



Premise: Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v13i3.10972

NEED ANALYSIS OF ENGLISH FOR TOURISM AND EVENT LEARNING DESIGN DURING HYBRID-TECHNOLOGY ERA

by

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(Article History: Received:17-08-2024;Reviewed1:22-08-2024;Reviewed2:26-10-2024: Accepted:28-10-2022;Published:30-10-2024).

Abstract:

With the development of the economy and tourism in Indonesia after the pandemic, there are some changes in the industry needs, especially in MICE and Event. The change in the shifting use of hybrid technology requires adjustments in skills and knowledge applied in MICE and Event industry, especially the need for communication skills in English. The current study focuses on the need for English for Tourism and Event learning design to support the hybrid-technology era. This study employed a qualitative approach with a narrative inquiry design. The current study took eight students as participants who had taken the English for Tourism and Event class and had already finished their MICE and Event industry internship. The data was gained through field observation, questionnaire distribution, and semi-structured interviews. The data obtained was analyzed through three phases: condensation, display, and conclusion drawing. Based on the result, 16 learning topics related to communication skills are needed and used by the internship students in the industry. Learning material development is required to fulfill the industry's needs. It implies that the current English learning design needs to be updated with the rapid changes in the MICE industry.

Keywords: English for tourism and events; hybrid-technology; industry needs

Abstrak:

Seiring berkembangnya perekonomian dan sektor pariwisata di Indonesia pasca pandemi, terdapat beberapa perubahan akan kebutuhan mitra industri, khususnya di bidang MICE dan Event. Perubahan di industri MICE dan Event yang kini beralih menggunakan teknologi hibrida membutuhkan penyesuaian terhadap komunikasi Bahasa Inggris. Penelitian ini bertujuan untuk mengidentifikasi perspektif mahasiswa terhadap kebutuhan akan pengetahuan dan keterampilan yang diterapkan di bidang MICE dan Event, khususnya dalam keterampilan berkomunikasi dengan menggunakan Bahasa Inggris. Penelitian ini berfokus terhadap kebutuhan desain pembelajaran English for Tourism and Event yang mendukung era hybrid-technology. Penelitian ini dilaksanakan dengan menggunakan pendekatan kualitatif dengan narrative inquiry. Penelitian ini melibatkan 8 mahasiswa yang telah mengikuti perkuliahan English for Tourism and Event dan telah melaksanakan magang di bidang MICE dan Event. Data diperoleh melalui observasi lapangan, penyebaran kuisisioner, dan pelaksanaan wawancara semi-terstruktur. Hasil dari pengumpulan data telah dianalisis melalui tiga tahapan, yaitu kondensasi data, penampilan data, dan penarikan kesimpulan. Berdasarkan hasil penelitian, terdapat 16 topik bahasan keterampilan komunikasi yang digunakan dan dibutuhkan oleh mahasiswa magang selama berada di industri. Pengembangan materi ajar sangat diperlukan untuk memenuhi penyesuaian

How cite this article:

Nova, M., & Lastari, N. K. H. (2024). Need analysis of English for tourism and event learning design during hybrid-technology era. *Premise: Journal of English Education and Applied Linguistics*, 15(3), 257–272. <https://doi.org/10.24127/pj.v%vi%i.4237> [do not edit]

Nova & Lastari (2024)

dengan kebutuhan di industri. Hal ini mengimplikasikan bahwa desain pembelajaran Bahasa Inggris yang digunakan perlu untuk diperbarui dengan perubahan yang terjadi pada industri MICE.

Kata Kunci: *bahasa Inggris untuk pariwisata dan acara; kebutuhan industri; teknologi hibrida*

INTRODUCTION

Companies widely use English as an international language. As an international language, English is used in global communication, not only in everyday communication but also in the realm or scope of business (Widiastuti et al., 2021). It cannot be denied that many state events use English as the language of instruction, such as in inter-country delegation meetings, international scientific conferences, and state incentive trips. Having limited capacity to use English during the event may cause misinterpretation and lead to incomplete information. Thus, the use of English has been seen as an essential requirement for workers in MICE and events.

In the world of tourism, activities related to meetings, conferences and incentive travel fall under the umbrella of MICE. MICE, an abbreviation for Meeting, Incentive, Convention, and Exhibition (Tang, 2014), is a business sector in the world of tourism that provides services in organizing events, where the attendees have a common interest and gather in a place for business purposes (Anas et al., 2020). MICE itself has been held quite a lot in Indonesia, not only on a regional scale, but on a national and international scale. It has been seen as one of the factors that influence the economic growth and global collaboration (Novanty, 2024). In Bali, in particular, there have been many events of international standard and involving important officials from various countries, such as the 2013 APEC Summit, 2018 IMF-World Bank Annual Meetings, and the G-20. Therefore, the need for professional workers in the MICE and event sector is growing (Tang, 2014), especially English practical ability (Li, 2018).

Currently, English was a standard of quality for a professional worker to compete in labor market (Widiastuti et al., 2021). The capacity of English communication could elevate the chance to achieve better recognition at professional industry. Moreover, Bali, as a tourism area that is well-known domestically and internationally, requires employees with good quality English to meet the needs of customers or guests in enjoying the services or

Nova & Lastari (2024)

explanations of tourism products provided. Thus, English communication mastery becomes a compulsory requirement in tourism industry (Anam & Rachmadian, 2020).

In a preliminary study conducted at 3 MICE and event companies, it was identified that workers at MICE and Events really need English, especially in communicating with clients or delegations coming from abroad. The use of English also becomes a bilateral bridge between countries and clear and structured communication is very necessary. Besides, prior study also mentioned that challenges occurred among the foreign language learners, include conversational topic (Tambunan & Kurniawan, 2024). In this case, the English required is English that focuses on areas of communication expertise, not academic English, or known as English for Specific Purposes.

On the other hand, with the post-pandemic recovery period and also the increased use of technology, many MICE and event activities are now shifting towards virtual or hybrid events (Lekgau & Tichaawa, 2022). Thus, the need for varieties of English has shifted. With the adoption of hybrid technology, where events can be attended in person or virtually, the ability to communicate in English is more important than ever. From previous observations, it was identified that event organizers and participants must be able to communicate smoothly via virtual platforms such as Zoom, Microsoft Teams, or Google Meet. Event organizers must also be able to communicate clearly and effectively in English when dealing with emergency situations or sudden changes in event plans as well as with invited guests, resource persons or guest stars. This requires a strong understanding of the English language, especially in terms of pronunciation, grammar, and vocabulary relevant to technology and events.

The Bali State Polytechnic as one of the vocational universities in Bali which provides education in the tourism sector certainly faces challenges in meeting the need for English communication in the MICE and Event fields in the hybrid-technology era integration. At the Bali State Polytechnic, the field of MICE and Events is studied by students who are in the Tour and Travel Operation study program. In their learning, communication English for the MICE and Event industry is studied by students in 3rd semester, with the course name English for Tourism and Events. In English for Tourism and Events, the students learn the English language function in MICE and Events communication, including event registration process, liaison officer communication, and team building instructions. On the other hand, in order to

Nova & Lastari (2024)

hone students' skills further, these students have a mandatory internship program that they need to carry out for 6 months which is recognized into 16 credits. The students could select one of the tourism industry, including event organizer, travels, destination management, or government. Through this mandatory internship program, students can learn directly in the field and also get feedback related to the knowledge and skills they have learned while on campus, especially in dealing with clients or customers.

Reflecting on the urgency of the need for upgrading English communication for the MICE and Event sector which integrates hybrid technology in organizing events, studies are needed regarding the use of various English language expressions in the MICE and Event industry in the hybrid-technology era. The current study aimed at identifying the need of English language expressions used in MICE and Event industry in holding a virtual or hybrid event. The main object of this study is to upgrade the learning design for English for Tourism and Event subject to suit the update of current trend in MICE and Event industry. Therefore, the research question proposed in this study is: **"What are the learning topics needed in upgrading the English for Tourism and Event subject to conduct a virtual or hybrid event?"**

METHOD

Design

The current study applied a qualitative study with narrative inquiry design. The qualitative study allowed the study to gain into deeper investigation by employing various research instrument to gain the data (Merriam & Tisdell, 2016). Meanwhile, the narrative inquiry design let the researcher to obtain a complete and chronological data from personal experience regarding the current phenomenon (Creswell, 2012). In this study, the phenomenon being investigated is the need analysis of English for Tourism and Event learning design during the hybrid technology era. The current study took ESP students' personal experience in using and applying English for their communication during their internship in MICE and Event industry. The study investigated the language expression that they employed while communicating with clients, committees, crews, and attendees of the event, for both virtual and hybrid event mode. The current study not only focused on the spoken/verbal communication, but also took the written communication as a part of main

data.

Participant

In conducting the study, there were 12 participants invited to join the study. However, based on their consent, only 8 agreed to take a part. These 8 participants are ESP students who currently on the sixth semester on their three years diploma on Tour and Travel Operation study program. These ESP students have already accomplished their training program in MICE and event industry for 6 months. During their 6 months in training program, these ESP students have experienced talking and communicating with foreign people coming from different countries as their clients, delegations, attendees, committees, or crews; these foreign people are some native and some non-native in English. They conducted their communication in three modes, including virtual, hybrid, and conventional (face-to-face). Aside from that, these ESP students had also taken English for Tourism and Event class while they were in the fifth semester. In their previous lesson, they had learned the business telephone, business letter, liaison officer communication, webinar practices, and team building.

Instrument

In conducting the data, the current study employed three research instruments, including field observation sheet, questionnaire, and in-depth interview guide. The field observation sheet was the first instrument employed during the current study. This observation sheet contains of three main columns to cover three main aspects investigated, including situation, language expressions used, and targeted listener. Then, the second instrument was the questionnaire sheet. The questionnaire sheet was adapted from prior study (Varaporn, 2022) and collaborated with the prior lesson objective in English for Tourism and Event. This questionnaire sheet contained 20 statements related to the use of English language expressions in professional communication during handling event in virtual and hybrid mode. The current questionnaire used close-ended format in which that the students need to select among the 5 options given using the Likert-scale (strongly disagree to strongly agree). Lastly, the interview guide was the third research instrument used. This interview guide contains semi-structured interview which aimed at confirming the ESP students' answer on the questionnaire. Further follow-ups were also confirmed through the interview, including the frequency of using the language expressions, the degree of necessity of language expressions, and the level of students' English mastery regarding the language expressions used.

Data Collecting Technique

To obtain the comprehensive data through narrative inquiry, the current study employed three techniques in collecting the data, namely field observation, questionnaire distribution, and interview. The first data collection technique employed was field observation. Through field observation, the current study noted certain English language expressions used by the ESP students during their training program period in MICE and Event industry, the situation of the English language expressions employed, and the target listener for the English language expressions employed. The field observation was conducted on the event site, and the researcher recorded the result of observation on the field observation sheet. After the end of the training program, the researcher distributed the questionnaire sheet to the ESP students. This questionnaire was distributed online using Google Form and the ESP students have their consent in filling-in the questionnaire. This questionnaire contains 20 likert-scaled statements, from never (1) to always (5). The statements were adapted from Varaporn (2022) 's study and combined with the topic provided in the syllabus implemented in Politeknik Negeri Bali. After collecting the data through questionnaire distribution, the data collection process was followed by a semi-structured interview. The researcher contacted the ESP student and had a face-to-face meeting with them one by one in different time and occasion. The interview aimed at confirming their responses on the questionnaire sheet and some follow ups regarding the English language expressions used during their training program period in MICE and Event industry.

Data Analysis Technique

The data analysis employed on the current study followed the qualitative analysis model (Miles et al., 2014) . The steps of the data analysis include data condensation, data display, and conclusion drawing. In data condensation, the data obtained during the data collection were gathered and selected. The data in the questionnaire were calculated to gain the total score and the data on observation and interview were checked and coded. Several unrelated data and data redundancy were omitted during this stage. Next, the data were classified and categorized in the data display. The result of data analysis was displayed in a form of table and followed by description. Furthermore, the data was interpreted and compared with prior research result to gain more comprehensive findings and research output.

FINDINGS AND DISCUSSION***Findings***

In carrying out internship activities, sixth semester students get many opportunities to communicate. Not only do they communicate with staff and their superiors within the Company, but they also gain experience in communicating with their clients. However, not all sixth semester students get equal opportunities to communicate in industry. Various activities related to communication experiences carried out by students can be seen in **Table 1**.

Table 1. English Communications in Conducting a Virtual and Hybrid Event

No	Statement	Average
1	Providing briefings and explaining the concept, scope and details of an event	4.375
2	Presenting a sales pitch to clients	2.250
3	Responding to client requests	4.000
4	Asking and identifying client needs related to events	4.250
5	Handling complaints from clients	3.500
6	Reading and writing formal email correspondence	2.500
7	Making and receiving business telephone calls	2.875
8	Creating and presenting effective and professional presentations and infographics	3.000
9	Leading a discussion in a meeting	2.500
10	Reading documents relevant to MICE, such as auction documents, bills, entrance tickets, brochures, flyers, or certificates	3.125
11	Starting small talk with clients	3.625
12	Writing a press release for an event	3.000
13	Writing a business letter	2.375
14	Showing the direction of a location in an event	4.375
15	Explaining the activity schedule	4.625
16	Asking for and giving help	4.750
17	Asking for and providing suggestions and/or recommendations	4.250
18	Handling registration for an event	3.000
19	Reading the client's arrival and return schedule from an event	4.625
20	Picking up clients at the airport	3.500

Source: Nova & Lastari (2024)

With a variety of duties and responsibilities, students who have carried out internships in the MICE and Event field have diverse communication experiences. It can be seen in **Table 1**, there are 20 statements that have been summarized as communication that is usually found in organizing an event. However, not all communication skills are used by students in internships.

Nova & Lastari (2024)

Among the 20 statements given in the questionnaire, the majority of students stated that they used communication skills in asking for and providing help, explaining activity schedules, reading client arrival and departure schedules from an event, providing briefings and explaining the concept, scope and details of an event. show directions to a location, ask and identify client needs related to events, ask for and provide suggestions and/or recommendations, and respond to client requests. This is shown by the average score in the communication aspect being above 4,000.

Several other communication skills are also used in event handling, namely starting small talk with clients, handling complaints from clients, picking up clients at the airport, reading memos and documents relevant to MICE, such as auction documents, bills, entrance tickets, brochures, flyers, or certificates, create effective and professional presentations and infographics, write event press releases, and handle event registration. However, the intensity of these communication skills is lower. This is indicated by the average score on these communication aspects being below 4,000 and above 3,000.

In this research, it was also found that several communication skills were quite low in intensity for use. These communication skills include making and receiving business telephone calls, reading and writing formal email correspondence, leading a discussion in a meeting, writing a business letter, and presenting a sales pitch to a client. This is proven by the average score on these communication aspects being below 3,000.

Further identification was also carried out through interviews and questions and answers with students regarding their answers in the questionnaire and also other communication needs that were not mentioned in the 20 statements in the questionnaire. From the results of the interview, it was discovered that an additional communication skill needed to be emphasized in learning English, namely handling transportation (pick-up and drop-off). However, handling this transportation overlaps with picking up the delegation at the airport, so the learning topic can be combined into one topic. Apart from that, a student also emphasized that written communication is also important in the MICE and Event industry. This is necessary during correspondence with clients, which starts from pre-event to post-event.

"It may be helpful to add learning about transportation, such as how to contact drivers, how to create shuttle schedules, and how to confirm the arrival and departure of shuttles. This

Nova & Lastari (2024)

way, I can learn the appropriate English expressions for confirming with guests and delegates." (Student 6)

"Based on my experience at the internship site I completed, everything covered by the lecturers was very good for all the topics provided. The materials taught were extremely useful in the internship. One topic that could be added is formal writing used for responding to clients. From my experience, the speaking skills are already very good, and what I've learned in class can be applied effectively. However, we struggled with structuring sentences in formal writing. It would be helpful to include a topic on formal writing and appropriate vocabulary for communicating with clients or agents when sending feedback or questions, so that the sentences we send are well-organized and clear." (Student 8)

From the explanation above, it can be identified that students need 16 communication skills, including:

1. asking for and giving help
2. explaining the activity schedule,
3. reading the client's arrival and return schedule from an event,
4. providing briefings and explaining the concept, scope and details of an event,
5. showing the direction of a location,
6. asking and identifying client needs related to events,
7. asking for and providing suggestions and/or recommendations,
8. responding to client requests.
9. starting small talk with clients,
10. handling complaints from clients,
11. picking up clients at the airport,
12. reading memos and documents relevant to MICE, such as auction documents, bills, entrance tickets, brochures, leaflets, or certificates,
13. creating effective and professional presentations and infographics,
14. writing a press release for an event,
15. handling registration for an event
16. writing formal correspondence via email

Discussion

With the advanced technology, the current MICE and event execution apply the virtual and hybrid mode. MICE industry rapidly developing toward internationalization and high tech (Li, 2018). However, the advance development faced challenges. Without having an in-person

Nova & Lastari (2024)

live event, the social contacts and human interactions are limited (Lekgau & Tichaawa, 2022). The shifting on the virtual mode applied also influence the strategy used in communication between committee, client, delegation, and attendee, especially in English. The need of updated language capacity is elevating; resulting the necessity to upgrade the learning design for English communication. Therefore, the current study unraveled the 16 topics which could cover the needs of English communication in MICE and Event industry in hybrid-technology era.

Asking for and giving help

An essential rule in running an event is having a cooperative work and helping each other. In the current study, it was identified that the ESP students are expected to be able to offer assistance to any people that they met around the venue, including delegation, attendees, and event crews. As the event is running, many crews are handling the main venue and the lack of man power may become one of the common problems faced by the ESP students. The capability in expressing asking for help is required as they need to work collaboratively and cooperatively to run the event. Meanwhile, the language expressions of giving help emphasizes more on showing the ESP students' initiatives in helping others to solve the problem. These expressions are commonly used through online chat group among the crews and ESP students' attitude could be reflected from the sentence written on the group chat. As process of learning is affected by attitude and thinking (Qiu, 2024), the ESP students need to comprehend the use of language expressions in asking for help in a polite way.

Explaining the activity schedule

Explaining the activity schedule is an essential communication skill that the ESP students need in preparing and running the event. In the current study, it was revealed that the ESP students sometimes got the duty to keep the update with the client, in which they communicated directly to the client. In some opportunities, these ESP students were also asked to present the event timetable and explain the details of the activity occurring in the online meeting, including the time, the location, the performers, the speakers, etc. Therefore, they need to understand the terminologies and prepare a proper way to tell the time correctly. Moreover, while running the event, some of the ESP students also needed to explain the activity schedule to the event attendees. Some attendees tended to ask directly to the crew

Nova & Lastari (2024)

about the event activities rather than looking at the event rundown. Therefore, the ESP students are also required to master in explaining the activity schedule in English. Within it aims, English is employed to facilitate communication between the attendee and the crew and to avoid any misinterpretation toward the event in order to increase the quality and service for foreign attendees (Kotollaku & Lekli, 2024).

Reading the client's arrival and return schedule from an event

The next language expression required is related to the liaison officer's duty. Liaison Officer is a representative from the event organizer or committee which assist the client or delegation during the event and provide hospitality to them. The interview result showed that several ESP students have the opportunity to become the liaison officer and they mentioned that they needed to check the clients' and delegations' arrival and departure to assure the clients and delegations arrive to the venue and go back to the airport safely. As transportation is one of the essential elements in tourism industry (Anas et al., 2020), being able to read the arrival and departure schedule will help the ESP students to accommodate the transportation and airport shuttle. Also, it makes the coordination between the drivers better, especially through virtual communication, such as online group chat or personal chat.

Providing briefings and explaining the concept, scope and details of an event

Before starting an event, briefing and details of event concept are commonly shared by the PIC (Person-in-charge) to make sure that the rest of the event crews have the same concept and guidance. Having a briefing before the event is one of the main concerns from the event organizer as they need to reassure the preparation of venues, programs, and activities (Anas et al., 2020). During the training program, some of the ESP students have the chance to become the PIC and directed the rest of the crews during the briefing session through virtual meeting. The communication skills required in this language expression is not only leading the briefing, but it also included explaining event schedule, giving direction, giving command, and explaining duty. The complexity of the language expressions used during their communication became a challenge for certain ESP students. Thus, it is necessary to elevate students' skill in providing briefings and explaining the concept, scope and details of an event.

Showing the direction of a location

Mastering an event venue and locations around the venue is essential for a floor crew

Nova & Lastari (2024)

of an event. As an event crew, the ESP students are also expected to master the venue of the event that they are running. It was revealed that they need to be able to explain the venue and explain the direction to reach certain location around the venue. This language expressions are commonly used by the ESP students in providing information for the event attendees or delegations who are looking for registration table, restrooms, main venue, or meeting rooms. Besides, they also need to provide the direction in different perspective, as some of the delegations called them to give direction by call. Since the delegations could not see directly the location, having proper English could make them feel comfortable when they need to gain some information about the places and direction (Widiastuti et al., 2021).

Asking and identifying client needs related to events

In the current investigation, it was unraveled that the ESP students are also required to be sensitive to the needs of their clients, especially for food allergy. In certain condition, some of the attendees could not consume several food ingredients, including seafood, honey, or peanuts, and as the event crew, the ESP students need to list and check the attendee's food allergy. The process of gaining information regarding this issue was conducted before the event held. The ESP students sent a food allergy form to the attendees and required them to give a tick or put some notes on certain ingredients that they could not consume. However, the ESP students needed also to stand by around the banquet and be ready if any attendees asked the ingredients of certain dishes displayed on the banquet. It became quite challenging for the ESP students as they need to memorize certain name of the ingredients and also some cooking terminology. On the other hand, the attendee also could feel uncomfortable to have limited information regarding their needs caused by the lack of English (Widiastuti et al., 2021). It could lead make the attendees feel confused and frustrated (Thakur & Bhardwaj, 2023).

Asking for and providing suggestions and/or recommendations

To make the event run well, the client may ask for opinion and recommendation toward the elements of the events. In handling wedding event, the ESP students who are in charge as the PIC on wedding party or wedding ceremony are required to be able to give some recommendations regarding the wedding venue, souvenirs, make-up artist, shuttles, and talents. Moreover, they also need to provide certain details that could support the

Nova & Lastari (2024)

recommendation such as the price, the size, the color, the period, and the number of items. The discussion on the wedding concept occurred before the ceremony and both ESP students and the client communicated through email and virtual meeting. In prior study, providing suggestion is considered as one of the practical English skills required to provide better service in tourism industry, which also include telephone communication, giving direction, describing places and inquiring information (Widiastuti et al., 2021). English as a medium of communication is usually applied in the discussion and negotiation with the foreign clients (Anam & Rachmadian, 2020).

Responding to client requests

Similar to providing recommendation, some of clients also requested a specific requirement to make their wedding concept better. Some clients asked for certain menu to accommodate some food allergy among the attendees and some others asked for the venue decorations details. In this kind of situation, the ESP students are required to have attentive listening skills which could make them listen clearly on the request. This essential skill could create an effective communication between the students and clients as they need to listen carefully in order to understand what is being said fully and to make the other person feel heard and understood (Thakur & Bhardwaj, 2023). English as a tool for communication in fulfilling the needs of client could gain client's satisfaction toward the services given (Anam & Rachmadian, 2020).

Starting small talk with clients

Having a small talk is an essential activity conducted by the ESP students in handling an event. For some ESP students who became liaison officers, small talk could elevate their confidence and also bond with the client that they handled. The current study found that the ESP students are required to initiate a small topic that quite general for any client or delegation. Different from the other communication skills, the small talk mostly occurred in face-to-face communication; only in certain condition that the ESP students have a small talk during the virtual meeting. The possible topics that they could choose including weather, condition, nature, culture, or leisure activity. They need to be able to form questions or statements on the topic that they had. During the small talk, the ESP students needed listen attentively to the client or delegation and respond them spontaneously. The current practice of

Nova & Lastari (2024)

small talk could enhance ESP students' communication skills. By having talks on cultural topics, students could communicate better as they learn others' culture, language, economy, and other contents of other countries (He, 2024). Therefore, having an effective communication skill with various context through small talk, the ESP students could gain better growth in professional industry (Naparan & Bacasmot, 2024).

Handling complaints from clients

Complaints are negative comments received by the ESP students while handling the event. It happened as there are some mistakes or miscommunication between the client and the ESP students regarding the event execution. In the current study, it is identified that the common complaint that these ESP students mostly faced was the food, especially for those who have food allergy. In handling the complaints, the ESP students need to listen to the complaint attentively and note the problems occurring. It is in line with what has been suggested in prior study that when the guest expresses their dissatisfaction, the staff needs to manage the problem wisely and listen attentively to the attendee to solve the problem (Thakur & Bhardwaj, 2023) Afterward, the ESP students are required to express their apology and bridge the communication between the event organizer and client to solve the problem. In prior study, handling complaint is also one of the noticeable topics in Business English (Mudariah et al., 2021). It indicates that the communication in handling complaint is an essential issue for business.

Picking up clients at the airport

One of the duties as a liaison officer is picking up clients at the airport. As liaison officer is one structural crew in holding an event, being able to arrange the picking up time is necessary. As transportation is one of the essential elements in tourism industry (Anas et al., 2020), before picking up the clients at the airport, the liaison officer needs to have an intense communication to arrange the airport transportation schedule. This capability is one of the needs mentioned by the ESP students who have experienced as a liaison officer. The communication between the ESP students and the clients were mostly through email. Therefore, the ESP students need to inquire the information effectively and be able to explain the details of arrival itinerary. Regarding this issue, the arrangement of airport shuttle also becomes one concern in prior study. A similar study figured out that English is widely used as

Nova & Lastari (2024)

a mean for interpersonal communication, including telephone communication, online reservation, and car rental arrangements (Kotollaku & Lekli, 2024). In this case, car rental arrangement is included in airport pick-up and logistics delivery.

Reading documents relevant to MICE

Before handling an event, event organizer commonly receives a proposal or a bidding request from the client. It is an effective way applied by the client to arrange the event and their budget before the execution. Proposal and bidding requests are two types of crucial documents that the ESP students had to deal with during their internship program. As they also dealt with international client, they are required to read the documents written in English and even asked to make a summary or highlight the main information. As a part of event preparation, reading such documents plays a vital role to decide the budget, concept, venue, talents, properties, and crews. Beside of these two documents, there are several other documents that were commonly read by the ESP students, including memo, certificate, auction documents, bills, flight tickets, brochures, leaflets, reservation letter, or certificate. In logistic team, the ESP students also need to check the details of information and features on the items that they need to prepare for the event. The information checking is required to reassure the items have already met the minimum tools and properties used on the venue. With the various documents read by the ESP students, these students need a reading comprehension practice to accelerate their capacity in grasping information. Similar skill in reading documents is also emphasized on prior study which pointed that the logistic teams need English to comprehend the writing and reading skills, especially in dealing with emails, placing orders, and making purchase (Suraprajit & Piriyaapun, 2023).

Creating effective and professional presentations and infographics

In MICE and Event industry, the event organizer is required to present the concept of the event in an effective communication. During the presentation, the design of presentation slides needs to cover the information in brief and informative. Moreover, the presenter also needs to speak fluently and confidently in explaining the concept of the event and convince the audience on the idea proposed. As a trainee, some ESP students also had a chance to present their event concept to the client. They are required to perform professionally and use certain terminologies which could elevate their performance. In the current study, it is

Nova & Lastari (2024)

identified that some ESP students need more practice on public speaking to boost their confidence while delivering the presentation. They also need to learn how to design communicative and informative presentation slides to make their presentation effective. Prior study also highlighted the need capability in presenting professional presentation in business. In a business presentation, grammar and vocabulary makes the content become more precise, and students are required to present their ideas in a coherent, logical manner, encouraging them to be self-confident, productive, and structured setting (Murdariah et al., 2021).

Writing a press release for an event

Press release is a part of publication published at the end of an event. It is commonly posted on the event website or cooperate website. The press release elaborates the details of event activities, starting from the opening until closing. In the current study, the ESP students admitted that they also had a chance to write a press release. The press release written by these students were then submitted to the PIC and checked its readability and content validation before it is published online. Though, the writing skills had by the ESP students were still below the requirement to write a professional press release. There were some missing information or incomplete activity elaboration that the students wrote on the press release. Besides, the use of certain dictions also could influence the point of view of the press release. In prior study, the capability in describing an event has been highlighted as a combination of event conceptualization and linguistic constraints (Liao et al., 2023). In another words, the ESP students need to process the relevant information and choose the suitable diction and structure to form the sentence or utterance in describing the current situation of an event. Therefore, the art of writing the press release needs to be emerged in the learning process to make the students aware on the structure and vocabulary used in the press release.

Handling registration for an event

In certain event, the attendees are required to register themselves before coming into the main venue. Due to the pandemic, the registration process shifts, from pen and paper to barcode scanning. This change also affects the other aspects of registration, including virtual attendee enrollment, digital seminar kit, and e-certificate. However, not all attendees understood the registration process. In the current study, the ESP students mentioned that the

Nova & Lastari (2024)

registration process may take longer than conventional way as some of the attendees did not prepare themselves, such as downloading application, doing virtual enrollment, and downloading the identity barcode. In facing these obstacles, the ESP students are expected to assist the attendee in accomplishing the registration process. Besides, due to accent differences, some ESP students also could not recognize the utterances spoken by the delegates during the registration process. Their listening skills could not grasp the unclear pronunciation or different dialect used by the delegations. Apologizing and requesting repetition expressions are employed to get better information from the delegates. This solution is also applied on prior study while the staff could not grasp the information that they heard from the guest (Pinsirikul et al., 2023). Therefore, the ESP students need to learn on how to explain the digital registration process, and also the expressions on asking for personal information, apologizing, and polite requesting politely.

Writing formal correspondence via email

In dealing with the clients, especially coming from another country, it is common for the event organizer to use email as the main communication media. There is certain communication conducted through email, such as event contract, appointment making, or special request. In this case, the ESP students are required to accommodate the correspondence with the client and provide follow-ups and updates to them. The ESP students need to adjust their language expressions and vocabulary that they commonly used in group chat, which is considered less formal, to a business correspondence which applies formal expressions during the communication. Moreover, prior study also suggested that, the ESP students need to have some exposure on the real-world of English communication (Mosquera-Pérez, 2024) and thus, writing an email could become a compulsory topic to discuss in English language learning.

CONCLUSION AND IMPLICATION

Conclusion

With the recent development of technology, MICE and Event is leading to high-tech era. In the light of analyzing the need on learning design for English in MICE and Event industry during the hybrid-technology era, the current study has identified the 16 learning topics to be involved in teaching and learning activity. These 16 learning topics were emphasized by ESP students and used during their professional communication in MICE and

Nova & Lastari (2024)

Event industry. The 16 learning topics include asking for and offering help, explaining the event schedule, reading the client's arrival and return schedule from an event, providing briefings and explaining the concept, scope and details of an event, showing the direction of a location in an event, asking for and identifying client needs related to events, asking for and providing suggestions and/or recommendations, responding to client requests starting small talks with clients, handling complaints from clients, picking up clients and delegations at the airport, reading documents relevant to MICE, creating and presenting effective and professional presentations and infographics, writing a press release for an event, handling registration for an event, and writing formal correspondence via email.

Limitation

The current study had already investigated the need of English learning design in MICE and Event industry during the hybrid-technology era. However, there were some limitations found during the study. During the research process, the current study only focused on ESP students' perspectives and experiences as the data basis. Further comprehensive data collection from different perspectives, such as user perspectives, practitioners, and academics, is necessary to gain more comprehensive data. Second, the current study only observed the ESP students once for each student. More intense observation on Event site may influence the research result as the researcher only focused on one scope of cases or events during the field observation.

Implication

With the aim of identifying the need of English for Tourism and Event learning design during hybrid-technology era, the current study had identified 16 English language expressions as the learning topics for the lessons. These learning topics could be elaborated and employed by teachers and lecturers who focus on teaching English for Specific Purposes in Tourism, especially for MICE and Event. The current study also contributes for further research on developing learning materials and teaching media for English for Tourism and Event class.

ACKNOWLEDGEMENT

The study was fully funded by Politeknik Negeri Bali. The researchers would like to express their sincere gratitude to all students and lecturers in Tour and Travel Operation study

Nova & Lastari (2024)

program who have contributed to this research. The researchers also thank to Dika Pranadwipa Koeswiryono, M.Pd., Putu Sri Darmayanti, M.Pd., and Putu Dian Yuliani Paramita, M.Hum. for the help of validation and readability check of the research instruments.

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Nova & Lastari (2024)

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Nova & Lastari (2024)

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