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English Speaking Proficiency Of Local Tour Guides In Selong Belanak: A Quantitative Study

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Abstract

This study aimed to measure and classify the English speaking proficiency of local tour guides in Selong Belanak and to identify their primary linguistic strengths and weaknesses. Employing a quantitative descriptive design, this study involved 20 local tour guides selected through purposive sampling. Data were collected through audio-recorded role-play speaking tests and assessed independently by two raters using a standardized 1–5 scoring rubric adapted from Harris (1969), focusing on pronunciation, grammar, and fluency. The findings revealed that the participants achieved an overall mean score of 3.48, indicating a Good level of English speaking proficiency. Among the assessed components, fluency emerged as the strongest aspect (M = 3.80), followed by pronunciation (M = 3.55), whereas grammar represented the principal weakness (M = 3.10), reflecting limited structural accuracy despite effective communicative performance. The findings indicate that informal, autodidactic language acquisition within a tourism environment effectively develops communicative fluency and intelligible pronunciation but is insufficient to strengthen grammatical competence. These results provide practical implications for designing targeted English for Tourism or English for Specific Purposes (ESP) training programs that prioritize grammatical development while maintaining the communicative fluency of local tour guides, thereby supporting service quality and sustainable tourism development.

Keywords: English Speaking Proficiency, Local Tour Guides, Autodidactic Acquisition.

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Introduction

Tourism has evolved into one of the most globally interconnected industries, characterized by the constant movement of people across linguistic and cultural boundaries. In this context, communication functions not merely as a supporting element but as a core determinant of service quality, tourist satisfaction, and destination competitiveness. For multilingual tourism environments such as Indonesia, the ability to engage in effective cross-cultural communication is indispensable. English, as the dominant global lingua franca, has assumed a central role in mediating interactions between international tourists and local tourism actors (Akram, 2024).

Within tourism service encounters, spoken English serves as the primary channel through which information is exchanged, services are negotiated, and

relationships are built. Sanker and Balamayuranathan (2024) emphasize that speaking proficiency directly influences tourists' perceptions of professionalism and reliability, which in turn affect satisfaction levels and the likelihood of repeat visitation. Consequently, English speaking proficiency should be viewed as a professional necessity rather than an optional skill for tourism practitioners, particularly those who interact directly with international visitors.

Indonesia's tourism sector has experienced consistent growth, with Lombok Island emerging as one of the most prominent destinations. In 2024 alone, Lombok recorded approximately 2.5 million international tourist arrivals (Discover Lombok Property, 2024). This growth has generated significant economic opportunities while simultaneously increasing communicative demands on local communities. One area that exemplifies this transformation is Selong Belanak, a coastal village in Central Lombok renowned for its scenic landscape and suitability for beginner-level surfing (Udin, 2025).

The rapid development of Selong Belanak as a marine tourism destination has repositioned local residents particularly surf instructors and local tour guides as frontline communicators. These individuals are required to explain surfing techniques, provide safety instructions, describe local culture, and negotiate services with tourists from diverse linguistic backgrounds. As a result, English speaking proficiency becomes a functional tool that directly affects the efficiency of service delivery and the overall tourist experience.

However, the increasing volume of international visitors has also exposed a communicative mismatch between tourists' expectations and the linguistic competence of local service providers. Talita and Febrianto (2024) note that misunderstandings in tourism contexts often stem from limited vocabulary, inaccurate grammar, insufficient fluency, and poor pronunciation. In destinations such as Selong Belanak, these issues are particularly salient due to the absence of systematic language training for local guides.

A distinctive characteristic of local tour guides in Selong Belanak is their reliance on informal, autodidactic language acquisition rather than formal education. Empirical observations indicate that most guides acquire English through workplace interaction, direct exposure to tourists, peer feedback, and engagement with English-language media (Bayu, 2022). This learning environment fosters practical communicative competence while simultaneously limiting opportunities for structured grammatical development.

From a theoretical perspective, this phenomenon aligns with Krashen's Acquisition–Learning Hypothesis, which differentiates subconscious language acquisition from conscious language learning. In line with Lave and Wenger's Situated Learning Theory, language development occurs through participation in authentic social practices rather than classroom instruction (Herrera, 2020; Bayu, 2022). Consequently, local guides prioritize meaning-making and communicative success over linguistic accuracy.

This sociolinguistic condition produces speakers who demonstrate confidence and communicative willingness, often described as having a "strong mentality"

despite linguistic imperfections (Bayu, 2022). To maintain interactional flow, guides frequently employ compensatory strategies such as code-switching between English, Indonesian, and Sasak (Yakin et al., 2023). While these strategies support intelligibility, they also highlight persistent structural weaknesses, particularly in grammatical accuracy.

Speaking is widely recognized in applied linguistics as a complex productive skill that requires the simultaneous coordination of lexical selection, grammatical structuring, and phonological realization (Brown, 2001; Harmer, 2012). Unlike receptive skills, speaking demands real-time processing, making it particularly challenging for second language learners in high-pressure communicative environments such as tourism.

Speaking proficiency extends beyond theoretical linguistic knowledge to include the ability to communicate appropriately and effectively within specific sociocultural contexts (Nunan, 2000; Sari & Abrar, 2024). In tourism settings, proficiency is operationalized through actual performance rather than abstract competence, emphasizing intelligibility, efficiency, and communicative adequacy.

Although oral proficiency encompasses various sub-skills (Hughes, 2003; Heaton, 1991), this study focuses on three core components that are most relevant to tourism communication: pronunciation, grammar, and fluency. These components represent the phonological, structural, and temporal dimensions of spoken language and collectively determine the effectiveness of oral interaction.

Pronunciation plays a critical role in ensuring intelligibility. It involves both segmental features, such as vowels and consonants, and suprasegmental features, including stress, rhythm, and intonation. In tourism communication, inaccurate pronunciation may lead to misunderstandings, particularly when giving safety instructions or technical explanations.

Grammar, defined as the system of rules governing sentence formation, enables speakers to convey precise and complex meanings (Harmer, 2001). In spoken discourse, grammatical competence requires rapid application of syntactic rules, tense consistency, and subject verb agreement. Severe grammatical errors, often influenced by first language structures, may disrupt comprehension and reduce perceived professionalism.

Fluency refers to the smoothness and continuity of speech without excessive pauses or hesitation. Hughes (2002) and Hedge (2000) emphasize that fluency reflects the speaker's ability to process language automatically. In the dynamic tourism environment of Selong Belanak, fluency functions as an operational necessity, allowing guides to maintain interactional flow and respond promptly to tourists' needs.

The communicative practices of local tour guides fall within the framework of English for Specific Purposes (ESP), which tailors language use to specific professional domains (Hutchinson & Waters, 1987). English for Tourism is characterized by its functional, transactional, and service-oriented nature, emphasizing oral interaction over theoretical language knowledge.

Tourism English prioritizes communicative functions such as greeting, instructing, negotiating, and explaining. Moreover, effective tourism communication requires cross-cultural understanding, as linguistic competence alone is insufficient in multicultural interactions. Tour guides must adapt their communicative styles to meet diverse cultural expectations, thereby minimizing pragmatic failure and fostering sustainable tourism relationships.

Previous research on English proficiency in tourism contexts has predominantly focused on vendors, institutionalized guides, or tourist perceptions, often employing qualitative or self-assessment approaches (Sahri, 2024; Sri Damayanti, 2025; Mangku et al., 2025; Hariani & Hum, 2025). While informative, these studies lack structured, quantitative measurement of actual speaking performance, particularly among autodidactic tour guides operating in dynamic, real-world environments.

Notably, there is a scarcity of quantitative descriptive studies that objectively measure pronunciation, grammar, and fluency using rubric-based performance assessments. The linguistic competence of autodidactic local tour guides in Selong Belanak remains underexplored, despite their critical role as cultural mediators and service providers.

To address this gap, the present study aims to quantitatively assess the English speaking proficiency of local tour guides in Selong Belanak by employing a structured performance-based evaluation. Specifically, the study seeks to determine the overall proficiency level and identify dominant strengths and weaknesses across pronunciation, grammar, and fluency.

By providing empirical, rubric-based evidence of actual speaking performance, this study contributes to applied linguistics particularly ESP research and offers practical insights for developing targeted language training programs. Ultimately, the findings are expected to support sustainable tourism development by enhancing the communicative competence and professionalism of local tour guides.

Method

Research Design

This study employed a quantitative descriptive research design to objectively measure and classify the English speaking proficiency of local tour guides in Selong Belanak. Quantitative descriptive research is designed to systematically describe phenomena as they naturally occur by collecting numerical data without manipulating variables or establishing causal relationships (Creswell, 2014; Arikunto, 2010; Sugiyono, 2018).

The selection of this design was methodologically appropriate given the primary aim of the study, which was not to test the effectiveness of an instructional intervention or to examine correlations between variables, but rather to provide an empirical baseline of the participants' current speaking proficiency. By employing this approach, the study objectively captured the existing linguistic competence of the guides in terms of pronunciation, grammar, and fluency.

Through the use of standardized performance-based assessment and descriptive statistical analysis, the quantitative descriptive design enabled the classification of

proficiency levels into objective categories such as Excellent, Good, Fair, and Poor. This design ensured that the findings reflected the authentic speaking abilities of the participants rather than subjective perceptions or self-reported data.

Research Setting

The study was conducted in Selong Belanak, Central Lombok, one of the most prominent marine tourism destinations in the region. This location was deliberately selected because local tour guides and surf instructors in this area predominantly acquire English through informal interaction with international tourists rather than formal education. Consequently, Selong Belanak represents an ideal context for investigating autodidactic English acquisition in a real-world tourism environment.

Data collection was carried out during the peak tourist season to ensure naturalistic and representative speaking performance. The speaking tests were administered on May 17 and June 7, 2026, allowing participants to be assessed under conditions that closely resembled their daily professional interactions.

Participants and Sampling Technique

3.1 Population

In quantitative research, a population refers to a group of individuals sharing specific characteristics relevant to the study objectives (Sugiyono, 2020). The population of this study consisted of all tourism workers operating in the coastal area of Selong Belanak who engage in direct verbal interaction with international tourists as part of their professional duties.

3.2 Sample and Sampling Method

A purposive sampling technique was employed to select participants who met predetermined criteria relevant to the objectives of this study (Creswell, 2014; Sugiyono, 2020). This technique ensured that the participants represented autodidactic local tour guides who routinely communicate with international tourists rather than formally trained English speakers. The inclusion criteria were: (1) actively working as a local tour guide or surf instructor in Selong Belanak, (2) having a minimum of one year of professional guiding experience, (3) interacting regularly with international tourists in English, and (4) not possessing formal higher education in English language or English education. Based on these criteria, 20 local tour guides were selected as the research participants.

To accommodate the participants' work schedules while maintaining data quality, data collection was conducted in two sessions. The first session involved ten participants on May 17, 2026, and the second session involved the remaining ten participants on June 7, 2026. The final sample provided sufficient quantitative data to establish a descriptive baseline of English speaking proficiency among autodidactic local tour guides in the Selong Belanak tourism context.

Data Collection Instruments

4.1 Operational Definitions

To ensure clarity and consistency in measurement, the study employed the following operational definitions:

English Speaking Proficiency refers to the measurable ability of local tour guides to communicate, provide information, and negotiate with international tourists in English. This construct was assessed through a performance-based oral test using a 1–5 numerical rating scale adapted from Harris (1969).

Local Tour Guides are defined operationally as native, grassroots-level tourism practitioners working in the coastal area of Selong Belanak who engage in regular face-to-face communication with foreign tourists. This group includes autodidactic surf instructors

and beach workers who generally lack formal training in English language education or tourism management (Sahri, 2024; Geria et al., 2025; Fikni et al., 2025; Adigal et al., 2024).

4.2 Speaking Test (Roleplay-Based Assessment)

A performance-based speaking test was administered to collect objective data on the participants' oral English proficiency. The test was designed according to the principles of English for Tourism (EfT) and structured as a roleplay or semi-structured interview that mirrored the participants' daily professional tasks.

During the test, participants were asked to perform communicative functions such as describing wave conditions at Selong Belanak Beach, offering guiding services, and responding to tourists' inquiries. This approach ensured ecological validity by assessing speaking performance in contextually relevant scenarios.

4.3 Audio Recording

All speaking performances were digitally recorded to enhance accuracy and reliability in evaluation. Audio recordings allowed evaluators to repeatedly review participants' speech, minimizing the risk of scoring errors and enabling detailed analysis of pronunciation, grammatical accuracy, and fluency.

4.4 Standardized Scoring Rubric

Participants' recorded performances were evaluated using a standardized analytical scoring rubric adapted from the oral English rating scale developed by Harris (1969). The rubric employed a 1–5 scale for each assessed micro-skill, where 1 indicated very poor performance and 5 indicated excellent or near-native performance. The use of an established rubric ensured objectivity, consistency, and comparability of scores across participants.

4.5 Instrument Validity and Inter-Rater Reliability

To ensure instrument validity, the speaking test was developed based on the principles of English for Tourism (EfT) and aligned with the participants' authentic professional communication tasks. The assessment criteria were adapted from the well-established oral English rating scale developed by Harris (1969), which has been widely used to evaluate pronunciation, grammar, and fluency in English speaking assessment.

To enhance scoring reliability, all speaking performances were evaluated independently by two raters using the same standardized scoring rubric. Before the scoring process, both raters discussed the assessment criteria and descriptors to ensure a shared understanding of the scoring standards. The final score for each participant was obtained by averaging the two raters' scores, thereby minimizing subjective bias and improving the consistency and reliability of the assessment (Elizondo Gonzalez, 2024).

Data Collection Procedures

Data collection followed a systematic three-phase procedure to ensure validity and reliability (Sugiyono, 2018; Elizondo Gonzalez, 2024):

Phase 1: Test Administration and Recording

The researcher personally administered the speaking tests and recorded each session in a controlled yet naturalistic setting to capture authentic speech production (Rutakumwa et al., 2020).

Phase 2: Transcription

All audio recordings were transcribed verbatim to facilitate detailed examination of grammatical structures, speech pauses, and fluency features. Transcription reduced reliance on memory and enabled empirical visualization of spoken language use (Ko & Burch, 2025; Rutakumwa et al., 2020).

Phase 3: Evaluation and Scoring

Two independent evaluators assessed the audio recordings and transcripts using the same

standardized rubric. This inter-rater evaluation minimized subjectivity and enhanced scoring reliability (Elizondo Gonzalez, 2024).

Data Analysis

Data analysis was conducted through descriptive statistical procedures to address the research questions objectively.

6.1 Scoring and Inter-Rater Assessment

Each participant's speaking performance was independently evaluated by two trained raters using the same standardized scoring rubric adapted from Harris (1969). The use of two independent raters served to strengthen inter-rater reliability and reduce potential scoring bias. The final score for each speaking component was calculated by averaging the scores assigned by both raters, thereby ensuring greater objectivity and consistency in the assessment process (Elizondo Gonzalez, 2024).

6.2 Statistical Analysis

Descriptive statistics were employed to analyze the quantitative data:

a) Mean scores were calculated to determine the central tendency of each speaking component.
b) Standard deviation was used to measure variability within the sample.
c) Percentage distribution was applied to classify participants across proficiency levels.

6.3 Proficiency Classification

Based on the numerical results, participants' speaking proficiency levels were categorized into standardized classifications (Excellent, Good, Fair, Poor, and Very Poor). This classification system enabled a clear and systematic interpretation of the guides' English speaking proficiency and facilitated identification of dominant strengths and weaknesses.

Result and Discussion

1. Speaking Proficiency Performance of Local Tour Guides

This quantitative descriptive study analyzed the speaking performance of 20 local tour guides at Selong Belanak Beach through role-play and interview-based speaking tests. The assessment process involved inter-rater scoring using a modified oral English rating scale adapted from Harris (1969), focusing on three micro speaking skills: pronunciation, grammar, and fluency. Each performance was independently rated by two raters to ensure objectivity, validity, and reliability of the data.

The final scores were computed into total scores, mean scores, percentages, and proficiency categories. The overall results are presented in Table 1.

The findings show variation in speaking ability among participants. Individual performance ranges from "Poor" to "Excellent," with most participants distributed in the "Fair" and "Good" categories. The overall mean score of all participants is 3.48, which indicates that the general English-speaking proficiency of the tour guides falls into the "Good" category based on the classification framework used in this study.

Table 1

The Result of Speaking Proficiency Scores

Category	Frequency	Percentage
Excellent	4	20%
Good	7	35%
Fair	8	40%
Poor	1	5%

Total	20	100%

This result demonstrates that despite the absence of formal linguistic or tourism education, the participants are able to communicate effectively in English within tourism contexts. The findings suggest that experiential learning plays a central role in shaping their communicative competence.

2. Descriptive Statistical Analysis of Speaking Components

Further analysis was conducted using IBM SPSS Statistics to identify the distribution, central tendency, and variability of each speaking component (pronunciation, grammar, and fluency). The descriptive statistics are summarized in Table 2.

Table 2

Descriptive Statistics of Speaking Components

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	20	3.00	4.00	3.5500	0.51042
Grammar	20	2.00	4.00	3.1000	0.55251
Fluency	20	2.00	5.00	3.8000	0.83351
Valid N (listwise)	20				

Component-Based Analysis of Speaking Performance

A more detailed examination of each speaking component provides a clearer picture of the participants' communicative competence.

Pronunciation. With a mean score of 3.55, pronunciation demonstrated relatively consistent performance among participants. Most local tour guides were able to produce intelligible speech with only minor pronunciation errors that rarely interfered with communication. Frequent interaction with international tourists appears to have strengthened their ability to pronounce commonly used tourism vocabulary accurately, although occasional influence from the Sasak and Indonesian phonological systems remained evident.

Grammar. Grammar obtained the lowest mean score (3.10), indicating that grammatical accuracy remains the weakest aspect of participants' speaking proficiency. Most participants relied on simple sentence structures and frequently produced errors in verb tense, subject–verb agreement, articles, and prepositions. Although these grammatical inaccuracies generally did not prevent successful communication, they reduced linguistic accuracy and professional language quality.

Fluency. Fluency achieved the highest mean score (3.80), indicating that most participants were able to maintain continuous interaction with relatively few pauses or hesitations. The findings suggest that repeated real-life communication with international tourists has enabled the guides to develop automaticity and confidence in spoken English, allowing them to prioritize message delivery over grammatical perfection.

The results indicate distinct patterns across the three components:

a) Fluency obtained the highest mean score (3.80), indicating that it is the strongest speaking aspect among participants. However, it also shows the highest standard deviation (0.83351), suggesting considerable variation among individuals. This indicates that while some guides are highly fluent, others still struggle with hesitation and speech continuity.
b) Pronunciation shows the most stable performance with a mean score of 3.55 and the lowest standard deviation (0.51042). This suggests that participants generally have consistent and intelligible pronunciation patterns, likely influenced by frequent interaction with foreign tourists and repeated exposure to English in real-life communication settings.

c) Grammar recorded the lowest mean score (3.10), indicating that structural accuracy is the weakest aspect of their speaking performance. This reflects limitations in formal grammatical knowledge and reliance on simplified sentence structures in communication.

Overall, these statistical findings indicate that communicative effectiveness among the tour guides is primarily driven by fluency and intelligibility rather than grammatical accuracy.

3. Distribution of Speaking Proficiency Levels

The frequency distribution of speaking proficiency levels reveals that participants are concentrated in the middle performance categories. Specifically:

a) 8 participants (40%) are categorized as Fair
b) 7 participants (35%) are categorized as Good
c) 4 participants (20%) reach the Excellent level
d) 1 participant (5%) falls into the Poor category
e) No participants are categorized as Very Poor (0%)

This distribution (Figure 2) indicates a relatively positive overall speaking profile among the tour guides. The absence of "Very Poor" performers suggests that even minimal exposure to tourism-related English interaction contributes significantly to communicative development.

From a pedagogical perspective, this pattern reflects the effectiveness of incidental language acquisition in natural tourism environments, where English is used as a functional tool rather than an academic subject.

4. Strengths and Weaknesses of Speaking Components

A comparative analysis of the three speaking components was conducted to identify the primary strengths and weaknesses (Table 3). The results show that:

Table 3
Comparison of Speaking Components

Speaking Component	Mean	Interpretation	Rank
Fluency	3.80	Primary Strength	1
Pronunciation	3.55	Moderate Strength	2
Grammar	3.10	Primary Weakness	3

These findings indicate that fluency-oriented communication dominates the speaking behavior of local tour guides. Their language use prioritizes meaning negotiation, service delivery, and interactional smoothness rather than grammatical precision.

This pattern supports the idea that informal learning environments such as tourism workplaces promote communicative competence through practice rather than formal instruction.

1. Overall English Speaking Proficiency in Tourism Context

The findings reveal that the English speaking proficiency of local tour guides at Selong Belanak Beach is categorized as "Good" (mean = 3.48). This result reflects the effectiveness of naturalistic and experiential language learning in real-world tourism environments.

Theoretically, this finding aligns with Lave & Wenger (1991) in their concept of situated learning, which emphasizes that knowledge is constructed through participation in

social practice. In this context, English is acquired through continuous interaction with international tourists rather than formal classroom instruction.

Similarly, Krashen's (1982) acquisition-learning hypothesis explains that language acquisition occurs subconsciously through meaningful communication, which is evident in the daily experiences of tour guides.

These findings are also consistent with previous research. Sahri (2024) found that street vendors in Kuta Mandalika demonstrated poor speaking ability due to communication anxiety and limited exposure. In contrast, the present study shows that the tourism environment at Selong Belanak provides more intensive communicative exposure, leading to better outcomes.

Furthermore, Mangku et al. (2025) argue that immersive and interactive tourism contexts, such as negotiation and service communication, significantly enhance oral language development. The present findings support this argument by showing that sustained interaction with tourists improves communicative competence.

2. Speaking Component Performance: Strengths and Weaknesses

The dominance of fluency as the strongest component (mean = 3.80) indicates that communication efficiency is the primary outcome of informal language learning in tourism settings. This supports Bayu (2022), who highlights that tourism workers develop confidence and communicative flexibility through frequent interaction with international visitors.

However, the relatively high standard deviation in fluency indicates unequal development among individuals, which may be influenced by differences in work experience and exposure intensity, as also noted by Hariani (2025).

The relatively stable pronunciation performance (SD = 0.51) suggests that repeated exposure to spoken English leads to improved intelligibility. This aligns with Hariani (2025) who states that local tour guides' speech is generally understandable and does not hinder cross-cultural communication.

On the other hand, grammar remains the weakest component (mean = 3.10). This weakness reflects the absence of formal linguistic instruction and reliance on simplified structures. Participants tend to prioritize meaning over form, which results in grammatical inaccuracies.

To compensate for limited grammatical competence, participants often use code-switching strategies, as also observed by Yakin et al. (2023) in studies on Selong Belanak speakers. This linguistic adaptation demonstrates communicative efficiency despite structural limitations.

These findings are also supported by Damayanti (2025) and Sahri (2024), who emphasize that autodidactic language learning may not ensure grammatical accuracy. Therefore, structured ESP (English for Specific Purposes) training is recommended to address grammatical weaknesses while maintaining communicative fluency. From a practical perspective, these findings provide important guidance for developing English for Specific Purposes (ESP) training programs for local tour guides. Rather than emphasizing general English, future training should focus on tourism-related communicative tasks such as greeting visitors, explaining local attractions, providing safety instructions, handling tourist complaints, and negotiating tourism services. Particular attention should be given to improving grammatical accuracy through contextualized speaking activities while maintaining the communicative fluency that participants have already developed through authentic workplace interaction. Such training is expected to enhance service quality,

increase tourists' confidence, and strengthen the competitiveness of Selong Belanak as an international tourism destination.

3. Implications and Limitations

Several limitations should be acknowledged when interpreting the findings of this study. First, the relatively small sample size (**N = 20**) limits the generalizability of the findings to other tourism destinations or broader populations of local tour guides. Second, this study evaluated only three speaking components—pronunciation, grammar, and fluency—while other important aspects of speaking proficiency, such as vocabulary, interactive communication, discourse management, pragmatic competence, and listening comprehension, were not examined. Third, although the role-play assessment was designed to resemble authentic tourism communication, participants may still have experienced performance anxiety during the testing process. Future studies are therefore encouraged to involve larger samples from multiple tourism destinations and incorporate a wider range of speaking components together with more authentic performance assessments to obtain a more comprehensive understanding of English speaking proficiency among local tour guides.

Conclusion

This study concludes that the English speaking proficiency of 20 local tour guides in Selong Belanak Beach is generally in the "Good" category with a mean score of 3.48, indicating that despite the absence of formal English education, the participants are able to communicate effectively in real tourism interactions. Among the speaking components, fluency is identified as the main strength (mean = 3.80), supported by relatively intelligible pronunciation (mean = 3.55), while grammar remains the main weakness (mean = 3.10), reflecting limited structural accuracy due to autodidactic and experience-based language learning. The overall distribution of proficiency levels, dominated by Fair and Good categories with only a small proportion of Poor and no Very Poor participants, further confirms that continuous exposure to international tourists significantly contributes to communicative development. In line with this, the findings support the view that informal, situated language acquisition in tourism contexts is effective in building functional oral communication skills, particularly fluency and intelligibility, but remains insufficient in developing grammatical accuracy, thus highlighting the need for targeted ESP-based training to improve structural competence without reducing communicative effectiveness.

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