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in Tourism and Hospitality**

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ABOUT THIS ISSUE

This issue brings together twelve contributions on language education and professional communication in tourism and hospitality. The articles examine project-based, experiential, and blended learning; English and second-foreign-language development; soft skills, employability, intercultural competence, and service communication; and the use of artificial intelligence and digital technologies in preparing learners and tourism professionals.

The collection also explores linguistic and discursive practices across tourism contexts, including simplified English practices, representations of Vietnam in travel blogs, English as a lingua franca in service encounters, and discourse markers associated with trust and professionalism. Taken together, the contributions show how pedagogy, technology, language choice, and workplace communication shape the preparation and performance of tourism and hospitality human resources.

ABOUT THE JOURNAL

IJLS is a peer-reviewed, open-access journal publishing original research across the field of language studies. It provides a scholarly forum for theoretical, methodological, and applied work on language use, learning, and teaching, bridging different linguistic traditions and encouraging cross-disciplinary research drawing on linguistics, sociolinguistics, psycholinguistics, language policy, and language education.

ISSUE LANDING PAGE

<https://ijlangstudies.org/index.php/home/issue/view/v3.n3>

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Table of Contents

Language Education, Digital Innovation, and Professional Communication in Tourism and Hospitality

No.	Article	Pages
1	Project-Based Learning in English for Tourism and Hospitality: Students' Perceived Development of English Listening, Speaking, and 21st-Century Skills Nguyen Thi Diem, Nguyen Thi Chau Ngan https://doi.org/10.60087/ijls.vol3.n3.001	1–20
2	Enhancing Impromptu Speech in Tourism English Communication through Social Constructivist and Experiential Learning Activities Tran The Khoa https://doi.org/10.60087/ijls.vol3.n3.002	21–33
3	Tourism Students' and Recent Graduates' Perceptions of Integrating Soft Skills into English for Tourism Courses Doan Quang Dinh, Nguyen Thi Xuan Chi https://doi.org/10.60087/ijls.vol3.n3.003	34–52
4	University students' intentions to use AI applications for learning an additional foreign language: A TAM study in Vietnam Hanh Phuc Nguyen Pham, Phung Vu Bao Ngoc, Vu Van Anh https://doi.org/10.60087/ijls.vol3.n3.004	53–67
5	Developing a Preliminary Codebook for Simplified English Practices in Tourism Service Encounters: An Archival and Secondary-Data Study Bui Thi Phuong Thao, Vu Mai Phuong https://doi.org/10.60087/ijls.vol3.n3.005	68–82
6	Vietnam in Ten English-Language Travel Blogs by Western-Origin Writers: A Critical Discourse Analysis of Affordability and Cultural Spectacle Nguyen Thi Nguyen https://doi.org/10.60087/ijls.vol3.n3.006	83–98
7	The Impact of the Event Management Course on Tourism Graduates' Employability: A Case Study of UFM Alumni in Vietnam Nguyen Thi Gia Dinh https://doi.org/10.60087/ijls.vol3.n3.007	99–110
8	Innovation in Higher Education: Solutions for Enhancing Foreign Language Proficiency and Intercultural Communication Skills for Tourism Human Resources in the New Era Nguyen Thi Boi Ngoc; Vo Thi Anh Dao; Nguyen Thi Kim Ba; Vo Hoang Kim Uyen; Huynh Nguyen Thu https://doi.org/10.60087/ijls.vol3.n3.008	111–124
9	Navigating the Global Service Encounter: Pedagogical Implications of English as a Lingua Franca in Hospitality and Tourism Education: A Narrative Review Vo Thi Anh Dao; Nguyen Thi Kim Ba; Huynh Nguyen Thu; Nguyen Thi Boi Ngoc; Vu Thi Tinh; Nguyen Ngoc Hoang https://doi.org/10.60087/ijls.vol3.n3.009	125–137
10	The Language of Trust: The Roles of Service Discourse Markers in Shaping Guest Satisfaction and Perceived Professionalism in Tourism and Hospitality Encounters Nguyen Thi Kim Ba; Vo Thi Anh Dao; Nguyen Thi Boi Ngoc; Vu Thi Tinh; Nguyen Ngoc Hoang https://doi.org/10.60087/ijls.vol3.n3.010	138–157
11	Digital Technology in Tourism-Related EFL Education: A Narrative Review of Learner Motivation and Implementation Barriers Nguyen Ha Thao Mi https://doi.org/10.60087/ijls.vol3.n3.011	158–173
12	Blended Learning and AI-Supported English Instruction for Tourism Students: Reported Outcomes, Teacher Barriers, and Pedagogical Roles Tran Thuy Quynh My, Tran Thuy Tram Anh https://doi.org/10.60087/ijls.vol3.n3.012	174–188
13	Investigating the Effects of the STEAM Approach on English Test Scores and Learning Experiences of Grade 5 Students at BVT School Bui Phuong Anh https://doi.org/10.60087/ijls.vol3.n3.013	189–217

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JOURNAL CONTACT

The International Journal of Language Studies

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