



RESEARCH ARTICLE

AN ESP NEEDS ANALYSIS FOR TRAVEL VLOGGERS: EVIDENCE FROM VLOG DISCOURSE

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Abstract: The travel vlogger profession demands specific English language competencies for effective tourism promotion. This study aims to conduct a Needs Analysis for EFL vloggers through discourse analysis. Using six samples of Indonesian destination vlogs from YouTube, this study applies an analysis of rhetorical moves and linguistic features. The findings indicate a gap between the target situation (TSA) and the present situation (PSA); vloggers tend to only use basic narrative structures and underutilize directive expressions to provide recommendations that build rapport with viewers. Therefore, this study suggests a curriculum focused on mastering narrative scripts and recommendation phrases. This implementation is expected to bridge the skills gap and increase audience engagement in digital tourism promotion.

Keywords: travel vlogs; ESP; Needs Analysis; storytelling; Indonesia

ANALISIS KEBUTUHAN BAHASA INGGRIS ESP BAGI TRAVEL VLOGGER: TINJAUAN BERDASARKAN WACANA VLOG

Abstrak: Profesi *vlogger* perjalanan menuntut kompetensi bahasa Inggris khusus untuk promosi pariwisata yang efektif. Penelitian ini bertujuan melakukan Analisis Kebutuhan (*Needs Analysis*) bagi *vlogger* EFL melalui analisis wacana. Menggunakan enam sampel vlog destinasi Indonesia dari YouTube, penelitian ini menerapkan analisis langkah retorik dan fitur linguistik. Temuan menunjukkan adanya kesenjangan antara situasi target (TSA) dan situasi saat ini (PSA); *vlogger* cenderung hanya menggunakan struktur narasi dasar dan kurang memanfaatkan ungkapan direktif untuk memberikan rekomendasi yang membangun hubungan dengan penonton. Oleh karena itu, penelitian ini menyarankan kurikulum yang berfokus pada penguasaan skrip naratif bercerita (*storytelling*) dan frasa rekomendasi. Implementasi ini diharapkan dapat menjembatani kesenjangan keterampilan dan meningkatkan keterlibatan penonton dalam promosi wisata digital.

Kata kunci: Vlog Perjalanan; ESP; Analisis Kebutuhan; Bercerita; Indonesia.

INTRODUCTION

In this technological era, the influencer marketing industry has become well-known as technology platforms are used to accommodate people in creating, distributing, and monetizing highly specific digital content. Influencers have been recognized for their means of persuasion for customers and have been working in various sectors, one of which is tourism (Chen et al., 2025). The rise of social media influencers in this particular sector has played a significant role in helping people share their travel experiences with the help of travel vloggers (Sizan et al., 2022). Their professional work covers a number of activities, one of which is content creation. Their objectives are to educate viewers about the knowledge they gained from their experiences and express their love for the beauty of nature and culture (Musafa, 2024). To achieve these goals, vloggers are expected to have firsthand experience of the destinations, which helps them show a deeper, more authentic understanding of the culture and history.

To accommodate this, vloggers use visual presentations, which make this a better way to communicate with the viewers rather than using images or written text only (Sizan et al., 2022). Therefore, they need to incorporate techniques to structure their vlogs effectively. Storytelling is an effective technique for outlining their vlogs because it can capture attention through narrative style, build emotions and relationships between viewers and vloggers through its rhetorical moves, and increase the promotional reach of the target destinations (Li et al., 2026). To support this, vloggers should use varied expressions to open and close their vlogs, engaging viewers immediately and leaving a memorable impression. In addition, they also need to incorporate certain linguistic features, particularly in grammar, to ensure the clarity of their delivery (Laosrirattanachai & Laosrirattanachai, 2024; Smith, 2025), such as present and past tenses (developing a storytelling vlog structure and presenting information), degree of comparisons (comparing pieces of information), passives (highlighting the destinations or experiences), imperatives (issuing commands for the viewer's future participation), and modal verbs (providing recommendations or suggestions to the viewers). Throughout their vlogs, they must use simple, everyday vocabulary to ensure clear narration and clarification, given the non-face-to-face interactions. This profession requires highly specialized linguistic and communicative demands to perform the tasks well. As professional travel vloggers must possess fluent English to deliver detailed information about tourism destinations and promote them to viewers. To do so, vloggers must understand that vlogger-viewer communication occurs primarily via the camera, which provides one-sided interaction.

Previous studies have demonstrated that travel vlogging in tourism and digital media contexts primarily focuses on viewers' engagement, image formation, and persuasive effects. Travel vloggers or influencers hold significant roles in shaping viewers' or tourists' behavioral intentions and destination perception through documented travel videos, which portray the destinations through audio, visual images, and text: the visual storytelling and emotional resonance. From 20 YouTube travel vlogs, foreign travel vloggers framed travel experience in the Philippines in four model practices: exoticizing, assimilating, sanitizing, and monetizing (Aquino & Cabalquinto, 2025). Other studies have explored the parasocial interaction, authenticity, and interesting-expressive narrative as effective tourism promotion (Dewantara et al., 2025). In addition to that, another study focusing on discourse-oriented analysis has begun to identify several linguistic features in travel vlogs, such as lexical bundles and rhetorical moves, showing that these two features are important in engaging viewers (Laosrirattanachai & Laosrirattanachai, 2024). The previous studies in the same field have indicated that many travel vloggers rely heavily on basic descriptive narration/storytelling and general vocabulary items in their videos; the reason is more likely understandable that they rely on visual images or pictures and audio to further elaborate what they want to tell viewers (Sattar & Sfofera, 2026). However, it is not impossible for these travel vloggers to master structured storytelling strategies, rhetorical moves, and directive expressions necessary for increasing viewers' engagement and communicative persuasion, resulting in willingness, and furthermore, the actions to travel to places they have watched on the videos. This suggests that although travel vloggers are

actively producing travel content using English as the medium of conversation, they can strengthen their storytelling strategies to sufficiently meet the fully communicative demands of digital tourism promotion. Therefore, a general English language course is not effective for this specific purpose because it does not accommodate their needs for learning particular terms or expressions related to their context. In order to do so, a Needs Analysis (NA) is conducted, as it provides an in-depth analysis of the needs of travel vloggers in their specific work settings (Basturkmen, 2010, 2018, 2025). It captures the gaps between learners' current language abilities and skills and learners' expected level of knowledge and skills, helping them participate effectively in the target situation. Hence, this current study seeks to explore the lacks and needs of English for travel vloggers whose English is not their native or first language from the evidence provided by ready-made vloggers on YouTube. These vlogs are powerful evidence of how vlog discourse is shaped and delivered to viewers.

The following questions guide this study:

1. What are the needs for Indonesian EFL travel vloggers to learn when delivering their vlogs using English as the medium of conversation?
2. What syllabus design may accommodate the Indonesian EFL travel vloggers?

RESEARCH METHOD

A total of six YouTube sample vlogs were used for further analysis. The selection was based on vlog duration (12-17 minutes) and target destination (tourist destinations in Indonesia). The vloggers are of various nationalities and visited Indonesia to explore famous tourist destinations, including Bali, Raja Ampat, Bandung, Sulawesi, and Jogjakarta.

Table 1

Data Source

Vlog	Title	Vlogger	Link	Duration
VLOG 1	BALI TRAVEL GUIDE ID - 23 Travel Tips For First Timers 🏠 WHAT THEY DON'T TELL YOU	Grace Kim (Kim, 2023)	https://www.youtube.com/watch?v=FN0kjainp-Q	13:42
VLOG 2	KOMODO NATIONAL PARK Complete Guide - Dragons, Manta Rays & Paradise Islands	Wout of the World (Wout of the World, 2022)	https://www.youtube.com/watch?v=JVUANtB0mP0	12:41
VLOG 3	RAJA AMPAT: Diving & Sailing Paradise!	Back 2 Basics Adventures (Back 2 Basics Adventure, 2023)	https://www.youtube.com/watch?v=V8o-A-08YoE	14:31
VLOG 4	Shopping in Bandung and Traditional Food Indonesia Travel Vlog ID	Vanessa Huang (Huang, 2024)	https://www.youtube.com/watch?v=8OWZWeV5YNc	16:41
VLOG 5	YOU CAN'T MISS THIS CITY IN INDONESIA Yogyakarta Travel Guide	Aline McLeod (Mcleod, 2022)	https://www.youtube.com/watch?v=d2ghIPLeKzc	17:42
VLOG 6	Exploring the wonderfully authentic SULAWESI in Indonesia Bunaken & Tomohon	Indie Traveller (Indie Traveller, 2025)	https://www.youtube.com/watch?v=gB-IXHymEJg	17:03

Note: Criteria for vlog selection: (a) focus on Indonesia; (b) strict to time constraints (15 minutes); (c) one narrator/speaker

The analysis used secondary data by gathering samples from YouTube and transcribing them. Each transcription was segmented into three main parts to identify its structure: opening, main, and closing. Then, a rhetorical move analysis was conducted to find out how each vlogger outlined their own vlogs, adapting the list of moves and steps within travel vlog discourse on Laosrirattanachai and Laosrirattanachai's (2024) study. After that, there would be a text analysis on each vlog part to find out recurrent linguistic features across all samples. The total number of viewers of each vlog was also included in the analysis because it serves as a quantitative indicator of viewers' reception (Sizan et al., 2022), which can represent the promotional effectiveness of the vlogs.

This study incorporated triangulation because it enhances the validity and reliability of findings across multiple vlog samples. Studies have utilized triangulation methods by combining multiple data sources, such as transcription from YouTube vlogs and Present Situation Analysis (PSA), as well as Target Situation Analysis (TSA) (Dudley-Evans & John, 1998), to cross-validate the target features (Aquino & Cabalquinto, 2025; Galino et al., 2025). In the case of the present study, using rhetorical moves and linguistic features analysis could minimize potential biases in a single-method approach, which could reveal moves and features that resonate the most across the vlogs. Moreover, the number of viewers also contributes to the stakeholder perceptions by serving as an empirical metric of viewers' engagement with the vlogs (Musafa, 2024), which can reveal the effectiveness of the rhetorical moves and linguistic moves used by the vloggers.

RESULTS AND DISCUSSION

To identify a specific gap in this work setting, the writer conducted a careful analysis of the Target Situation Analysis (TSA) and Present Situation Analysis (PSA) of travel vloggers in the vlog samples.

Results

a. Target Situation Analysis (TSA)

Target Language-Based Tasks/ Genres

Travel vloggers are expected to present detailed information about tourism destinations and promote them to a wide range of viewers via non-face-to-face communication. To do so, they must carefully structure their vlogs (opening, main, and closing) by following a storytelling narrative style, along with its rhetorical moves, to grab attention, establish a connection with the viewers, and promote the destinations. As mentioned earlier, this study adapted the list of rhetorical moves and steps from Laosrirattanachai and Laosrirattanachai's (2024) case study (see Table 2).

Table 2
The Rhetorical Moves and Steps Within Travel Vlog Discourse

Move	Step
<i>Vlogger Presentation</i>	Greeting viewers
	Announcing the tourist destination
	Introducing vlogger
<i>Drawing viewers' attention</i>	Setting the scene
	Outlining vlogs
	Providing tourist destination background
<i>Starting the journey</i>	Giving a large-scale transportation information
	Describing accommodation
	Giving small-scale transportation information
	Presenting the surrounding atmosphere
	Introducing famous landmarks

	Recommending where to eat and interesting dishes
	Participating in tourist activities
	Short talks with locals
<i>Closure</i>	Evaluating the tourist destination
	Recommending other interesting vlogs
	Thanking and farewell
	Requesting viewers' reaction
	Making a future appointment

Cortazi (2002, as cited in Peralta, 2019) stated the importance of narrative style as a fundamental cognitive activity that can “represent and restructure the world”. When telling stories, people engage in a perceptual activity that requires them to organize ideas into a pattern to present and explain their experiences. This process enables them to create meanings and connections with viewers’ lives.

Target Linguistic Requirements and Performance Levels

To do the tasks well, travel vloggers are expected to use several linguistic items. Although there is no clear set of languages used by travel vloggers, the following items occur most frequently across vlog samples and justify their importance within vlogs (see Table 3).

Table 3
The Identified Linguistic Items Occurred Across Vlog Samples

Linguistic Items	Function
Simple and high-frequency descriptive words	This is to enable quick comprehension and avoid misunderstanding in the viewers' perception.
Present tenses	This is to describe the factual conditions of the target destinations and present ongoing activities.
Past tenses	This is to recount past events within the travelling experience that promote an authentic sharing.
Degree of comparisons	This is to provide evaluations of the destination highlights to increase viewers' excitement.
Imperatives	This is to foster viewers' participation and engagement in the one-sided communication.
Passives	This is to shift viewers' focus to the highlighted features of the destinations, which becomes the main focus of the vlogs.
Directives	This is to provide recommendations or suggestions to persuade viewers.

Travel vloggers are expected to structure an engaging and informative speech to promote tourism destinations by using proper rhetorical moves and several linguistic features, and promoting viewers’ engagement, which can be seen from a high rate of vlog viewers.

b. Present Situation Analysis (PSA)

Current Language Knowledge and Skills

Travel vloggers generally outlined their vlogs using proper rhetorical moves and steps. However, there were only four steps that were used across vlogs: 1) Announcing the tourist destination; 2) Setting the scene; 3) Providing tourist destination background; and 4) Presenting the surrounding atmosphere. The utterances of each step can be seen in the following table (see Table 4).

Table 4
Evidence of The Rhetorical Move and Steps Across Vlogs



Move	Step	Utterances
<i>Vlogger Presentation</i>	Announcing the tourist destination	<i>"It's been about a week and a half since I've been traveling here in Bali, Indonesia and for my first time being here, there's a couple of things that really surprised me during my visit here and things that might help you plan your trip better before your visit." (Vlog 1)</i>
<i>Drawing viewers' attention</i>	Setting the scene	<i>"First up, the relaxed island of Lembongan. And then we crossed over to the natural wonder of Nusa Penida. Wow guys, this is so exciting." (Vlog 2)</i>
	Providing tourist destination background	<i>"On this trip I'm instead going to Sulawesi, this huge, multi-tentacled island at the heart of the Indonesian archipelago." (Vlog 6)</i>
<i>Starting the journey</i>	Presenting the surrounding atmosphere	<i>"We're in here in the mangroves but the water's crystal clear and just out here mum's been talking about one of the favorite scuba dives she's ever done. Conditions are just right this morning so we're gearing up really quickly." (Vlog 3)</i>

This finding shows that travel vloggers did not incorporate other important steps that were significant to the effectiveness of their vlogs. This indicates that not all vloggers have structured their presentation effectively, which could gain interest among viewers. Regarding the linguistic features, the findings reveal that all vloggers mostly used similar features within their vlogs to enhance their effectiveness. They were able to construct various expressions to make sure they met the main goal of their presentation. Below is a list of linguistic features along with utterances from the vlogs (see Table 5).

Table 5
Evidence of Linguistic Features Across Six Vlogs

Linguistic Item	Utterance
<i>Simple and high-frequency descriptive words</i>	<i>"According to Google, Indonesia is known as one of the cheapest countries to live in, where everything from fashion to food is super affordable." (Vlog 4)</i>
<i>Present tenses</i>	<i>"Punakan Island is a wonderfully unspoiled place, and due to its protected status and the many wall reefs encircling the island" (Vlog 6)</i>
<i>Past tenses</i>	<i>"Bali was the first place during my seven months travelling here in Southeast Asia..." (Vlog 1)</i>
<i>Degree of comparisons</i>	<i>"Padar is uninhabited and arguably the prettiest of all the Komodo islands" (Vlog 2)</i>
<i>Imperatives</i>	<i>"Please do not step on them" (Vlog 1)</i>
<i>Passives</i>	<i>"it's not allowed to drone here" (Vlog 3)</i>
<i>Directives</i>	<i>"I do highly recommend that you guys go and try the warungs." (Vlog 1)</i>

However, only half of them built a deeper connection with the viewers by giving recommendations or suggestions as future references for the viewers to be taken into account into their perception. The other vloggers put their focus on presenting lengthy information about the target destinations without considering this crucial part.

Stakeholder Perceptions

Since this study used secondary data, the stakeholders were vlog viewers who could be represented by the total number of viewers of each vlog. It could be derived that the rate of viewers represented a condition where viewers found the vlogs engaging, authentic, and effective in



presenting the tourism destinations. It could raise curiosity and invite future actions based on the recommendations or suggestions provided, particularly for viewers who do not have prior knowledge about the target destinations. Below is the number of viewers until January 2, 2026 (see Table 6).

Table 6

The Number of Vlog Viewers

Vlog Number	Target Destination	Released Date	Number of Viewers
1	Bali	September 3, 2022	125k
2	Komodo National Park	October 12, 2022	141k
3	Raja Ampat	July 9, 2023	166k
4	Bandung	October 12, 2024	26k
5	Yogyakarta	September 29, 2022	198k
6	Bunaken & Tomohon	February 2, 2025	33k

The data shows that vlogs, which were released between 2022 and 2023, reached more than one hundred thousand viewers, and those in 2024 and 2025 have not reached that number yet. However, it is worth highlighting that Vlog 5 gained the highest number of viewers compared to other vlogs that were published before and after it. It indicates that viewers were more interested in watching the visual presentation of the target destination and felt engaged with the vloggers through the use of various linguistic features. From all findings presented, the existence gap between TSA and PSA occurs in the deficiency in speaking skills necessary to outline their vlogs in using rhetorical moves and steps of storytelling narrative, as well as directives to provide recommendations or suggestions to the viewers.

Discussion

Conceptual and Ideological Issues

In the context of travel vloggers, language is treated as a genre and a grammatical resource, emphasizing discourse structures such as rhetorical moves (opening, main, closing) in vlogs, along with lexical bundles to meet the target situation. This is evident from the high engagement with video samples online (Laosrirattanachai, 2024) because non-face-to-face interaction is inevitable, vloggers must carefully incorporate effective techniques and bundles to gain audience attention.

To understand the need for travel vloggers in this era, the writer conducted a gap analysis (Discrepancy View) to identify the gap between the set targets and the current situation. In this era of technology, where information is spread widely, it is important for social media influencers to stay updated with the current trends, which challenge them to improve the quality of their virtual presentations. The analysis reveals the need for enhanced simple vocabulary use, storytelling structures (Li et al., 2026) and expressions of recommendations or suggestions (He et al., 2022) to ensure competitiveness in the digital tourism sector (Galino et al., 2025) as well as attention to viewers as parasocial interactions between vloggers and viewers (Dewantara et al., 2025). To conclude, the established needs are based on the ideological preconceptions of the analysts that are gained from an in-depth analysis of resources provided on the internet, representing the current situation of the target profession.

Methodological and Social Issues

This study was conducted using secondary data in the form of travel vlog samples from YouTube and analyzed the rhetorical moves and linguistic features across the samples. The result attempted to generalize the current situation of this profession. However, it is worth considering that

non-ESP teachers/stakeholders are generally not language experts and may lack the sophisticated knowledge or metalanguage to articulate difficulties meaningfully (Mao & Zhou, 2024). This profession requires the use of specific languages that should be carefully constructed in order to meet the target objectives. Therefore, a triangulation method was chosen to maximize the analysis. Due to the fact that this study was a small-scale study, it had to be taken into consideration that the writer had limited time and resources, which showed a lack of in-depth analysis of the rhetorical moves and linguistic features needed in this profession.

Perceptions varied implicitly. However, the writers focused on the vlogger's perception of prioritizing genre features, such as bundles, to increase engagement. The data on viewer numbers revealed that stakeholders' perceptions are so diverse that they might not match with vloggers. This analysis could potentially favor top vloggers' styles. This means that the beginners are expected to copy the standards set by the popular ones, which can overlook diverse or less-resourced vloggers because this profession strives for high-engagement content rather than equitable representation.

Syllabus Design Recommendation

1. Name of The Course	: ESP for Travel Vloggers
2. Target Learners	: Travel Vloggers
3. Time	: 5 meetings / 90 minutes each meeting
4. Course Descriptions	: This course introduces a framework for travel vloggers to develop their knowledge, skills, and ethics, leading towards the goal of effective tourism destination promotion.
5. Instructional Goals	: Upon completion of this course, you should be able to: <ol style="list-style-type: none">1. Compose a vlog script using storytelling narrative style.2. Understand phrases to offer recommendations and suggestions.

UNIT	Learning objectives	Skill (1) & Micro skills	Skill (2) & Micro skills	Language Function	Situation	Materials	Learning Achievement Indicators	Time
1	Students are able to understand narrative style in vlogging.	Reading Recognize the rhetorical forms of written discourse and their significance for interpretation.	Listening Recognize the communicative functions of utterances, according to situations, participants, and goals.	Storytelling narrative structure	Analyzing travel vlogs	A reading material about how to make a vlog script ¹ A reading material about narrative writing ² A sample travel vlog (video and script) ³	<ol style="list-style-type: none"> Students are able to explain steps for making a vlog script. Students are able to state the structure of a narrative writing. Students are able to put the information from the sample into a narrative writing template.⁴ Students are able to select their own tourism destinations to be promoted. <p>Criteria: comprehension and information organization</p> <p>Non-test: a presentation on information from the travel vlog</p>	90 minutes
2	Students are able to understand narrative style in vlogging.	Listening Recognize cohesive devices in spoken discourse	Writing Use cohesive devices in written discourse.	Greetings Present tenses	Opening the vlog	A travel vlog excerpt (opening part) ⁵	<ol style="list-style-type: none"> Students are able to list down expressions used to open a vlog. Students are able to write expressions to open their own vlogs in a vlog script template.⁶ <p>Criteria: Comprehension and sentence composition</p> <p>Non-test: a presentation of</p>	90 minutes

UNIT	Learning objectives	Skill (1) & Micro skills	Skill (2) & Micro skills	Language Function	Situation	Materials	Learning Achievement Indicators	Time
							the opening part of their vlogs.	
3	Students are able to understand narrative style in vlogging.	Listening Recognize cohesive devices in spoken discourse	Writing Use cohesive devices in written discourse.	Present tenses	Organizing tourism destination highlights/features	A travel vlog excerpt (main part) ⁵	<ol style="list-style-type: none"> Students are able to list information about the target destinations Students are able to write information about their target destinations in paragraphs in a vlog script template.⁶ <p>Criteria: Comprehension and sentence composition</p> <p>Non-test: a presentation of highlights/features of their target destinations</p>	90 minutes
4	Students are able to understand narrative style in vlogging.	Listening Recognize cohesive devices in spoken discourse	Writing Use cohesive devices in written discourse.	Closing remarks Present tenses	Closing the vlog	A travel vlog excerpt (closing part) ⁵	<ol style="list-style-type: none"> Students are able to list down expressions used to end a vlog. Students are able to write expressions to open their own vlogs in a vlog script template.⁶ <p>Criteria: Comprehension and sentence composition</p> <p>Non-test: a presentation of the closing part of their vlogs</p>	90 minutes
5	Students are able to	Reading	Speaking	Phrases to give	Analyzing recommen	Reading (Travel	1. Students are able to	90 minutes

An ESP Needs Analysis for Travel Vloggers: Evidence from Vlog Discourse

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UNIT	Learning objectives	Skill (1) & Micro skills	Skill (2) & Micro skills	Language Function	Situation	Materials	Learning Achievement Indicators	Time
	understand expressions on giving recommendations/suggestions	Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.	Use grammatical word classes, systems, word order, patterns, rules, and elliptical forms.	recommendations/suggestions	dations/suggestions within travel vlogs	vlog scripts) ⁵ Picture of a tourist destination: Toba Lake Picture of a tourist destination: Mount Bromo	<p>1. identify expressions (phrases) to give recommendations/suggestions presented in the vlogs.</p> <p>2. Students are able to provide three recommendations/suggestions based on the pictures of certain tourism destinations.</p> <p>3. Students are able to provide a number of recommendations/suggestions based on the given information about the target destinations in a vlog script template.⁶</p> <p>Criteria: Comprehension and sentence composition</p> <p>Non-test: a presentation of recommendations/suggestions provided based on the information of the target destinations</p>	

In order to meet the target objectives and perform tasks accordingly, a defensible curriculum must be carefully constructed that focuses on assisting vloggers to deliver detailed information about tourism destinations and promote them to the viewers. To do so, they must understand the proper rhetorical moves of narrative style to enhance audience engagement in their vlogs. They should be introduced to a wide variety of vlog samples that incorporate this style and comprehend its construction. Another point is given to the fact that vloggers must provide recommendations or suggestions to build relationships with the audience and invite them to experience it by themselves that signals influencer success through rapport. A number of expressions must be understood and carefully composed by them, as vloggers need to adjust to the features of the target destinations. At the end, they are expected to engage in script making following the template and the target style while making sure they keep the connection with the audience through providing recommendations or suggestions within the non-face-to-face communication setting. By implementing these recommendations, it is hoped that vloggers who are disadvantaged by their lack of language needed for their target situations can bridge their performance gaps and produce high-engagement travel vlogs.

CONCLUSIONS

The study aimed to investigate the English language needs of Indonesian EFL travel vloggers to learn when delivering their vlogs in English as the medium of conversation, and to propose a model syllabus to accommodate the identified needs. The study analyzed rhetorical moves and linguistic features in previously published travel vlog discourse created by several content creators from selected YouTube videos. The analysis focused on identifying the target situation and the present situation, resulting in a proposed ESP syllabus design with five meetings to facilitate the findings.

In response to the first research question, the TSA-PSA results indicate that the travel vloggers from the videos need to strengthen storytelling competence by improving a set of rhetorical moves, especially those moves related to viewers' engagement and recommendations. The vloggers were engaged in meaningful descriptive language and basic grammatical features; however, the directive expressions and persuasive strategies were underused in the storytelling structure (the opening, main, and closing). These directive expressions are crucial to build rapport and encouraging actions from their viewers. Regarding the second research question, the proposed ESP syllabus facilitates these needs by highlighting storytelling structure: opening, main, dan closing, starting from the first session up to the fourth session. The sessions accommodate rhetorical move awareness for EFL learners, followed by common linguistic expressions for recommendations and suggestions.

The findings in this study have important pedagogical implications. The syllabus design may serve as a practical guideline for ESP curriculum developers and other language instructors. The instructions are also grounded in authentic travel vlog video discourse, emphasizing rhetorical moves and persuasive language use. While for learners, the syllabus may support them to meet the general English language competence and specific communicative demands of current digital tourism promotion. The results also highlight the importance and urgency for more discourse-based ESP instruction in emerging digital professions, such as travel vloggers, YouTubers with diverse expertise and fields, which is central for business and professional success.

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