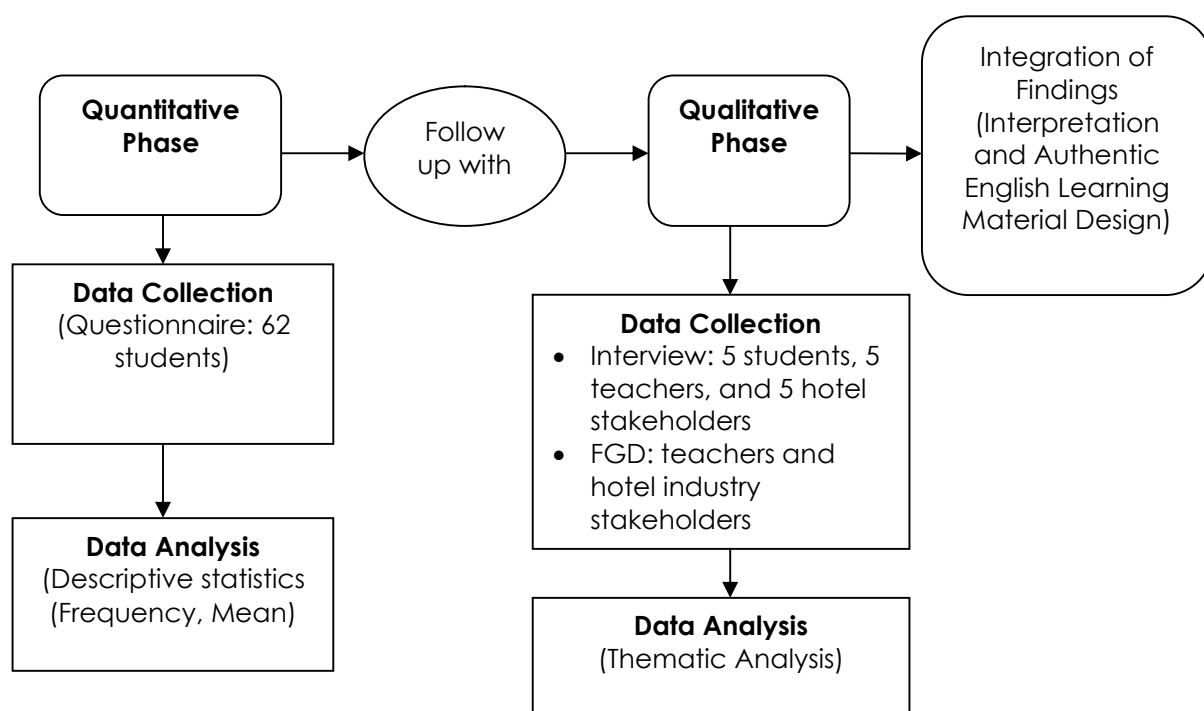

Figure 1. The Design of the Study

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Findings and Discussion

Findings

The findings section presents the results of data analysis as formulated in the three research questions. They were presented in terms of frequency and mean score, and excerpts of interviews that support the quantitative findings.

The English language learning needs of students for hotel services in their future workplace communication

The results of the data analysis show that students need English language skills and knowledge when learning English. They were rated based on the importance of each skill and knowledge. Also, they needed some communication situations and desired teaching materials based on their department. The results are summarized in Tables 2, 3, and 4 below.

Table 1. Language Skills and Component Needs

No	Skills and Components	Students' Response (n = 62)				Mean	Interpretation
		SA (f)	A (f)	D (f)	SD (f)		
1	Listening	34	21	5	2	3.40	Very Needed
2	Speaking	40	17	4	1	3.55	Very Needed
3	Reading	20	28	10	4	3.03	Needed
4	Writing	18	26	13	5	2.92	Needed
5	Vocabulary	36	19	6	1	3.45	Very Needed
6	Grammar	22	25	10	5	3.03	Needed

Table 1 illustrates that students responded that listening and speaking skills were rated as very needed skills, followed by reading and writing. For language knowledge, vocabulary was rated as the most needed rather than grammar. The vocabulary knowledge was used to handle real conversations with guests, while grammar was used to support all language skills. These responses were in line with a student's and a teacher's argument, as stated below.

"I often struggle when it comes to speaking in English, so I want to practise speaking and listening more. Learning vocabulary is also important, so that I know what to say when I'm working or doing fieldwork." (Student Interview 3).

A teacher added:

"… Most of our students tend to be passive when it comes to reading or writing. But they are more active during role-play exercises or listening to guest conversations. They feel it is more in line with the needs of working in a hotel.
.*"* (Teacher Interview 1)

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The statements from both the student and teacher above imply that listening and speaking were crucial to be enhanced during learning English. These skills must be supported by mastering more larger vocabulary load. These would be used for communicating with the guests so that they could use accurate expressions and word choice. The interview statements also indicate that both reading and writing were important to be mastered for specific activities in the hotel, including handling emails, reports, or written instructions.

Additionally, the findings of this study in Table 2 present students' needs in the expected communication situation in English. The detailed responses from them are as follows.

Table 2. Expected Communication Situation in English

No	Expected Communication Situation	Students' Responses (n = 62)				Mean	Interpretation
		SA (f)	A (f)	D (f)	SD (f)		
1	Learn how to greet and welcome hotel guests in English	35	21	5	1	3.50	Very Needed
2	learn how to provide information about hotel facilities to guests.	32	24	4	2	3.45	Very Needed
3	learn how to handle guest complaints in English.	31	23	6	2	3.37	Very Needed
4	learn how to explain check-in and check-out procedures to hotel guests.	30	26	5	1	3.44	Very Needed
5	learn how to offer extra services to hotel guests in English	28	27	5	2	3.37	Very Needed
6	learn how to receive and confirm room reservations in English.	33	25	3	1	3.52	Very Needed

Table 2 demonstrates that all types of expected communication situations in the hotel contexts were responded to as a very needed category. Those situations included such as greeting guests, giving information, handling complaints, explaining check-in and check-out procedures, offering extra services, and confirming reservations. These indicate that students need to learn English, which focuses on mastering front-line communication skills. Also, these rates underline the core competencies that students must master for hotel service. The questionnaire results were further supported by qualitative data from interviews. One student noted:

> "*When guests arrive, I see in hotels, the first thing to do is to greet them politely and kindly. But I am still confused about choosing the right sentence in English to serve guests.*" (Student Interview 2)

Another student mentioned the challenge of dealing with real guest problems:

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"Handling complaints is the most difficult. In that situation, we might be confused about what to say, especially if the guest is angry or speaks fast in English. We need to learn this one." (Student Interview 5)

Teachers also confirmed this pattern, emphasizing that students need frequent practice in real-world communicative scenarios. One teacher said:

"We always prioritise topics such as reservations, check-in/out, and complaints, as these are the most common in their working world. But the book material often doesn't match reality." (Teacher Interview 4)

The statements in the above interviews confirmed that the use of authentic and context-specific learning materials for common hotel communications was very important for students. They also needed functional English practice tailored to actual workplace demands to avoid the psychological pressure and unpredictable cases during work.

The last analysis focused on the desired type of teaching materials for students in the hotel service department. The results of the students' responses are presented in the table below.

Table 3. Desired Type of Teaching Materials

No	Teaching Materials	Students' Responses (n = 62)				Mean	Interpretation
		SA (f)	A (f)	D (f)	SD (f)		
1	Real conversation examples from hotel workplaces	36	22	3	1	3.53	Very Needed
2	real videos about hotel guest services.	34	23	4	1	3.50	Very Needed
3	English hotel brochures or leaflets	33	24	4	1	3.48	Very Needed
4	Authentic materials such as hotel menus, vouchers, and real documents in class.	32	25	4	1	3.47	Very Needed
5	Sample conversations of receptionists, housekeeping, and waiters.	35	23	3	1	3.52	Very Needed
6	Business email samples commonly used in hotel services.	31	26	4	1	3.47	Very Needed
7	Real examples of reservation forms, room confirmation, and complaint handling.	36	22	3	1	3.53	Very Needed
8	Real examples from hotel jobs	37	21	3	1	3.55	Very Needed

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Table 3 summarizes that students categorized all proposed teaching materials as a very needed category. Those teaching materials included real examples from hotel jobs, authentic conversations, real hotel documents, brochures, and service videos. These authentic materials were related to workplace-based materials to help improve students' English communication skills in real hospitality settings. This quantitative trend was reinforced by qualitative data from interviews. A student shared:

> *"I want to learn from real-life examples, such as receptionist conversations or videos of hotel staff serving guests."* (Student Interview 3)

Another student added:

> *"If I use real examples such as hotel brochures, restaurant menus, or reservation forms. I understand and remember the terms faster."* (Student Interview 1)

Teachers also echoed this sentiment, noting that students became more engaged when materials were realistic:

> *"When I use the original menu or email from the hotel, they are immediately interested and active in the discussion."* (Teacher Interview 2)

The statements above indicate that the use of authentic materials was very crucial for students to help bridge the gap between classroom instructions and the realities of hotel work. They also wish to learn English materials in terms of real dialogues, hotel documents, and audiovisual content, which helps bridge the gap between classroom instruction and the realities of hotel work.

The Language Use Expectations of the Hospitality Industry for Hotel Services

This question was aimed at uncovering the language use expectations of the hospital industry for hotel services that should be reflected in English learning materials. After analyzing the interview with the stakeholders, the results revealed that there are five language use expectations in the hospital industry for hotel services that should be included in the English learning materials for the hotel department in vocational school. The results are presented in Figure 2.
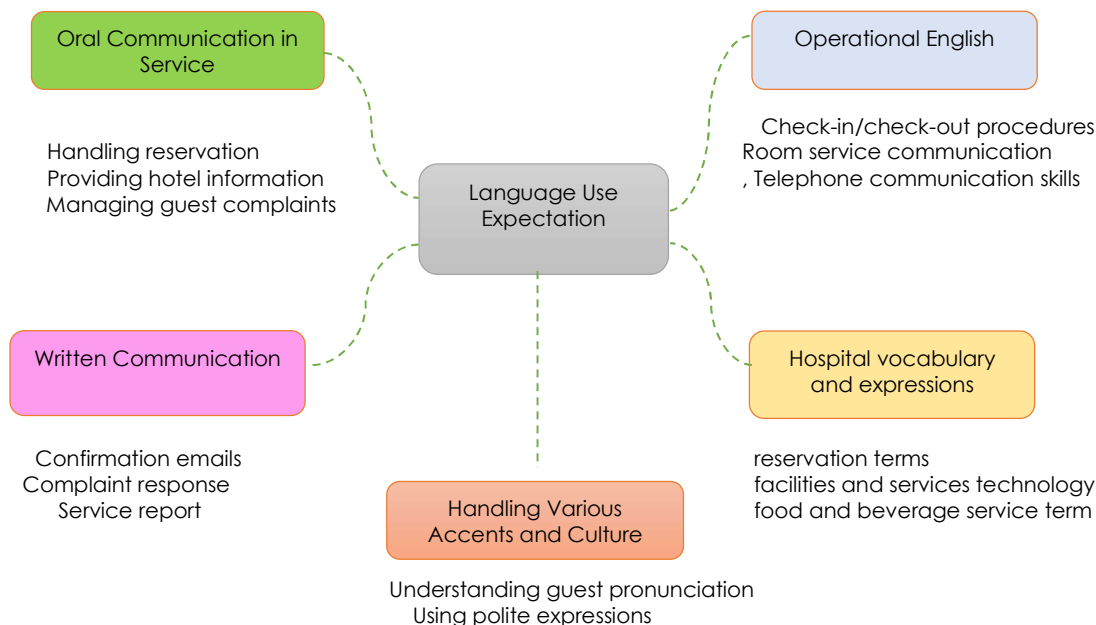
Figure 2. The Language Use Expectations

As results in Figure 2, the results of the interviews and FGD with practitioners revealed that the use of English in the hotel service context was very broad and focused on professional communication functions. There are three main groups of language needs: oral communication, written communication, and supporting language elements. In the oral communication, the practitioners emphasized the importance of skills in welcoming guests, explaining facilities, handling reservations and complaints, and speaking over the phone. All these skills were used with the use of polite and professional expressions. As one supervisor put it:

> *".. the front officers should be able to welcome the guests, explain the hotel facility, and handle the complaints from them in English politely and clearly."* (Head of the Front Office Division, 2025)

Moreover, in written communication, teaching materials also need to include the ability to write reservation confirmation emails, service reports, and responses to complaints. In addition, students needed to be familiar with technical terms such as reservation terms, food and beverage service terms, and service technology. This is under the following statement:

> *"…. in our business, it is important to note that English is not important to be mastered in the reservation, but also in email confirmation, and online reservation. Moreover, English is important to be mastered well when having a call from international guests, particularly in our city, one of the tourism destinations in Indonesia."* (Stakeholder 2, Hotel Manager)

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Furthermore, on the supporting linguistic elements side, students need to be trained to understand the pronunciation of various foreign guest accents and get used to using polite expressions in all service situations. This is reinforced by practitioner input:

"As long as my career, in our industry, we hope that students should be familiar with real conversations, not just dialogues in books" (Housekeeping head, Stakeholders, 2025)

Thus, the figures presented have summarized the critical aspects of using English in hotel service. All these points indicate that authentic materials-based teaching materials are a highly relevant and necessary approach to bridge the gap between student needs and industry demands.

The Design of the Identified Authentic English Learning Materials

This question is aimed at investigating the identified students' needs and industry demands to inform the design of English learning materials based on authentic materials. The results of the analysis revealed that there are five insights that should be fulfilled by instructors to design authentic materials for hotel services. Those included input from students, input from industry demands, authentic materials to be used, learning activities design, and expected outcomes. The details are presented in the following table.

Table 4. The Design of English Learning Materials Based on Authentic Materials for Hotel Services

No	Input	Authentic Materials	Learning Activities
1	Students' needs	Prefer practical speaking and listening	• Pair role-plays using authentic service dialogues (greeting guests, handling requests)
		Prefer vocabulary	
		Need confidence in handling real guest situations	• Listening tasks to identify key information and service vocabulary from real dialogues
		Want exposure to real hotel documents & dialogues	
2	Industry Demands	Expect operational English for service procedures	• Scenario-based role plays focusing on professionalism and problem-solving in varied guest situations
		Require professionalism in oral & written English	
		Emphasize handling varied guest situations	• Listening-viewing activities analyzing tone, politeness, and service strategies
3	Authentic Materials to be Used	Real hotel reservation forms and confirmation letters	• Group tasks analyzing authentic documents to extract service information and key vocabulary relevant to guest
		Sample complaint handling dialogues (Front Office)	

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		Actual hotel brochures & promotional leaflets	interaction
		Restaurant menus, room service forms	
		Real email samples (guest communication)	
		Video of real guest service interactions	
4	Learning Activities	Role play using authentic dialogues	• Writing tasks, completing reservation forms, and drafting professional email responses to guest inquiries or complaints
		Listening activities with authentic audio/video	
		Writing exercises (emails, reservation forms)	
		Simulation of real hotel service situations	
		Group tasks: analyzing real hotel documents	
5	Expected Outcome	Improved communicative competence	• Improved ability to communicate effectively in hotel service contexts
		Familiarity with professional English expressions	• Greater familiarity with hospitality-specific vocabulary and expressions
		Higher confidence in real work situations	• Increased confidence in handling real guest interactions

Table 4 shows that teachers should consider five key components when designing English language teaching materials based on authentic materials for the hospitality major. First, teachers should expand the range of open-ended materials for listening and speaking skills, mastering the basics. These materials should also build students' confidence in dealing with real-life situations with hotel guests. They also want to learn about real-life documents and conversations used in hospitality industry activities. Second, stakeholders want teachers to teach professional operational English in a hospitality context, such as guest service during a hotel stay and students' ability to handle various situations verbally and in writing. Third, the types of authentic materials teachers can develop include hotel reservation forms, confirmation letters, promotional brochures, restaurant menus, customer service emails, and videos of actual guest interactions. Fourth, learning activities should be designed in the form of role-plays using real-life dialogues, listening to real-life audio/video recordings, writing emails or reservation forms, hotel service simulations, and group assignments to analyze hotel documents. Finally, students' communicative competence is expected to be enhanced by understanding

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professional English expressions. This, in turn, increases their confidence when facing real-life work situations.

Discussion

This study has revealed new insights into the alignment between vocational students' English learning needs and the hospitality industry's language expectations, especially in hotel services, by emphasizing the importance of authentic materials. The findings strongly support the claim that current English learning materials in vocational schools remain disconnected from the practical realities of workplace communication, reinforcing previous concerns raised by Karmaker and Hasan (2025) and Nurhamsih and Syahrial (2018). However, this study goes beyond previous research by triangulating perspectives from students, teachers, and industry practitioners to identify not only the nature of these gaps, but also practical strategies for addressing them through the development and use of authentic and contextualized instructional materials. By integrating these multiple points, this study contributes to the ESP literature by operationalizing Hutchinson and Waters's (1987) notions of need analysis. They emphasize the importance of capturing both target situation demands and learning needs in designing effective ESP instruction.

The results of this study also showed that students highly valued speaking, listening, and vocabulary development for communicative scenarios such as greeting guests, managing complaints, and conducting check-in/check-out procedures. This supports the ESP principle that language instruction must be functionally relevant and directly linked to learners' future workplace contexts (Dudley-Evans & St. John, 1998; Hafner & Pun, 2020). Vocabulary acquisition was highlighted as especially crucial in enabling learners to interpret and respond effectively in professional interactions (Coxhead, 2000; Ratnaningsih & Clara, 2021). For example, frontline staff must learn service-related lexical items in terms of reservation status, room availability, late check-out, or service charge. Although reading, writing, and grammar were rated slightly lower, they remain necessary for handling written correspondence such as confirmation emails and service reports, which aligns with Celce-Murcia's (2001) framework of communicative competence. These findings thus underscore the importance of integrating all skills into vocational ESP instruction (Martina et al., 2025; Usman & Anwar, 2021).

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Importantly, while previous research has mostly focused on identifying students' needs (e.g, Puspitasari, 2018; Yasmin et al., 2016), this study integrated industry-based expectations through interviews and focus group discussions (FGDs), offering a broader perspective on curriculum alignment (Richards, 2001). Industry practitioners emphasized the importance of written professionalism (confirmation emails, service reports), which is often underrepresented in vocational syllabi. This supports the TBL framework proposed by Nunan (2004), where authentic tasks simulate workplace communication and equip learners to perform meaningfully in real-life scenarios. For example, role plays, complaint-handling simulations, and authentic document analysis represent real-task-driven activities that extend beyond fabricated textbook dialogues, which often fail to capture the pressure and unpredictability of real guest interactions (Gufron & Azmin, 2022; Jasrial & Zaim, 2023).

Students desire the possibility of authentic materials because they have strong relevance and realism for their future workplace. This is because they often receive English material in textbooks in the form of repetitive dialogues and do not experience interactions with guests in the actual workplace. As noted by an industry practitioner, "Students must be accustomed to real conversations, not just dialogues in books." This statement is also supported by the opinion of Jasrial and Zaim (2023), authentic materials offer natural linguistic exposure and functional use of English. Authentic materials such as reservation forms, complaint emails, hotel brochures, and guest service videos directly reflect communicative functions that are appropriate for students' future jobs (Mandarsari, 2023; Trang & Phuong, 2023). The use of authentic materials has been proven by Gufron and Azmin (2022), the use of authentic materials, which are closely related to students' vocational fields, can increase their motivation to speak in class because the topics are fluent and aligned with the real-world work context.

Compared to Ariyanthi and Suarcaya (2020), who focused on general materials for restaurant settings, this present study contributes originality by presenting a structured design model (Table 4) that integrates both students' needs and industry demands across multiple skill domains. Similarly, while Utami and Widiastuti (2025) emphasized 4C-based materials, the present study advances the literature by situating authentic materials within a *task-based ESP framework*, thereby

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linking curriculum design more closely with real communicative tasks in hotel operations. This dual focus on ESP and TBL highlights the originality of the study.

In evaluating the findings, it demonstrates that authentic materials can bridge the gap between school and workplace by aligning with ESP's goal of situational relevance and TBL's emphasis on communicative tasks. The proposed design model reflects this by integrating authentic hotel documents, role-play simulations, and email-writing tasks with clear communicative outcomes. Theoretically, it provides an applied framework that operationalizes ESP principles (Hutchinson & Water, 1987; Richards & Rodgers, 2014). Practically, it equips students with communicative competence, professionalism, and confidence in workplace English. Nonetheless, effective implementation requires teacher training, industry collaboration, and institutional support.

From a pedagogical perspective, vocational English programs should shift from textbook-based instruction to real-task-driven learning that reflects authentic workplace communication. This approach ensures that learning is relevant, engaging, and applicable while motivating students through contextualized materials (Mandarsari, 2023; Trang & Phuong, 2023). Nunan (2004) states that a real-task-driven approach is grounded in the use of authentic tasks that simulate real-world language use, encouraging learners to actively construct meaning and develop communicative competence. Teachers should collaborate with industry professionals to design tasks using real hotel forms, brochures, complaint emails, and videos of guest interactions. Such collaboration not only enhances material authenticity but also strengthens curriculum alignment with industry demands.

In sum, the conclusion that can be drawn from this discussion is that this present study provides some significant contributions to the development of ESP and TBL theories in the literature. It can be seen from how the data-driven model is designed for authentic English learning materials in the hotel service context. This design is driven by combining the perspectives of students, teachers, and the hotel industry. Also, this design will cover relevant, contextualized, professional, and communicative English learning materials so that they can bridge students' needs for future roles in the hospitality sector in Indonesia.

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Conclusion and Suggestion

A needs analysis of English language teaching materials for the hospitality majors (hotel department) in vocational high schools, integrating student needs with industry demands, has provided valuable insights into the development of authentic materials. The study findings suggest that English language teaching materials for hospitality majors in vocational high schools require materials that emphasize real-life communicative content, such as welcoming guests, handling reservations and complaints, and managing oral and written professional interactions. These materials are prioritized to be designed around listening and speaking skills, as well as practical, contextual vocabulary through authentic workplace-based experiences. Therefore, English teachers are encouraged to integrate authentic hotel resources, such as reservation forms, brochures, emails, and guest service videos, into their English language teaching materials. This aims to ensure that English learning is relevant to their majors and engaging. Collaboration between schools and the hospitality industry is also crucial to strengthening curriculum alignment and teacher preparation.

Pedagogically, these findings suggest that English teachers in hospitality vocational schools should design learning based on real work contexts and functional practices. Furthermore, stakeholders, school principals, curriculum developers, and the hospitality industry should work collaboratively by conducting teacher training and enhancing school facilities. It aims to prepare graduates with competitive, work-ready vocational skills in today's globalized tourism sector.

Although this study has provided significant findings, this study still has some weaknesses that need to be addressed, including the limited area and sample, which were only conducted in Padang City. Additionally, this study has not tested the effectiveness of the application of these teaching materials in the classroom directly. This is important for further research that can evaluate the impact of using authentic materials on improving students' communication competencies in real work environments.

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