

Open Access Article

English Competency of the Hospitality Workers and Tourist Satisfaction: Policy Recommendations

Nurti Rahayu¹, Rina Suprina², Amrullah³, Krittipat Pitchayadejanant⁴

¹ Hotel Management Department, Trisakti School of Tourism, Jakarta, Indonesia

² Hospitality and Tourism Department, Trisakti School of Tourism, Jakarta, Indonesia

³ Travel Department, Trisakti School of Tourism, Jakarta, Indonesia

⁴ Burapha University International College, Chon Buri, Thailand

Abstract: Despite a large amount of research in tourist satisfaction, little is known about the role of English competency towards tourist satisfaction. To address this gap, the objective of this study is to investigate to what extent the English language ability of hospitality workers is linked to tourist satisfaction in the context of Thai and Indonesian tourists. This quantitative study utilized a questionnaire targeted at the participants with previous trips to Indonesia or Thailand in the last five years. A multilayer framework of tourist satisfaction was adopted to elucidate the variable, while the framework of the hospitality language cycle was employed to measure English competency. The findings reported that both data from Indonesian and Thai participants showed a positive correlation between the English language ability of hospitality workers and tourist satisfaction. The data confirmed that English competency significantly affects tourist satisfaction. This study also revealed English competency of the hospitality workers and tourist satisfaction from the participants' perspectives. Additionally, the findings add empirical evidence on the crucial role of English as a lingua franca towards its contribution to tourist satisfaction. It serves as an initial database for English curriculum development for tourism higher education and English improvement programs for hospitality workers, in general.

Keywords: English competency, hospitality language, tourist satisfaction, tourists' perspectives.

酒店员工的英语能力和游客满意度：政策建议

摘要:

尽管对游客满意度进行了大量研究，但人们对英语能力对游客满意度的作用知之甚少。为了解决这一差距，本研究的目的是调查在泰国和印度尼西亚游客的背景下，酒店工作人员的英语语言能力在多大程度上与游客满意度相关。这项定量研究使用了一份针对过去五年曾去过印度尼西亚或泰国的参与者的问卷。为了阐明变量，采用了旅游满意度的多层框架，同时采用了酒店语言周期的框架来衡量英语能力。调查结果显示，来自印度尼西亚和泰国参与者的数据均显示，酒店工作人员的英语语言能力与游客满意度之间呈正相关。数据证实，英语能力显著影响游客满意度。本研究还从参与者的角度揭示了酒店工作人员的英语能力和游客满意度。此外，研究结果增加了关于英语作为通用语言对其对游客满意度的贡献的关键作用的经验证据，并且它是旅游高等教育英语课程开发的初始数据库，以及一般酒店工作人员的英语改进计划。

关键词: 英语能力，热情好客的语言，游客满意度，游客的观点。

Received: May 18, 2021 / Revised: June 6, 2021 / Accepted: July 16, 2021 / Published: August 30, 2021

About the authors: Nurti Rahayu, Hotel Management Department, Trisakti School of Tourism, Jakarta, Indonesia; Rina Suprina, Hospitality and Tourism Department, Trisakti School of Tourism, Jakarta, Indonesia; Amrullah, Travel Department, Trisakti School of Tourism, Jakarta, Indonesia; Krittipat Pitchayadejanant, Burapha University International College, Chon Buri, Thailand

1. Introduction

The global trend of international travel partly triggers the widespread use of English as a global language. This travel industry has direct linguistic consequences, and this trend can significantly influence language usage over time [1, 2]. Furthermore, the increasing trend of traveling for pleasure enables the tourism industry to grow and develop into a larger market, serving as one of the biggest country's capital incomes. In this view, improving tourists' service contributes to their satisfaction. Hence, improving communication quality is important since it serves as the first contact point between the customers and the service provider and, without a doubt, influences the consumption experience [3]. In a similar vein, the significant role of language in tourism is often referred to as a soft skill, and together with hard skills, the soft skill competencies affect employability [4].

The English language adoption in tourism is analyzed in various perspectives, such as linguistic narrative analysis [5], English as hospitality language [3], hospitality workers; perspectives on English ability [6]-[8], and pragmatics analysis on the conversation exchange in a specific establishment [9]. In addition to the research focus on language and tourism, several studies seek to find the relationship between language proficiency and other factors, such as tourism language, tourism, and sociology [10]. Another research analyzed the language of tour leaders' performance on tourists' satisfaction [11], the impact of interaction quality on guests' satisfaction [12]. Despite the crucial roles of English in tourism, little research is investigated on the relationship of this competency to tourist satisfaction. There is a theoretical gap in the available research about the role of English competency as a prospective predictor of tourist satisfaction in Indonesia and Thailand. Thus, this study attempts to close this knowledge gap by examining tourist satisfaction concerning the English competency of hospitality staff. Therefore, this research seeks to explain how the English competency of hospitality workers affects the overall tourists' satisfaction in two different countries in South East Asia, i.e., Thailand and Indonesia.

1.1. Tourist Satisfaction

A theory of tourist satisfaction derives from customer satisfaction theory in marketing. Kotler contends that customer satisfaction is feelings of pleasure or disappointment that arise after comparing perceptions or impressions of performance with their expectations. To be precise, the customer is dissatisfied if the performance falls short of their expectations. The customer, on the other hand, is satisfied if the performance meets their expectations. Consequently, the customer is highly satisfied or delighted when the performance exceeds their expectations [13].

A review of articles on tourist satisfaction disclosed some facets of the tourist satisfaction theoretical model,

such as tourist satisfaction and loyalty, expectation, and service quality; tourists' cultural backgrounds and cultural differences concerning tourist satisfaction; and a tourist satisfaction evaluation model at destinations. The recent discussion on tourists' satisfaction was discussed within a different context. The construct was explained in the study as having four sub-variables: destination attractiveness, facilities and tourist attraction, English availability, facility, and service in the destination airport [14]. The sub-indicator for English availability refers to the use of English in written form as in the menu, brochure, signage, and general communication. This variable serves as the output or dependent variable.

1.2. Hospitality Language and English for Specific Purposes (ESP)

The term *hospitality* can be defined as a social interaction that refers to activities for entertaining visitors in one's home that do not require payment. At the moment, the concept of 'hospitality has shifted to be more business-oriented and related to profit goals, giving rise to the term *commercial hospitality*. Hospitality encompasses all activities that occur between the arrival and departure of guests. This word refers to a group of explicitly provided activities to guests' satisfaction [3]. For this purpose, Blue and Harun offer a service cycle to describe a hospitality service process; it covers a cluster of hospitality language competence that includes: (1) how to address the person, (2) how to solicit and give the necessary information, (3) how to respond questions or requests, (4) how to use prompts, (5) how to use gestures, (6) how to deal with difficult customers', and (7) how to appease complaints.

In the hospitality cycle, Harun, as cited in [3], clearly defines the stage, activity, and the language used in each cycle. The first one is the arrival cycle; the hospitality workers deal with commercial services ranging from pick-up service and luggage handling to reception registration. For this purpose, the hospitality workers need to use a greeting, welcoming, and other routine language expressions in a formal tone. Next to arrival is familiarization, where the hospitality workers employ briefing style, rehearsed messages, and questions and answers varying from each establishment. The receptionist caters to these languages to inform about the in-house facilities, meal and check-out time, questions and answers about the hotel's related information. The third step is engagement which focuses on formal and impersonal use of language on independent use of facilities in rooms and other sections such as restaurants, pools, pool, gymnasium, etc. The longer the guests stay, the more variations of language are employed. The last stage is departure which handles language transfer, making bills, and farewell conversation. For this purpose, mostly rehearsed language, both formal and

impersonal, is used.

In the English language teaching, English learning to meet the specific learning goals in the workplace is stated as English for specific purposes (ESP). However, the rapid development of various professions enables (ESP) to evolve into English for Vocational Purposes (EVP) [15]. In short, the rising of EVP confirms that students from vocational schools need to be equipped with content knowledge and language skills [15]. This has a profound influence on the English language programs that meet various vocational students' diverse needs. Under this case, vocationally oriented language learning (VOLL) is designed to provide students with an English course that is also vocationally relevant.

Meanwhile, the English hospitality language is considered an area of English for Occupational Purposes (EOP). Meanwhile, the English hospitality language is seen as an area of English for Occupational Purposes (EOP) covering an area of learning focused on tourism [18]. However, substantial overlap exists with General Purpose English (GPE) [3].

1.3. Previous Research

The importance of English in the tourism industry has been widely investigated from various perspectives, such as undergraduate students [16;17] and the human resource directors [11]. The research revealed students' perception of the significant role of communicative competence, confidence, and active skills [16]. Furthermore, Empirical evidence indicates that languages are a significant motivator for either personal growth through cultural enrichment or professional growth [17]. Finally, in a different perspective, the human resource directors stated how language proficiency affects some crucial areas: hiring, training, and job-related communication, job performance, and professional development [11].

Much research has been conducted in the Thailand tourism context, given the significance of English competency in the tourism industry. As one of the most visited countries in ASEAN, Thailand has welcomed 27.391.050 international visitors as of 2019 before the pandemic outbreaks. As many as 709.578 tourists come from Indonesia. A varied array of research has been conducted, for example, expectation and satisfaction from Chinese tourists [19] and teaching English as a foreign language (TEFL) tourism [9]. Additionally, there is some research on the linguistic landscape, such as the pragmatics language in hotel front offices, and needs analysis of Hotel English for specific purposes (ESP). In the last decade, studies on tourist satisfaction in Thailand have been associated with intention to revisit [20], destination loyalty [21], and determinant factors of tourist satisfaction [22].

In the Indonesian context, previous studies on tourist satisfaction are mostly portrayed from the domestic tourist perspective. As for the international tourist perspective, research on tourist satisfaction is

related to food experience [23], sustainability issues in Bromo mountain [24], destination experience and tourist loyalty in Bali [25], and tourist expenditure in dolphin-watching spots [26]. However, those studies mostly elucidate the satisfaction from the tourists' point of view of external factors. At the same time, the quality of the human resources in terms of the English language skill of the hospitality workers is still under-researched.

1.4. The Context of the Present Study

Thailand and Indonesia are both Southeast Asian countries with burgeoning tourism industries. Both countries have similar development patterns (they offer sun, sea, and sand (3S) tourism as the main attraction and rely on this 3S for tourism development). Both countries have a moderate climate and depend solely heavily on tourism for revenue. Additionally, both countries have distinct characteristics that reflect the increasingly important role of English in all of these countries. Apart from its use as an EFL context, English is an important communication or lingua franca between countries. English is now taught as the first foreign language in each country, and it is widely used as a medium of instruction. Within the tourism industry, the service workers in both countries struggle with their English competency to provide the best service for guests, which may affect their satisfaction. This unique context serves as the basis of the current study to investigate how English competency affects tourist satisfaction.

2. Methodology

2.1. Research Design

This study was a quantitative correlational method with two variables: English competency and tourist satisfaction. The target sample was a group of Indonesian tourists who have ever visited destinations in Thailand and Thai tourists who had ever visited destinations in Indonesia. The targeted participants need to have previous trips to Indonesia or Thailand in the last five years to get recent data. Convenient sampling was utilized to get the expected sample. A pilot survey for valid and reliable measurement items was conducted with 20 Indonesian participants. The results from the pilot survey were used to revise and supplement the final draft. The drafts were then scrutinized with some senior fellow researchers to eliminate language bias. Then, the drafts were translated into English for Thai participants, while the questionnaire for Indonesian participants was in Bahasa to facilitate understanding. The final online questionnaire was distributed to tourists with the authors' networking through some local travel agents. At the same time, the quantitative data are analyzed with SPSS 23.

2.2. Participants and Data Collection

This current study portrays Indonesian and Thai tourists on the language ability of the hospitality workers and its relationship with tourist satisfaction. The participants are of Indonesian and Thai nationality who have traveled to either Thailand or Indonesia for the last five years to achieve this goal. The time limit is to ensure that the responses are from the recent data. The participants were recruited from the authors' networking. The online questionnaire was distributed to international students who studied in Thailand. The authors also shared the online questionnaire with several travel agents who arrange trips to Thailand and Indonesia. The distribution of questionnaires was conducted from January to March 2021.

2.3. Instrumentation

The measurements consist of demographic data, perception of language ability, and tourists' satisfaction. The items in Part 2 and Part 3 were scored on a five-Likert scale, with 1 showing strong disagreement and 5 with a strong agreement. The detailed description is presented below.

2.3.1. Demographic Data

Demographic data is employed to investigate the background of the participant and travel information. Personal identity covers gender, education, age group, origin, occupation. At the same time, the travel information includes frequency of visit, length of stay, destination to stay, travel companion, and hospitality service workers they dealt with. The database provides a profile for the tourists so that the stakeholders can anticipate the tourists' needs to improve their service quality.

2.3.2. Perception of Language Ability

The instrument for language ability is adapted from the theory of English as a hospitality language [3]. Blue and Harun reported the hospitality language cycles from tourists' arrival, familiarization, engagement, and departure. The instrument was developed based on the activities and language use of each phase. For arrival phase is stated in items 1 and 2, familiarization is included in 3, 4, 5, 6, the engagement phase is stated in items 7 and 8, and the departure phase is stated in item 9. Thus, the total item is nine, regarded as the input or independent variable.

2.3.3. Tourist Satisfaction

The instrument to measure the tourists' satisfaction is adapted from [14]. The instrument covers destination attraction (8 items), facilities and tourist attraction (7 items), English availability (4 items), facility and service in the destination airport (4 items). The sub-indicator for English availability refers to English in written form as in the menu, brochure, signage, and general communication. This variable serves as the

output or dependent variable. Thus, the tourist satisfaction variable is explained in twenty-three (23) items.

2.4. Data Analysis

First of all, the researchers checked the item validity and reliability. Then, SPSS 23 is used to run statistical descriptive and correlation analyses to find out the relationship of each variable. The results were then analyzed and presented in the table to facilitate understanding. To facilitate understanding, here is the details table for analyzing the results of quantitative analyses.

2.4.1. Criteria for Item Validity

The correlation demonstrates item validity for the cumulative item (total score), calculated by correlating the item score with the item total score. Suppose we were to use more than one factor. In that case, we must first verify the item validity by associating the item score with the factor score and then continue to correlate the item score with the total factor score (the sum of several factors). Statistical analysis with SPSS can be performed by r count and r table. If r count $\geq r$ table (2-sided test with sig. 0.05), then the instrument or question items significantly correlate to the total score, and the item is declared valid. The r table is 0.3388. As for the independent variable, the total correlation for each item (r -count) ranges from 0.731 to 0.931, thus the values $> r$ table (0.3388). Thus, all nine items are declared valid.

A dependent variable comprises four sub-variables. First, the sub-variable destination attractiveness, the r -count values range from .710 to .884, thus the values $> r$ -table (.3388) making all the eight items valid. Second, for tourist attractions and facilities, the r -count value ranges from 0.775 to 0.875, hence the values $> r$ -table (.3388). It means that seven (7) items making up that sub-variable are valid. The third sub-variable is the English Language Ability, and the r -count values range from .823 to .939; thus, all four (4) items are valid. The fourth sub-variable is facilities and service at the airport. The r -count values range from .856 to .932 $>$ the values or r -table. Then, all four (items) are valid.

2.4.2. Criteria for Reliability

Reliability tests are essential to investigate whether the instruments are consistent over time. The value of Cronbach's Alpha (CA) can be used to identify the reliability per variable. The value of Cronbach's Alpha > 0.60 is regarded as reliable. SPSS data analysis reported that the CA value for the independent variable (Hospitality language) is .788 and declared reliable. While in the dependent variable, CA value for destination attractiveness is .796, tourist attraction and facilities 0.841, the English language availability 0.840, facilities and service at the destination airport 0.840. Thus, all items are reliable and can be used for further

statistical analysis.

2.4.3. Criteria for Statistic Descriptive and Correlation

The descriptive statistic is presented by analyzing the mean of each item, then the accumulated mean per variable was also presented. The mean analysis was classified as the five Likert scales with a mean score range from strongly disagree ($M = 1.00 - 1.80$), disagree ($M = 1.81 - 2.60$), somewhat agree ($M = 2.61 - 3.40$), agree ($M = 3.41 - 4.20$), and strongly agree ($M = 4.21 - 5.00$). To investigate the relationship among variables, the Pearson Correlation test is run with SPSS 23. The results show the significant value and coefficient correlation, stated as r , showing the degree of correlation as positive or negative. The correlation value ranges from -1 to 1, showing a very weak to very strong correlation. Additionally, coefficient determination and T-test were conducted to see the contribution of independent variables and the significance level.

3. Results and Discussion

3.1. Statistic Description

The results revealed that male tourists dominate the participants from both countries. The dominant age group is 17-25 years old (61% and 37%), showing student tourists with bachelor degrees. These details illustrated that the modern attraction tends to draw more young customers due to its modern and sophisticated nature. In addition, most of the participants from Indonesia are students, while participants from Thai dominated by private and public employees.

The finding from the travel data showed that Indonesian and Thai tourists' frequency of visiting the country under study is dominated by once or twice. The length of stay of Indonesian tourists in Thailand is more than three weeks, while Thai tourist in Indonesia is one week. Most of the travel companions of Indonesian tourists are friends, while the travel companions of Thai tourists are colleagues. Both Indonesian and Thai tourists have the most frequent encounters with food service staff, followed by hotel service staff and travel bureau. Data from the tourist profile can be used to anticipate the tourists' needs to improve service quality and satisfaction.

3.2. The English Language Ability of the Hospitality Workers

The descriptive statistics of the participants' viewpoints on the English language ability of the hospitality workers follow the Blue & Harun hospitality language cycle. The results show that the participants tended to perceive the language ability positively, given that the mean scores of the four dimensions ranged from 3.33 to 3.83. Additionally, participants from Thailand mostly agree that

Indonesian hospitality workers have a good English ability to serve the guests from arrival until departure ($M = 3.7$). However, Indonesian participants have lower agreement on the statements to assess hospitality workers' English competency in Thailand ($M = 3.4$). Indonesian participants consider that Thai hospitality workers are less capable of handling complaints ($M = 3.26$), transferring information ($M = 3.33$), and answering questions politely ($M = 3.35$). Participants from Thailand reported their highest agreement ($M = 3.83$) on item three (3), showing the hospitality service staff they met in Indonesia have good English in giving information and answering questions politely during their arrival phase.

Given the data above, the English language in the Asian context is not much different regarding the roles of the foreign language. Both Indonesia and Thailand have a rather similar context in that both countries rely on the first language for daily communication. Additionally, Indonesia has a more varied linguistic landscape regarding hundreds of multiethnic groups with their native languages to adopt. The existence of Bahasa Indonesia adds to the widespread use of the national language to communicate among ethnic groups.

3.3. Tourist Satisfaction

The result from table 4 reveals that both Thai and Indonesian participants showed their satisfaction with destination attractiveness, with $M = 3.86$ and 3.9 , respectively. In addition, Indonesian participants show their satisfaction with the Thai environment, reasonable prices, and diverse cuisine. As for tourist attractions and facilities, Indonesian participants show more satisfaction ($M = 4.1$), while Thai participants are slightly lower with $M = 3.76$. Shopping facilities in Thailand are stated as the most attractive. Furthermore, both Thai and Indonesian are happy with the availability of English in menus, brochures, directions in public places, and communication ($M = 3.67$). In addition, Indonesian participants reported more satisfaction with facilities and service at Thai airport ($M = 3.94$), while Thai's satisfaction is slightly lower with $M = 3.66$. In general, Indonesian participants showed higher satisfaction with Thai destinations, tourist attractions and facilities, and facilities and services at the Thai airport. Interestingly, the mean value for satisfaction on English availability for both countries is the same with $M = 3.67$.

3.4. Correlation Analysis

Table 1 from the bivariate correlations showed that the language competency variable was significantly related to tourist satisfaction in both countries. There was a significant positive association between English competency and tourist satisfaction with $p < 0.01$ and $r = .562$ for Thai tourists and $r = .401$ for Indonesian tourists showing a moderate association among

variables. Although the degree of correlation is moderate, the finding confirmed how the hospitality workers' English ability contributes to tourist satisfaction to some degree.

Table 1 Correlation of English ability and tourist satisfaction

Variables		Thai tourists	Indonesian tourists
English ability	Pearson Correlation	0.562**	0.401**
	Sig.(2-tailed)	0.000	0.003
	N	35	54

Note: *p < .05, **p < 0.01

3.5. Regression Analysis

The regression analysis in table 8 shows that the value of R^2 is .315, and .161 which means that 31.5% and 16.1% of the total variance in tourist satisfaction has been 'explained' by English competency. It means that for Thai participants, tourist satisfaction is explained with 31.5% of English competency, while as much as 16.1% of the total tourist satisfaction in Indonesia is explained by English competency. The significant value from both cases is .00 for Thai participants and .003 for Indonesian participants. Those values are less than the alpha value of .05. This means that the English competency variable significantly affects both Indonesian and Thai tourist satisfaction.

Table 2 Model summary

Model	R	R square	Adj R square	Std. Err of the estimate
Thai tourists	0.562 ^a	0.315	0.295	0.55096
Indonesian tourists	0.401 ^a	0.161	0.145	0.37673

Note: a. Predictors: (Constant), English ability

The present study investigated the relationships between tourists' perceptions of English competency of hospitality workers in Thailand and Indonesia with tourist satisfaction. The study results provide support for the relationships between language competency and tourist satisfaction. For this reason, they have important pedagogical implications, especially for tourism vocational institutions where future tourism professionals are educated. The bivariate correlations show significant correlations between the English competency variable and tourist satisfaction. Previous research connecting two different contexts is limited. The context of Thailand and Indonesia is unique. First, both countries have similar destinations to offer; sun, sea, sand, along with the stunning geographical and cultural landscape. Second, as for developing countries, tourism is expected to support the countries' gross domestic income. And third, both countries, along with the neighboring countries, compete to attract as many tourists as possible. The statistics show that Indonesia

is still struggling to attract more tourists compared with Singapore and Thailand. This research contributes to the literature of factors affecting tourist satisfaction and highlights the crucial role of English competency in the tourism industry.

4. Conclusion and Policy Recommendation

Based on the data from Indonesian and Thai tourists, this study uncovered that hospitality workers' English competency significantly affects overall tourist satisfaction. This current study adds to the present literature of some factors affecting tourist satisfaction. While some tourism higher education encourages English teaching for students' future careers, this research provides empirical evidence that the English competency of hospitality workers affects tourist satisfaction in two different contexts: Indonesia and Thailand.

Additionally, the findings of this study have a few strategic policy recommendations for various stakeholders. First, the study suggests that hospitality managers should equip the staff with a high level of English competency to enhance tourist satisfaction, particularly in the hospitality language cycle such as arrival, engagement, familiarization, and departure. Service satisfaction could well impact overall satisfaction with a destination and tourists' motivations to return. Hospitality managers, in particular, should cultivate English development programs, regardless of whether internet-based or in-person, to enlighten their employees on how to communicate in formal English and seek to improve their attitude toward customers. They should also learn how to deal with the customers' complaints.

Second, related stakeholders need to work hand in hand to ensure that the tourists are satisfied with their trips. In doing so, the local government needs to collaborate with tourism practitioners from the industry and the faculty to equip the hospitality workers with the necessary communication skills to improve the destination image. Since hospitality workers cover a broad range of services, there should be a priority for the language improvement program. From the five-star establishment to the homestays in rural areas, those who work in the tourism sector should know how to communicate in English. Eventually, frontline employees must be conscious of their demeanor toward customers, remain patient, considerate, and always willing to help them. Customers' tone of voice, body language, and facial expressions, as well as the language they use to express their needs or desires, should be observed. It is not difficult to create a supportive environment for good face-to-face interactions in the tourism industry. Making every service encounter authentic and unique should be a primary concern for the tourism sector to raise tourist satisfaction and behavioral intentions, attracting more

foreign tourists, and increasing the company's financial performance.

This study is significant since it established the direct impact of perceived the English language competency of hospitality workers on tourist satisfaction in two different countries. While a substantial body of research has shown the effect of physical attributes and service quality on visitors' satisfaction and revisit intention [27], this research discovered the unique contribution of English competency. This attribute is rarely discussed as a single attribute. The fact that this study discusses the unique feature of English as a hospitality language might also be viewed as an addition to ESP curriculum development in higher tourism institutions. This study may give insight into how the tourism marketing sector may address tourist dissatisfaction caused by the incompetent English language ability of the service providers. While more and more tourists are less dependent on tour guides' service and can arrange their own travel itinerary, there is an increasing opportunity for them to communicate directly with the hospitality workers from their arrival into their departure. To this end, English ability is the primary key for providing service for the tourists, without which the communication cannot run smoothly, and it affects their satisfaction. Finally, this study serves as empirical evidence on the importance of English usage in the tourism industry.

4.1. Limitation and Future Research

This study is not without any limitations. Due to the COVID-19 pandemic, the questionnaire distribution could not reach wider participants. Hence, only a limited number of participants took part in the survey. As a result, the finding cannot be generalized to the whole population. Additionally, the variables in this study were limited to English competency and tourist satisfaction. Then the research participants are limited to tourists from Indonesia and Thailand who had previous trips to each country for the last five years. Despite those limitations, the finding offers significant contributions in the area of tourism and the English language education.

For this reason, further research is expected to cater to a more representative sample, and the quantitative data can be supplemented with qualitative data such as from interviews and observations. Last but not least, the context of tourism in Indonesia and Thailand offers a wide range of research topics. Thus, future researchers can integrate more variables to provide a clear picture of the research area.

Acknowledgments

The first author would like to express her deepest gratitude to Lembaga Pengelola Dana Pendidikan (LPDP/the Indonesia Education Endowment Fund for Education) under the Ministry of Finance of the

Republic of Indonesia as an affiliation research grant for the financial support. A big appreciation also goes to Trisakti School of Tourism, Indonesia, and Burapha University International College, Thailand, for their full support and ethical considerations. Finally, we also thank the participants who voluntarily support and participate in this study.

References

- [1] TAGLIAMONTE S.A., D'ARCY A., & LOURO C.R. Outliers, impact, and rationalization in linguistic change. *Language*, 2016, 92(4): 824-849. doi:[10.1353/lan.2016.0074](https://doi.org/10.1353/lan.2016.0074).
- [2] OKAFOR L. E., KHALID U., & BURZYNSKA K. The effect of migration on international tourism flows: the role of linguistic networks and common languages. *Journal of Travel Research*, 2021. doi: 00472875211008250.
- [3] BLUE G. M., & HARUN M. Hospitality language as a professional skill. *English for Specific Purposes*, 2003, 22(1): 73-91. doi: 10.1016/S0889-4906(01)00031-X.
- [4] SUCCI C., & CANOVI M. Soft skills to enhance graduate employability: comparing students and employers' perceptions. *Studies in Higher Education*, 2020, 45(9): 1834-1847. doi: [10.1080/03075079.2019.1585420](https://doi.org/10.1080/03075079.2019.1585420)
- [5] TOMASSINI L X., FONT & THOMAS R. The case for linguistic narrative analysis, illustrated studying small firms in tourism. *Tourism Geographies*, 2021, 23(1-2): 344-359. doi: [10.1080/14616688.2019.1619824](https://doi.org/10.1080/14616688.2019.1619824)
- [6] BERNSTEIN J.D., & WOOSNAM K.M. Same same but different: Distinguishing what it means to teach English as a foreign language within the context of volunteer tourism. *Tourism Management*, 2019, 72: 427-436. doi: 10.1016/j.tourman.2019.01.010.
- [7] ERAZO M.A.C., RAMÍREZ S.I.M., ENCALADA M.A.R., HOLGUIN J.V., & ZOU J.H. English language skills required by the hospitality and tourism sector in El Oro, Ecuador. *Theory and Practice in Language Studies*, 2019, 9(2): 156-167. doi: 10.17507/tpls.0902.05.
- [8] YOUNGBLOOD A.M., NUTTA J.W., DICKSON D.R., & NUTTA M.W. Learning English as a second language in the back-of-the-House: proficiency and employment from the perspective of hotel human resource directors. *Journal of Human Resources in Hospitality & Tourism*, 2021, 20(1): 24-47. doi: 10.1080/15332845.2020.1821426.
- [9] PURNOMO B. Politeness Strategies and Levels in Tourism-Service Language in Surakarta Residency. *Register Journal*, 2016, 3(2): 153-189. doi: 10.18326/rgt.v3i2.447.
- [10] IRIMIEA S.B. The relationship between the language of tourism, tourism and sociology. *European Journal of Social Science Education and Research*, 2018, 5(2): 128-141. doi: 10.2478/ejser-2018-0041.
- [11] SYAKIER W.A., & HANAFIAH M.H. Tour guide performances, tourist satisfaction and behavioural intentions: a study on tours in Kuala Lumpur city centre. *Journal of Quality Assurance in Hospitality & Tourism*, 2021, 1-18. doi: [10.1080/1528008x.2021.1891599](https://doi.org/10.1080/1528008x.2021.1891599)
- [12] MUSTELIER-PUIG L.C., ANJUM A., & MING X. Interaction quality and satisfaction: An empirical study of international tourists when buying Shanghai tourist attraction services. *Cogent Business & Management*, 2018, 5(1). doi: [10.1080/23311975.2018.1470890](https://doi.org/10.1080/23311975.2018.1470890)

- [13] KOTLER P., KELLER K.L., MANCEAU D., & DUBOIS B. *Marketing Management*. 2016, 15 Edn. New Jersey: Pearson Education.
- [14] KOZAK M., & RIMMINGTON M. Tourist satisfaction with Mallorca, Spain, as an off-season holiday destination. *Journal of Travel Research*, 2000, 38(3): 260-269.
- [15] RENANDYA W. A., & WIDODO H. P. *English Language Teaching Today. Linking Theory and Practice*. New York: Springer, 2016.
- [16] BURY J., & OKA T. Undergraduate students' perceptions of the importance of English in the tourism and hospitality industry. *Journal of Teaching Travel & Tourism*, 2017, 17(3): 173-188. doi: 10.1080/15313220.2017.1331781.
- [17] CASTILLO ARREDONDO M. I., RODRIGUEZ ZAPATERO M. I., PÉREZ NARANJO L. M., & LÓPEZ-GUZMÁN T. Motivations of educational tourists in non-English-speaking countries: the role of languages. *Journal of Travel & Tourism Marketing*, 2018, 35(4): 437-448. doi: [10.1080/10548408.2017.1358238](https://doi.org/10.1080/10548408.2017.1358238)
- [18] PARK S.H., YOO H., KIM K.B., & LEE T.J. Perceptions of university students of 'tourism-focused English' as a second language: The case of Korean universities. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2018, 23: 59-69. doi: 10.1016/j.jhlste.2018.05.001.
- [19] CHOIBAMROONG T. Expectations and satisfaction of Chinese tourists toward Thailand tourism management. *Asia-Pacific Social Science Review*, 2017, 16(3): 30-45.
- [20] CHITTHANOM C. Relationships among medical ctivity perceived functional values satisfaction trust and revisit intention in medical tourism: A case study on CLMV tourists in Thailand. *ABAC Journal*, 2020, 40(3): 54-77 2020
- [21] WONGSAWAT Y. A structural equation modeling on factors related to foreign tourists' destination satisfaction and destination loyalty: The case of Lanna cultural tourism in Thailand. *Asia-Pacific Social Science Review*, 2019, 19(1): 169-177
- [22] LWIN H.N.N. The level and determinants of international patient satisfaction with dental tourism in Bangkok Thailand. *Cogent Bussiness Management*, 2021, 8(1), Article ID 1898316, doi: 10.1080/23311975.2021.1898316.
- [23] HENDIJANI R.B. Effect of food experience on tourist satisfaction: the case of Indonesia. *International Journal of Culture, Tourism and Hospitality Research*. 2016, 10(3): 272-282, doi: 10.1108/IJCTHR-04-2015-0030.
- [24] PRAYOGO R. Sustainability and tourist satisfaction in Bromo Mountain Indonesia. *Proceedings of the International Conference on Industrial Engineering and Operations Management*. 2018: 2526
- [25] YULIANA. Analysing destination experience satisfaction and loyalty of domestic tourists: A case study of Bali Indonesia. *Pertanika Journal of Social Science and Humanities*. 2018, 26: 213-224
- [26] MUSTIKA P.L. Tourist satisfaction and expenditures in a reef-adjointing dolphin watching industry in Lovina Bali Indonesia. *Coral Reefs: Tourism Conservation and Management*, 2018, 184-197. doi: 10.4324/9781315537320.
- [27] KIM S., PARK J.H., LEE D.K., SON Y.H., YOON H., KIM S., & YUN H.J. The impacts of weather on tourist satisfaction and revisit intention: a study of South Korean domestic tourism. *Asia Pacific Journal of Tourism Research*, 2017, 22(9): 895-908. doi: [10.1080/10941665.2017.1357640](https://doi.org/10.1080/10941665.2017.1357640)
- 参考文献:**
- [1] TAGLIAMONTE S.A., D' ARCY A. 和 LOURO C.R. 语言变化中的异常值,影响和合理化. 语言, 2016, 92 (4): 824-849. doi:10.1353/lan.2016.0074.
- [2] OKAFOR L.E., KHALID U., 和 BURZYNSKA K. 移民对国际旅游流量的影响: 语言网络和通用语言的作用. 旅游研究杂志, 2021. doi: 00472875211008250.
- [3] BLUE G.M., 和 HARUN M. 酒店语言作为一种专业技能. 特殊用途英语, 2003, 22(1): 73-91. doi: 10.1016/S0889-4906(01)00031-X.
- [4] SUCCI C., 和 CANOVI M. 提高毕业生就业能力的软技能: 比较学生和雇主的看法。 高等教育研究, 2020, 45(9): 1834-1847. doi: 10.1080/03075079.2019.1585420
- [5] TOMASSINI L X., FONT 和 THOMAS R. 语言叙事分析的案例, 说明了研究旅游中的小公司. 旅游地理, 2021, 23 (1-2): 344-359. doi: 10.1080/14616688.2019.1619824
- [6] 伯恩斯坦 J.D., 和 WOOSNAM K.M. 相同但不同: 区分在志愿者旅游的背景下教授英语作为外语的含义. 旅游管理, 2019, 72: 427-436. doi: 10.1016/j.tourman.2019.01.010.
- [7] ERAZO M.A.C., RAMÍREZ S.I.M., ENCALADA M.A.R., HOLGUIN J.V., 和 ZOU J.H. 厄瓜多尔埃尔奥罗的酒店和旅游业所需的英语语言技能. 语言研究理论与实践, 2019, 9(2): 156-167. doi: 10.17507/tpls.0902.05.
- [8] YOUNGBLLOOD A.M., NUTTA J.W., DICKSON D.R. 和 NUTTA M.W. 在后台学习英语作为第二语言: 从酒店人力资源总监的角度来看的熟练程度和就业. 酒店与旅游人力资源杂志, 2021, 20(1): 24-47. doi: 10.1080/15332845.2020.1821426.
- [9] PURNOMO B. 苏拉卡达公寓旅游服务语言的礼貌策略和水平. 注册期刊, 2016, 3(2): 153 - 189. doi: 10.18326/rgt.v3i2.447.
- [10] IRIMIEA S.B. 旅游语言, 旅游与社会学之间的关系. 欧洲社会科学教育与研究杂志, 2018 年, 5(2): 128-141. doi: 10.2478/ejser-2018-0041
- [11] SYAKIER W.A., 和 HANAFIAH M.H. 导游表演, 游客满意度和行为意向: 吉隆坡市中心旅游研究. 酒店与旅游质量保证杂志, 2021, 1-18. doi: 10.1080/1528008x.2021.1891599
- [12] MUSTELIER-PUIG L.C., ANJUM A., 和 MING X. 互动质量和满意度: 国际游客购买上海旅游景点服务的实证研究. 有说服力的商业与管理, 2018 , 5(1). doi: 10.1080/23311975.2018.1470890
- [13] KOTLER P., KELLER K.L., MANCEAU D. 和 DUBOIS B. 营销管理. 2016 , 第 15 版. 新泽西州: 培生教育.
- [14] KOZAK M., 和 RIMMINGTON M.

游客对西班牙马略卡岛作为淡季度假胜地的满意度。旅游研究杂志, 2000, 38(3): 260-269。

[15] RENANDYA W.A., 和 WIDODO H. P. 今日英语教学。理论与实践相结合。纽约: 斯普林格, 2016。

[16] BURY J., 和 OKA T. 本科生对英语在旅游和酒店业重要性的看法。旅游教学杂志, 2017, 17 (3): 173-188. doi: 10.1080/15313220.2017.1331781。

[17] CASTILLO ARREDONDO M.I., RODRIGUEZ ZAPATERO M.I., PÉREZ NARANJO L. M. 和 LÓPEZ-GUZMÁN T.

非英语国家教育游客的动机: 语言的作用。旅游营销学报, 2018, 35(4): 437-448.

doi: 10.1080/10548408.2017.1358238

[18] PARK S.H., YOO H., KIM K.B. 和 LEE T.J. 大学生对“以旅游为中心的英语”作为第二语言的看法: 以韩国大学为例。酒店, 休闲, 体育与旅游教育杂志, 2018, 23: 59-69. doi: 10.1016/j.jhlste.2018.05.001。

[19] CHOIBAMROONG T. 中国游客对泰国旅游管理的期望和满意度。亚太社会科学评论, 2017, 16(3): 30-45。

[20] CHITTHANOM C. 医疗活动感知功能价值满意度信任和医疗旅游重访意愿之间的关系: 以泰国 CLMV 游客为例。ABAC 期刊, 2020, 40(3): 54 - 77 2020

[21] WONGSAWAT Y.

外国游客目的地满意度和目的地忠诚度相关因素的结构方程模型: 以泰国兰纳文化旅游为例。亚太社会科学评论, 2019, 19(1): 169 - 177

[22] LWIN H.N.N. 泰国曼谷牙科旅游国际患者满意度的水平和决定因素。有说服力的企业管理, 2021, 8(1), 文章编号1898316, doi: 10.1080/23311975.2021.1898316。

[23] HENDIJANI R.B. 美食体验对游客满意度的影响: 以印度尼西亚为例。国际文化, 旅游和酒店研究杂志。2016, 10(3): 272 - 282, doi: 10.1108/IJCTHR-04-2015-0030

[24] PRAYOGO R. 印度尼西亚溴山的可持续性和游客满意度。工业工程和运营管理国际会议论文集。2018: 2526

[25] YULIANA. 分析国内游客的目的地体验满意度和忠诚度: 以印度尼西亚巴厘岛为例。佩塔尼卡社会科学与人文杂志。2018, 26: 213 - 224

[26] MUSTIKA P.L. 印度尼西亚巴厘岛罗威那与珊瑚礁相邻的海豚观赏产业的游客满意度和支出。珊瑚礁: 旅游保护和管理, 2018, 184-197. doi: 10.4324/9781315537320。

[27] KIM S., PARK J.H., LEE D.K., SON Y.H., YOON H., KIM S., 和 YUN H.J. 天气对游客满意度和重游意愿的影响: 韩国国内旅游研究。亚太旅游研究杂志, 2017, 22(9): 895-908。