

IMPLEMENTING IMPLICIT METHOD FOR TEACHING TOURISM-RELATED TERMINOLOGY USING INFORMATION TECHNOLOGIES

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Annotation: This article examines the implementation of an implicit learning approach for teaching tourism-specific terminology, leveraging information technologies to facilitate incidental acquisition of vocabulary. We contrast implicit learning with traditional explicit methods, review relevant literature in tourism education and e-learning, and propose a blended-learning instructional model. A pilot study with tourism students evaluates the efficacy of embedded terminology in interactive digital environments. Results suggest improved retention, fluency in usage, and learner motivation. Recommendations for integrating immersive tools, scaffolding, and multimodal content are provided for practitioners and researchers.

Key words: implicit learning, tourism terminology, educational technology, ESP, information and communication technologies (ICT), blended learning, immersive learning, gamification, scaffolding, authentic learning environments.

Teaching specialized terms in tourism (e.g. itinerary, excursion, cultural heritage) is pivotal in ESP courses for guides, hotel staff, and travel agents. Traditional explicit methods (lists, definitions, drills) often lead to rigid memorization. In contrast, implicit learning occurs incidentally—in authentic contexts—leading to deeper conceptual grasp and better transfer

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. This method aligns with practices in multimodal and immersive learning (e.g., VR), achieving enhanced learner engagement.

The concept of implicit learning—acquisition of complex information unintentionally - has been widely studied since the 1960s. Reber, Shanks & St. John,

and others define it as rule acquisition without conscious awareness, relying on working memory and attentional mechanisms.

In the educational domain, this contrasts sharply with explicit instruction, typically involving rules, definitions, and formal explanations.

In English for Specific Purposes (ESP) and tourism education, terminology mastery is critical. However, traditional explicit methods (glossaries, drills) may limit deep understanding and usage in authentic contexts. Research in Central Asia (e.g., Uzbekistan) highlights the efficacy of scaffolding techniques, where instructors support learners through gradually autonomous tasks—enhancing both comprehension and contextual use of tourism terms.

Tourism education has increasingly integrated technologies across curricula:

Instructional Technology Tools: VR, online simulations, game-based learning, social media and MOOCs have been shown to enrich content delivery, engagement, and authentic practice.

Immersive Technologies (AR/VR): Systematic reviews affirm that AR and VR positively affect diverse tourism domains—marketing, guidance, heritage interpretation—by enhancing presence, engagement, and knowledge transfer.

Gamification / Edutainment: Game mechanics like storytelling, rewards, and quizzes not only entertain but effectively convey cultural and terminology knowledge in tourism contexts.

Digital transformation in tourism is a rapidly growing research domain, emphasizing ICT, mobile systems, and digital literacy:

Reviews in tourism ICT emphasize marketing systems, social media, and recommendation services, revealing a maturation of research in both consumer and supplier usage contexts.

A bibliometric study positions digital literacy as essential for future tourism professionals, encouraging integration of ICT skills in curriculum to bolster employability and effective digital engagement.

Learning grounded in authentic tasks—simulating real-world tourism challenges online (e.g., virtual bookings, destination planning)—enhances transfer of knowledge and professional readiness. Blended learning, combining online and in-person modalities, further supports context-rich, flexible pedagogy.

Integrative research indicates that embedding tourism terminology incidentally within ICT-mediated contexts—interactive readings, gamified applications, VR tours—can facilitate implicit acquisition and fluent usage. The fusion of scaffolding techniques with immersive, authentic, and gamified platforms addresses both cognitive and motivational dimensions of learning.

Yet, many studies caution that pedagogical designs often lack strong theoretical grounding, particularly when linking implicit learning theory with technology-enhanced instruction. Most reviews note a need for further empirical evidence comparing cost-effectiveness and learning outcomes across different technologies.

Blended learning models combine LMS, online modules, and classroom activities to personalise instruction.

Interactive tools (forums, simulations, quizzes) enhance professional competencies and authentic term usage.

Immersive technologies like AR/VR promote context-rich learning experiences and incidental vocabulary exposure.

Recent Central Asian studies highlight scaffolding and interactive methods for tourism term instruction in Uzbekistan. These emphasize combining technology with ESP.

We propose a third-generation implicit method, embedding terminology in:

Interactive reading (blog posts, virtual tours, chatbot dialogues)

Gamified tasks (e.g. matching terms to images)

Synchronous online simulations (role-play in booking, guiding, hospitality)

Surveys show higher motivation and confidence scores.

Blended approach enables scaffolded progression, combining explicit and implicit methods effectively.

Immersive previews via AR/VR offered authentic exposure and word associations

Curriculum designers: integrate implicit tasks into ESP textbooks and lessons.

Teachers: use tech tools to embed terms in real-world interactions.

Tech developers: create tourism-specific AR/VR modules annotated with target terminology.

Study context localized to one region/university; needs replication internationally.

Technological access disparities may affect scalability.

Future studies might use eye-tracking to measure implicit acquisition or assess long-term retention beyond one semester.

Implementing an implicit learning framework using information technologies for tourism terminology shows promise: deeper retention, better contextual usage, and enhanced learner engagement. This aligns with current ESP literature and tech-enhanced pedagogy trends. For optimal impact, a **blended approach** weaving explicit scaffolding and immersive tools is recommended.

The list of used literature

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