

ENGLISH FOR TOURISM AS A NEW TREND IN ENGLISH FOR LIFESTYLE

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Abstract

The globalization of the tourism industry has led to the emergence of specialized language courses tailored to meet the needs of the travel and hospitality sectors. This systematic literature review aims to explore the trend of "English for Tourism" (EfT) as a significant subset of English for Specific Purposes (ESP) and its implications for lifestyle choices in a globalized world. By analyzing existing literature from various sources, this review identifies the pedagogical approaches, language skills, and cultural elements that define EfT, as well as its impact on personal and professional development in the tourism sector. The findings suggest that EfT not only enhances communicative competence among stakeholders in the tourism industry but also contributes to the broader sociocultural bridge of lifestyle choices influenced by travel and tourism.

Keywords: English for Tourism, English for Lifestyle, Trend

A. INTRODUCTION

The tourism industry is one of the fastest-growing sectors globally, contributing significantly to economic development and cultural exchange (Astawa & Wijaya, 2024). As travel becomes more accessible, the demand for effective communication in English has surged, particularly in non-English-speaking countries (Saptiany & Putriningsih, 2023). Furthermore, English for Tourism (EfT) has emerged as a specialized language course designed to equip individuals with the necessary linguistic skills to thrive in this dynamic field. This trend reflects a broader movement towards English for Specific Purposes (ESP), where language instruction is tailored to particular professional contexts.

This literature review examines the evolution of EfT within the framework of English for Lifestyle, highlighting how language skills intersect with lifestyle choices shaped by tourism. It explores the pedagogical approaches adopted in teaching EfT, the essential language competencies required, and the cultural nuances that inform effective communication in tourism. By synthesizing the current body of knowledge, this review aims to provide insights into the role of EfT in enhancing both personal and professional experiences in the tourism industry.

B. RESEARCH METHOD

This systematic literature review was conducted following a structured approach. The review process included the following steps:

1. **Literature Search:** A comprehensive search of academic databases such as Google Scholar and ERIC was performed to identify relevant articles, books, and conference papers published in the last two decades. Keywords used in the search included "English for Tourism," "English for Specific Purposes," "language and lifestyle," and "tourism communication."
2. **Inclusion Criteria:** The selected literature focused on the following criteria:
 - Studies that discuss pedagogical strategies for teaching EfT.
 - Research that addresses the language skills specific to the tourism industry.
 - Articles that explore the cultural implications of learning English within the context of tourism.
3. **Exclusion Criteria:** Literature not directly related to EfT, such as general English language studies without a specific focus on tourism, was excluded from the review.
4. **Data Extraction and Synthesis:** Key findings from the selected literature were extracted and categorized into themes, including pedagogical approaches, language competencies, cultural considerations, and the impact of EfT on lifestyle.
5. **Analysis:** The synthesized data were analyzed to identify trends, gaps, and emerging themes in the literature, providing a comprehensive overview of the current state of research on EfT.

C. FINDINGS AND DISCUSSION

This study reviewed 6 papers with the following details:

No.	Study	Purpose	Methodology	Key Findings	Themes Identified
1	The Implementation of Teaching and Learning English for Tourism	Identify effective English language learning strategies for tourism students	Descriptive qualitative research involving observations, interviews, and document analysis	Teaching strategies primarily involve lecturing and discussion; students face difficulties in grammar and online learning fatigue.	Pedagogical strategies, language competencies, challenges in learning
2	Developing English for Tourism Literacy for Future Tour Guide Based on Local Culture	Develop English for Tourism literacy utilizing local culture in teaching materials	Descriptive method focusing on local cultural content integration	Local wisdom enhances students' understanding and skills; project-based learning improves engagement.	Cultural considerations, local content integration, pedagogical approaches
3	The Students' Learning Strategies in	Investigate language learning strategies among hotel management students	Comparative study of high-achieving vs. underachieving students using ESP for Tourism	High achievers use metacognitive strategies more frequently; low self-confidence affects language use.	Language competencies, student motivation, learning strategies

No.	Study	Purpose	Methodology	Key Findings	Themes Identified
	Learning a Foreign Language				
4	Strategies to Improve Speaking Skill for Tourism Students	Provide strategies to enhance speaking skills among tourism students	Qualitative approach analyzing various speaking improvement strategies	Role play and drilling are effective; discussion groups foster better speaking abilities.	Pedagogical approaches, speaking skills enhancement, student engagement
5	Learning Strategies and Materials Selection in the English for Tourism Classroom	Examine learning strategies and evaluate teaching materials used in the British context	Qualitative research with participant observations and semi-structured interviews	Social interaction is crucial for learning; a combination of notional-functional and task-based approaches is recommended.	Pedagogical strategies, material selection, social interaction
6	Teaching English to Tourism Students	Overview of teaching features specific to tourism students	Literature review highlighting various teaching methodologies and challenges	Emphasis on developing intercultural competence and professional communication skills; challenges include adapting materials to specific contexts.	Competence development, teaching challenges, intercultural communication

The findings from the systematic literature review on "English for Tourism" (Eft) reveal the multifaceted role that English proficiency plays in enhancing the tourism industry and its broader implications for cultural exchange and economic development. This discussion synthesizes key themes identified in the findings, exploring their significance and interconnections.

1. Pedagogical Approaches in English for Tourism

A prominent theme across the reviewed literature is the pedagogical strategies employed in teaching English for tourism. Effective teaching methodologies are crucial in equipping students with the necessary language skills tailored to the tourism sector. Studies emphasize the importance of integrating local culture into the curriculum. For instance, Gailea et al. (2016) highlight the development of English literacy based on local cultural contexts, which not only preserves cultural heritage but also enhances learners' engagement and comprehension of tourism-related content.

This culturally responsive approach is essential for fostering a deeper understanding of the language as it relates to specific tourism contexts. Moreover, various studies have pointed out that interactive learning methods, such as role-playing and project-based learning, significantly improve students' speaking and listening skills, which are essential for effective communication in tourism settings. Giri (2023) found that speaking and listening were prioritized by students preparing for roles in tourism, indicating that these skills are vital for interacting with tourists and providing quality service. The emphasis on active participation in learning not only aids language acquisition but also prepares students for real-world interactions in diverse tourism environments.

2. Language Competencies Specific to Tourism

The review also underscores specific language competencies required in the tourism industry. Proficiency in English is not merely an academic exercise; it is a practical necessity that directly impacts service delivery and customer satisfaction. Stakeholders in the tourism sector have repeatedly emphasized that employees with strong English communication skills can provide better service, leading to increased tourist satisfaction and longer stays (Saptiany & Putriningsih, 2023). This correlation between language proficiency and service quality illustrates the critical need for targeted language training in tourism education. In particular, listening skills have been identified as paramount, as employees often need to understand tourists' inquiries and respond appropriately (Chumphong & Chuai-in, 2020). This finding aligns with broader trends in language education that advocate for a focus on communicative competence rather than rote memorization of vocabulary and grammar. The ability to engage effectively with tourists enhances not only individual job performance but also contributes to a positive overall experience for visitors.

3. Cultural Implications of Learning English

Cultural awareness is another critical theme emerging from the literature. Proficiency in English facilitates a deeper engagement with local cultures, fostering mutual understanding between tourists and hosts. As noted by Chen & Rahman (2018), effective communication in English not only enhances tourists' experiences but also promotes cultural exchange and respect. The integration of local culture into English language teaching serves dual purposes: it enriches learners' educational experience while simultaneously preserving cultural identity. This cultural integration is particularly relevant in regions rich in diversity, such as Indonesia, where local customs can be leveraged to attract tourists while educating future tour guides about their heritage (Gailea et al., 2016). By equipping students with both linguistic skills and cultural knowledge, educators can prepare them to act as ambassadors of their culture, thus enriching the tourist experience through authentic interactions.

4. Economic Impact of English Proficiency

The economic implications of English proficiency within the tourism sector are profound. A significant body of research indicates that destinations where English is widely spoken tend to attract more tourists due to perceived ease of communication (Husain et al., 2021). This trend underscores the necessity for local employees to possess strong English skills to enhance competitiveness in the global tourism market. Moreover, stakeholders have expressed that employees fluent in English often have better job prospects and can command higher wages, contributing to local economic development (Ahmad et al., 2018). The ability to communicate effectively not only benefits individual employees but also enhances overall service quality within the tourism industry, leading to increased revenue generation for businesses.

5. Challenges and Gaps in Current Research

Despite these positive findings, several challenges persist within the realm of EfT. One notable issue is the disparity between theoretical knowledge and practical application among learners. Many students may excel academically but struggle with real-world interactions due to anxiety or lack of exposure to authentic communication scenarios (Pratiwi et al., 2023). Additionally, while there is a wealth of literature focusing on pedagogical strategies and language competencies, there remains a gap regarding longitudinal studies that assess the long-term impact of EfT on career trajectories within the tourism industry. More research is needed to understand how proficiency in English influences career advancement over time. Furthermore, studies should explore how varying levels of cultural exposure affect language acquisition among students from different backgrounds.

6. Future Directions for Research and Practice

Looking ahead, there are several avenues for further exploration within EfT research:

- **Longitudinal Studies:** Investigating how English proficiency affects career progression over time can provide valuable insights into its long-term benefits.
- **Technology Integration:** Exploring how digital tools can enhance language learning experiences in tourism contexts could lead to innovative pedagogical approaches.
- **Cross-Cultural Studies:** Comparative studies between different countries or regions could illuminate unique challenges and successful strategies tailored to specific cultural contexts.

Moreover, collaboration between educational institutions and tourism stakeholders can foster more relevant curricula that meet industry needs while preserving cultural heritage.

D. CONCLUSION

In conclusion, the findings from this systematic literature review highlight the critical role of English language proficiency in shaping successful interactions within the tourism sector. By focusing on effective pedagogical strategies, specific language competencies, cultural implications, and economic impacts, stakeholders can create a more integrated approach to teaching English for tourism. Addressing existing challenges and pursuing future research directions will further enhance understanding and implementation of EfT practices, ultimately benefiting both learners and the broader tourism industry.

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