Innovative Agricultural Tourism: A Framework for ESP Curriculum Design in Outcome-Based Education

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Abstract

In the context of increasing demand for context-based language learning, integrating local domains such as innovative agricultural tourism into ESP instruction can enhance learners' real-world communication and professional readiness. The purposes of this study were to (1) identify and conceptualize innovative agricultural tourism as an emerging domain, (2) develop an ESP curriculum framework based on Outcome-Based Education, and (3) validate the proposed framework. The participants consisted of 10 experts involved in focus group discussions, 30 entrepreneurs and tourism site operators, and 10 experts for framework evaluation, selected through purposive sampling. The instruments included a focus group discussion guide, an interview form, and a framework evaluation form. The data were analyzed using content analysis and descriptive statistics, including mean and standard deviation. The results of the study showed that innovative agricultural tourism consists of three main components—agricultural foundation, experiential engagement, and tourism innovation—and that the developed ESP framework was evaluated at a high level of appropriateness and applicability. This study contributes by proposing a context-based ESP framework that aligns with Outcome-Based Education and responds to emerging industry needs.

Keywords: innovative agricultural tourism, English for Specific Purposes, Outcome-Based Education, ESP curriculum framework, context-based learning

1. Introduction

English for Specific Purposes (ESP) has gained increasing attention as an approach that focuses on what learners need to know and be able to do in real-life and professional contexts (Setiawan et al., 2026; Waly & Zakiyyah, 2024). Unlike general English instruction, ESP emphasizes needs-based course design, where language content, skills, and tasks are aligned with specific domains of use. In designing an ESP course, curriculum developers should consider learners' target situations, communicative purposes, and the types of language required for actual performance (Anthony, 2018; Hutchinson & Waters, 1987). This approach ensures that learning is meaningful and directly applicable to real-world contexts.

In parallel, Outcome-Based Education (OBE), which has become a dominant principle in curriculum design across many countries in Asia, including Thailand (Maneerat et al., 2015), focuses on producing graduates who possess clearly defined competencies that meet stakeholder needs (Biggs, J., & Tang, C., 2011; Spady, 1994). OBE follows a backward design approach, where learning outcomes are first identified, and instructional activities and assessments are then aligned with those outcomes (Spady, 1994). This approach requires curriculum designers to clearly specify what learners should know and be able to perform upon completion of a course. Notably, both ESP and OBE share a common principle: aligning learning with real-world performance (Manorom & Wasuntarasophit, 2022). However, the effectiveness of both approaches depends heavily on the selection of meaningful and authentic learning contexts.

Context-based learning provides a useful perspective in this regard, as it emphasizes learning through real-life situations and authentic experiences (Nentwig & Waddington, 2006). Knowledge is constructed when learners engage with content that reflects actual practices in specific domains (Srinivasa et al., 2022). In the context of ESP

and OBE, the use of authentic domains allows learners to connect language use with practical application, thereby enhancing both understanding and performance. Therefore, selecting an appropriate real-world domain is a crucial step in designing an effective ESP curriculum.

Thailand, as a country located in a tropical region, has long relied on agriculture as a fundamental part of its economy and way of life. National development policies, particularly those influenced by the Sufficiency Economy Philosophy, have encouraged sustainable agricultural practices and self-reliance among communities (UNESCO, 2020). The Sufficiency Economy Philosophy (SEP), introduced by King Bhumibol Adulyadej (Rama IX), emphasizes the principles of moderation, reasonableness, and self-immunity, supported by knowledge and moral integrity as the foundation for sustainable development. Rather than maximizing short-term economic returns, SEP encourages balanced resource management, environmental sustainability, and resilience against economic and social uncertainties. Within the agricultural sector, these principles have promoted integrated farming systems, diversified agricultural production, efficient water and land management, and reduced dependence on external inputs. Supported by government policies and nationwide development projects, the sufficiency economy philosophy has encouraged the adoption of sustainable agricultural practices and the transformation of farming communities into learning and tourism destinations.

As a result, many agricultural areas have been developed into learning spaces serving as productive units and aesthetically appealing attractions. This development has led to the emergence of agricultural tourism, where visitors are invited to participate in farming activities, learn about local ways of life, and experience rural environments. Such tourism provides opportunities for experiential learning and cultural exchange (Kerwei, 2025). However, traditional forms of agricultural tourism often emphasize participation in labor-intensive farming activities, which may not fully respond to the needs of all types of visitors.

In response to these limitations, some entrepreneurs have begun to integrate additional elements into agricultural spaces, such as cafés, recreational areas, water parks, and family-oriented facilities. These developments allow visitors to both engage in agricultural experiences and enjoy leisure activities within the same environment. This emerging pattern reflects a shift in how agricultural tourism is designed and experienced. In this study, this phenomenon is conceptualized as "innovative agricultural tourism," which integrates agricultural practices, experiential learning, and tourism innovation to accommodate diverse visitor needs. This emerging domain provides a rich and authentic context for ESP curriculum design, particularly for courses that aim to prepare learners for communication in agricultural and tourism-related settings.

Previous studies on English for Specific Purposes (ESP) highlight the central role of needs-based instruction and domain-specific language use. Effective ESP courses are typically designed around learners' target situations and real-world communicative demands (Theppanya, 2025; Arifin, 2022; Al-Malki et al., 2022). In practice, ESP has been widely implemented in areas such as tourism and professional communication, with an emphasis on practical skills, particularly listening and speaking, as well as the development of tailored instructional materials. However, relatively little attention has been paid to emerging or context-specific domains, especially those related to agricultural tourism and its evolving forms.

Outcome-Based Education (OBE), on the other hand, focuses on the formulation of clearly defined learning outcomes and the alignment of objectives, instruction, and assessment. This approach supports the development of competencies that reflect real-world performance and stakeholder expectations (Fangyan et al., 2024; Novrizal & Muhammad, 2025). A key feature of OBE is backward design, where learning outcomes guide the selection of teaching methods and assessment strategies. In addition, OBE-based curriculum design emphasizes measurable outcomes, skill-oriented instruction, and assessment practices that evaluate learners' readiness for professional contexts. Despite its strong alignment with ESP principles, existing research has largely concentrated on general curriculum structures and competency development, with limited discussion on how specific content domains can be incorporated into ESP course design.

In addition, experiential learning highlights the value of real-life situations and authentic experiences in improving learning outcomes. Learners who engage in experiential activities tend to demonstrate gains in critical thinking, motivation, and language performance (Syafriani et al., 2025; Chankob & Hdouch, 2024). This approach facilitates deeper understanding by linking knowledge to practical application through activities such as role play and real-world simulation. Nevertheless, the integration of experiential learning with specific domains—particularly agricultural tourism—remains underexplored in ESP curriculum development.

Research on agricultural tourism primarily addresses its contribution to economic development, sustainability, and community-based tourism. It also demonstrates the potential of this sector to provide experiential learning

opportunities and engagement with local contexts (Ahmed et al., 2023; Streifeneder et al., 2023). More recent trends indicate a shift toward combining agricultural practices with leisure-oriented and commercial services. However, these developments have not yet been clearly conceptualized within educational research, nor have they been systematically applied as a domain for ESP curriculum design.

Despite these developments, several gaps remain. First, there is no clear conceptualization of innovative agricultural tourism as an emerging domain. Moreover, limited studies have applied this domain to ESP curriculum design, particularly in its evolving and context-specific forms. Third, although ESP and OBE share similar principles, there is insufficient research integrating these approaches within a context-based learning framework. Therefore, there is a need to develop an ESP curriculum framework that integrates innovative agricultural tourism within an Outcome-Based Education context. The purposes of this study are 1) to identify and conceptualize innovative agricultural tourism as an emerging domain, 2) to develop an ESP curriculum framework based on Outcome-Based Education, and 3) To validate the proposed framework for its appropriateness and applicability in educational contexts.

2. Methodology

2.1 Research Design

This study employed a research and development (R&D) approach to develop an ESP curriculum framework for innovative agricultural tourism within an Outcome-Based Education context. The research process consisted of two phases. The first phase aimed to conceptualize innovative agricultural tourism as a learning domain. Data were collected through focus group discussions with experts and interviews with stakeholders to identify key components and characteristics of the domain. The second phase involved the development and validation of the ESP framework. The framework was designed based on the findings from Phase 1, incorporating principles of ESP and Outcome-Based Education. The developed framework was then evaluated by experts to determine its appropriateness and applicability in educational contexts.

2.2 Participants

The participants in this study were selected through purposive sampling and consisted of three groups aligned with the two phases of the research. In Phase 1, a total of 10 experts in tourism, community development, and education participated in focus group discussions to conceptualize innovative agricultural tourism. In addition, 30 entrepreneurs and tourism site operators whose businesses reflected the characteristics of innovative agricultural tourism were interviewed to provide contextual and practical insights into current practices. In Phase 2, 10 experts with relevant expertise in curriculum design, ESP, and tourism were invited to evaluate the developed framework. These experts were responsible for assessing the appropriateness, clarity, and applicability of the framework for educational use. All participants were selected based on their professional experience and relevance to the study context.

2.3 Instruments

2.3.1 Focus Group Discussion Guide

The focus group discussion in this study aimed to gather expert perspectives on the key components, practices, and emerging trends related to innovative agricultural tourism in the contemporary context. The guide consisted of three main topics: (1) current characteristics of agricultural tourism, (2) integration of innovation and tourism-related services in agricultural settings, and (3) essential components of innovative agricultural tourism as a learning domain. The questions were semi-structured to allow flexibility and in-depth discussion among participants. The instrument was developed based on relevant literature and the objectives of the study. It was evaluated for content validity by three experts (IOC = 0.6-1.0).

2.3.2 Interview Form

The purpose of the instrument was to explore current practices, service design, and the integration of agricultural and tourism-related activities within real-world contexts. The interview consisted of three main topics: (1) types of activities and services provided in agricultural tourism settings, (2) integration of innovation, such as recreational facilities, cafés, or family-oriented services, and (3) communication needs and interactions with visitors. The questions were designed as semi-structured to allow flexibility and to capture detailed insights from participants. The instrument was developed based on research objectives and relevant literature. It was evaluated for content validity by three experts (IOC = 0.6-1.0).

2.3.3 Framework Evaluation Form

The framework evaluation form was developed to assess the appropriateness and applicability of the proposed ESP curriculum framework for innovative agricultural tourism within an Outcome-Based Education context. The evaluation form consisted of four main aspects: (1) clarity and relevance of the conceptual framework, (2) appropriateness of the learning domains (knowledge, skills, ethics, and characters), (3) alignment of course learning outcomes, instructional activities, and assessment methods with Outcome-Based Education principles, and (4) overall applicability of the framework for ESP curriculum design. The instrument comprised a total of 15 items across these aspects. The items were measured using a 5-point Likert scale ranging from very low to very high. The instrument was developed based on research objectives and relevant literature. It was evaluated for content validity by three experts (IOC = 0.6-1.0). The reliability of the instrument was at a high level ($\alpha = 0.85$) determined using Cronbach's alpha coefficient.

2.4 Data Collection and Data Analysis

Data collection was conducted in two phases in accordance with the research design. In Phase 1, focus group discussions with experts and interviews with entrepreneurs were carried out to conceptualize innovative agricultural tourism. In Phase 2, the developed framework was evaluated by experts using the evaluation form. Qualitative data were analyzed using content analysis to identify key themes and components of innovative agricultural tourism. Quantitative data from the framework evaluation were analyzed using mean and standard deviation to determine the level of appropriateness of the framework.

3. Results

3.1 Concept of Innovative Agricultural Tourism

In the first phase of the study, the analysis revealed that innovative agricultural tourism can be understood as an integration of agricultural practices, experiential learning, and tourism innovation.

The first component is agricultural foundation, which refers to the use of agricultural resources, such as farming activities, local crops, and rural landscapes, as the core of tourism experiences. Participants in the focus group discussion emphasized that agriculture remains the central identity of the tourism sites, reflecting local wisdom and sustainable practices. In particular, this foundation is closely aligned with the Sufficiency Economy Philosophy, which promotes moderation, self-reliance, and sustainable resource management. This is evident in the practice of land adjustment, where agricultural areas are designed and managed to balance water, soil, and production systems. Such practices are commonly reflected in models such as the KoK-Nong-Na approach, which integrates ponds, fields, and elevated land areas to support sustainability and resilience. The elements serve the main their goals to enhance agricultural productivity and contribute to the visual and experiential value of tourism spaces.

The second component is experiential engagement, which involves providing visitors with opportunities to participate in activities and gain hands-on experience. These include activities such as planting, feeding animals, and learning about local ways of life. This component highlights the role of tourism as a learning experience rather than passive observation.

The third component is tourism innovation, which refers to the integration of additional services and facilities to enhance visitor experiences. These include cafés, recreational areas, water parks, and family-oriented activities. Participants indicated that such innovations help broaden the appeal of agricultural tourism and accommodate diverse visitors' needs.

Based on these components, innovative agricultural tourism can be defined as a form of tourism that integrates agricultural practices, experiential learning, and innovative services to create diverse and engaging experiences for visitors. This concept serves as the foundation for developing an ESP curriculum framework in this study.

3.2 The Need for ESP in Innovative Agricultural Tourism

The findings from interviews with entrepreneurs and tourism site operators highlighted the need for English for Specific Purposes (ESP) in the context of innovative agricultural tourism. The data revealed that communication with visitors, particularly international tourists, is an essential component of service delivery in these settings.

Participants reported that English is primarily used for basic communication tasks, such as welcoming visitors, explaining activities, providing directions, and describing agricultural practices and local products. However, many participants indicated that they faced challenges in using English effectively, especially in terms of limited

vocabulary, lack of confidence, and difficulty in explaining specific agricultural concepts in English.

In addition, the integration of innovative services, such as cafés, recreational areas, and family-oriented activities, has increased the variety of interactions between service providers and visitors. This requires both general communication skills and context-specific language related to agriculture, tourism, and service encounters.

Therefore, there is a clear need for an ESP course that is specifically designed for innovative agricultural tourism. Such a course should focus on practical communication skills, relevant vocabulary, and real-life situations that reflect actual interactions in this context. The results from this phase provide a foundation for the development of an ESP curriculum framework aligned with Outcome-Based Education in the following section.

3.2.1 ESP Framework for Innovative Agricultural Tourism

The ESP framework for innovative agricultural tourism was developed based on the findings from Phase 1, integrating the concept of innovative agricultural tourism with the principles of English for Specific Purposes (ESP) and Outcome-Based Education (OBE). The framework consists of three main components: theoretical foundation, design structure, and operational structure.

1) Theoretical Foundation

The framework is grounded in three key foundations. First, the concept of innovative agricultural tourism, as identified in phase 1, integrates agricultural practices, experiential learning, and tourism innovation. This concept reflects the transformation of traditional agricultural tourism into a more diversified and experience-oriented model.

Second, the framework is informed by ESP principles, which emphasize needs-based instruction and the use of authentic contexts to support language learning. In this study, innovative agricultural tourism serves as the domain that provides meaningful content for communication.

Third, the framework is aligned with Outcome-Based Education, which focuses on clearly defined learning outcomes and the alignment of instruction and assessment.

2) Design Structure

The design structure of the framework is organized into four domains: knowledge, skills, ethics, and characters.

The knowledge domain focuses on conceptual understanding of innovative agricultural tourism, including agricultural practices, local context, and tourism-related concepts.

The skills domain emphasizes communicative competence, particularly the ability to use English in real-life situations such as greeting visitors, explaining activities, and providing information. In addition, this domain includes the use of context-specific language related to agricultural practices, local products, and tourism services. Learners are expected to develop the ability to explain farming processes, describe local resources, and communicate the value of agricultural experiences to visitors.

Furthermore, as innovative agricultural tourism integrates various services such as cafés, recreational areas, and family-oriented activities, learners must also be able to use language appropriate for diverse interaction contexts. In particular, communication with children is an important aspect, as many visitors are families. Therefore, learners should be able to use simple, engaging, and supportive language when interacting with young visitors, such as giving instructions, encouraging participation, and creating a positive learning experience. This domain reflects the need for flexible and context-sensitive communication skills in real-world tourism settings.

The ethics domain highlights values related to sustainability, responsibility, and respect for local culture and community practices, reflecting the principles of sustainable tourism and the Sufficiency Economy Philosophy.

The character domain focuses on learners' personal qualities and dispositions, such as confidence, service-mindedness, responsibility, and adaptability in interacting with diverse visitors. This domain emphasizes the development of positive attitudes that support effective communication and professional behavior in real-world tourism contexts.

3) Operational Structure

The operational structure translates the framework into practical implementation through Course Learning Outcomes (CLOs), learning activities, and assessment methods.

The CLOs are designed to reflect measurable competencies aligned with ESP and OBE principles, focusing on learners' ability to communicate effectively in the context of innovative agricultural tourism.

Learning activities are based on real-life situations, such as role play, simulation, and task-based activities that reflect

authentic interactions between service providers and visitors. These activities aim to develop both language skills and contextual understanding.

Assessment methods are performance-based, focusing on learners' ability to apply language in practical contexts. These include speaking tasks, situational responses, and integrated performance assessments aligned with the defined learning outcomes.

Table 1. Alignment of CLOs, KSEC Domains, Teaching Methods, and Assessment

Course Learning Outcomes (CLOs)	K	S	E	C	Teaching Methods	Assessment Methods
CLO1: Explain key concepts of innovative agricultural tourism and related practices	✓				Lecture, guided discussion, multimedia learning	Written test, short answer questions
CLO2: Use English to describe agricultural activities, local products, and tourism services		✓			Role play, vocabulary tasks, speaking practice	Speaking test, performance-based task
CLO3: Communicate effectively with visitors in real-life situations, including giving instructions and explanations		✓		✓	Simulation, task-based learning, situational practice	Role play assessment, rubric-based evaluation
CLO4: Demonstrate ethical awareness in sustainable tourism and respect for local culture and community			✓	✓	Case study, discussion, reflective activities	Reflection writing, scenario-based assessment
CLO5: Display positive character traits such as confidence, service-mindedness, and adaptability in tourism contexts		✓		✓	Experiential learning, group activities, real-world tasks	Observation checklist, performance evaluation

Table 2. Evaluation of the ESP Framework

Evaluation Aspects and Items	Mean ($\bar{x}$)	S.D.	Level
1. Conceptual Clarity and Relevance	**4.30**	**0.52**	**High**
Clarity of the innovative agricultural tourism concept	4.35	0.50	High
Relevance of the framework to real-world contexts	4.28	0.54	High
Consistency between theoretical foundation and framework design	4.27	0.52	High
2. Appropriateness of KSEC Domains	**4.25**	**0.55**	**High**
Suitability of knowledge components	4.30	0.53	High
Appropriateness of skills for real-life communication	4.26	0.56	High
Relevance of ethics to sustainable tourism	4.22	0.58	High
Alignment of character development with learner needs	4.23	0.54	High
3. Alignment with OBE Principles	**4.18**	**0.60**	**High**
Clarity of Course Learning Outcomes (CLOs)	4.20	0.58	High
Alignment between CLOs and learning activities	4.18	0.62	High
Alignment between CLOs and assessment methods	4.15	0.61	High
Measurability of learning outcomes	4.19	0.59	High
4. Applicability of the Framework	**4.15**	**0.58**	**High**
Feasibility of implementation in classroom settings	4.17	0.57	High
Practicality of teaching methods	4.14	0.60	High
Appropriateness of assessment methods	4.13	0.59	High
Overall usefulness for ESP curriculum design	4.16	0.56	High
Overall	**4.22**	**0.56**	**High**

Table 2 presents the detailed results of the expert evaluation of the proposed framework. Overall, the framework was rated at a high level ($\bar{x}$ = 4.22, S.D. = 0.56). All aspects and sub-items were evaluated at a high level, indicating that the framework is conceptually clear, well-aligned with KSEC and OBE principles, and applicable in educational contexts.

4. Discussion

The findings of this study demonstrate that innovative agricultural tourism provides a meaningful and authentic domain for English for Specific Purposes (ESP) curriculum development within an Outcome-Based Education (OBE) framework. The conceptualization of innovative agricultural tourism extends beyond traditional agritourism by integrating agricultural production, experiential learning, and tourism innovation into a single educational context. Unlike conventional agricultural tourism, which primarily focuses on farm visits and agricultural activities, innovative agricultural tourism incorporates complementary services such as cafés, recreational facilities, educational workshops, and family-oriented attractions. This transformation reflects the changing expectations of contemporary tourists, who increasingly seek interactive, educational, and experience-based tourism. Consequently, agricultural tourism is no longer merely a rural economic activity but has evolved into a multidisciplinary environment that requires diverse communication skills and authentic language use.

The development of this concept is closely associated with Thailand's Sufficiency Economy Philosophy, which promotes sustainable development, moderation, and self-reliance in agricultural communities. Through government-supported initiatives such as integrated farming systems and the KoK-Nong-Na model, agricultural areas have gradually evolved into multifunctional spaces that combine agricultural production, environmental conservation, community learning, and tourism. These developments create authentic communication contexts in which English is required not only to explain agricultural practices but also to interact with visitors from diverse cultural backgrounds. Previous studies have primarily examined agricultural tourism from perspectives of sustainability, community development, and rural economic growth (Ahmed et al., 2023; Streifeneder et al., 2023; Kerwei, 2025). In contrast, the present study extends this body of knowledge by conceptualizing innovative agricultural tourism as a learning domain suitable for ESP curriculum design. This represents an important contribution because it demonstrates that emerging local industries can serve as meaningful contexts for language education while simultaneously supporting community development and sustainable tourism.

The findings further demonstrate that Outcome-Based Education provides an appropriate structure for developing ESP curricula that respond to workplace expectations. OBE emphasizes the identification of clearly defined learning outcomes and the constructive alignment of instructional activities and assessment methods with those outcomes (Spady, 1994; Biggs & Tang, 2011). In the proposed framework, this principle is reflected through the systematic alignment of Course Learning Outcomes, the Knowledge, Skills, Ethics, and Character (KSEC) domains, teaching methods, and performance-based assessment. Such alignment ensures that learners are assessed not only on their linguistic knowledge but also on their ability to apply English effectively in authentic professional situations. This finding supports previous studies by Fangyan et al. (2024) and Novrizal and Muhammad (2025), who argued that OBE-based curriculum design contributes to the development of work-ready graduates through measurable competencies and aligned instructional practices. However, while previous research has generally focused on curriculum development across higher education, the present study demonstrates how OBE principles can be operationalized within a highly specific local industry. By linking authentic workplace communication with measurable learning outcomes, the framework illustrates how OBE can support context-based ESP curriculum design.

The findings also reinforce the central role of English for Specific Purposes in responding to domain-specific communication needs. Previous ESP studies consistently emphasize that effective curriculum design should begin with an analysis of learners' target situations and workplace communication requirements (Hutchinson & Waters, 1987; Anthony, 2018). Likewise, studies by Arifin (2022), Al-Malki et al. (2022), Chamorro et al. (2021), and Theppanya (2025) highlight the importance of designing ESP courses that reflect authentic professional contexts and industry expectations. The present findings support these principles by demonstrating that communication in innovative agricultural tourism extends beyond general conversational English. Service providers are expected to explain agricultural practices, introduce local products, provide directions, conduct experiential activities, answer visitors' questions, and communicate effectively with diverse groups of tourists, including children and families. These findings suggest that English instruction in this context should emphasize practical communication, context-specific vocabulary, interactional competence, and task-based learning rather than isolated language knowledge. Consequently, the proposed framework responds directly to the authentic communicative demands of the

workplace and strengthens the connection between language learning and professional practice.

Another important finding concerns the high level of expert evaluation received by the proposed framework. The consistently high ratings across conceptual clarity, KSEC domains, alignment with OBE principles, and practical applicability indicate that experts recognized the coherence and practical value of integrating innovative agricultural tourism with ESP and OBE. This positive evaluation may be attributed to three characteristics of the framework. First, it is grounded in authentic workplace contexts identified through consultation with both experts and industry practitioners, thereby increasing its relevance to actual communication needs. Second, the framework systematically aligns learning outcomes, instructional activities, and assessment methods according to OBE principles, ensuring constructive alignment throughout the curriculum. Third, the inclusion of knowledge, skills, ethics, and character reflects the multidimensional competencies required in contemporary tourism industries, where effective communication must be accompanied by professional responsibility, cultural awareness, adaptability, and service-mindedness. These characteristics collectively contribute to the practical applicability of the framework for curriculum development.

Overall, this study contributes to the ESP literature by demonstrating that curriculum development should not only respond to established occupational fields but also to emerging local industries that possess unique communication requirements. By conceptualizing innovative agricultural tourism as a new educational domain and integrating it with Outcome-Based Education, the proposed framework provides a practical model for designing context-based ESP curricula that are responsive to industry needs, educational policy, and sustainable community development. The framework may therefore serve as a useful guideline for universities, vocational institutions, and community-based education providers seeking to prepare learners for communication in evolving tourism and agricultural sectors.

5. Conclusion

This study developed and validated an ESP curriculum framework based on the concept of innovative agricultural tourism within an Outcome-Based Education context. The framework was constructed through expert consultation and stakeholder input to ensure its relevance to real-world practices.

The results indicated that the proposed framework was evaluated at a high level of appropriateness and applicability. The study contributes by conceptualizing innovative agricultural tourism as a learning domain and transforming it into a structured ESP framework aligned with OBE principles.

The findings of this study have important implications for curriculum design, particularly in integrating local contexts into language education. The framework can be applied to develop ESP courses that are relevant to emerging tourism sectors and responsive to industry needs. However, this study is limited by its reliance on expert evaluation without implementation in actual classroom settings. Moreoer, one limitation of this study is that the needs analysis was conducted using data from experts and industry stakeholders without directly involving prospective learners. Future studies should incorporate learners' perspectives to obtain a more comprehensive understanding of language needs and to further refine the proposed ESP curriculum framework. Also, future research should examine the effectiveness of the framework through experimental or classroom-based studies and explore its adaptability to other contexts or domains.

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Authors contributions

The first and second authors were responsible for data collection and drafting the manuscript. The third author was responsible for reviewing and verifying the research methodology. All authors read and approved of the final manuscript.

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Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Disclosure of AI Use

During the preparation of this work, the authors used AI-based tools solely to assist with language editing, improving readability, and formatting the manuscript. The authors reviewed and edited the output as needed and take full responsibility for the content, accuracy, and integrity of the final published work.

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