Using Foreign Language Learning Factors in Tourism Development in Iran

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Abstract
It is necessary to establish mutual relationships between suppliers and demanders to ensure the quality of services. As English is the language of international communications, and the linguistic competence can greatly help develop the tourism industry, this study aimed to analyze the effects of learning English listening, speaking, reading, and writing on tourism development in Iran through the mediating roles of effective communications and teaching in English. The study is applied regarding purpose, and descriptive-survey study of correlation type regarding method. The population consisted of the professors and students of tourism management of Iran's universities, tourism faculties of Tehran, Mashhad, Semnan, Ahvaz, Babolsar, Yazd, and Kerman, as well as the experts in the tourism industry of Iran and foreign tourists. Data collection was field and library method done by distributing a questionnaire online and in person to 351 participants to complete them. Confirmatory factor analysis and structural equation modeling techniques were used to analyze the collected data. The research findings indicated that listening, speaking, reading, and writing skills have a significant effect on effective communication and education in English. On the other hand, effective communication and teaching in English affect tourism development. The results indicate the essential role of linguistic competence in developing the tourism industry. For better understanding, recognition and learning the international environment and the development of the tourism industry, Iran needs to deal with this challenge, learning English, maintain its competitiveness in the globalization stage.

Keywords: Language skills, learning foreign languages, English language, tourism development

Introduction

In a post-industrial society, services have a vital role in meeting human needs. Tourism plays a significant role in the service sector. A common language between suppliers and demanders is necessary to ensure the quality of services. Some common language is the prerequisite to face-to-face communications, so speaking in the tourist's language is necessary especially when there is a problem (Cocoa & Turner, 1997). A foreign language plays a crucial role in the tourism management sector to make comprehensible communications. Organizations should benefit from useful foreign language skills to establish better mutual and international relationships (Lesly & Russel, 2006). In the recent decade, there have been significant developments in the tourism industry and tourism management (Al-Saadi, 2015). The ability to establish effective communications with the people of the world is a strategy for creating distinct advantages in the competitive business worldwide. The mastery of one or more foreign languages can help people get one step ahead in the global business. English is the prominent language in international communications and a prerequisite for those who work in the tourism industry. English is the global language of the tourism industry. English is the primary language of

international communications. It is essential to those who work in the tourism industry. Accordingly, it is essential for those who work in the industry to be fluent in English. Moreover, they should learn the basic and social skills of the English language to work in different tourism sectors (Alison, 2016). In recent decades, it has extensively been accepted that English is the international business mediating language, and thus companies select English as their official language every day due to the importance of establishing effective communications (Charles, 2007). According to Simion (2012), English is the tourism language, and the tourism discourse has affected the other concepts of the tourism phenomenon. English is of great importance in dialogue and understanding between tourists and tourist facilities, and also activates the tourism organization to move forward (Titengum & Welsh, 2010). English is the language of global trade, business, and tourism since most tourism authorities and officials communicate with tourists and immigrants in English in the society (Simion, 2012).

Nowadays, English is not related to the countries known as its origins (such as the USA, England, and Ireland) it is an international language in a global sense. English is no longer considered the exclusive right of English speakers of the native language. More than ever, it belongs to the international community across continents (Vanconich; Vanconich & Nitchine, 2012). English is now taught as a second language extensively in over 100 countries such as China, Russia, Germany, Spain, and Egypt. It is known as the global language in the tourism industry in Brazil and many other countries and emerges as the dominant foreign language at schools and replaces the other languages (Crystal, 2003). Considering the importance of foreign languages, the European Union emphasizes the spread of multilingualism instead of knowing only one foreign language (Lesly, & Russel, 2006).

Thus, understanding and meeting the needs wants, and expectations of guests and tourists are crucial elements in satisfying tourists stay in the host country. Effective communicative skills in English writing and speaking are considerable skills in the tourism industry at different levels and areas of entertainment tourism, ecotourism, science tourism, sports tourism, and health tourism. On the other hand, tourists face communication and temporal bottlenecks due to the lack of written English information and sufficient English explanations in the alleys and streets in Iran for finding directions to different places. There are also no English explanations of tourist attractions, accommodations, and even many hotels. Moreover, tourists may lose the possibility of face-to-face communication with people and familiarity with the heritage of spiritual culture as well as other aspects of the rich and indigenous culture of the country, or sometimes the lack of verbal and conceptual communication may lead to misunderstandings. Given the modern information era, such an inability has recently become a significant problem for some careers. This problem should be rooted in the public education system (Asadnia, 2014). In Iran, besides the academic environment, the lack of communication in English among the young people and adults has a direct impact on the tourism industry, so that most people, despite the spirit of hospitality, do not have the ability to have dialogue and face-to-face communication to provide the opportunity with eager tourists to transfer their rich culture.

English globalization is so rapid and people are aware of the importance and necessity of this language in their future career and academic success. However, Iran's education system pays scant attention to such development due to political constraints (Borjian, 2013). According to recent studies conducted in Iran, both school and university students have a positive attitude towards English. Nevertheless, some of the language learners admit that they are anxious that they might be unable to learn English (Atef & Kashani, 2011). Many of the Iranian researchers have focused on the importance of developing tourism in Iran by emphasizing the analysis of infrastructures. However, no infrastructures have been provided for mastery over English as an

international language used in different sectors of the tourism industry. Analyzing the higher education and reviewing the literature, the researcher found out that most of the previous studies generally concerned other countries rather than Iran and the Iranian just dealt with the problem of poor English skills in Iran's tourism industry in merely short notes. Hence, the researcher decided to conduct this study to investigate the importance of using English in the tourism industry.

Theoretical Framework

Tourism development and the role of language

Language is a system of spoken or written symbols, which can connect ideas, emotions, and experiences (Hollander, 1971). Understanding the role of language by organizations enables them to enhance their proficiency (Karsten et.al 2006, Chen et.al 2006), employ new technologies (Thitthongkam & Walsh, 2010b), increase customer satisfaction and have effective management in the tourism industry (Dickson and Huyton 2008). Since English has become international and the fourth widely spoken language in the world, and in terms of English speakers is the most spoken official language (Simion, 2012), it is increasingly necessary for tourism professional to develop their English language skills, so that they can fulfill the needs of the tourists (Bobanovic & Grzinic, 2011).

Receptive and productive skills

When learning a language, receptive and productive skills are developed. Receptive skills include understanding when listening and reading while receiving and decoding the language to understand the message. Productive skills include writing and speaking when the language is used to convey the message to others through writing and speaking. When learning the English language, language learners learn all these skills. The relationship between productive and receptive skills is complex that supports other skills. The receptive skills are essential parts of language skills and the base for some parts of the productive ones. For example, acquiring reading skill may help develop writing skill. Receptive and productive skills are inseparable, and one cannot exist without the other. While learning a foreign language, receptive skills are used first and followed by practical application of productive skills. Not having applied one of them to the learning process, the result will not be complete (Golkova & Hubackova, 2014). Once, all these layers are successfully incorporated, it means that uniting receptive and productive skills is applied effectively and language learning occurs and then desired result which is communication can be achieved (Su, 2007; Oxford, 2001).

Listening skill

Listening skill is an important skill where one receives the others' messages and the greater listening skills is the more effective communication becomes (Lindsay & Knight, 2006). Speaking would not establish communications by itself unless what is said understood by the other party. Thus, listening comprehension is essential in communicating (Rivers, 1966) and occurs through good listening skill. Listening skill affects customer interactions and depending on the circumstances may determine if the customers remain or not (Lohrey, 2017).

Speaking skill

Speaking skill is one of the most important and hardest skill in language learning (McLaren & Madrid, 1996). The vital function of the language is for interaction and communication. While speaking, they want to express their ideas, opinions, and wishes or start up a friendship or social relationship. "Transactional language" and "Interactional language" are

used in verbal communications. The negotiation language includes information used to convey interactive language message. Speaking skill in English is crucial because it enhances communication (Mundhe, 2015). Whenever lecturers want to express their ideas or inform others about a subject, they use verbal communication. They use language according to their goals. For effective communication a speaker and a listener are essential. In a face to face interaction, the speaker can use a different range of facial expressions and body language to help to communicate and convey the message (Harmer, 2007). It is seen that listening and speaking skills are indispensable to communicate verbally. One understands the spoken language while listening (Mundhe, 2015).

Reading skill

Reading skill is a receptive skill and is essential to comprehend what is read. Specific knowledge is required to gain this skill. The knowledge of the relationship between words and understanding the writer's aim of sending the message are essential. Moreover, understanding the context and reading comprehension requires diligence practice. Through mastering the reading and comprehension skill, one can understand what they read, realize the complicated parts, track it, and discover it by connecting it to their previous experience and knowledge to achieve the writer's purpose. Developing reading skill and strong reading comprehension are crucial for a scientific and professional personal life (Smith, 2016). Poor reading and comprehension skill in many international industries and occupations, especially the tourism industry, would not only lead to recession in one's job rating but also hurt tourism interactions.

Writing skill

Writing is the strategies, methods, and decision making employed by writers when they write. Writing is a complex process of planning, drafting, reviewing and revising (Richards & Schmidt, 2013). As people who work in the tourism industry should write letters take notes and complete notes and reports, they should highly develop their writing skills. As people who work in the tourism industry should write letters and reports, take notes and then complete them, they should highly develop their writing skills. Accordingly, they should have enough knowledge to check the details and their accuracy (Thitthongkam, Walsh, & Bunchapattanasakda, 2011). The main reason why tourism professionals write in English is their business requirement (Bobanovic & Grzinic, 2011). The ability to write in a clear and professional way is vital for this business. Promoting writing skill in the tourism industry is a requirement.

Therefore, based on theoretical framework, the conceptual model is shown in Fig 1.
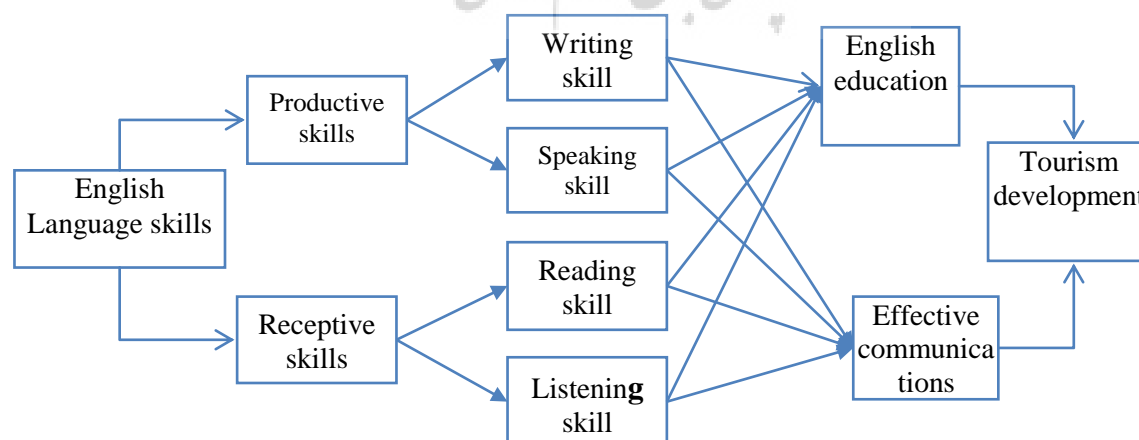
Figure 1. *Conceptual Framework of the Study*

Review of the Literature

There are many studies on language learning and its effect on tourism. The studies are in agreement with global learning and the development of tourism industry in different countries. Since the 1970s, single language based tourism has changed dramatically (Wissot, 1970) and therefore, research and studies reflecting these changes in learning a foreign language and tourism education. The studies and English learning ways for communicating with foreign tourists become an endless issue with a series of related and complicated factors. One of the noticeable notions that most trips are emotionally and socially attached to the host culture considers the importance of learning language skills (Brecht, Davidson, & Ginsberg, 1995). Therefore, the aim of this section is reviewing studies on learning a foreign language and developing tourism. The researcher investigated thoroughly. However, she could not find any national studies. Anyway, the literature divided into two sections. The first section examines the studies conducted by scholars in detail and the indices used. In the second section, brief studies presented in the table format so that a clearer understanding of the research problem and its angles can be achieved, and discovered the gap in research.

Kay and Russette (2000) conducted a study on the importance of the effect of English on tourism in Croatia. The study proves that communication skills are crucial elements in the tourism industry, hospitality, and other related industries in all forms and styles. The study was conducted among tourism industry staff and tourism students based on questions about the importance of communication skills in English i.e., speaking, reading, listening, and writing. The results indicate the importance of effective communication among language learning, hospitality training, and educational programs. To some extent, among four English language skills, speaking skills and oral communication are more important than written communication in the tourism industry, although, both skills have considerable importance and function in achieving employees' success (Kay & Rossette, 2000).

Sindik and Božinović (2013) studied the perceived importance of foreign languages for the tourism profession by students at different years of study in the American College of Management and Technology in Croatia. The researchers were interested in the subject due to the mother tongue diversity. The total number of participants was 107; say, 58 males and 49 females. The participants were 46 senior, 61 junior who studied Hospitality Management and Services. The mother tongue of 89 students was Croatian, and the 18 others were native speakers of Bosnian, English, Macedonian, Montenegrin, Albanian, Serbian, German, Norwegian, and Italian. English was the first foreign language of 91 participants. Moreover, the second foreign language of 28 participants was German, 40 Italian, 11 French, 22 Spanish, 5 English, and 1 Russian. Of the participants, 29 could speak in three and 12 in four foreign languages. The results did not show a significant difference in the role of the different foreign languages among senior and junior students, while English as the most important foreign language showed a positive and meaningful impact on students success and tourism development. Summary of some studies presented in Table 1 would prove the positive impact of the learning of the English language on tourism development.

Table 1. *Some studies on language skills and tourism development*

Researcher	Goal	Methodology	Index	Result
Tziora et al. (2016)	Investigating the role of foreign	Descriptive-survey;	Language skills including	Results show that learning

	languages in Hospitality Management in a number of Greek hotels	Data collected through online questionnaires; Data analyzed using SPSS	listening, speaking, reading and writing skills and effective communication skill	foreign languages has a positive and significant impact on hospitality management. Therefore, mastering a foreign language is a prerequisite for the tourism industry.
Tetbeck (2016)	The study of the attitude of 222 tourism guide students in one of Turkish state universities about the English language course	Data collecting tool in this survey research was questionnaire	Listening, Speaking, Reading, and Writing variables	Listening, Speaking, Reading, and Writing variables profession. But they had negative attitude towards taking exam
Promrak et al. (2015)	The research aims at conducting a training course based on the needs analysis for the development of tourism and hospitality field of study in Bangkok.	Mixed method research; data collection through a questionnaire, the English internship course, pre and post-exam, and semi-structured interviews; data analysis through using SPSS and content analysis	English communication needs and issues	The results prove the content of this course is in line with the needs of the students and will be useful for their education in tourism and hospitality.
Prabhu & Wani (2015)	Understanding the importance of English language skills in the Indian Hospitality Industry and existing challenges	Descriptive-quantitative research method; data collection through distributing a questionnaire; data analysis through using SPSS	English listening, speaking, reading, and writing skills and hospitality development variables	The results indicate there is a significant correlation between fluency in English language skills and the development of tourism and

				hospitality.
Aldohon (2014)	Investigate the English language needs and issues of Jordan Tourism Police	The descriptive study; the data collected through a five-Likert scale questionnaire distribution; the data analyzing through using SPSS software.	English listening, speaking, reading, and writing skills	The results show the Jordan tourism police lack of mastery of English listening and speaking skills have a significant effect on causing problems when doing their job, and also indicate strong incentives should be created to develop their communication skills.
Banerjee (2014)	The role of language in creating or eliminating cultural differences	The qualitative method research; data collection through Semi-structured interview; data analysis through content analysis	language, cultural differences, sensory problems and emotional and cognitive responses variables	Findings show that lack of linguistic competence has a significant effect on creating stress, disturbance in effective communication, and inappropriate emotional and cognitive responses.
Remnani (2012)	Role of language in forming cultural tourism experience for student tourists Exploring how language affects cultural tourism industry in the international tourism industry	Qualitative-exploratory Semi-structured interview Grounded theory	Language skills	Findings show that travel motives and understanding the perceived language in the destination is closely interrelated. Additionally, Students' desire

				to experience local culture affects the willingness to interact with the host population
Praja Nanet (2012)	Analyzing the need of using English language in tourism industry (Thai tourism industry activists)	Descriptive-survey	Quad English language skills variables	Findings show that the speaking skill is the most important then listening skill and reading and writing are important. The results show that difficulties in using English language are inability to understand foreign accent, inappropriate words and phrases, inappropriate vocabulary and lack of grammar knowledge. However the results indicate the significant impact of English language skills on effective communication of tourism staff with foreign tourists.
Vekovich-Vozhenovich and Nichin (2012)	Examining the role of English language as an international language in tourism industry (Serbia)	Descriptive-survey	Quad English language skills variables	Tourism staff and students mastering in Serbia has significant correlation with tourists

				satisfaction

Considering English skills, it is emphasized to learn and master each of four language skills including listening, speaking, reading and writing and using all of them to have effective communication and interaction among tourism practitioners and tourists. It has important function in different dimensions of tourism. The researcher has found the relationship between learning English language and tourism development. By studying this subject in higher education regarding previous studies and literature, the researcher recognized that researches belong to countries other than Iran. Recently, they have only written short texts about the issue of weakness of English in Iranian tourism, but have not conducted any scientific research in this context. Therefore, the aim of the researcher is to test the importance of using English in developing tourism industry through this research. What strikes the researcher's mind is that, despite the importance of the issue, why no studies have been conducted in this field in Iran so far?

Methodology

The aim of this research is to examine the relationship between English language learning skills and tourism development with effective communication and English education. Therefore, this research is practical in terms of purpose. Data collection procedures were field and library methods, thus descriptive-survey. The population was the professors and students of tourism management of universities of Iran, tourism colleges of Tehran, Mashhad, Semnan, Ahvas, Babolsar, Yazd, Kerman, Iran tourism industry experts and foreign tourists in studied cities. Data collection procedures were field and library methods, and the research tool was a questionnaire. Sample size in the methodology of structural equation modeling determined between 5 to 15 observations for each measured variable (item). The questionnaire consisted of 35 items. Consequently, the minimum number of samples was 175 and the maximum 375. In this study, 400 online and in person questionnaires distributed and finally, 351 complete questionnaires obtained. In this study, content validity used to assess the validity of the questionnaire. In doing so, the questionnaires handed over to five experts and professors, and they consulted about questions and evaluation of the hypotheses that unanimously confirmed the questionnaire. Cronbach's alpha coefficient used to enhance reliability. When Cronbach's alpha coefficient calculated more than 0.07, it demonstrates desirable reliability. Cronbach's alpha coefficient calculated at 0.757. Accordingly, the reliability of the questionnaire was desirable. Descriptive and inferential levels used for analyzing the findings of the questionnaire. First, descriptive statistics indices such as frequency, percentage, mean, and standard deviation used to analyze the information about the general characteristics of the respondents, and then inferential statistics used. All tests and their application in data analysis are as follow:

Descriptive analysis of demographic characteristics and research variables
●Investigating the normality of data using data skewness and kurtosis
●Checking randomness of data
●Confirmatory factor analysis (CFA) for structural validity of the applied scale
●Testing the research hypotheses using structural equation modeling
●Independent bivariate t test for analyzing respondents' perspective according to gender
●Variance test analysis for analyzing respondents' perspective according to education level, self-assessment language skills and age

Empirical Results

In this section, the demographic characteristics of respondents in terms of gender, age and education level are examined, the results of which are shown in Table 2.

Table 2. *Distribution of respondents by gender, age and education*

Gender	F	%	Age(Year)	F	%	Education	F	%
Male	176	50.14	<25	34	19.94	college degree or less	48	13.68
Female	175	49.86	25 to 30	70	35.04	Bachelor	123	35.04
			30 to 40	123	26.21	Master	150	42.74
			40 to 45	92	9.12	PhD	30	8.55
			>45	32	9.69			
Total	351			351	100		351	100

For descriptive analysis of the variables, the central parameters (mean, median and mode) and dispersion parameters (standard deviation, variance, and range) were used according to Table 3.

Table 3. *Descriptive analysis of research variables*

Research Variables	Number	Mean	Median	Mode	S.D	Variance	Range	Minimum	Maximum
Listening skill	351	1.991	2.000	1.800	0.398	0.159	2.200	1.200	3.400
Speaking skill	351	1.994	2.000	2.000	0.389	0.152	2.600	1.000	3.600
Reading skill	351	2.290	2.200	2.400	0.379	0.144	2.200	1.200	3.400
Writing skill	351	2.356	2.400	2.200	0.446	0.199	2.800	1.000	3.800
Tourism development	351	5.436	5.750	6.000	0.773	0.597	5.000	1.000	6.000
Effective communication	351	5.422	5.667	6.000	0.736	0.541	5.000	1.000	6.000
English education	351	5.407	5.667	6.000	0.998	0.488	5.000	1.000	6.000

According to the findings of Table 3, it is clear that 351 correct data were collected about research variables. The range of data also, is very big (1-6) especially for tourism development, effective communication and English education. Writing skill has the smallest range. Standard deviation of reading skill also is smaller than other variables that show the unanimity of the respondents. Median and mode shows that most of the respondents have chosen the opposite (1) option and opposite (2) options. Mean is smaller than 2.5. For tourism development, effective communication and English education, mode is fully consistent (6) and mean is near to 5.5.

Run test: The samples should be selected randomly to represent the population completely. The results of the run test presented in Table 4. Given the observed significance level, the randomness of data is acceptable.

H_0: the sequence was produced in a random manner

H_a: the sequence was not produced in a random manner

Table 4. *Run test for randomness data*

	Listening Skill	Speaking Skill	Reading Skill	Writing Skill	Tourism Development	Effective Communication	Teaching English
Test value (mean)	1.991	1.994	2.290	2.356	5.436	5.423	5.407
Values greater than mean	169	147	176	173	121	144	162
Values less than mean	182	204	175	178	230	207	189
Z Statistics	-1.848	-0.645	-1.550	-2.188	-0.068	-0.867	-2.200
Significance	0.065	0.519	0.121	0.029	0.946	0.386	0.028

Examining the Normality of Data

Normality of data is not required in confirmatory factor analysis and structural equation modeling; however, the factors (structures) should be normal (Klein, 2011). Therefore, the skewness and kurtosis of the variables are examined. In general, if the skewness and kurtosis are not in the range of (-2, 2), the data do not have normal distribution. Based on the results of Table 5, the values of skewness and Kurtosis are acceptable in all cases. Therefore, the data has normal distribution and parametric tests and confirmatory factor analysis can be used.

Table 5. *Test of normality of data*

Research variables	Number	Skewness	Kurtosis
Listening Skill	351	0.669	0.455
Speaking Skill	351	0.438	0.506
Reading Skill	351	-0147	0.063
Writing Skill	351	0.121	0.004
Tourism Development	351	-1.338	1.165
Effective Communication	351	-1.516	1.171
Teaching in English	351	-1.954	1.178

The Examination of the Differences of Participants' Responses Based on their Academic Degrees

The participants were divided into five categories in terms of academic degrees. Therefore, analysis of variance was used to compare the participants' responses based on their academic degrees. Using the analysis of variance indicates whether the academic degree is

effective in the participants' viewpoints on research variables or not. The test is represented statistically as follows:

$H_0 : \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$

$H_1 : \mu_i \neq \mu_j$

Table 6. *The results of ANOVA of academic degrees*

Research variables	F statistics	Significance Level
Listening Skill	1.307	0.267
Speaking Skill	0.385	0.819
Reading Skill	2.354	0.054
Writing Skill	1.360	0.248
Tourism Development	0.374	0.827
Effective Communication	0.198	0.939
Teaching in English	0.639	0.635

At 95% confidence level, the differences of participants' academic degrees were examined in relation to the research variables. The significance level is above the error level in all cases; therefore, there is no reason to reject the null hypothesis. Therefore, people's academic degree differences do not affect their viewpoints.

Confirmatory Factor Analysis

The variables should be measured in order to test the research hypotheses. In this study, a questionnaire was used to measure the variables of the research. Therefore, the validity of the questionnaire should be confirmed. Therefore, confirmatory factor analysis was used. The validity of the questionnaire, examined by the confirmatory factor analysis, is known as the construct validity. Confirmatory Factor Analysis examines the relationship between items and structures.

In confirmatory factor analysis and structural equation modeling, three basic points should be considered:

*The power of the relationship between the factors (latent variable) and the visible variable are shown by the factor loading. The factor loading is between zero and one. If factor loading is less than 0.4 (Hulland, 1999), the relationship will be considered weak and it will be ignored. The acceptable range for factor loading is between 0.4 and 0.6, and it is highly desirable if it is greater than 0.6.

*The minimum acceptable factor loading is 0.3 in some sources and references, but the main criterion for evaluation is t statistic (t-value). If t-value is greater than the critical value 0.05, that is 1.96, and then the observed factor loading is significant.

*Finally, the fitness of model should be tested. The validity of models should be determined by fitness indices.

After the four stages of saturation of the model, the results of the factor analysis are presented in Table 7. The factor loading is greater than 0.4 in all cases, which shows that the correlation between latent variables (dimensions of each of the main constructs) and visible variables is acceptable. After the correlation of variables has been identified, significance of test should be conducted. T-value is used to determine the significance of the relationship between

variables. Based on the results of measurement indices, which indicate that t-value is greater than 1.96 at the 5% confidence level, the observed correlations are significant.

Table 7. *The Summary of the Results of Confirmatory Factor Analysis of the Research Scale*

Structure	Observers	Symbol	Factor loading	T -Value
Listening Skill (X_1)	Learning listening skills in terms of difficulty	Q_9	0.41	6.91
	Need to develop listening skills	Q_{10}	0.43	7.26
	Emphasis on the use of listening skills in English classes	Q_{11}	0.45	7.47
	The use of listening skills in other subjects	Q_{12}	0.54	9.05
	Need of listening skills in the upcoming job to enhance tourism	Q_{13}	0.51	8.53
Speaking Skill (X_2)	Learning speaking skills in terms of difficulty	Q_{14}	0.56	11.08
	Need to develop speaking skills	Q_{15}	0.67	18.61
	Emphasis on the use of speaking skills in English classes	Q_{16}	0.68	14.08
	The use of speaking skills in other lessons	Q_{17}	0.57	11.21
	Need of speaking skills in the upcoming job to enhance tourism	Q_{18}	0.64	13.01
Reading Skill (X_3)	Learning speaking skills in terms of difficulty	Q_{19}	0.49	9.39
	Need to develop reading skills	Q_{20}	0.68	13.78
	Emphasis on the use of speaking skills in English classes	Q_{21}	0.68	13.89
	The use of reading skills in other lessons	Q_{22}	0.68	13.91
	Need of reading skills in the upcoming job to enhance tourism	Q_{23}	0.51	9.77
Writing Skill (X_4)	Learning writing skills in terms of difficulty	Q_{24}	0.63	12.61
	Need to develop writing skills	Q_{25}	0.66	13.40
	Emphasis on the use of writing skills in English classes	Q_{26}	0.62	12.48
	The use of writing skills in other lessons	Q_{27}	0.66	13.39
	Need of writing skills in the upcoming job to enhance tourism	Q_{28}	0.45	8.44
Teaching English (M_1)	To obtain English Language Proficiency	Q_{29}	0.67	13.21
	Career development in tourism	Q_{30}	0.68	13.31
	Compatible with knowledge of tourism	Q_{31}	0.39	7.27
Effective Communication	Effective communication with the world of tourism	Q_{32}	0.61	9.39
	Effective communication with tourists and	Q_{33}	0.70	13.29

	its positive impact			
	English language, Tourism language	Q$_{34}$	0.70	13.28
Tourism Development (Y)	The use of English in the development of tourism industry	Q$_{35}$	0.52	9.47
	To hold beginner to advanced English language courses in tourism	Q$_{36}$	0.44	7.88
	English language including international standards	Q$_{37}$	0.62	11.82
	Proficiency in English is one of the main pillars of the development of the tourism industry	Q$_{38}$	0.59	10.96
Goodness of Fit	$\frac{x^2}{df} = 1.83,$ RMSEA= 0.044			

Then, the goodness of fit of the model is examined. One of the general indexes for calculating the free parameters in the calculation of the fitting indexes is chi-square value, which is calculated by dividing the simple chi-square value by the degree of freedom of the model. If this value is between 1 and 5, it is desirable (Schumacher & Lumex, 2010).

$$x^2/df = \frac{704.79}{384} = 1.83$$

In this study, the chi square value is 1.83. RMSEA index is used as the main fitting index in the most confirmatory factor analyses and structural equation model. If this index is less than 0.05, it is acceptable. In the saturated model of the present research, RMSEA index is 0.044, which indicates that the fitting of the model is acceptable.

Testing Research Hypotheses SEM was used to examine the relationships between variables. The results of analysis are presented in details in Table 8.

Table 8. *The impact of variables by using the Structural Equation Modeling at 95% confidence level*

Relation	Factor loading	T statistics	Effect/ No-Effect (95% confidence level)
Effective communication and tourism development	0.61	6.85	
Teaching in English and tourism development	0.34	0.84	
Listening skill and effective communication	0.68	7.17	
Listening skills and English teaching	0.66	6.86	
Speaking skills and English teaching	0.63	6.04	
Reading skill and effective communication	0.53	5.42	
Reading skills and English teaching	0.54	5.59	
writing skill and effective communication	0.34	0.76	

writing skills and English teaching	0.38	0.53	

Examining the Mediating Role of Research Variables

In previous hypothesis, "English language skills" affect effective communication and English language teaching. On the other hand, "effective communication" and "teaching in English" also affect "tourism development". Thus, "effective communication" and "teaching in English" play the role of mediator in the effect of "English language skills" on "tourism development". A summary of the results of the mediator relationships between the model variables is presented in Table 9.

Table 9. *Summary of the results of direct impact of the variables of the model*

Independent Variable	Mediator Variable	Dependent Variable	The impact on mediator variable	The impact of mediator on dependent variable	Indirect impact
Listening Skill	**Effective Communication**	**Tourism Development**	0.68	0.61	0.42
Speaking Skill			0.74		0.45
Reading Skill			0.53		0.32
Writing Skill			0.34		0.21
Listening Skill	**Teaching in English**		0.66	0.34	0.22
Speaking Skill			0.63		0.21
Reading Skill			0.54		0.18
Writing Skill			0.38		0.13

Goodness of fit model

As shown in Table 10, the Chi-square index is 1.60 and less than 3.

$$\frac{\chi^2}{df} = \frac{623.16}{389} = 1/60$$

The RMSEA index is 0.033 and less than 0.05.
GFI, NFI, IFI and NNFI indexes are also greater than 0.9.

Therefore, the model has a good fitting. Other goodness of fit indexes are also located within acceptable range.

Table 10. *Goodness of fit of the structural model of the main hypothesis of the research*

Fitting Index	χ^2/df	RMSEA	GFI	AGFI	NFI	NNFI	IFI
Acceptable values	<3	<0.1	>0.9	>0.9	>0.9	>0.9	0 - 1
Calculated values	1.60	0.033	092	0.98	0.96	0.97	.098

Discussion and Conclusion

The development of tourism industry is one of the best and most serious options for developing countries to change the mix of sources of income from natural resources. Tourism industry has been focused from macroeconomic and small business points of view. Iran can be a great destination for tourists, for various climatic, social and political reasons. Based on the development of tourism, the ability to introduce tourist attractions is also an essential element in the success of this field of industry. Effective communication with tourists is the key factor for this purpose. If there is a possibility to make a meaningful and deep relationship with tourists, they will have better travel experience that attracts more tourists. Considering the high potential of Iran in attracting tourists, it is not far from mind that one day it is possible to replace the foreign exchange earnings from exporting oil with foreign exchange earnings from tourism industry. However, this achievable dream requires the necessary infrastructure and creative approaches. One of these infrastructures is fluency in English.

Exploring the role of learning English skills in tourism development has not yet been taken into consideration by domestic researchers. The results of the research suggest that learning English language skills has positive and significant effect on tourism industry. The findings of this research are consistent with the results of Zhivera et.al (2016) which found that the influence of English language skills on the promotion of the tourism industry is positive and significant. They consider English language as a prerequisite for this industry. Furthermore, the results of this study are consistent with the outcome of Prabo and Vani (2015) because they concluded a significant correlation between fluency in English and the advancement of tourism industry and hospitality. Moreover, the findings correlate with the results of Tamizkhan and Tamizkhan (2014). They collected data through a questionnaire in their survey and measured the variables of knowledge of language skills and students' language potency and concluded a significant relationship between fluency in English skills and language competence of students and tourism success. The results of this study are also in line with the results of Babanovich and Grizhnich (2011) and Schweib et al. (2010), which found that the effect of fluency in English language skills on tourism development is positive and significant.

Communication skills in English language are one of the important elements of the tourism industry and mastery over spoken and written communication skills is very important for every professional in the tourism industry. In the tourism industry, supply and demand sections should be able to communicate effectively to meet the required quality and performance standards. As the results of this research show, the four English language skills have positive and significant effect on effective communication which ultimately affects the development of tourism industry and these results are consistent with the results of Alkhatib (2005) and Prachanant (2012). The results of their research reflect the significant effect of English language skills on effective communication between tourism staff and foreign tourists. As Vekovich-Vezhnovich and Nichen (2012) found, the fluency of tourism staff and tourism students in English language skills results in satisfaction of tourists that brings prosperity of tourism and is one of the principles of tourism development.

Another noteworthy result is the positive and significant effect of English education on tourism development, which was conducted at the University of Vero Colo (2017) in Poland which was founded in 1702 holds undergraduate and postgraduate courses in tourism and hotel management in English. The other university which holds tourism courses only in English is the University of Autonoma, Barcelona. The University of Autonoma (2017) is located in Barcelona, Spain. The same program runs in France and China. The University of Graz in Austria also holds 10% of its courses in English and is satisfied with the results. By examining these cases, one can

find that part of the success of these countries in the tourism industry is due to the promotion of English language in this industry.

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