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English for Tourism A Shift from Theory to Praxis

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Abstract

The tourism industry in Saudi Arabia has grown significantly along with its workforce, especially Aseer region, since the launch of Saudi Vision 2030. English language skills are essential for the tourism industry's development. Hence, developing English language materials for those who work in the Saudi Arabian tourism industry is necessary. The present research sought to assess the communication requirements of this workforce in English. This current study is divided into two phases. The first phase consists of an interview conducted with the professionals working in the tourism sector in the Aseer region. The second phase consists of a survey questionnaire that was created and distributed among the professionals teaching at the undergraduate level at a public university in Abha, Saudi Arabia. The results showed that Listening and Speaking abilities were determined to be crucial for their line of work, especially when it came to comprehending directives and specifications and giving information about tourist destinations. An ESP teaching approach and suitable training programs are suggested to train the employees at the study's conclusion to address the English language communicative needs of Saudi Arabia's tourism industry workers, particularly in the Aseer region.

Keywords: Communication skills, English language, Tourism, Workforce

Introduction

Like other economic sectors, tourism stimulates demand, investment, and employment to propel local, regional, and national economic growth. It also creates demand in other related sectors and greatly affects the foreign exchange market. (Susilorini, et al., 2021; Bai, et al., 2021). A major global social and economic force is the tourist and hospitality sector. Communication skills such as negotiation, dealing with foreigners, and general interaction are crucial for those who want to work in the hotel or tourism industries. Consequently, knowing English is vital for people who want to work in this field. Saudi Arabia has started a bold initiative (Vision 2030) to change and diversify the country's economy. It invests in and creates other sizable tourism-related projects, such as Neom and the Red Sea (Kane & Al-Khudair, 2021).

Corzo (2022) notes that the world's tourism sector is going through a prosperous time. The average amount spent by tourists and the frequency of travel abroad have steadily increased, improving the tourism industry's contribution to each nation. The Saudi government plans to make Aseer the pinnacle of modernity, with authenticity and natural beauty at its core, by undertaking infrastructure initiatives that would make it a popular tourist destination on a global scale. The top priority is tourism. They want to improve the position of Aseer region on the world tourism map while offering middle-class residents seamless tourism experiences by

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concentrating on developing tourism potential and making Aseer a popular travel destination. Aseer is a province in southwest Saudi Arabia. It has an area of 81,000 km². Abha serves as its capital, while Khamis Mushayt, Qal'at Bishah, and Bareg are among its other towns. Geographically, the Aseer region is located on a high plateau that receives more rainfall than the rest of the nation and is home to Mount Sawdah, which is close to Abha and rises to a height of about 3,000 meters. (Som APM, Al-Kassem AH (2013).

Som APM, Al-Kassem (2013) also states, "Aseer region is a unique travel destination. The government develops a multi-hierarchical, inclusive, and coordinated development strategy because tourism involves numerous sectors and stakeholders. The nation's tourism industry adapts to these challenges to encourage tourism industry." Since English is an international language, it is spoken in many different nations. According to Lyons (2017), there are over 5 billion English speakers worldwide, and the number is rising annually. Furthermore, the study reveals that over 80% speak English as a second language. According to the report, there were 360 million English speakers worldwide. As a result, English is presently the most learned language in the world.

English is an international language that should be studied and mastered by workers in the tourism industry in addition to the educational sector. English is utilized in the tourism industry as a medium for interacting, negotiating, and communicating among workers, clients, or visitors. Using English as a communication tool is becoming crucial for winning over customers, especially international ones. Hence, the tourist industry is becoming a very promising commodity in this global era. (Kostiae-Bobanović and Gržinić, 2011).

English instruction has changed over the past twenty years from English for Academic Purposes to English for Specific Purposes, one of which is in the tourism industry, due to advancements in communication and technology. The goal is to have a real-world perspective and apply English. However, English instruction in numerous institutions did not predict that English usage in the tourism sector needs to be analyzed (Kostiae-Bobanović & Gržinić, 2011). Consequently, teaching English will not achieve its intended or appropriate goals once more. The subject has not addressed the suitability and relevance of the material to local needs, particularly the world of tourism in the Aseer region, based on field observation and the analysis of learning achievements listed in the English for Tourism syllabus. Thus, a thorough analysis of the creation of learning tools is required to establish a link and match.

Need of the Study

Furthermore, from the previous literature, English for Tourism teaching materials have not met the requirements outlined in the ESP approach. The growth of tourism in Saudi Arabia, particularly in the Aseer region, necessitates hiring a skilled labor force proficient in written and spoken English to deliver high-quality services to the general public, particularly foreign visitors. The present study is supposed to analyze the following:

- 1.The needs and uses of the English language in the tourism sectors, specifically in Aseer region.
- 2.The implications of having staff with good knowledge in English
- 3.The importance of English language skills and subskills for the tourism sector.

Theoretical Background

Since it enables the best service to be provided to foreign visitors who do not speak the local language, English is essential to the tourism industry. Additionally, to improve foreign visitors' experience, tourism professionals should be able to communicate in English. Individuals in the tourism and hospitality industries must speak English to enhance their communication skills, fluency, and accuracy (Zahedpisheh & Abu Bakar, 2017).

English for Particular Purposes (ESP) or English for Special Purposes is a language teaching methodology focused on meeting students' needs. Moreover, ESP is applied to specific domains and research projects that fit the requirements of the scientific community and the English language user profession. ESP is typically used to teach foreign languages for specific purposes in specific scientific and professional domains. The purpose of ESP is to help students become proficient in using the English language for written and oral communication in the fields in which they are interested. Students studying hospitality, for instance, need to be able to communicate in English to work in the tourism industry. (Anthony, 2018; Maswana & Tajino, 2020).

Moreover, Saudi Vision 2030 places a high importance on international tourism as a driving force for economic growth. Since the inception of the Saudi Vision 2030, the tourism industry in Saudi Arabia, along with its workforce, has been growing substantially. Therefore, designing English language teaching materials for the tourism industry workforce in Saudi Arabia is a necessity. (Al-Malki et al, 2022). A result of a defensible curriculum that satisfies the language learning and teaching requirements of the students and teachers within the context of a particular institution(s) involved is developed as a result of a needs analysis. Numerous studies have examined the language requirements of professionals employed abroad in the travel and tourism sector. However, an analysis ought to concentrate on a particular learning community's requirements and educational environment. (Bobanovic & Grzinic, 2011; Prachanant, 2012; Yasmin et al., 2016; Anthony, 2018; Maswana & Tajino, 2020). Therefore, due to a lack of prior research on Saudi tourism's needs or language skills, especially in the Aseer region, the current study focuses on the need to incorporate ESP course(s) at the tertiary level and introduce training programs for the tourism workforce.

Literature Review

Much research has been conducted on the English language used in different tourism sectors, including examining its linguistic and communicative aspects and the communication needs of its workforce due to the high importance of ESP for tourism (Fujita, 2020). A case study by Blue and Harun (2003) emphasized the unique language features used in the U.K. hospitality industry. They suggested creating ESP training programs for employees in the hospitality industry. The following is a discussion of studies that looked at the language requirements of workers in the tourism industry and are pertinent to the current investigation.

One of the pioneer studies in the tourism sector took place in the UK, Davies (2000); her findings demonstrated that knowing another language was unquestionably advantageous for people in the travel and tourism industry. Furthermore, it was discovered that her participants highly valued speaking and listening abilities.

To ascertain the English language communicative needs of Croatian tourism employees and students, Bobanovic and Grzinic (2011) administered a questionnaire. A little over 70% of the workers who responded to the survey said they required reading and writing skills for business correspondence. Merely 10% of them thought that their speaking abilities needed to be improved. Accent, rapid speech rate, and idiomatic English were identified as some of the

challenges the staff encountered when attempting to understand spoken language.

Prachanant (2012) surveyed 40 employees of international tourism companies in Thailand to determine their English language communicative needs within the Asian context. The findings indicated that speaking and listening were more significant to the surveyed employees than writing and reading. Information and technology were determined to be the most critical communicative purposes.

Rahim and Tazijan (2011) inquired about the oral communication requirements of several managers and interns employed in Penang, Malaysian hotels. One of the communication challenges they encountered during their conversations was accented and rapid speech, along with a limited vocabulary. Responding to client inquiries and requests was deemed extremely pertinent and significant for their line of work.

Yasmin et al. (2016) investigated the English language requirements of fifty employees and students in Pakistan's hospitality industry. Reading and writing skills were found to be extremely important for a few activities, even though listening and speaking were the skills that professionals in the field used the most. In her study, listening and speaking skills were supported by the participant the most to respond to the tourists' requests, grievances, and answer calls and inquiries. However, the surveyed employees also emphasized the need to read and write requests and complaints.

Fujita (2020) examined the English language requirements of Japanese tourism industry workers. Speaking and listening abilities were the most important. One of the challenges the participants faced when communicating with foreign tourists was listening to fast-paced, accented English.

Al-Khatib (2005) investigated the language requirements of fifteen bilingual senior employees (Arabic and English) in Jordan's tourism sector. Not only did the majority of them admit that they needed English for work, but they also mentioned that they needed it for communication, which is important in a field where employees and clients interact frequently. Additionally, at least 27% of them said they corresponded in English. Most participants indicated that they required speaking and writing abilities in addition to specialized vocabulary. In the tourism industry, speaking abilities and specialized vocabulary are expected; however, the requirement for writing skills may result from the participant's special needs.

Moreover, a study by Al Malki et al. (2022) addresses the importance of the English language and various language communicative skills for professionals working in the tourism industry. The results of their investigation reveal that English language proficiency is essential for the Saudi workforce to communicate successfully with national and international tourists. Their study aimed to propose a teaching model for ESP tourism in Saudi Arabia. The other most needed sub-skills were listening and reading skills. It is evident that the survey participants understood and highlighted the significance of listening and reading sub-skills to maintain effective communication with tourists.

Carlisle et al. (2021) addressed integrating technology with communication skills. Tourism is now inextricably linked to technology, necessitating the need for employees in the industry to acquire new digital skills. While there has previously been research on digital skills in tourism, this study aims to identify the wide range of communication abilities needed for today's tourism jobs.

All the above-discussed studies have highlighted the need to improve the four primary skills, listening, speaking, reading, and writing, along with the need to be familiar with

certain terminology to communicate with tourists. One of the studies has also focused on proposing a model for ESP tourism in Saudi Arabia. However, these studies have not included the opinions of both the workers in the tourism sector in the Aseer Region, Saudi Arabia and the perspectives of the teachers at the tertiary level at a public university in the Aseer region to show the importance of incorporating ESP at the tertiary level and arranging for training programs for the tourism workforce. Hence, the present study explores the need to suggest an ESP at the tertiary level and introduce training programs for the tourism workforce to enhance their communication skills with international tourists.

Research Questions

The study tries to address the following research questions:

1. To what extent does the Saudi workforce involved in tourism need to use English, specifically in the Aseer Region?
2. How crucial is proficiency in English language skills for the tourism industry?
3. How significant are subskills in the English language for the tourism industry?
4. What are the implications of having staff with good English language knowledge, specifically in the Aseer region?

Methodology

Participants

The study was divided into two phases. For the first phase, an interview was carried out among 10 employees who worked in the hotels, restaurants, and cafes in the Aseer Region. They have worked in these fields for 5 years and above. They have regular interaction with the tourists who visit these places. They were selected randomly. They were Saudis, and their L1 was Arabic. In the second phase, a survey questionnaire was distributed among the teachers who teach English at the undergraduate level at King Khalid University, Abha (Aseer Region), Saudi Arabia. Their work experience ranged from 5 years and above. The teacher participants were from Saudi Arabia, Egypt, Bangladesh, India, and Yemen. There were 42 males and 20 females. See table (1)

Table (1)

Gender	Number of participants	Work experience			
		0-5 years	6-10 years	11-15 years	16 and above
Males	42	5%	15%	15%	22.5%
Females	20	7.5 %	7%	10%	30%

Instruments

The interview questions and the questionnaire were evaluated by of 5 experts in the Saudi context. The researchers modified the instruments accordingly. A pilot study was conducted to evaluate the validity and reliability of the tools.

Data Collection Procedure

In the first phase, the researchers interviewed the participants with 10 open-ended questions. The participants were selected randomly. Their responses were recorded manually and modified to suit the research purpose. The second phase consisted of a survey questionnaire consisting of 21 closed items. The questionnaire was constructed online in Google Forms. Within two weeks, the data was collected by forwarding the link to the participants through emails and messages on mobiles. The study was conducted in the first term of the academic year 2023.

The Hypothesis of the Research

The research validated the necessity of enhancing communication skills in English among the professionals in the tourism sector in the Aseer Region, Saudi Arabia. Based on the participants' responses in the tourism workforce and the teachers' observations, attitudes, and experiences, the researchers hypothesized that English communication skills ensure an effective and smooth communicative environment in the tourism sector. There are several challenges, but the negative impacts should be resolved to overcome them.

Limitations of the Study

The study has some limitations. The study was conducted only on the teachers and workers working in the Aseer region. The results might have differed if the study had been conducted on more employees in the tourism sector and more teachers working in other institutions.

Ethical Consideration

The names of the participants in the study were kept anonymous. The participants were assured that the confidentiality of the respondents would be maintained. The interview responses and the questionnaire would be used only for data collection and analysis. There would be no pressure if the questionnaire was unfilled or if the interviewees were reluctant to participate.

Analysis and Findings

Phase One

The researchers conducted the first phase of the study through an interview. The participants were Saudis working in hotels/ restaurants and cafes for over five years in Abha, (Aseer region), Saudi Arabia. Their L1 was Arabic. The participants were chosen randomly. Based on the observations, experience, and needs, the interview questionnaire was formulated, which consisted of 10 open-ended questions. The responses were modified and summarized to suit the research purpose.

Interviewer-Q1: How do you Communicate with the Tourists?

Participant(s): I communicate mainly in Arabic.

Interviewer -Q2: Do all the Tourists who come here Communicate in Arabic?

Participant(s): No, sometimes they speak in English too.

Interviewer -Q3: Do many Tourists who Come here Speak only English?

Participant(s): Yes, sometimes some tourists speak only English.

Interviewer -Q4: Do you Face any Problems when they Speak in English?

Participant(s): Yes, I find it challenging to communicate with them in English

Interviewer-Q5: In which Skill(s) do you Face the Most Problem(s)?

Participant(s): In listening and speaking.

Interviewer- Q6: What Problem do you Face in Listening and Speaking?

Participant(s): I need help understanding the tourists' accents, and I need to learn more vocabulary to answer them.

Interviewer-Q 7: Do you Need to be Familiar with any Technical Terms?

Participant(s): Yes, I need to be familiar with them.

Interviewer-Q 8: What do you do when you Need to Speak and Explain Something? For Example, how do you give Directions or Instructions?

Participant (s): I find it difficult. Sometimes, I use my mobile to translate/ give directions or use my body language to express myself.

Interviewer-Q9: Do you Think it would be Better if you were Trained to Communicate in English?

Participant (s): Yes, it would help me a lot. I would have been able to communicate without hesitation.

Interviewer-Q-10: Do you think Writing and Reading Skills are Important to Communicate with Tourists?

Participant(s): Yes, they are also important because sometimes we have to communicate with them through email. So, we should know how to read and respond to email. We also need to know how to use the computer.

Based on the interviewees' responses, it can be interpreted that in Saudi Arabia, the Aseer Region is a tourist spot, and many visitors come, among which are people who speak only English. The employees who worked in hotels, cafes, and restaurants opined that they communicate mainly in Arabic and that sometimes only English-speaking tourists come to the hotels or restaurants. They also stated that they find it challenging to understand the native accent and have to be familiar with specific technical terms to communicate with the tourists. As a result, they have to use Google Translate or body language to convey the message. Hence, the tourism sector in the Aseer Region is in dire need of hiring employees who can communicate in English. It is also essential that the current workforce is trained to interact with the tourists smoothly. The employees emphasized the importance of digital skills as they are needed badly to communicate with tourists.

Phase Two

The next phase of the study consisted of a survey questionnaire. In conducting this study, (N=42 male) and (N=20) female teachers who were working in the undergraduate program (B.A. Honors program) at King Khalid University, Abha, Saudi Arabia, were administered a survey questionnaire consisting of 21 closed items. All ordinal variables in the questionnaire were prepared on a 5-point Likert Scale, starting from strongly disagree to strongly agree. The questionnaire was based on the observations and experiences of professional teachers who had been teaching English at the undergraduate level for 5 years and above. The researchers

compiled the questionnaires with the help of the pre-existing literature. They were valid, as they were evaluated by five experts in the Saudi Arabian context. Proper modifications were made based on their comments, and some changes were applied in the survey to suit each context. After gathering the data, it was analyzed statistically using SPSS (Version 26.0). A tabulation of descriptive statistics, minimum, maximum, mean, and standard deviation, was prepared to determine the teachers' perspectives on the importance of English language in the tourism sector.

Table 2: Teachers' Perspectives on the Importance of English Language in the Tourism Sector in the Aseer Region.

	Mean	Std. Deviation
1. In recent years, knowledge of English has been required to join the tourism workforce in the Aseer region.	4.68	.478
2. Employees in the tourism sector face problems while communicating in English with international tourists in the Aseer region.	3.79	1.182
3. Knowledge of English is a priority for getting jobs in tourism.	4.21	.976
4. Listening skills are essential for communicating with international tourists in the Aseer region.	4.53	.612
5. The employees in the tourism sector should be familiar with different accents.	3.79	.976
6. The employees should be able to listen and interpret messages/ conversations.	4.37	.597
7. Speaking skills are essential for communication.	4.79	.419
8. The workforce should have a rich vocabulary to communicate with international tourists.	4.16	.688
9. It is compulsory for the employees to be familiar with specific tourism terminology.	4.32	.671
10. The employees should know grammar while speaking.	3.37	.955
11. It is necessary to adjust the speaking style depending on the different audiences.	3.68	.885
12. Writing skills are essential to communicate with the tourists.	3.05	1.079
13. The employees should be able to take down notes to get the tourists' instructions.	3.63	.895
14. The employees should have the skill and knowledge in grammar to write emails to reply to the tourists' inquiries, requests, or complaints.	4.00	.816
15. They should have the expertise to write instructions or descriptions about tourist attractions.	3.68	.885
16. They should be able to adjust writing styles for different audiences.	3.16	1.068
17. Reading skills are essential for communicating with tourists.	3.32	1.108
18. The employees should have reading skills to understand the tourists' requests, plans, and queries.	3.68	.946
19. They should be able to read and understand tourists' emails, feedback, and social media messages.	4.16	.765
20. The employees should have sufficient knowledge of using computer software for making presentations, pictures/ diagrams).	3.94	.873
21. The employees must have the ability to demonstrate appropriate cultural communication skills.	4.32	.671

Out of the 21 variables, 17 variables scored more than 3.5 and above on a 5-point Likert Scale, which shows that most of the variables agreed that knowledge of English is necessary in the tourism sector. The highest score was seen in variable 1. *In recent years, knowledge of English is required to join the tourism workforce in the Aseer region* and 7 *Speaking skills are essential for communication*, which scored 4.68 and 4.79, respectively. This shows that the participants emphasized the importance of English, especially speaking skills, to communicate with the tourists.

On the other hand, the lowest scores were seen in variables 12, *Writing skill is essential to*

communicate with the tourists, and 17, *Reading skill is essential for communicating with the tourists*, which scored 3.05 and 3.32, respectively. This shows that the participants feel that reading and writing skills are the least important for communicating with the tourists.

Moreover, variables 2 and 5 have scored the same results, which state that *Employees in the tourism sector face problems while communicating in English with international tourists in the Aseer region*, and *The employees in the tourism sector should be familiar with different accents*, with a mean value of 3.79. This shows that employees in the tourism sector find it challenging to communicate with tourists and must be familiar with the different accents. Similarly, variables 8 and 21 have scored the same results, which state that *The workforce should have a rich vocabulary to communicate with international tourists* and *The employees must have the ability to demonstrate appropriate cultural communication skills* with a mean value of 4.32. This shows that having a rich vocabulary is essential to demonstrate appropriate cultural communication. However, apart from the communication skills, the participants also supported the view that skills in handling technology are vital to running communication effectively, with a mean score of 4.22. Out of the 21 variables, no variable scored less than 3 on a 5-point Likert scale, which indicates that English communication skills are essential to developing the tourism sector in the Aseer Region.

Discussion

The importance of English in the tourism sector is undeniable, irrespective of place and culture. In the modern era, the use of English has dominated all business sectors, and tourism, being one of the most vital sectors, demands that employees have sufficient knowledge of English to communicate with people from different countries and cultures. The research findings in the first phase (interview) demanded training sessions for the workforce in the tourism sector in the Aseer region which strongly support the communication skills that an employee must have to interact with tourists. They face challenges with accents, speed, and specific terminology and find it difficult to express themselves while giving directions or instructions. This issue is addressed in the study by Blue & Harun (2003), who suggested creating ESP training programs for employees in the hospitality industry. Similarly, Al-Malki et al. (2022), who conducted a study in the Saudi Arabian context, propose an ESP program for the tourism workforce. Hence, it is evident that the employees in the tourism business in the Aseer region urgently need specific training programs to improve their communication skills, which answers the first research question.

Another study by Davies (2000) supports that knowing another language is unquestionably advantageous for people employed in the travel and tourism industry. In this study, the participants also opined that the employees in the tourism business should be familiar with the different accents of the tourists, have a rich vocabulary, and have the ability to demonstrate appropriate cultural communication skills. This answers the second research question, which is that the Saudi workforce involved in the tourism sector needs to use English, specifically in the Aseer Region. A similar study by Davies (2003) shows that the participants highly valued listening and speaking abilities. Bobanovic and Grzinic (2011) opine that accents, rapid speech, and idiomatic expressions in English were some of the challenges the staff encountered when attempting to understand spoken English. This goes with the view suggested by Prachanant (2012) in a study among 40 employees of international tourism companies in Thailand, whose findings indicated that speaking and listening skills were more significant than writing and reading skills.

The research findings in the second phase of the present study supported the view that the workforce should have a rich vocabulary to communicate with tourists and be familiar with specific tourism terminology. The teacher participants emphasized the need to improve skills such as Listening and Speaking and the subskills of Grammar and Vocabulary for better communication. This is supported by the study of Rahim and Tazijan (2011), who stated that responding to inquiries and requests from clients was determined to be extremely pertinent and significant for Malaysian employees in their line of work.

The present study's participants supported the view that the employees in the tourism sector in the Aseer region should be familiar with certain terminology to interact smoothly. This goes with the study of Al Khatib (2005) whose findings show that the employees in Jordanian's tourism sector greatly supported the importance of being familiar with specialized vocabulary to communicate with the tourists. However, the importance of reading and writing skills is undeniable. The participants opined that employees should have the reading skills to understand tourists' text messages and respond to emails and messages. This is supported by the study of Al Khatib (2005) and Yasmin et al. (2016), who state that most participants also opined that writing abilities are essential. Reading and writing were found to be extremely important for a few activities, even though speaking and listening were the skills that professionals in the field used the most. This answers the second and third research questions that proficiency in English language skills and subskills is significant in tourism. Similarly, the current study's participants opine that knowledge of technology is needed in the tourism sector. This is similar to the view of Carlisle et al. (2021), who addressed the importance of integrating technology with communication skills.

Conclusion and Implications

Practical English language teaching in tourism is paramount for fostering positive and seamless interactions between tourists and service providers. A well-designed language curriculum should focus on language proficiency and incorporate cultural nuances, communication skills, and industry-specific vocabulary.

English is considered a global lingua franca, and like all other business areas, the tourism sector desperately needs good English communication skills. The possibility of assisting travelers is a necessity for professionals working in this sector. In Saudi Arabia, since the Aseer region attracts tourists from all over the world throughout the year, the tourism sector should hire professionals with good communication skills. This is achievable only when universities and institutions in the Aseer Region establish opportunities for students and professionals to be familiar with language training programs before working in the tourism sector. Therefore, based on the study's findings, the following are the recommendations to be implied:

1. The university/ institutions should design ESP programs that suit the needs of the tourism sector.
2. The tourism sector should design special training programs for the recruits to improve the communication skills of future professionals.
3. Utilizing various interactive teaching approaches is essential for language instructors to captivate learners and replicate situations they might face in tourism.
4. Considering the industry's dynamic nature, teachers should adjust their teaching strategies to align with the changing requirements. Integrating technology, interactive simulations, and real-world case studies can augment learners' practical language proficiency.

5. Fostering cultural awareness and sensitivity is crucial to enable learners to communicate effectively with a diverse range of tourists.
6. Additionally, internship initiatives or language exchange programs involving professionals in the field of tourism can provide learners with practical experience, thereby improving their language skills in authentic, real-world settings.

Hence, proficient English language instruction in the tourism industry not only equips learners with the necessary linguistic abilities for effective communication but also plays a crucial role in elevating the overall quality of the tourist experience. By catering to the industry's specific language requirements and integrating experiential learning, instructors can significantly contribute to preparing language learners for meaningful and successful interactions within the global tourism context.

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