Making Beverage Service Word List for English for Specific Purposes Classroom

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Article information	Abstract
	Creating a word list for the beverage services is one method to assist learners in this field to expand their English language vocabulary. The purpose of the current study was to create the Beverage Service Word List (BSWL). Data were collected from www.tasteatlas.com—a website that contains abundant beverage information from all over the world. The Beverage Service Corpus (BSC) was compiled from 1,729 beverage menus with a size of 471,233 tokens. The criteria used in the current study were frequency, range, lexical profiling, and expert consultation. The words included in the BSWL were those which occurred at least 13 times in 30 per cent of menus, were outside the reference word lists (the General Service List, the Academic Word List, the Function Word List, the abbreviation list, and the Proper Name List), and were scaled as 3 or 4 by two or more experts. As a result, the BSWL comprised 288 words with 7.92 per cent coverage of the BSC.

INTRODUCTION

Nowadays, it is undeniable that English is very important for communication. Listening, speaking, reading, and writing skills are essential for the development of communication and language (Yalcinkaya et al., 2009). For an L2 user of English, mastery of an adequate repository of vocabulary is the foundation for effective communication (Laosrirattanachai & Ruangjaroon, 2021). Lacking grammar knowledge, you can still understand and communicate. However, if you lack vocabulary knowledge, you will understand nothing (Wilkins, 1972). Vocabulary knowledge is widely recognised as playing an important role in student success in academia (Nagy & Townsend, 2012). The number of words to be learnt is huge. Creating a word list of specialised English in specific fields is an option that can help learners to easily understand more deeply into specific fields, for example the Nursing Academic Word List (Yang, 2015), Business Word List (Konstantakis, 2007), and Technical Keywords for Business (Tangpijaikul,

2014). Therefore, in an attempt to facilitate learners to become familiar with vocabulary used in a specific field, teachers put a lot of effort into creating specialised word lists depending on their specific areas. Different word lists demand different methods in word list creation (Hyland & Tse, 2007). Therefore, to create a specialised word list, various methods, such as frequency, range, keyword analysis, lexical profiling, and expert consultation, are used depending on the creator's decisions and the corpus character. Apart from methods, another important factor needed for creating a word list is software programmes which are available both commercially and freely, such as Range (Heatley et al., 2002), Wordsmith Tools (Scott, 2004), AntConc (Anthony, 2020), and AntWordProfiler (2021). However, among the many programmes, Nation (2016) recommended AntWordProfiler as it is user friendly and has many of the functions needed to construct a word list.

The beverage business is also in demand in many service industries. Food and beverage service referred to the processing of making, presentation, and serving of food and beverages to consumers in food and beverage facilities such as bars, airlines, restaurants, cruise ships, hotels, trains, and take out (Briscoe & Tripp, 2015). The second-largest category in the hospitality industry, after accommodation, is the food and beverage sector (George, 2008). The beverage industry is huge and is continuing to grow. In 2017, the global beverage market was estimated at USD 2.15 trillion. Beverage consumption was 9.50 billion litres, with an average consumption growth rate of 3.8 per cent per year over the past decade (2008–2017) (Yongpisanphob, 2019). This supports the notion that the beverage business is important to the Thai hospitality industry. The forecast for 2019–2021 beverage consumption in Thailand is to grow slightly in line with the economic situation. One of the courses essential to a hospitality management programme is teaching food and beverages (Gillespie & Baum, 2000). To be successful in food and beverage careers, learners are required to gain knowledge concerning beverage preparation, menu planning, banquet management, and restaurant management (Khalifa et al., 2017). While these skill areas often encourage many people to work in the beverage business, they often have problems with communication in English for service provision (Lockwood, 2012; Zahedpisheh et al., 2017).

A career or study in the beverage service field requires knowledge and understanding of the vocabulary used in this industry (Firharmawan & Andika, 2019; Lertchalermtipakoon et al., 2021). Some words are written and pronounced in the same way, but they have different meanings, especially when they are used in the beverage service context. For example, "neat" means tidy, good, or clever in general contexts. However, "neat" refers to a drink that is served with no ice or mixers in the beverage service context. Further, there is a small number of word lists that have been especially created for the beverage service industry. Since we realise the importance of these specialised words and hope to facilitate learners or people who are interested in gaining beverage service vocabulary knowledge, we created the Beverage Service Word List. Learners and people related to the beverage service industry can make use of this word list by learning autonomously to strengthen their vocabulary knowledge and thus prepare them for their future career. Furthermore, it can be used as teaching material for teachers in English for Specific Purposes classrooms.

Theoretical background and related studies

Word list and vocabulary learning

The difficulty for English learners or those who are interested in English is the large number of words to be learnt (Lessard-Clouston, 2013). We can learn vocabulary more easily by creating a word list as an important tool in vocabulary teaching and one of the learning strategies (Schmitt, 1997). In teaching, teachers apply specific words contained in the word list to teach learners regarding their special interests or specific fields (Palinkašević, 2017). McCarthy (1990) stated that vocabulary is best remembered when learning in a meaningful or communicative context. However, with an enormous number of words in a language, it is hardly possible to learn all the words in the language. Therefore, many researchers have compiled words that are important to language learners and collated them into word lists. (Browne et al., 2013; Coxhead, 2000; Gardner & Davies, 2014). Certainly, the main goal of a learning vocabulary is to learn all the words contained in the General Service List (West, 1953), the Academic word List (Coxhead, 2000), and technical words used in a field depending on the learner.

Word list

Nation (2001) classified words into four groups. The first group is words that appear and are used most often in everyday life namely high-frequency words. High-frequency words include both function words e.g., *the, a, at, be, of, or, etc.,* and content words e.g., *forests, age, car, city, etc.* The most recognised word list of high-frequency words is the General Service List or GSL (West, 1953). Although the GSL was created a long time ago, it is still one of the most influential word lists, consisting of the most common 2,000 words used in English. In addition, there is another high-frequency word list which is known as the New General Service List or NGSL (Browne et al., 2013). It was a new word list developed and updated from West's GSL, consisting of 2,801 headwords. The NGSL is separated into three levels and covers more than 90 per cent of most general English contents (Browne, 2014). Some researchers (Bongers, 1947; Richards, 1974; Bogaards, 2008) have tried to create a new-GSL, but such lists might not be as popular as the GSL (West, 1953; Brezina & Gablasova, 2015).

The second group is academic words. This group is best for enhancing learners' vocabulary knowledge used in reading or writing academic texts. The most famous academic word list is the Academic Word List or AWL created by Averil Coxhead (Coxhead, 2000). It includes diverse academic texts from 28 academic fields which were narrowed down by grouping into four main disciplines: Arts, Commerce, Law, and Science. The AWL is made up of 570 families of words that have high use frequency in a wide variety of academic texts (Coxhead, 2000; Coxhead & Byrd, 2007).

The third group is low-frequency words which is a very large group of words that rarely appear in the text. Therefore, these words are not included in the same group with high-frequency words, academic words, and technical words. Despite their very low rate of appearance, low-frequency words are still important for L2 users of English and should be learnt after mastering high- and mid-frequency words (Schmitt, 2000).

The last group used in certain fields is called technical words or specialised words. They can also be defined as the Outside Word List or OWL (Coxhead, 2000; Coxhead & Hirth, 2017). Specialised words are words that have specific meaning and are found in large numbers in a specific field, appearing frequently in specialised text or subject areas, but rarely or less commonly in other fields (Nation, 2001). There has been a large number of specialised word lists created from a large number of researchers. Some examples of specialised word lists are the Medical Academic Word List (Wang et al., 2008), Engineering English Word List (Ward, 2009), Environmental Academic Word List (Liu & Han, 2015), Academic Vocabulary in Chemistry Research Articles (Valipouri & Nassaji, 2013), Vocabulary of Agriculture Semi- Popularization Articles (Muñoz, 2015), Science Academic Word List (It-ngam & Phoocharoensil, 2019), English for Science and Technology Class Word List (Bunyarat, 2020), Technical Word Lists for Thai Tourist Guides (Laosrirattanachai & Laosrirattanachai, 2021) and other word lists including for hospitality service review (Laosrirattanachai & Raungjaroon, 2020) and tourism, hotel, and airline businesses (Laosrirattanachai & Raungjaroon, 2021).

High-frequency words cover around 80 per cent of a text (Nation & Waring, 1997), academic words cover about 10 per cent of a text (Coxhead, 2000) and the remaining 10 per cent comprises technical words and low-frequency words. Vocabulary load studies suggested 95 per cent coverage as minimal comprehension of a text (Coxhead & Demecheleer, 2018; Dang & Webb, 2014; Van Zeeland & Schmitt, 2013). Therefore, word list constructors mostly aim to develop a technical word list with a corpus coverage of 5 per cent or higher to accomplish the goal of 95 per cent coverage.

Construction of word lists

There are many criteria used by word list creators to construct a word list. According to our literature review, the five major criteria commonly used in creating a word list are frequency, range, lexical profiling, expert opinion, and keyword analysis.

When considering language in a context, a word occurring very often in a text indicates it has a very high frequency and therefore that word is important or relevant to the field. Frequency is normally initially used as a basis for constructing a word list. However, a word list can be biased if only frequency is considered (Coxhead, 2000) because the length of the text has a high probability of affecting the word frequency as a high frequency word might be a word that appears frequently in a long text, but not in other texts. Range helps to reduce such bias by eliminating words with a high frequency but a low range value.

Lexical profiling divides words into groups. The main concept is that one word should only be used in one group. For example, Coxhead (2000) ignored all words that appeared in GSL to create her AWL. This reduces the number of irrelevant words. Generally, the AntWordProfiler programme (Anthony, 2021) and Range (Heatley et al., 2002), are used to do lexical profiling. The programmes operate by dividing words into four groups. The first and second groups refer to the first and second 1,000 words most-commonly-used words defined by the GSL (West, 1953). The third group is words that appear in the AWL (Coxhead, 2000). Lastly, the fourth group is outside words which can be technical words or low-frequency words. After running

the programme, the words allocated in the fourth group are normally passed on to the next step of constructing a word list. Lexical profiling might be an effective criterion for decreasing a large number of irrelevant words, but some words with a general meaning may also have a specific meaning in other fields that has caused controversy among researchers (Billuroglu & Neufeld, 2007; Cabre, 1999; Gardner & Davies, 2014; Paquot, 2007; Pearson, 1998; Valipuri & Nassaji, 2013). However, It-ngam and Phucharoensin (2019) supported the use of lexical profiling to create a specialised word list and argued that the words in GSL and AWL should be known by learners prior to learning the specialised words.

Keyword analysis specifies the keywords that are displayed in the corpus and are extensively used among linguists (Gabrielatos & Marchi, 2012), but the purposes and processes vary according to the different users. There are several statistics that use keyword identification, for example, log-likelihood (LL) or chi-square, a probability statistic, and the odds ratio (OR), an effect size statistic (Anthony & Gladkov, 2007; Pojanapunya & Watson Todd, 2018). Keyword analysis calculates the statistics of two corpora comprising a self-compiled corpus, used as a target corpus, and a large corpus, such as the British National Corpus (BNC) or the Corpus of Contemporary American English (COCA) as a referent corpus (Johnson & Ensslin, 2006; Scott, 2001). Words with an unusually high- or low-frequency rate in a given text compared to a large corpus have a high LL value and are then identified as keywords of the target corpus (Rayson & Garside, 2000; Scott, 1997; 2001). Keyword analysis is one of the criteria used by word list constructors. For example, Watson Todd (2017) substituted keyword analysis for the frequency criterion to create the Engineering Word List. Tangpijaikul (2014) and Rungrueang et al. (2022) decided not to use frequency and range and used keyword analysis instead to construct the Technical Keywords for Business and the Food Service Word List, respectively. Laosrirattanachai and Ruangjaroon (2020; 2021) used keyword analysis to put back in words that had been removed because of their appearance in the GSL and AWL during the lexical profiling.

Expert opinion is a key criterion that is normally implemented in the last stage of word list creation. It is difficult to tell where or at what stage to start creating a specialised word list. However, expert consultation is one of the methods normally conducted in the last stage to create a word list. According to several scholars, expert opinion can be used effectively in the identification of vocabulary for a specific field (Chung & Nation, 2004; Martinez et al., 2009; Schmitt, 2010). To gather the expert opinion, Chung and Nation (2004) proposed the use of a 4-rating scale questionnaire. The first scale refers to words with meanings that are irrelevant to the field. The second scale refers to words with a meaning of little relevance to the field. The third scale refers to words with a meaning very relevant to the field. The fourth scale refers to words with a meaning specific to the field and that are not used in other fields.

In this study, we employed frequency, range, lexical profiling, and expert opinion to create a word list. Keyword analysis was excluded from the analysis process because its application may have resulted in the inclusion of words that occur in low-frequency. The detail is thoroughly explained in the next section.

RESEARCH INSTRUMENT AND METHODS

Making the corpus

A Beverage Service Corpus (BSC) comprises texts from a single genre—a website—because compared to other genres, a website provides up-to-date information concerning famous beverage menus which is the fundamental concern for most students studying beverage service. These students are certain to encounter the technical vocabulary used in the beverage service when entering the industry. To create the BSC, data were collected from the website https://www.tasteatlas.com/beverages which contains food and beverages information from around the world. In the current study, we only collected beverage information data. This website provides details about the origins of the key ingredients. Each drink also has the types of foods that are commonly eaten with beverages to enhance the flavour. All the menus were collected by manually copying and pasting and then saving in the format of *.txt files as suitable input to the computer software programme that we used for analysing the data, namely AntWordProfiler (Anthony, 2021). In total, from all the website beverage menus, 1,729 menus were collected to compile the BSC. The BSC contains 12,102 types among its 471,233 tokens. See Figure 1 for an example of data collected from the website.
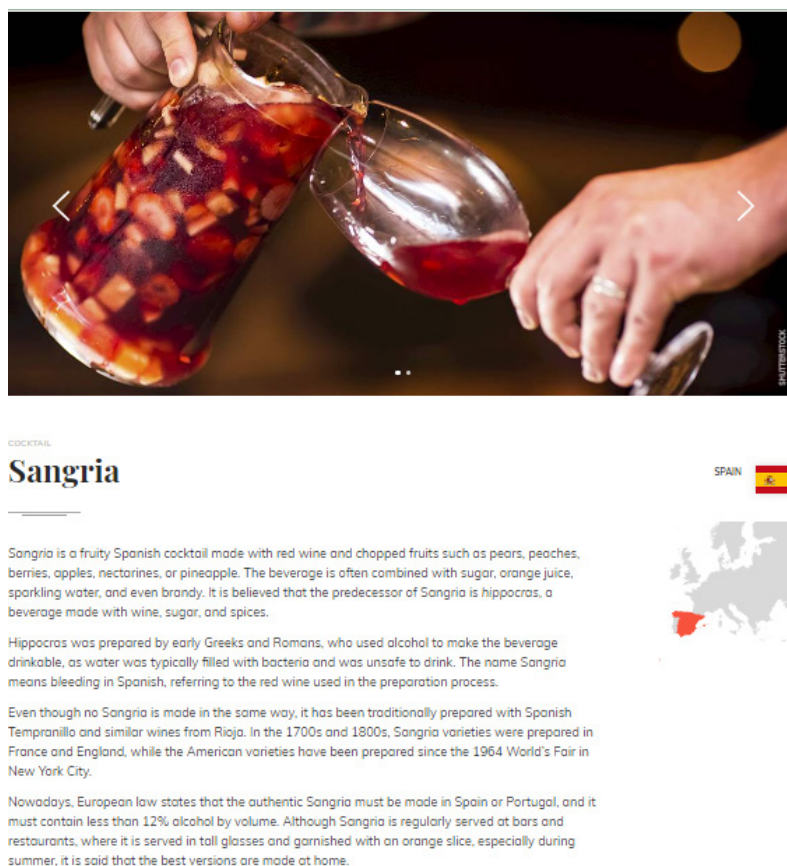
Figure 1 Example of data collected from https://www.tasteatlas.com/beverages

Research instruments

Two research instruments were used in the current study. The first was the programme used to develop the Beverage Service Word List (BSWL). In the current study, the AntWordProfiler programme (Anthony, 2021) was chosen as the key instrument because it has many advantages compared to other programmes. This programme can be used for various purposes, including analysing the frequency, range, and lexical profiling to obtain words used in creating the BSWL. Also, it can be used to calculate the vocabulary coverage of a corpus. In addition, while the AntWordProfiler programme size is smaller (12.3 megabytes) compared to other programmes, it is capable of processing large volumes of text. It is freely available and can be downloaded at www.laurenceanthony.net/software/antwordprofiler/.

The second research instrument used was a questionnaire. We distributed questionnaires with a list of words to 3 experts who each had more than five years of experience in the beverage service industry to help to decide which words were appropriate to be included in the BSWL.

Data processing

In the current study, 4 main steps were used to construct the Beverage Service Word List.

Step 1: Frequency – After thoroughly reviewing the frequency criteria used in constructing various specialised word lists, the Rule of Three based on the proportions in the study by Coxhead (2000) was extensively applied (see Table 1).

Table 1
Specialised word lists using frequency criteria based on Coxhead (2000)

Discipline	Criteria (times/corpus size)	Proportion (times/1,000,000 tokens)
Academic Word List (Coxhead, 2000)	100/3,500,000	28.57
Medical (Wang et al., 2008)	30/1,093,011	27.45
Applied Linguistics (Vongpumivitch et al., 2009)	50/1,500,000	33.33
Chemistry (Valipouri & Nassaji, 2013)	114/4,000,000	28.50
Nursing (Yang, 2015)	33/1,006,934	32.77
Applied Linguistics (Khani & Tazik, 2016)	50/1,553,450	32.19
Science (It-ngam & Phoocharoensil, 2019)	155/5,500,000	28.18
Tourism Business (Laosrirattanachai & Ruangjaroon, 2021)	906/31,701,430	28.58
Hotel Business (Laosrirattanachai & Ruangjaroon, 2021)	138/4,835,926	28.54
Airline Business (Laosrirattanachai & Ruangjaroon, 2021)	444/15,542,604	28.57

Therefore, to analyse the frequency, we adopted Coxhead's concept (2000). In Coxhead's study, an academic corpus of 3,500,000 tokens was compiled. Coxhead proposed that to pass the frequency criterion, a word must have at least 100 occurrences. In our study, we compared the size of the BSC to Coxhead's corpus using the equation:

$$\frac{100}{3,500,000} = \frac{X}{471,233}$$

$$X = 13$$

Hence, to pass the frequency criterion, a word must occur at least 13 times.

Step 2: Range - The range is based on the total number of sources available. In Coxhead's study, the academic corpus was compiled from 28 different sources and words had to appear in at least 15 sources (representing approximately 50 per cent of all sources) to pass the range criterion. However, the BSC was different. The language collected to create this corpus has a special character since it comprises 1,729 beverage menus. Different menus incorporate different technical vocabulary to describe the unique ingredients and special ways of serving items. Setting the range criterion as high as 50 per cent may result in technical vocabulary depletion. To achieve the range criterion, we adjusted the criteria from 50 per cent of the entire sources in Coxhead's study to 30 per cent of the 1,729 menus in our study. Therefore, words that appeared in at least 519 menus passed our range criterion.

Step 3: Lexical profiling – The lexical profiling method is very useful as it can remove a large number of irrelevant words from the candidate words. In this step, we used the GSL (West, 1953), AWL (Coxhead, 2000), the Function Word List (FWL), the abbreviation list (AL) and the Proper Name List (PNL) as referent word lists. The FWL, AL, and PNL were created by Nation (2018) and are freely available at https://www.wgtn.ac.nz/lals/resources. The FWL contains auxiliary verbs, prepositions, articles, conjunctions, and pronouns. The AL is composed of abbreviations in English. The PNL consists of various unique names such as names of countries and cities. These referent word lists were used to remove irrelevant words and leave only the words needed in the BSWL.

Step 4: Expert opinion – The list of words that passed the previous steps was provided in a questionnaire. We added a 4-rating scale checkbox as proposed by Chung and Nation (2004) for each word. A scale score of 1 referred to words with meanings not related to beverage service. A scale score of 2 referred to words with meanings of little relevance to beverage service. A scale score of 3 referred to words with a meaning very relevant to beverage service. A scale score of 4 referred to words with a meaning specific to only beverage service. The questionnaire was distributed to three experts with more than five years of experience in the beverage industry. Any words that were scaled as 3 or 4 from two or more experts were included in the BSWL.

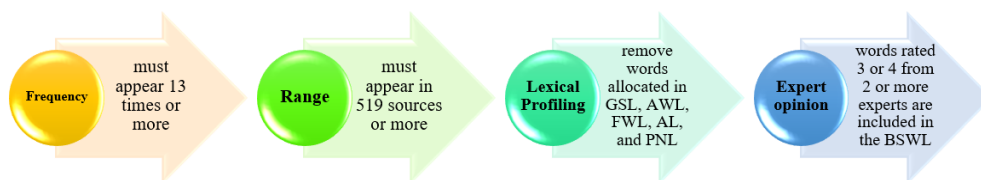The steps of making the BSWL can be summarised as shown in Figure 2.

Figure 2 Steps of data processing

RESULTS

Before processing the data, the tokens were changed into type form. In corpus studies, tokens refer to the total number of words, while type refers to the number of distinct words in the corpus. For example, the sentence "I want to go to Bangkok." contains 5 types among its 6 tokens. As a result, 471,233 tokens were transformed into 12,102 types in the Beverage Service Corpus.
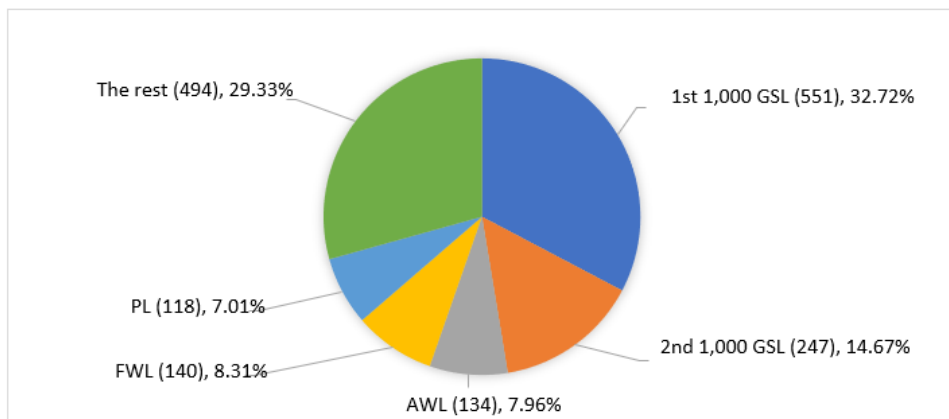
Frequency

To construct the Beverage Service Word List, we started by applying the frequency criterion using the AntwordProfiler programme (Anthony, 2021). The result identified 3,566 words that appeared 13 times or more in the BSC. The words with the highest frequency in the BSC were mostly common words and function words, with some examples being *the, is, a, of, in, with, it, to, as, that, are, be,* and *from*. Some examples of content words used in conjunction with the first 15 highest frequency words were *cocktail, wine, red, juice, America, white, liqueur, glass, usually, typically, combination, served, produced, fruit,* and *coffee*.

Range

Words that passed the frequency criterion were further filtered by range in the second step. This produced 1,684 words that occurred in at least 519 menus. Some examples of words that passed both the frequency and range criteria were *ingredients, sweet, beer, orange, water, lemon, rum, dishes, milk,* and *syrup*. It can be assumed that there were more content words related to the beverage service business compared to the sole frequency result.

Lexical profiling

Words that passed the frequency and range criteria were then analysed using the AntWordProfiler programme for lexical profiling. The results are shown in Figure 3.

Figure 3 Number of words appearing in different profiles

From the 1,684 words that satisfied the frequency and range criteria, 47.39 per cent (798 words) were in the GSL profile and 7.96 per cent (134 words) were in the AWL profile. No words from the AL were identified indicating that abbreviations were used less than 13 times and appeared in less than 519 sources. The rest consisted of 29.33 per cent (494 words), since they had a high possibility of being in the BSWL. Some examples of the words allocated in the rest were *alcohol, blend, brew, cocktail, fruity, herbal, homemade, vermouth, vineyard, vodka, toffee,* and *yogurt*.

Expert opinion

The opinions of experts who specialised in beverage-related fields were used to ensure that the word list was well designed and practical in the beverage industry. These experts possess precious knowledge gained from their experiences in using words everyday so that they could help to decide which words were appropriate to be included in the BSWL. We distributed questionnaires containing 494 words filtered from the lexical profiling step to three experts in the beverage service field. As a result, 288 words were considered to be related to the beverage service field and were eventually included in the BSWL. Some example words with contexts are provided below.

Example 1: Tannins - a term used to describe the feeling of bitterness and dryness in the mouth after drinking wine.

Thread 1:   *Because of their well-structured, soft, and velvety **tannins**, these wines are incredibly food-friendly, and they can match appetizers, red or white meat, game, pasta, as well as fish dishes.*

Thread 2:   *It is a robust, but elegant wine, which is very high in **tannins** that soften with aging.*

Thread 3:   *Primitivo is a somewhat rustic wine, dark, intense, and rich in **tannins** that tend to mellow with age.*

Example 2: Shooter - alcohol or a mixed drink in an approximately one ounce serve, usually consumed quickly in one swallow.

Thread 4:   *Caju Amigo (lit. Friendly Cashew) is a Brazilian **shooter** made with a combination of cachaça and cashew juice.*

Thread 5:   *This popular **shooter** can be found at almost every bar on the island.*

Thread 6:   *Baby Guinness is a **shooter** cocktail made with a combination of coffee liqueur and Irish cream liqueur.*

Example 3: Cru – indicating "growth" refers to a vineyard that produces high quality wine, certified by an accredited body that the wine has been legally produced as a product of Burgundy as either a Great Growth (Grand Cru) or a First Growth (Premier Cru).

Thread 7:   *The whole appellation includes twenty-five Premier **Cru** designations.*

Thread 8:   *Musigny and Bonnes Mares as two Grand **Cru** vineyards with separate appellations.*

Thread 9:   *Charmes-Chambertin is a French appellation and a grand **cru** vineyard located in Côte de Nuits wine region of Burgundy.*

Example 4: Terroir - used to refer to all factors including climate, soil, and elevation that affect the production of grape wine in a vineyard.

Thread 10: *The appellation Calvados is divided into three sub-regions that slightly differ in the base ingredient, **terroir**, and the distillation process.*

Thread 11: *The combination of the predominant Sangiovese and a unique **terroir** creates wines that are low in acidity and have a good aging potential, with typical floral and fruit notes.*

Thread 12: *This early-ripening and bountiful grape perfectly reflects the **terroir** and produces light white wines that are low in alcohol in acidity.*

Example 5: Classico - wines that are produced in a specific region but this does not mean that the wine is of better quality, but rather that the wine is from a 'classic' wine-growing area, such as Chianti Classico which is a dry, red wine made only in a specific part of Tuscany in central Italy.

Thread 13: *Made with a minimum of 70% Sangiovese grapes, a wine calling itself Chianti is allowed to be made almost anywhere in Tuscany, and the entire region is divided into seven sub-zones, with the renowned Chianti **Classico** being its historical heartland.*

Thread 14: *Chianti **Classico** is a historical heartland of the Chianti wine region.*

Thread 15: *As the name suggests, Colli Bolognesi **Classico** Pignoletto is an Italian appellation designated for the production of dry white wines with Pignoletto as the principal grape variety.*

Corpus coverage

According to Nation and Waring (1997), the GSL covers approximately 80 per cent of average texts. Coxhead (2000) claimed that the AWL covers about 10 per cent of average texts. Laufer (1989) stated that to read a text and understand its contents, knowledge of about 95 per cent of the vocabulary was necessary. Therefore, a reader should know the vocabulary related to the beverage service accounting for at least 5 per cent to gain total vocabulary coverage of 95 per cent. We checked whether it was worth learning the created BSWL to satisfy the 5 per cent aimed for completing the 95 per cent. The coverage is shown in Table 2.

Table 2
BSC coverage proportions of the BSWL

Profile	BSWL	
	Number	Percentage
1st 1,000 General Service List	97,200	20.64
2nd 1,000 General Service List	45,865	9.73
Academic Word List	18,957	4.02
Function Word List	177,411	37.65
Abbreviation List	632	0.13
Proper Name List	24,692	5.24
Word List	**37,337**	**7.92**
Other	69,139	14.67
Total	**471,233**	**100.00**

From Table 2, the coverage of the BSWL was 7.92 per cent which was more than the expected 5 per cent. This emphasises its suitability in teaching and learning the BSWL, especially in ESP classrooms where specialised words are required by learners.

CONCLUSION AND DISCUSSION

The Beverage Service Corpus (BSC) with the size of 471,233 running words was compiled from authentic sources rather than textbooks so that its contents reflect the authentic language used in real-life situations. Our literature review showed that various criteria have been used to construct a word list. According to Hyland and Tse (2007), different word lists require different methods in the word list construction. In the current study, we applied four key criteria comprising frequency, range, lexical profiling, and expert opinion. After filtering words systematically, 288 words related to the beverage service industry were included in the final Beverage Service Word List (BSWL).

Comparing the method of making the BSWL to those of other specialised word lists demonstrated that the BSWL was made by filtering words thoroughly because while many other specialised word lists have been created by considering only frequency, range, and lexical profiling (Konstantskis, 2007; Ward, 2009; Valipouri & Nassaji, 2013; Khani & Tazik, 2013; Muñoz, 2015; Yang, 2015; Lei & Liu, 2016), the BSWL used the qualitative method by consulting experts in the beverage service field using the rating scale as the last filter to assure that words contained in the BSWL are really used in the beverage service field and beneficial to learners after mastering them. Hence, we strongly recommend including expert consultation as the last filter after finishing all quantitative methods comprising frequency, range, lexical profiling, or keyword analysis.

The curated BSWL can be used in teaching and learning both in-class and autonomously. A teacher can select words from the list to be taught in-class in a variety way depending on the purposes of the lesson. The teacher should further provide context related to the beverage service industry so that the BSWL can effectively facilitate learners to build a stronger understanding of the context and the content of the lesson. Studying in-class alone may not be enough due to the limited availability of relevant textbooks from various publishers. In addition, the BSWL can also be extended to be learnt by people who intend to work or are currently working in the beverage service industry because they need to communicate using the terminology in actual working situations. For such people interested in studying the BSWL, we suggest autonomously learning the BSWL in this article by memorising words and meaning, then getting familiar with words by accessing the website https://www.tasteatlas.com/beverages, observing how those words are used, and practicing using them and their correlation with the beverage menus provided in the workplace.

One of the claimed weaknesses of a word list is that it helps learners only in the short term (Oxford & Scarcella, 1994). Students quickly forget words learnt from the word list. For example, a learner might try very hard to memorise a number of words just for a test that must be passed and those recognised words later gradually fade from memory. However, some

researchers have claimed that using word lists can be very beneficial and should be included in the curriculum (Ma & Kelly, 2006; MacArthur & Littlemore, 2008; Nation & Waring, 1997; Read, 2000; Schmitt, 1997; Smith, 2020; Vongpumivitch et al., 2009). We recommend an alternative to solve the problem of short-term vocabulary memorisation by applying the specialised words in teaching strategies, such as using the specialised words in role-playing teaching. This promotes long-term learning as role-playing allows learners to be better at memorising specialised words in the simulated environment as they will be in a more realistic situation. In addition, role-playing provides a good opportunity to practise listening and speaking which promoting memorising vocabulary better. Adams and Mabusela (2014) and Rashid and Qaisar (2017) supported the idea of using role-playing in classrooms by stating that role-playing facilitated learners to overcome the inability to speak English in authentic situations and improved learners' confidence to speak English in the real world.

Limitations of the study

The data compiled for the corpus must be chosen carefully in constructing the beverage service word list. The data in the current study were compiled from the website https://www.tasteatlas.com/beverages because it provides information about the beverages, such as methods of mixing drinks, equipment, how to serve, and ingredients. Other websites related to the beverage service industry were excluded from the corpus because they also discussed location, atmosphere, and bar decoration which were not directly related to the beverage service. For future studies, we recommend the provision of other reliable sources, such as books related to beverages or advertisements of drinks presented by bars, as these can enhance the word list related to the beverage service industry and make it broader and more effective.

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Appendix

The 288 words of the Beverage Service Word List (BSWL)

1. absinthe	2. Acacia	3. acidic	4. aftertaste	5. aguardiente
6. alcohol	7. ale	8. almond	9. alpine	10. amaretto
11. amber	12. americano	13. angostura	14. anise	15. anisette
16. aperitif	17. appealing	18. appetizers	19. apricot	20. aroma
21. aromatic	22. asti	23. authentic	24. award	25. balsamic
26. bark	27. barley	28. bartender	29. beaujolais	30. beaune
31. beef	32. beer	33. beverage	34. bitters	35. bittersweet
36. blackberry	37. blanc	38. blend	39. blossom	40. bourbon
41. brand	42. brandy	43. brew	44. brewery	45. bubbles
46. cabernet	47. cacao	48. caffeine	49. campari	50. candied
51. cane	52. caramel	53. carbonated	54. carbonation	55. cardamom
56. carpano	57. casks	58. cassis	59. celebration	60. chamomile
61. champagne	62. chardonnay	63. chenin	64. cherry	65. chilled
66. chocolate	67. cider	68. cinnamon	69. citrus	70. classico
71. clove	72. cocktail	73. cocoa	74. coconut	75. cognac
76. cointreau	77. cola	78. colada	79. concoction	80. condensed
81. craft	82. cranberry	83. creamy	84. crisp	85. cru
86. cube	87. dairy	88. dash	89. dessert	90. digestif
91. digestion	92. diluted	93. dissolved	94. distill	95. distillate
96. draught	97. elegant	98. enriched	99. espresso	100. exceptionally
101. exotic	102. famed	103. favored	104. fennel	105. ferment
106. filtered	107. fino	108. fizzy	109. flavoring	110. floral
111. flute	112. foam	113. fortified	114. fragrant	115. frothy
116. fruity	117. gamay	118. garnish	119. ginger	120. ginhearty
121. grape	122. grapefruit	123. grenache	124. grenadine	125. grilled
126. harmonious	127. hazelnut	128. herbaceous	129. herbal	130. hibiscus
131. highball	132. homemade	133. honey	134. honeysuckle	135. Hops
136. hue	137. hurricane	138. indigenous	139. infused	140. ingredient
141. inspired	142. jam	143. juniper	144. kernels	145. laced
146. lager	147. lamb	148. lemon	149. lemonade	150. licorice
151. lillet	152. lime	153. liqueur	154. liquor	155. macerate
156. malbec	157. malt	158. mango	159. maraschino	160. martini
161. mash	162. medicinal	163. mellow	164. melon	165. menthe
166. merlot	167. millet	168. minerality	169. mint	170. mold
171. mug	172. mulled	173. neat	174. negroni	175. noir
176. nuits	177. oak	178. olives	179. oolong	180. opaque
181. optionally	182. originating	183. palatable	184. palm	185. passito
186. peach	187. pear	188. peel	189. pepper	190. peppery
191. pernod	192. piloncillo	193. pils	194. pine	195. pineapple
196. pinot	197. plums	198. pomace	199. port	200. potato
201. powdered	202. premium	203. prominent	204. prunes	205. punch

206. quenching	207. quinine	208. raisins	209. raspberry	210. recipe
211. renowned	212. rim	213. rind	214. ripening	215. riserva
216. risottos	217. roses	218. ruby	219. rum	220. rye
221. saffron	222. sangiovese	223. savory	224. schnapps	225. shaker
226. sherry	227. shooter	228. silky	229. sip	230. ski
231. slice	232. smoky	233. smoother	234. soak	235. soda
236. sparkling	237. specialties	238. spice	239. spicy	240. splash
241. spumante	242. squeeze	243. staple	244. starter	245. steeped
246. stills	247. stout	248. strain	249. strawberry	250. subtle
251. sunrise	252. superior	253. sweetened	254. syrah	255. syrup
256. tabasco	257. tangy	258. tanks	259. tannins	260. tart
261. tequila	262. terroir	263. texture	264. toast	265. toffee
266. tomato	267. tonic	268. trebbiano	269. triple	270. triple sec
271. tropical	272. truffle	273. vanilla	274. varietal	275. varietals
276. vegetables	277. vegetal	278. vermouth	279. vineyard	280. vintage
281. violets	282. vodka	283. wedge	284. whisk	285. whiskey
286. yeast	287. yogurt	288. zest		