



English Language and Tourism Education: A Bibliometric Approach

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Abstract

English language and tourism education in tourism play an important role in tourism industry development, while few studies have utilized bibliometric visualization method to explore this research area. The aim of this study is to use scientometrics and bibliometrics to merge two disciplines English language and tourism education from 1993 to 2021. A total of 583 publications were found that were linked to English language and tourism education, and a set of high frequency word analysis, co-occurrence analysis, and co-cited analysis were used. Five basic conclusions are derived based on the analysis method. As a result, additional scholarly collaborations may be able to improve the depth of this research. Also, it is understood that some of the bibliometric findings can be related to Carroll model of school learning and they can be combined with blended learning for more effective English language teaching and learning in tourism education.

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INTRODUCTION

Communication is undoubtedly essential in today's modern World. Especially for young people it is essential in daily life. There are many factors in communication. Šerić's (2020) study which analyzes the effects of technology-mediated (i.e., social media) and in-person communication (i.e., non-verbal cues) on student satisfaction in a higher education context revealed that that national culture seems to only affect the relationship between chronemics and satisfaction. For anyone working in the tourism industry, learning a foreign language is crucial since it allows them to communicate with guests and comprehend cultural differences, as well as expand their job options in this global profession. As tourism and hospitality industry is one of the most important industry in the world, learning and being able to communicate using a foreign language is not only a advantage for a better job option but also a catalyzer for a better career path for the students. The tourist and hospitality business, according to Baum (2006), is the largest and fastest growing in the world. Millions of people travel from their homes to the temporal destinations for a short period of time nowadays. They benefit from the opportunities of means of transport and accommodation, refreshment, and recreation facilities. According to WTO, international travel and tourism expenditures were US\$ 1,468 billion in 2019 (WTO, 2021).

Due to the fact that the tourism revenue is so high, the employee and education of the employees of this sector has become so important. However, the issues that the tourism sector and educators face necessitate a new tourism education paradigm (Güden et al., 2022: 1). The quality of the education determines the quality of tourism as well (Tuna & Başdal, 2021). It mainly depends on the tourism education and the foreign language teaching is the most crucial part of tourism education. As English became the lingua franca in the modern world; teaching English as a second language effectively in the tourism sector is very important. Şimşek (2021) stated that bachelor degree tourism students who are competitive in English language have better self-efficacy belief towards tourism sector. On the other hand, Dužević et al. (2018) have found out that Higher Education students who acquire more knowledge and skills are more satisfied with the provided service at the institutions.

Literature Review

English Language in Tourism

Globalization has led the new lingua Franca "English" became the world's common language and increased the demand for it especially in the sectors where needed. Hospitality industry is of those sectors and industries. Communication is the key element of this industry and for the students. Being able to speak and write in English in tourism industry is quite important as it affects tourist satisfaction. Also, supply and demand mechanism in the tourism industry should work perfectly which is partly depend on the communication in English (Kay & Russette, 2000). Not only the workers of the industry, but also the tourists's foreign language competencies help them to cope with the communication barriers (Harun & Din, 2002; Laborda, 2009). Blue and Harun (2003) and Leslie and Russell (2006) have stated that tourism students have to learn English during the education periods which would meet not only theirs' but also tourists' needs in the industry throughout the world. Especially, functional English is essential and needed by the students of hospitality and tourism. In their study, Maggi and Padurean (2009) looked at how the importance of tourism is associated to higher tourism education in English. According to their study, higher tourism education in English, like higher education in general, has a close link to the wealth of a country as well. Furthermore, Maggi and Padurean (2009) claim that English-taught curricula dominate the competitive worldwide market for

higher education. After studying 93 master's degree programs in tourism out of 112 around the world where English is utilized as a language of teaching, they came to the conclusion that higher tourism education in English is closely associated to the importance of tourism. This study focuses on higher tourism education in English because of their hypothesis that global competition in higher education is inextricably tied to the lingua franca, which is English. They've also updated and illustrated their theory in the next section.

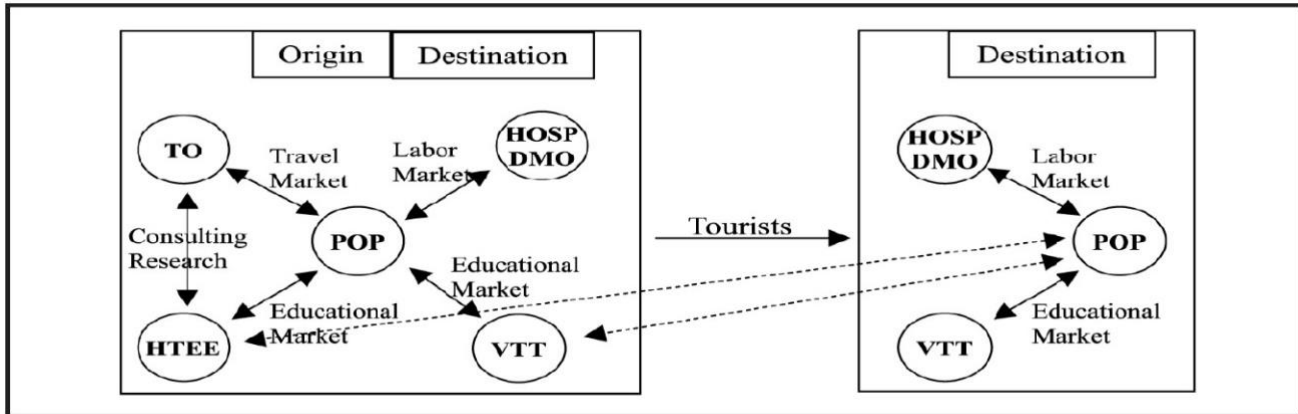


Figure 1. A Revised Model of Tourism Education and Location (Maggi and Padurean, 2009)

In Figure 1, the relation among higher tourism education in English (HTEE), vocational training and professional education in tourism (VTT), hospitality (HOSP), Destination Management Organization (DMO), and tourism (TO). Those empirical findings and facts prove the importance of English language in tourism education. But, for an effective English language learning at tourism schools needs management of the time, resources, and activities as it is stated in Carrol’s model (Ekici, 2016: p.400). As the time is the most important element in Carroll model of school learning, it would ease to know and shorten the time for researchers what is new and effective in the literature. However, understanding the relation between these two terms and finding the newest and best researches about these two terms requires bibliometric studies.

Bibliometric Studies in Tourism

The definition of bibliometric is widely accepted as implementing mathematical and statistical calculations on books and other media. (Pritchard, 1969: p.348). Bibliometric studies enable to evaluate the quality of the studies in a specific field and assessing the concepts, definitions, and trends. (Kasemodel et al., 2016: p.82). Bibliometric analysis are mostly used by the dataset gathered from the journals and articles because they are the cardinal communication channels for researchers and academicians. (Xiao & Smith, 2006: p.490). When the literature is reviewed many bibliometric studies about tourism have been found using the articles from Wos database (Barrios et al., 2008; Hall, 2011; Tokić & Tokić, 2015; Zhang et al., 2015; Koseoglu et al., 2016; Güzeller & Çeliker, 2018; Güzeller & Çeliker, 2019; Ergün & Kalıpcı, 2020; Nebioğlu & Kalıpcı, 2020; Yayla, 2021; Şimşek & Kalıpcı, 2022). However the number of the studies is only 233 in the Wos database after the search using the terms “bibliometric” and “tourism” in 14.2.2022. The distribution of the articles according to the discipline is given below in the Figure 2 according to the data gathered from the Wos database (Wos, 2021).



Figure 2. The Distribution of The Articles (Source: WOS).

As it is seen in the chart the the terms “bibliometric” and “tourism” is not only studied in the field of Hospitality Leisure Sport Tourism. The other daha gathered from Wos database and shown in the chart about Times Cited and Publications Over Time is given below as well in Figure 3 (Wos, 2021).

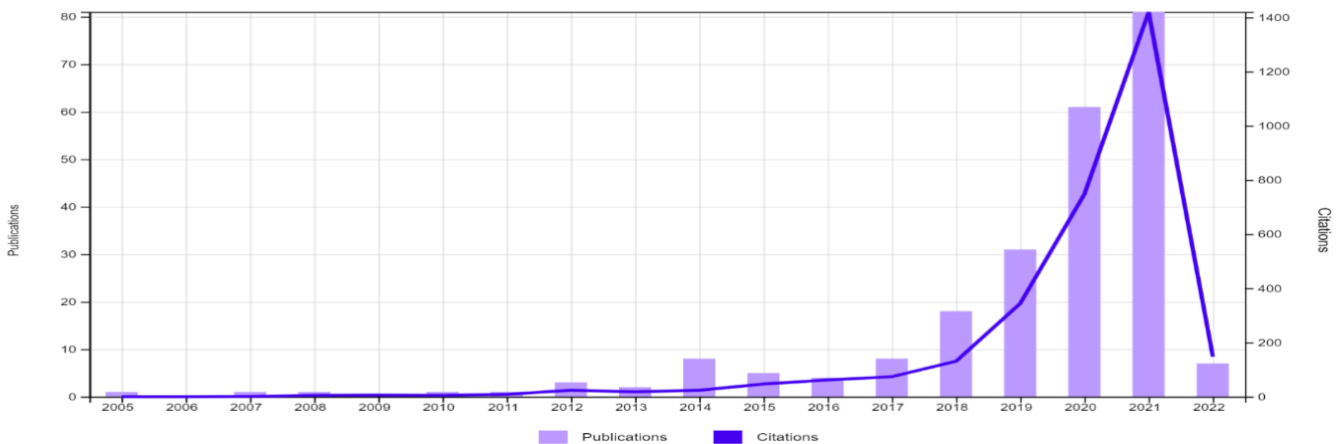


Figure 3. Times Cited and Publications Over Time (Source: WOS)

When the chart is examined there is an increase in the publications and citations about the studies about bibliometric and tourism. This increase can be explained not only with the “Covid-19” as it became difficult to gather data from people with the qualitative and quantitative methods but also the increasing importance of bibliometric studies.

According to Koseoglu et al. (2016) bibliometric analysis in tourism are categorized into six which are journals assessment and ranking studies, article identification studies, content analysis, citation analysis, disciplinary relationship analysis, and country research analysis. In their bibliometric study about tourism and hospitality research in Spain, López-Bonillan and López-Bonilla (2021) underlined the lack of published studies which combine many disciplines. The aim of this study is to combine 3 disciplines which are tourism, education and English language teaching within the scope of scientometrics and bibliometric.

As a result, the current study will be of great interest to tourism and hospitality academics and administrators.

This study identifies the key subjects and current dynamics of "English language" and "tourism education" in hospitality and tourism, as well as future research directions. To conclude the research, we will look at publication trends, major journals that publish research on the topic, the most influential authors and institutions, and the countries that place the most focus on research in the hospitality business on "English language" and "tourism education". Future researchers will benefit from the summary because it will help them find the most relevant sources and publications. Additionally, identifying a pattern of shared knowledge (and, if relevant, a network) will aid the researchers in selecting where to seek additional financial or research support. Developing a consistent structure using themes will aid in finding potential study gaps in previous studies. It assists in identifying the theme's dominant theories, features, context, and techniques. Finally, by grouping and clustering comparable tendencies in the literature, researchers will be able to suggest future study priorities. As a result, bibliometrics will be used to address the following research questions:

RQ1. In terms of "English language" and "tourism education" what is the most recent study trend in hospitality and tourism?

RQ2. What are the most influential and impactful sources and contributions to the extant literature?

RQ3. What are the most influential articles in this field of study?

RQ4. In this field of research, what are the most common categories and keywords?

RQ5. How has the research on the theme progressed over time?

RQ6. What are the prospects for additional research in this area?

Methodology

To study the evolution of knowledge in the fields of "English language" and "tourism education" the required literature was acquired from Web of Science's core collection database in January 2022. Social Science Citation Index (SSCI), Scientific Citation Index Expanded (SCIE), Emerging Sources Citation Index (ESCI), and Art and Humanities Index (A&HCI) are only a few of the databases available. Web of Science's core collection database was chosen since it is a widely utilized benchmark for assessing the academic impact on a global level of disciplines and publications (Gonzalez et al., 2020). While using multiple databases has its advantages (Khoo-Lattimore et al., 2019; Thakur et al., 2021), researchers can use the Web of Science database to focus on key research achievements in an area, investigate more complete co-citation networks, and find study directions that are of interest to renowned scholars (Khoo-Lattimore et al., 2019; Thakur et al., 2021; La et al., 2021). Koseoglu et al. (2016) underlines the fact that bibliometric studies generate new research agendas and directions for disciplines and/or fields, researchers can identify gaps in literature and practice, which were done in this study by combining 3 disciplines which are tourism, education and English language teaching to highlight the relationship among them. The search phrases "English language" and "tourism education" were used. Because bibliometrics frequently use data from the whole year (e.g., Prayag & Ozanne, 2018; S'anchez-P'erez et al., 2021), and the first article that fit the inclusion criteria was published in 1993, the study period was chosen as 1993-2021. There were 583 articles found after excluding unnecessary documents (503 proceedings papers, 22 early access, 25 book chapters, 19 review articles, and others). The review strategy is depicted in Figure 4. For the purpose of the study, knowledge mapping analysis is utilized to analyse the gathered literature data (countries/regions, institutions, journals, authors, keywords, and categories). Because of its

strength and effectiveness, as demonstrated by past studies, visual knowledge mapping is done utilizing CiteSpace software (Wang et al., 2020; Zhang et al., 2020; La et al., 2021).

Using a range of bibliometric methodologies, this study aims to provide an in-depth review of "English language" and "tourism education" phrases in terms of themes, authors, institutions, the impact of its published journals, and keywords.

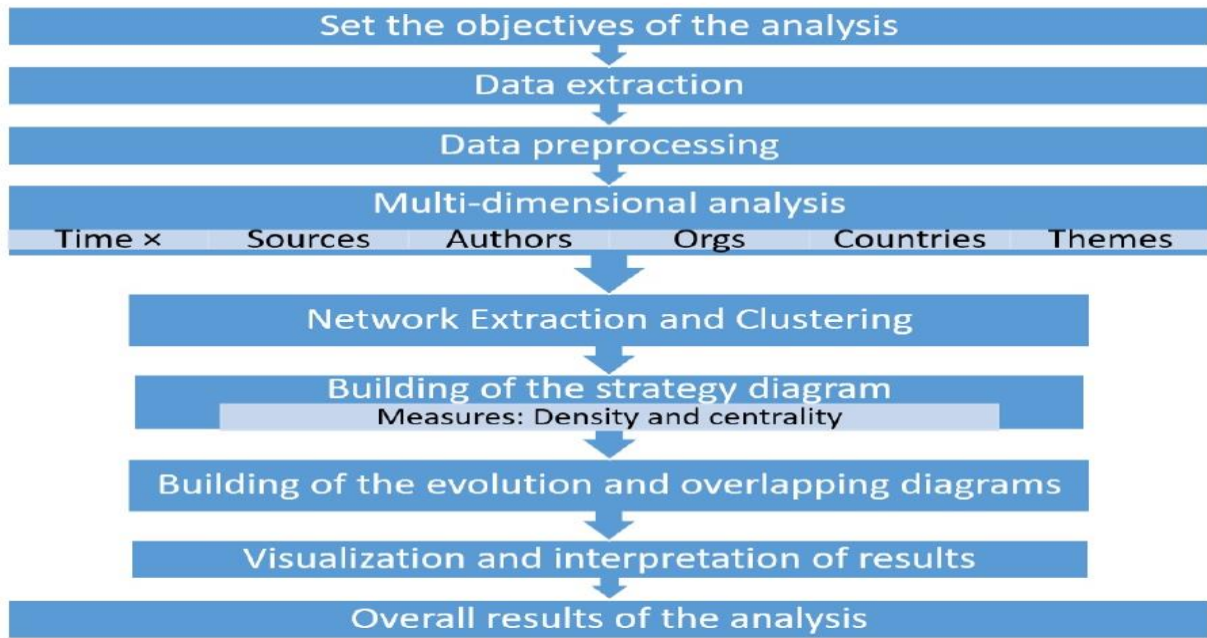


Figure 4. Research Methodology (Galán et al., 2022: 5).

CiteSpace combines structural, temporal, and semantic metrics. Betweenness centrality, modularity, and silhouette are structural measurements that illustrate how important a node is in connecting distinct stages of a scientific topic's progression (Chen et al., 2014; Şahin & Yılmaz, 2021).

Findings

The progression of articles published on "English language" and "tourism education" during a 28-year period from 1993 to 2021 is demonstrated in Figure 5. As shown in Figure 5, only a few papers were produced between 1993 and 2010.

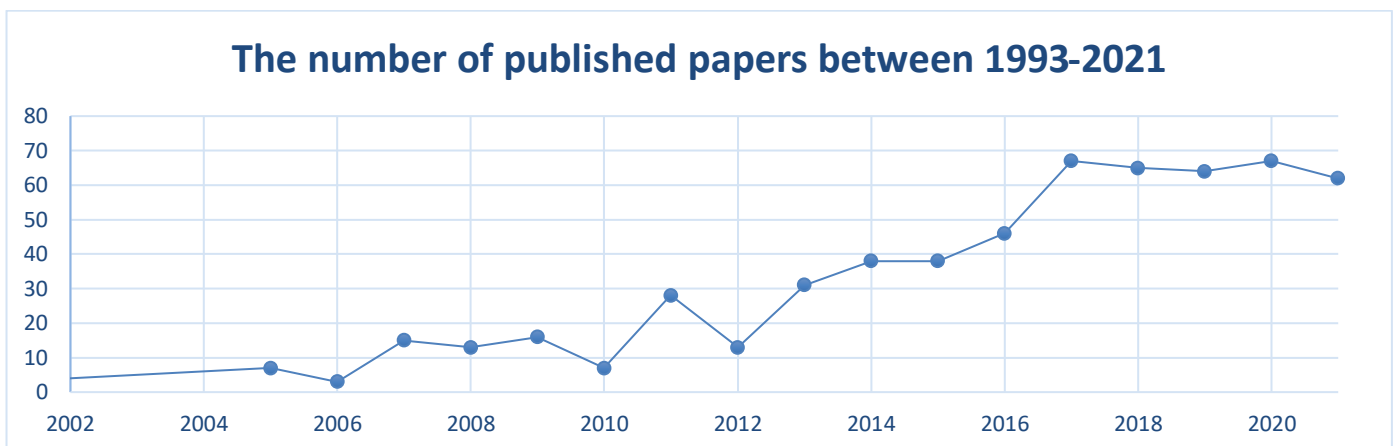


Figure 5. The Number of Published Papers

The following part provides the bibliometric analysis of research on "English language" and "tourism education" in terms of co-citation analysis (document, author, and journal), collaboration network (country, institution, and author), and recent trends (keywords and categories).

Author Collaboration Networks

Interdisciplinary research necessitates collaboration (Su et al., 2019). The process of researchers collaborating to produce new scientific information is known as research collaboration (Katz & Martin, 1997). To acquire a better understanding of academic communication and knowledge dissemination, collaboration analysis is required (Chen, 2006; Şahin & Yılmaz, 2021). Collaboration analysis is used to track academic information exchange between authors, institutions, and nations, as well as to identify countries, institutions, and prolific authors (Zhang et al., 2020; Şahin & Yılmaz, 2021). The extent to which the two parties collaborate the authors is indicated by the thickness of the links, while the size of the nodes indicates the number of articles generated by a particular author (Liu et al., 2019). The multidisciplinary nature of the topic is exemplified by an author cooperation network with a big number of members and a broad range of collaborations (Fang et al., 2018; Şahin & Yılmaz, 2021).

As a result, the presence of multiple authors and partnerships in our research findings demonstrates the multidisciplinary nature of "English language" and "tourism education". Neala Ambrosirandic, Liewi Hsu, Moira Kostic Bobanovic, and Cori Jakubiak are the most prolific authors on "English language" and "tourism education", followed by Melba Lilia Triana Palma, L Makra, Jafar Mohammad Batiha, and Michael CG. Davidson. These authors are the most productive since they concentrate on their areas of expertise, such as tourism education, education quality, technology, innovation, and tourism and hospitality. Here are several examples: Hsu and Lee (2011) "Learning tourism English on mobile phones: How does it work?", Hsu (2014a) "An epistemological analysis of the application of an online inquiry-based program in tourism education". Hsu (2011) "The perceptual learning styles of hospitality students in a virtual learning environment: The case of Taiwan". Bobanovic and Grzinic (2011) "The importance of English language skills in the tourism sector: A comparative study of students/employees perceptions in Croatia". Bobanovic and Grzinic (2019) "Teaching tourism students with cultural intelligence". Davidson and Tideswell (1998) "A comparative study of hospitality education in Australia". Table 1 contains further information about the authors.



Figure 6. Author Collaboration Network

Table 1. Authors in Collaboration

Rank	Author	Freq.	Year	Rank	Author	Freq.	Year
1	NEALA AMBROSIRANDIC	2	2008	6	L MAKRA	1	2015
2	LIEWI HSU	2	2013	7	JAFAR MOHAMMAD BATIHA	1	2018
3	MOIRA KOSTICBOBANOVIC	2	2008	8	MICHAEL C G DAVIDSON	1	2008
4	CORI JAKUBIAK	2	2012	9	NATALIA VASYLYSHYNA	1	2016
5	MELBA LILIA TRIANA PALMA	1	2018	10	SVITLANA ROSTYSLAVIVNA BABUSHKO	1	2017

Country Collaboration Networks

The country collaboration research shows the distribution of the influential nations in the field as well as cross-national cooperation (Liu et al., 2019; Şahin & Yılmaz, 2021). In the current study, the assessment of cooperative countries showed 34 nodes and 9 links (Figure 7). Table 2 shows the number of publications as well as the frequency with which they are published for the top ten most productive countries. The United States, China, and other countries appear to have collaborated more closely based on the thickness and amount of links connecting the nodes. With a far higher number of articles (n=7) than the other countries, the United States and China claimed top place. After the United States and China, the major contributors are Spain and Egypt. The quantity of outputs is related to the number of research institutions and the availability of research findings, according to Fang et al. (2018).

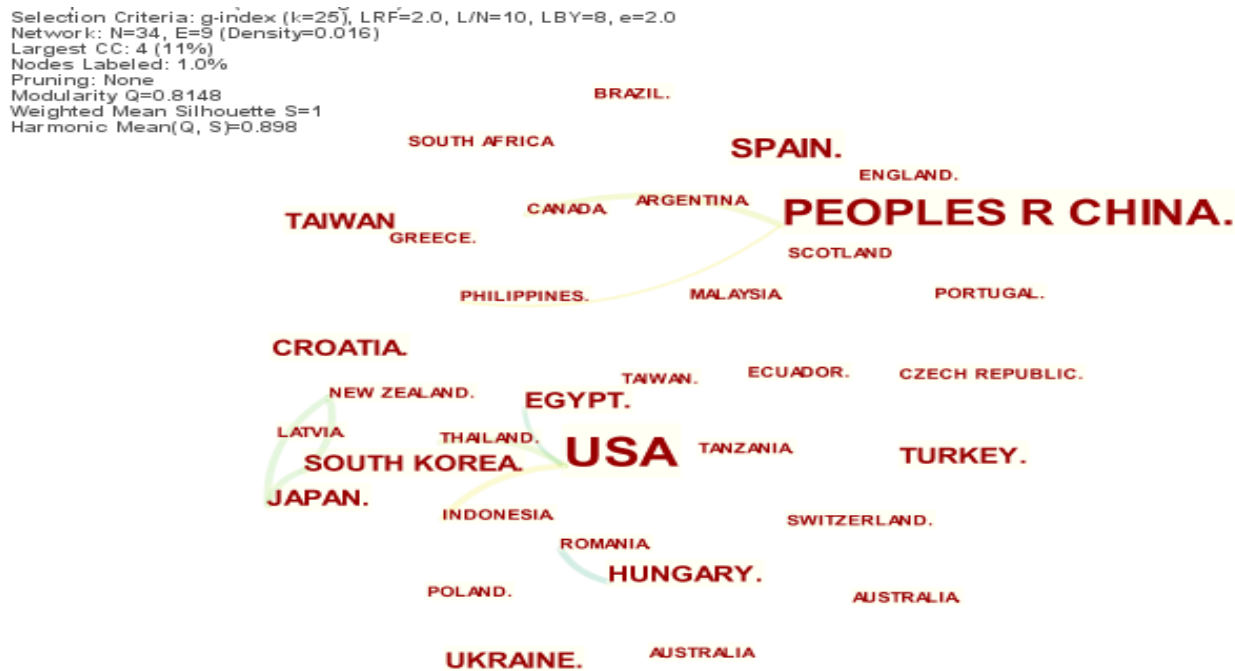


Figure 7. Country Collaboration Network

Table 2. Countries in collaboration

Rank	Country	Freq.	Year	Rank	Country	Freq.	Year
1	USA	7	2012	6	HUNGARY	2	2008
2	PEOPLES R CHINA	5	2015	7	UKRAINE	2	2016
3	SPAIN	3	2007	8	SOUTH KOREA	2	2013
4	EGYPT	2	2012	9	CROATIA	2	2008
5	TAIWAN	2	2013	10	JAPAN	2	2017

Collaboration Networks on Institutions

The institution cooperation network is a technique for detecting and quantifying cross-institutional collaborations. The number of papers published by each institution is represented by the size of the nodes in the collaboration network (Liu et al., 2019; Zhang et al., 2020; Şahin & Yılmaz, 2021). The network's connections are dense, showing that these institutions operate closely together. As illustrated in Figure 8, the network of cooperating institutions included 68 nodes and 33 links from 1993 to 2021. Table 3 shows the average years in which the top 10 universities are ranked. With three papers a piece; National Kaohsiung University of Hospitality and Tourism and Grinnell College rank top and second in terms of cooperating institutions in "English language" and "tourism education" researches. Other important contributions include the University of Idaho, University Kebangsaan Malaysia, and Tongji University.

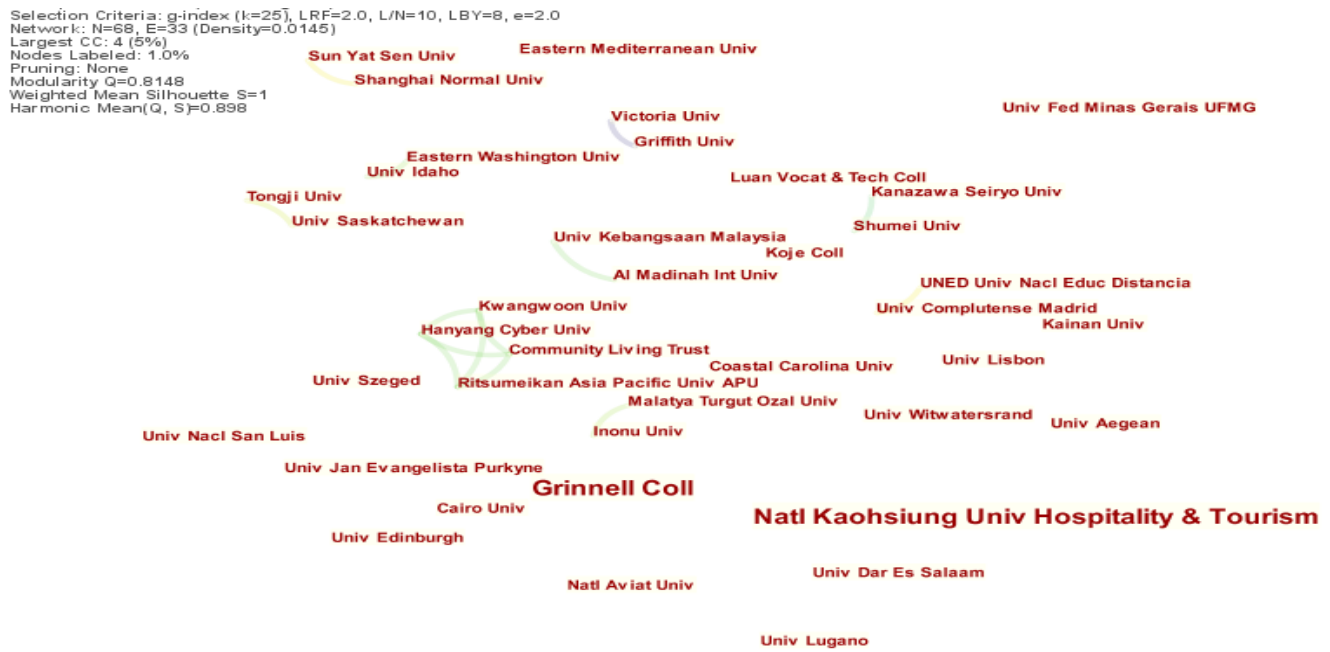


Figure 8. Institutions Collaboration Network

Table 3. Institutions in Collaboration

Rank	Institutions	Freq.	Year	Rank	Institutions	Freq.	Year
1	National Kaohsiung University of Hospitality and Tourism	2	2013	6	Natl Aviat University	1	2016
2	Grinnell College	2	2012	7	Kwangwoon University	1	2018
3	University of Idaho	1	2018	8	University Lisbon	1	2014
4	University Kebangsaan Malaysia	1	2018	9	Coastal Carolina University	1	2018
5	Tongji University	1	2020	10	Victoria University	1	2008

Co-citation Analysis

Co-citation (Small, 1973; Şahin & Yılmaz, 2021) refers to the frequency with which two publications of linked material (such as an author, journal, or document) are cited by other publications. Therefore, co-citation analysis is a useful technique for assessing a substantial body of literature and describing the conceptual underpinnings of a scientific problem (Ramos-Rodriguez & Ruiz-Navarro, 2004; Şahin & Yılmaz, 2021). This study looks into the co-citations of publications, authors, and journals.

Article Co-citation Network

The node size shows the initial year mentioned as well as the co-citation frequency for the node document. Larger nodes, on the other hand, display documents that have received several expert citations (Yu et al., 2019; Zhang et al., 2020; Şahin & Yılmaz, 2021). Each link shows the relationship between the co-citations of the two articles, while each node represents a document and is identified by the name of the first author and the year of publication (Şahin & Yılmaz, 2021). Many of the most referenced articles in the disciplines of "English language" and "tourism education" were identified using the frequency of node sizes in this study. Between 1993 and 2021, the document co-citations network had 50 nodes (references referred) and 172 links (co-citation links), as shown in Figure 9. Table 4 lists the top ten most cited articles. More precisely; Hsu (2013), Galloway (2013), and Ghany & Latif (2012) received 81, 47, and 13 citations, respectively, and were in the top three ranks.

Timespan: 1993-2021 (Slice Length=1)
 Selection Criteria: Top 50 per slice, LRF=0.0, L/N=0, LBY=0, e=0.0
 Network: N=50, E=172 (Density=0.1404)
 Largest CC: 45 (90%)
 Nodes Labeled: 1.0%
 Pruning: None

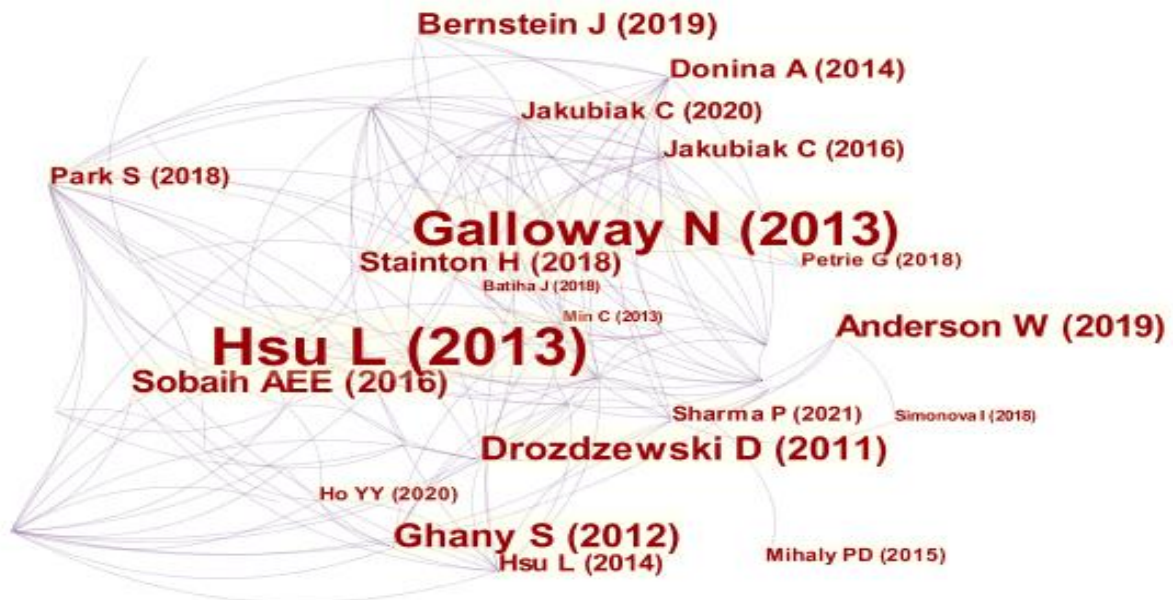


Figure 9. Co-citation Articles Links

Table 4. Top 10 Most Cited Articles

Rank	Articles	Total Citations
1	Hsu, L. (2013). English as a foreign language learners' perception of mobile assisted language learning: a cross-national study.	81
2	Galloway, N. (2013). Global Englishes and English Language Teaching (ELT)–Bridging the gap between theory and practice in a Japanese context.	47
3	Ghany, S. Y. A., & Latif, M. M. A. (2012). English language preparation of tourism and hospitality undergraduates in Egypt: Does it meet their future workplace requirements?	13
4	Drozdowski, D. (2011). Language tourism in Poland	13
5	Sobaih, A. E. E., & Moustafa, M. A. (2016). Speaking the same language: the value of social networking sites for hospitality and tourism higher education in Egypt.	12
6	Anderson, W., & Sanga, J. J. (2019). Academia–industry partnerships for hospitality and tourism education in Tanzania.	11
7	Bernstein, J. D., & Woosnam, K. M. (2019). Same same but different: Distinguishing what it means to teach English as a foreign language within the context of volunteer tourism.	9
8	Stainton, H. (2018). TEFL tourism: The tourist who teaches.	8
9	Donina, A., & Luka, I. (2014). The compliance of tourism education with industry needs in Latvia.	6
10	Hsu, L. (2014b). Effectiveness of English for specific purposes courses for non-English speaking students of hospitality and tourism: A latent growth curve analysis.	5

Author Co-citation Network

Author co-citation analysis reveals the history of a study topic by exposing which articles were cited by the same papers, establishing author ties, and establishing author links. Not only can this method be used to determine the distribution of highly cited authors, but it may also be used to determine the effect of researchers on a topic. Author co-citation analysis, on the other hand, gathers all of an author's publications into a single document, with just the first author taken into account (Fang et al., 2018; Yu et al., 2019; Şahin & Yılmaz, 2021).

Collaboration between academics from many disciplines is essential for the development of study fields such as "English language" and "tourism education" research. Figure 10 depicts the author co-citation network, which contains 392 nodes and 838 co-citation links and contributes to the literature on "English language" and "tourism education". The size of each node indicates the number of co-citations for each author, while the links between various writers indicate indirect collaborative relationships based on co-citation frequency (Yu et al., 2019; Şahin & Yılmaz, 2021). The first three authors; Bobanovic, Byram, and Baum, received the most citations and made significant contributions to the study of "English language" and "tourism education". There is a strong link between the top ten most referenced authors and their prolific output in this regard (Table 5).

Selection Criteria: g-index (k=25), LRF=2.0, L/N=10, LBY=8, e=2.0
 Network: N=392, E=838 (Density=0.0109)
 Largest CC: 136 (34%)
 Nodes Labeled: 1.0%
 Pruning: None
 Modularity Q=0.8148
 Weighted Mean Silhouette S=1
 Harmonic Mean(Q, S)=0.898

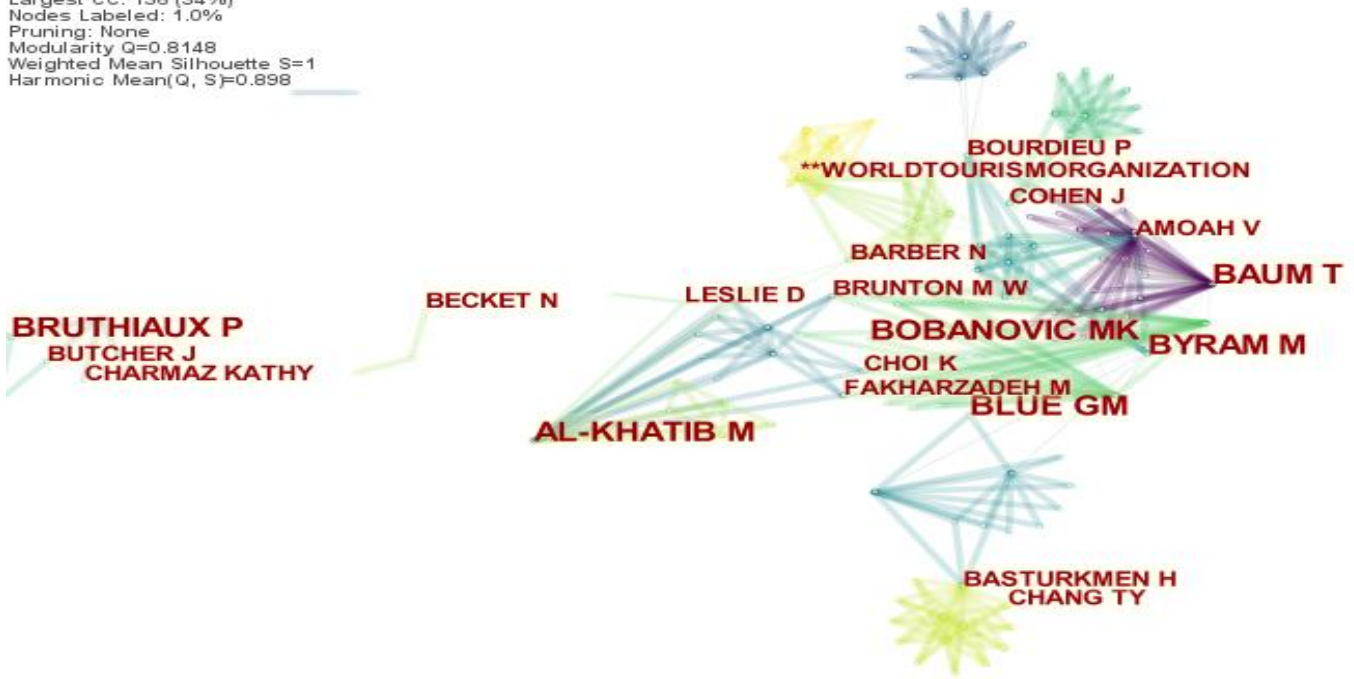


Figure 10. Co-citation Authors Links

Table 5. Most Cited Authors

Rank	Most Cited Authors	Freq.	Year	Rank	Most Cited Authors	Freq.	Year
1	BOBANOVIĆ MK.	3	2017	6	BLUE GM.	3	2013
2	BYRAM M.	3	2013	7	CRYSTAL D.	3	2010
3	BAUM T.	3	2005	8	AL-KHATIB M.	3	2012
4	[ANONYMOUS]	3	2020	9	CUBILLO JM.	2	2008
5	BRUTHIAUX P.	3	2012	10	LESLIE D.	2	2018

Journal Co-citation Network

Researchers can better understand mainstream journals and their relative effect by using co-citation analysis (Zhang et al., 2020; Şahin & Yılmaz, 2021). Figure 10 depicts a journal co-citation network with 366 nodes and 879 links. Table 6 reveals that Annals of Tourism Research received the most citations, followed by Tourism Management, in the domains of tourism and hospitality. Tourism and hospitality play an essential role in the theoretical underpinnings of "English language" and "tourism education" researches.

Selection Criteria: g-index (k=25), LRF=2.0, L/N=10, LBY=8, e=2.0
 Network: N=366, E=879 (Density=0.0132)
 Largest CC: 309 (84%)
 Nodes Labeled: 1.0%
 Pruning: None
 Modularity Q=0.8148
 Weighted Mean Silhouette S=1
 Harmonic Mean(Q, S)=0.898

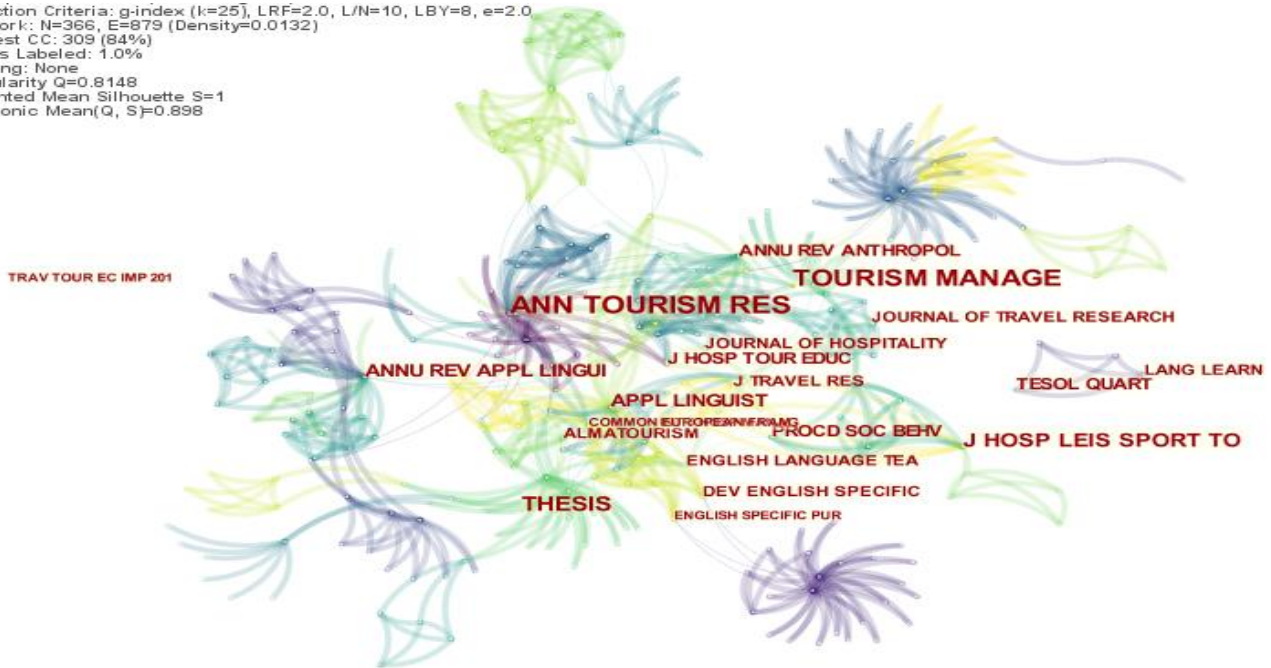


Figure 11. Co-citation Journals Links

Table 6. Most Cited Journals

Rank	Most Cited Journals	Freq.	Year	Rank	Most Cited Journals	Freq.	Year
1	ANNALS OF TOURISM RESEARCH	14	2005	6	APPL LINGUIST	6	2013
2	TOURISM MANAGEMENT	13	2014	7	TESOL QUART	5	2008
3	THESIS	9	2018	8	ANNUAL REVIEW ANTHROPOL	5	2012
4	JOURNAL HOSPITALITY LEISURE SPORT AND TOURISM	7	2014	9	PROCEDIA SOCIAL BEHAVIOR	5	2015
5	ANNUAL REV APPL LINGUI	6	2008	10	JOURNAL OF HOSPITALITY TOURISM EDUCATION	5	2005

Emerging Trends Analysis

Understanding the evolution of publications requires the use of keywords and category analysis (Fang et al., 2018; Zhang et al., 2020). The current study's keywords and categories were examined for this aim in order to determine the evolution of hot topics and new trends in "English language" and "tourism education" researches.

Keywords Co-occurrence Network

The core substance of research investigations is clearly shown by keywords. Keywords can help you uncover hotspots in tourism demand forecasting research (such research approaches and forecasting directions) and can be located among the keywords (Zhang et al., 2020). There were 185 nodes and 415 links in the network of co-occurring terms (Fig. 12). The number of times a keyword appeared in the WoS dataset is represented by the node size (Yu et al., 2019). The top three high-frequency terms were student, English for specific purpose, and tourism education. These findings imply that these keywords are linked to a wide range of research subjects and have a considerable impact on the growth of "English language" and "tourism education" researches (Table 7).

Selection Criteria: g-index (k=25), LRF=2.0, L/N=10, LBY=8, e=2.0
 Network: N=185, E=415 (Density=0.0244)
 Largest CC: 98 (52%)
 Nodes Labeled: 1.0%
 Pruning: None
 Modularity Q=0.8148
 Weighted Mean Silhouette S=1
 Harmonic Mean(Q, S)=0.898



Figure 12. Keywords Links

Table 7. Keywords Top 10

Rank	Top 10 Keywords	Freq.	Year	Rank	Top 10 Keywords	Freq.	Year
1	Student	6	2008	6	Language	4	2014
2	English for Specific Purpose	6	2007	7	English Language	4	2008
3	Tourism Education	5	2008	8	English	4	2013
4	Education	5	2013	9	Volunteer Tourism	3	2012
5	Foreign Language	5	2007	10	Perception	3	2018

Category Co-occurrence Network

Category co-occurrence analysis, in addition to keyword analysis, is a significant method for finding the primary content of publications. Analyzing category evolution maps can assist you in locating research on emerging patterns in a particular study area. A network of category co-occurrences is depicted in Figure 13. This graph has 38 nodes and 90 linkages, indicating that there were 38 keywords with 90 lines connecting them. According to Table 8, the top three fundamental areas in "English language" and "tourism education" are education and educational research, social sciences, and hospitality (leisure). These findings suggest that social science is more involved in the research fields of "English language" and "tourism education".

Selection Criteria: g-index (k=25), LRF=2.0, L/N=10, LBY=8, e=2.0
 Network: N=38, E=90 (Density=0.128)
 Largest CC: 30 (78%)
 Nodes Labeled: 1.0%
 Pruning: None
 Modularity Q=0.8148
 Weighted Mean Silhouette S=1
 Harmonic Mean(Q, S)=0.898



Figure 13. Category Co-occurrence Network

Table 8. Top 5 Categories

Rank	Top 5 Categories	Freq.	Year
1	Education & Educational Research	34	2008
2	Social Sciences	17	2005
3	Hospitality (Leisure)	14	2011
4	Linguistics	8	2007
5	Humanities	5	2008

Conclusions, Limitations and Future Research

The 583 publications in this study are visualized using a scientific visualization analytic methodology. To develop a comprehensive knowledge map for the tourism demand forecasting business and to reveal hot themes with developing trends, scientometric analysis (i.e., CiteSpace) was combined with collaboration network analysis, co-citation analysis, and emerging trends analysis. The aim of this study is to combine three disciplines which are tourism, education and English language teaching within the scope of scientometrics and bibliometric.

Five basic conclusions are derived based on the analysis method. First, since 2010, research on "English language" and "tourism education" has expanded dramatically, according to statistics data from 1993 to 2021. As a result, studies show that papers published prior to 2010 laid the theoretical foundation for research into "English language" and "tourism education". Further research about the reason of the increase of the these studies after 2010 may close a gap in the literature. Second, studies on "English language" and "tourism education" are led by the United States, the People's Republic of China, Spain, Egypt and Taiwan with each country having the most productive writers and institutes. In the future, study into the reasons why the most visited nations are not included in the list could be pursued. Third, National Kaohsiung University of Hospitality and Tourism and Grinnell College contributed the most to demand forecasting in the fields of "English language" and "tourism education" according to the articles evaluated. Further research can be done about the reason why most visited countries which should focus on tourism education are not ranked in the list. Fourth, in terms of cited articles, the top three most cited articles. More precisely, Hsu (2013), Galloway (2013), and Ghany and Latif (2012) received 81, 47, and 13 citations. Fifth, the most commonly used keywords in the fields of "English language" and "tourism education" in terms of rising trend analysis are student, English for specific purpose and tourism education. Furthermore, it is apparent that in the last five years, topics like linguistics and humanities have garnered a lot of attention in this field. According to category co-occurrence, the most common studies on "English language" and "tourism education" are found in the categories of education and educational research, social sciences and hospitality (leisure). This category can be expanded as technology and innovation can be adapted to the language teaching which would affect tourism education.

The importance of English language education as a second language in the tourism and hospitality education curriculum has expanded as the tourism sector has been gradually developing around the world (Park et al., 2018). Ho (2020) stated the increasing demand for English in the tourism and hospitality industry. Trang (2015) stated how English has become particularly essential for the tourism industry as well. Rahim (2011) underlined the importance of English as English competence is beneficial to future job prospects. Blue and Harun (2003) claims that English has to be accepted as the language of hospitality. According to Ghany and Latif (2012) English is an obligation for Egyptian tourism and hospitality university students to be able to work in the industry after their graduation. Graduates of Management of Tourism should have both management and language skills to be able to get a desired

job they would like to work in the industry (Klimova & Semradova, 2013). Those facts show the importance of English language and tourism education. Despite an increase in publications linked to "English language" and "tourism education" this field still has considerable deficiencies. In studies on "English language" and "tourism education" the scientific and technological sector has received little attention.

In the modern World, the schools are demanded to have good services for not only students but also their stakeholders for the students' achievement. Schools are sites where education services are developed, and they play a vital role in assisting students in preparing for learning in order to get high results. Students' general successes, as well as their achievements in foreign language study, are required to be literate (Rintaningrum, 2018). There are many models for foreign language education such as Theme-Based Model, Sheltered Model, Adjunct Model and so on in the scope of content-based approach (Celce-Murcia, 2002: 306-308). However, it is hard to find a specific foreign language education model for tourism education in the literature. One of them can be seen in Figure 1. According to Carroll (1962; 1963; 1975) there are five variables as the basis of his model which are; (a) perseverance, (b) aptitude, (c) ability to understand instruction, (d) opportunity to learn, and (e) quality of instruction. When the bibliometric findings about "Top 10 most cited articles" and "Keywords links" are examined, it can be inferred from the results that those studies are mostly about the "quality of instruction". There is widespread agreement that no single mode of instructional delivery can provide the quality, variety, engagement, social contact relevance, and context that are essential for effective learning and performance. This is especially true in the fields of tourism and hospitality education. For example, a tourist student is expected to learn culinary arts in a real-world setting with a kitchen, utensils, and other equipment. Although the educational institution may have a kitchen lab in which to educate, there may not be enough staff to cook for, resulting in students not getting the full experience of working in a busy kitchen. Overall, anecdotal data suggests that blended learning provides more options and is more successful (Singh, 2003; Güden et al., 2022). This is also an inevitable fact for the language learning within the tourism education. There may be a lack of native like speakers for instance and blended learning can be used for English language teaching more effectively at tourism schools. This would be an answer to the question how education might improve English language skills for students of tourism by combining the last step of Carroll Model with blended learning. To put it another way, Weiermair and Bieger (2005) refer to blended learning, which combines old and new online elements, as "new types of tourism schooling and training", claiming that the paradigm shift (i.e. structural change) of tourism factors and tourism product markets from "old" to "new" tourism has ramifications for tourism schooling and training within the scope of English language teaching. This is supported by a research by Calhoun et al. (2018), which shows that deans and directors should take a different approach to the issue of second language education and training. This is significant since the hotel and tourism industries, where graduates of these schools will be looking for job, are diverse workplaces. This can be possible easily within the help of blended learning. However, there are other variables in school learning. So, it can be said that the literature about "English language" and "tourism education" needs more experimental studies and empirical findings about other variable in Carroll Model of School Learning for further bibliometric studies, as English language learning processes take place in tourism schools. Also, more curriculum evaluation studies about English language learning in tourism education at schools and blended learning studies at tourism schools would have an crucial impact on bibliometric analysis results.

Like all studies, this one has its own set of limitations. To begin with, the paper's sample consisted solely of papers that were indexed in the WOS database. Although there are bibliometric studies using other databases such as Scopus

in the field of tourism (Işın, 2022), these databases should be used in future study because it is likely that new studies about "English language" and "tourism education" will be published in other databases. Second, the sample for this study exclusively included publications that were published in journals. Future studies may take into account conference proceedings, book reviews, books, dissertations, and a variety of other bibliometric units because bibliometric analysis can be applied to any bibliometric unit. As a result, future research can expand on the current study's breadth by merging other databases and articles to create a more comprehensive knowledge map for the disciplines of "English language" and "tourism education" Finally, researchers can cluster, analyze, and display data using a variety of analytic and visualization software, such as VOSviewer.

Declaration

All authors contribute equally to the article process. The authors have no conflict of interest to declare.

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