

Language learning in the context of Tourism: The Portuguese Language Case Study

A aprendizagem das línguas no âmbito do Turismo: O caso da língua portuguesa

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Abstract | Over the past years there has been a growing interest in the topic of learning languages and Tourism. More recently, the increasing attention given by researchers to Language Tourism and its consequences for Tourism on the supply and demand sides has emphasized the idea that further studies in this area are necessary. This article aims to present and discuss the contributions of conceptual and empirical articles regarding Language Learning in Tourism, especially focusing on the Portuguese language. The article argues that Language Learning in Tourism could be divided into six themes, namely studies that analyse tourists/participants in Language Tourism, studies that analyse experiences, studies that analyse language learning for Tourism purposes, studies that analyse the learning of a foreign language, studies that analyse Language Tourism post-travel, and studies that analyse the offerings in Language Tourism. Findings indicate that opportunities for future research on Language Learning and Tourism are related to sustainability, relationships with local communities and participants, technologies, segmentation of tourists in specific market niches, post-experience, migration, and the role of the Portuguese language.

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Keywords | Language Learning, language tourism, Portuguese language, literature review, Scopus

Resumo | Nos últimos anos tem havido um interesse crescente no tema da aprendizagem de línguas no âmbito do Turismo. Mais recentemente, a crescente atenção dada pelos investigadores a este tema e aos seus impactes para o Turismo, tanto do lado da oferta como da procura, tem enfatizado a ideia de que são necessários mais estudos nesta área. Este artigo tem como objetivo apresentar e discutir as contribuições de artigos conceituais e empíricos sobre a aprendizagem de línguas no Turismo, com especial foco na língua portuguesa. O artigo defende que a aprendizagem de línguas no Turismo pode ser dividida em seis temas, nomeadamente: estudos que analisam turistas/participantes no Turismo Idiomático, estudos que analisam experiências, estudos que analisam a aprendizagem de línguas para fins turísticos, estudos que analisam a aprendizagem de uma língua estrangeira, estudos que analisam o Turismo Idiomático pós-viagem e, ainda, estudos da oferta em Turismo de Línguas. Os resultados indicam que as oportunidades para pesquisas futuras que incidem sobre a aprendizagem de línguas e o Turismo estão relacionadas com a sustentabilidade, relações com as comunidades locais e os participantes, as tecnologias, a segmentação de turistas em nichos de mercado específicos, o pós-experiência, a migração e o papel da língua portuguesa.

Palavras-chave | aprendizagem de idiomas, turismo idiomático, língua portuguesa, revisão da literatura, Scopus

1. Introduction

Language is not just a tool for communication, it is a fundamental element of international Tourism (Carvalho, Ramires, & Bakas, 2023). Without a common language, travellers can struggle to navigate new environments, engage with local communities (Carvalho, 2023; Carvalho, Ramires, & Bakas, 2023; Dörnyei & Csizér, 2005; Nomnian et al., 2020), and fully immerse themselves in the culture of a foreign country (Nomnian et al., 2020).

Iglesias (2014, p. 10) defined Language Tourism as:

“a tourist activity undertaken by those travellers (or educational tourists) taking a trip which includes at least an overnight stay in a destination outside their usual place of residence for less than a year and for whom language learning is a primary or secondary part of their trip”.

Moreover, recent studies have shown that Language Tourism is a recent topic of investigation (Carvalho, 2023; Carvalho, Ramires, & Bakas, 2023; Carvalho & Sheppard, 2023; Castillo Arredondo et al., 2018; Stanley & Wight, 2023), highlighting the importance of new studies that understand the power of this type of tourism. These studies emphasize the importance of Language Tourism and suggest that there is a market interested in learning the language in a destination and seeking an ‘authentic’ learning experience through interaction with local communities and the culture of the destination. Iglesias (2016) showed that in recent decades, an increasing number of people have been taking trips for educational purposes, self-discovery, or to address personal needs and this represented an increased attention from local economies as a growing industry.

Portuguese is an official language in Portugal, Brazil, Angola, Cabo Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe, and East Timor. It is the fifth most spoken language in the world. It is considered a cultural treasure, with a rich history that has given rise to numerous literary works. It has also served as a means of global expression for various societies (Ministry of Foreign Affairs, 2024). It is important for tourism professionals and researchers to recognize the significance of this language. As such, investing in language education and the Portuguese language could be important for the growth and better success of the tourism industry in Portugal.

This article aims to analyse conceptual and empirical articles related to language learning in Tourism, with a special focus on the Portuguese language. The articles were gathered from the Scopus platform and span from 1970 to January 2024. Please note that this article serves to support the understanding of the scope of Language Tourism and outline future research. To achieve this objective, it is divided into three parts. The first part explains the methodology used in the study, which involved a survey of studies conducted in the context of language learning and Tourism, specifically those that address the Portuguese language. The second part presents a review of the different approaches to language learning and Tourism. Finally, the article concludes by highlighting the main findings of the study and raises possible areas for future research.

2. Methodology

The purpose of the study was to examine the research published in Scopus on language learning in Tourism, with a particular focus on the Portuguese language. The study analysed both conceptual and empirical articles to gain a better understanding of how language learning is being studied within the tourism industry. The study was developed using resources from the Scopus database, during January 2024, considering the combination of the keywords ‘language learning’, ‘touris*’, ‘education’, and ‘Portuguese’. The search criteria specified that the relevant keywords could be present in the title, keywords, and abstracts of scientific articles published in English. It is important to note that the search was limited to the Scopus database's allowed time period (1970-2024), even though studies pertaining to this area only began to emerge in 2005 (as indicated in Table 1).

In the first phase of the research, 65 articles were obtained, resulting from the combination of the words ‘language learning’ and ‘touris*’. By focusing solely on the educational sector, a total of 17 articles were discovered. Since that the case study of this article was in the Portuguese language, the word ‘Portuguese’ was added to the initial search, resulting in only one article. It should be noted that the word ‘Portuguese’ was included in the second search (‘language learning’ and ‘touris*’ and ‘education’), but no results were found.

Based on Table 1, it is evident that Social Sciences is the area with the highest number of studies related to this theme, followed by Arts and Humanities. Additionally, when the keyword ‘education’ was considered, all scientific journals and authors held the same weight, indicating that there is no clear preference for any author or journal.

Table 1 | Quantitative analysis of the conjunction of the words ‘language learning’ and ‘touris*’ and ‘education’ and ‘portuguese’.

Research Protocol			
Research base: Scopus – Date: 15-01-2024			
	‘language learning’ AND ‘touris*’	‘language learning’ AND ‘touris*’ AND ‘education’	‘language learning’ AND ‘touris*’ AND ‘portuguese’
Type of analysis	Quantitative analysis		
Information	-Title -Abstract -Keywords		

Research Protocol			
Research base: Scopus – Date: 15-01-2024			
	‘language learning’ AND ‘touris*’	‘language learning’ AND ‘touris*’ AND ‘education’	‘language learning’ AND ‘touris*’ AND ‘portuguese’
Data collection period	2005-2023	2005-2023	2011
Number of articles	65	17	1
Main subject areas	Social Science (n=56) Arts and Humanities (n=29) Computer Science (n=13)	Social Science (n=14) Arts and Humanities (n=6) Business, Management and Accounting (n=3) Computer Science (n=3)	Social Science (n=1)
Main source title	Iberica (n=4) Computer Assisted Language Learning (n=2) Internacional Journal of Multilingualism (n=2)	All journals featured in the Scopus list have only one article.	Language And Intercultural Communication (n=1)
Main published author name	Carvalho, I. (n=4) Barrett, N.E. (n=2) Csizér, K. (n=2) Liu, G.Z. (n=2) Ramires, A. (n=2)	All journals featured in the Scopus list have only one article.	Cordeiro, M.J. (n=1)

Source: Authors' elaboration

According to Table 2, the evolution of the number of articles can be observed, based on the keywords mentioned above. It was observed that the number of articles referring to Language Tourism began to increase in 2016, reaching its peak in 2023 ($n=12$). Regarding the theme, considering the dynamics of education, it appeared that there have been specific articles over the years, from 2005 to 2022, with the highest number recorded occurring in 2023 ($n=5$). The only article found referring to Portuguese was published in 2011. Therefore, it can be said that the study of Language Tourism applied to education is a recent area of investigation, while the learning of Portuguese as a case study is completely neglected.

To obtain the final number of articles, the following process was applied. Firstly, articles whose title was not related to the topic were eliminated, and then articles in which the abstracts were not related to the topic were disregarded. Finally, articles in which the summary, objectives, and methodology were not related to the theme were eliminated. Note that all the paid and unavailable articles were not included. In fact, 32% of the articles were not accessible for free consultation. Thus, 23 articles out of the 65 articles found were considered for the analysis of language learning in Tourism. These articles were highly relevant to our research and provided valuable insights into the topics of language learning, tourism, and education. With this targeted approach, we can rest assured that the information gathered will be of the utmost quality and relevance to the research objective.

Table 2 | Number of articles in Scopus depending on the different keywords, 2005-2023.

Year	'language learning' and 'touris*'	'language learning' and 'touris*' and 'education'	'language learning' and 'touris*' and 'portuguese'	Number of relevant articles for analysis
2005	2	1	-	1
2006	1	-	-	-
2007	2	1	-	1
2008	1	-	-	1
2009	1	-	-	-
2010	1	-	-	-
2011	1	-	1	1
2012	6	1	-	1
2013	1	-	-	-
2014	4	2	-	1
2015	2	-	-	1
2016	5	-	-	1
2017	4	1	-	1

Year	'language learning' and 'touris*'	'language learning' and 'touris*' and 'education'	'language learning' and 'touris*' and 'portuguese'	Number of relevant articles for analysis
2018	5	2	-	1
2019	4	-	-	-
2020	4	4	-	2
2021	7	-	-	4
2022	2	-	-	-
2023	12	5	-	7
Total	65	17	1	23

Source: Authors' elaboration

Considering the aim of analysing the types of studies conducted on language learning in the tourism sector, with a special focus on studies related to the Portuguese language, only articles associated with these two themes (language tourism and learning) were included in this analysis.

3. Approaches to Learning and Language Tourism: Results

Based on the 23 documents indexed in Scopus that constitute the final corpus of articles analysed, we tentatively categorized them into themes, languages, methods, and perspectives.

3.1. Articles by theme

In the analysis conducted, an effort was made to classify the articles into six themes based on the literature review (Table 3). These themes include: studies examining tourists/participants in Language Tourism (13%: Carvalho et al., 2023a; O'Rourke & DePalma, 2017; Bendle & Pooley, 2016), studies focusing on the experience (17.4%: Carvalho, 2023; Carvalho *et al.*, 2023b; Stanley & Wight, 2023; Stainton, 2018), studies investigating language learning for Tourism purposes (30.4%: Lin *et al.*, 2023; Ávila-Cabrera & Rodríguez-Arancón, 2021; Garrido-Iñigo & Rodríguez-Moreno, 2015; Narciss & Koerndle, 2008; Lukančič, 2021; Uzum *et al.*, 2021; Özer, 2020), studies exploring the learning of a foreign language (26.1%: Mai &

Thao, 2023; Phaiboonnugulkij, 2023; Brumen *et al.*, 2014 ; Janta *et al.*, 2012; Kormos & Csizér, 2007; Dörnyei & Csizér, 2005), studies examining Language Tourism post-travel (4.4%: Carvalho & Sheppard, 2023), and studies analysing the offerings in Language Tourism (8.7%: Nomnian *et al.*, 2020; Cordeiro, 2011). This analysis helps identify the themes and topics of the articles, providing a clearer understanding of the subject and guiding future research directions.

Table 3 | Themes around the Learning Tourism applied to Education.

Theme	Topics	Authors in <i>Scopus</i> database	% (n)
Studies that analysed tourists/participants in Language Tourism	- Tourist profile	Carvalho et al., (2023a)	13,0 (3)
	-Motivations	O'Rourke & DePalma (2017)	
	- Lifestyle and ideal leisure in the host country	Bendle & Pooley (2016)	
Studies that analysed experience	-Tourists/ participants experience	Carvalho (2023)	17,4 (4)
	-Factors that predict the experience	Carvalho <i>et al.</i> (2023b)	
	-Expectations	Stanley & Wight (2023)	
	-TELF experience	Stainton (2018)	
Studies that analysed the learning of foreign languages for Tourism purposes	- Use of recent technologies in learning	Lin <i>et al.</i> (2023), Ávila-Cabrera & Rodríguez-Arancón (2021), Garrido-Iñigo & Rodríguez-Moreno (2015), Narciss & Koerndle (2008)	30,4 (7)
	-Introduction of movement (physical activity)	Lukančič (2021)	
	- Culture used in textbooks	Uzum <i>et al.</i> (2021)	
	- Learning effort levels	Özer (2020)	
Studies that analysed the learning of a foreign language	-Extracurricular activities	Mai & Thao (2023)	26,1 (6)
	-Ability to speak	Phaiboonnugulkij (2023)	
	-Cross-border context	Brumen <i>et al.</i> (2014)	
	-Networks	Janta <i>et al.</i> (2012)	
	- Contact situations and respective motivation	Kormos & Csizér (2007)	
	- Intercultural contact	Dörnyei & Csizér (2005)	

Theme	Topics	Authors in <i>Scopus</i> database	% (n)
Studies that analysed post-travel Language Tourism	Destination choice factors and future behaviours	Carvalho & Sheppard (2023)	4,4 (1)
Studies that analysed the offer in Language Tourism	- Local Community -Tour guides	Nomnian <i>et al.</i> (2020) Cordeiro (2011)	8,7 (2)

Source: Authors' elaboration

Studies that analysed tourists/participants in Language Tourism focused on the tourist profile, their motivations and the lifestyle and ideal leisure style in the host country. Carvalho *et al.* (2023a) state that linguistic tourists can be selected according to two criteria, which generated four distinct segments of tourists: enthusiasts, pragmatists, devotees, and less committed tourists. In such categories, it is important to understand whether their greatest inclination is towards tourism or education during the trip, as well as interaction and identification with local communities. O'Rourke and DePalma (2017) highlight the role of students' motivations in learning minority languages, such as the Galician language. They show that the motivations that lead them to learn this language are slightly different from the motivations of students who study languages that have international communication value, such as Spanish or English.

Studies that analyse the experience focused on the TEFL (Teaching English as a Foreign Language) experience and how this experience is transitioning from being full of good intentions to being commercialized in a capitalist society, where profit is the priority (Stainton, 2018). Carvalho (2023) highlights the overall experience and studies the languages most sought after by participants, the contact with the local community, the benefits of the experience, formal and informal language trips, and found that the participants' linguistic abilities affected their travel experience. The pre-experience phase is also focused on by the authors Carvalho *et al.* (2023b), who studied the choice of destination, the duration of the trip, the travel companions, the existence or absence of a scholarship, the investment in acquiring language courses, and studied informal language trips. Stanley and Wight (2023) address the expectations of language travellers, stating that what they want is a complete and complex stay.

Studies that analyse Language Learning for Tourism Purposes mainly focus on studying the use of new technologies in the context of language learning for specific purposes and in the present case they were applied to the tourism sector (Lin et al., 2023; Ávila-Cabrera & Rodríguez-Arancón, 2021; Garrido-Iñigo & Rodríguez-Moreno, 2015; Narciss & Koerndle, 2008). The use of physical activity to improve learning was addressed by the author Lukančič (2021) and the culture used in textbooks was studied by Uzum et al. (2021). In 2020, Özer addressed the topic of effort and learning levels.

Studies that analyse the learning of a foreign language cover a wide range of topics ranging from intercultural contact (Dörnyei & Csizér, 2005) to extracurricular activities (Mai & Thao, 2023), through contact situations and respective motivation (Kormos & Csizér, 2007), networks (Janta et al., 2012), the cross-border context (Brumen et al., 2014) and the ability to speak (Phaiboonnugulkij, 2023).

Studies that analyse post-travel Language Tourism showed that initially the choice of destination had to do with the attraction of the destination itself. After the experience of practicing Language Tourism, in a post-travel phase, the participants stated that they improved their language skills, had personal growth, thus improving their cultural awareness, where some of the participants even felt an increase in distance from their own culture. Note that in the study it was noticed that family homes and local inhabitants contributed to the acquisition of language skills, but also to open-mindedness and cultural awareness. An important fact was that language trips result in a greater probability of future behaviour of repeating trips and/or returning to the language learning destination. Another interesting fact was that linguistic travellers often migrate to the countries where they learn the language (Carvalho & Sheppard, 2023).

Studies analysing the offerings in Language Tourism have shown that effective communication in the destination country's language is essential for a successful experience. Cordeiro (2011) highlights the role that tourist guides and phrasebooks play in facilitating the idea that learning a foreign language is easy and quick. The author also adds that the guides do not cover overall Portugal and its culture, but rather reassure and satisfy the needs of tourists, in order to convey to them the idea that there is significant cultural immersion through learning the Portuguese language. In fact, both Cordeiro (2011) and Nomnian et al. (2020) show that language in tourism is packaged with simplified, compact, quick, and easily acquired versions in order to generate tourist flows, but at the time of the experience, discourses between visitors and the local community tend to be reduced and quite limited. In the study by Nomnian et al. (2020), it appears that local inhabitants do not use their native language (indigenous) to

communicate with tourists, opting to use English as a *língua franca*. This means that the tourists involved only become aware of the linguistic and sociocultural identities of the community through contact with tourist guides. It can also be seen that the power that communication in English has increases economic, social and symbolic capital, making community members without command of English more susceptible within the tourism industry.

3.2. Articles by languages

The case study of this article is the Portuguese language, where, through Table 4, it is evident that the number of articles in this area is small, being reduced to one (4.35%). It can be observed that English is the most studied language, representing almost 50% of studies (English – 26.08%, English for tourist purposes – 21.73%), without considering studies that involve the study of English with other languages (8.6%). English is followed by studies that do not consider any specific language (17.39%). In addition to Portuguese, there were other minority languages studied, such as Italian for tourist purposes (4.35%), Italian (4.35%), Arabic (4.35%), French for tourist purposes (4.35%), Galician (4.35%), Slovak (4.35%), Hungarian (4.35%), Russian (4.35 %), French (8.7%), and German (13.05%).

Table 4 | Language around the Learning Tourism applied to Education.

Authors	Study languages	% (n)
Lin et al. (2023), Phaiboonnugulkij (2023), Ávila-Cabrera & Rodríguez-Arancón (2021), Nomnian et al. (2020), Özer (2020)	English for tourist purposes	21.73 (5)
Mai & Thao (2023), Stanley & Wight (2023), Stainton (2018), Bendle & Pooley (2016), Janta et al. (2012), Narciss & Koerndle (2008)	English	26.08 (6)
Lukančič (2021)	Italian for tourist purposes	4.35 (1)
Uzum et al. (2021)	Arabic, French and German	4.35 (1)
O'Rourke & DePalma (2017)	Galician	4.35 (1)
Garrido-Iñigo & Rodríguez-Moreno (2015)	French for tourist purposes	4.35 (1)
Brumen et al. (2014)	Slovak and Hungarian	4.35 (1)
Cordeiro (2011)	Portuguese	4.35 (1)
Kormos & Csizér (2007)	English and German	4.35 (1)
Dörnyei & Csizér (2005)	English, German, French, Italian, and Russian	4.35 (1)
Carvalho (2023), Carvalho et al. (2023b), Carvalho et al. (2023a), Carvalho & Sheppard (2023)	Any specific language	17.4 (4)

Source: Authors' elaboration

3.3. Methodological approaches

Considering the previously mentioned database of scientific articles, 100% of the articles are empirical. Most studies adopt a qualitative (26.09%) or quantitative approach (30.43%) to analyse language learning in tourism, however, some studies use a mixed approach (43.48%).

Studies that adopt a quantitative approach use questionnaires as a way of collecting data that can provide more information about learning a foreign language, namely learning in extracurricular activities (Mai & Thao, 2023), learning effort (Özer, 2020) and the factors that explain formal and informal learning (Carvalho et al., 2023b). Other studies focus on analysing contact opportunities and perceptions between tourists/local communities (Dörnyei & Csizér, 2005), attitudes related to language, beliefs and travel results (Carvalho et al., 2023a) and knowledge of languages of neighbouring countries (Brumen et al., 2014). It should also be noted that the questionnaires were administered in some cases in person and others online, and some studies used SPSS to analyse the data.

The qualitative approach was mostly done through interviews. However, textbooks and tourist guides were also used. Regarding interviews, most studies considered semi-structured interviews, where they focused on knowing the factors that influenced the choice of a language and destination (Carvalho & Sheppard, 2023), the experience (Carvalho, 2023), the expectations of the experience (Stanley & Wight, 2023), and the ideal lifestyle of the participants in the host countries (Kormos & Csizér, 2007). The interviews were carried out in person and online, and some of the studies used the NVIVO software to analyse the data. As for tourist guides, they were used to reflect on how languages are represented in texts for travellers (Cordeiro, 2011). Textbooks were used to understand how target linguistic communities and their cultures are represented and how these can influence students' understanding of these same communities (Uzum et al., 2021).

The mixed methodological approach is quite complex, as depending on the scope of the study, a combination of data collection methods can be applied. Note that some studies in this approach were developed from the perspective of education, which brings different collection methods. For example, some studies used instruments that are most commonly used in an educational context, such as tests (Ávila-Cabrera & Rodríguez-Arancón, 2021; Phaiboonnugulkij, 2023; Lukančič, 2021), a specific software (OpenSim) (Garrido-Iñigo & Rodríguez-Moreno, 2015), or teacher reflection (Narciss & Koerndle, 2008). Other instruments

have been used, such as immersive scenery, questionnaire, observation, interviews, web platforms, netnography, specific sites, focal groups, and writing and speaking student material.

3.4. Demand versus supply perspective

The variety of studies regarding language learning in Tourism is also reflected in the variety of perspectives applied to studies, where studies focused on demand are the majority (74%). Here, studies aimed at students learning a foreign language stand out (Ávila-Cabrera & Rodríguez-Arancón, 2021; Dörnyei & Csizér, 2005; Garrido-Iñigo & Rodríguez-Moreno, 2015; Kormos & Csizér, 2007; Lin et al., 2023; Lukančič, 2021; Mai & Thao, 2023; Narciss & Koerndle, 2008; Özer, 2020; Phaiboonnugulkij, 2023), participants/tourists whose main motivation is learning languages (Carvalho, 2023; Carvalho et al., 2023a; Carvalho et al., 2023b; Carvalho & Sheppard, 2023), migrant workers (Janta et al., 2012) and language/tourist instructors (Bendle & Pooley, 2016).

Studies focused on supply are relatively minor compared to demand, representing around 13%. These studies focus on the analysis of manuals/textbooks (Uzum et al., 2021), tourist guides (Cordeiro, 2011), and the local community, through community leaders, villagers, and local businesspeople (Nomnian et al., 2020).

Mixed studies, like supply studies, also represent 13%. In studies by Stanley and Wight (2023) and Brumen et al. (2014) demand is considered as students of a foreign language and supply as teachers/teacher trainers and/or school managers/vice-rectors. In the study by O'Rourke and DePalma (2017), demand is represented by participants/tourists whose main motivation is to learn languages and supply by the two previously mentioned components.

4. Conclusion

This paper has provided a review of 23 articles addressing the learning language component in tourism. These articles assist in understanding the study of language learning in tourism from different perspectives. Based on the selected database, the interest in learning tourism has substantially increased in the last year, across various authors, areas, and sources. However, studies in the Portuguese language have not been developed in recent years, and we only found one article on this topic. This represents a good opportunity to develop the theme of Learning Language in Tourism through applied Portuguese language case studies.

The study has offered valuable insights for future research in the area of language tourism. The findings suggest a need for further research to enhance our understanding of informal learning in language tourism and the interaction between tourists and local communities. Several articles have emphasized the importance of language in facilitating communication with local communities and creating an immersive experience for tourists (Carvalho, 2023; Carvalho et al., 2023b; O'Rourke & DePalma, 2017; Stainton, 2018; Uzum et al., 2021). Therefore, future studies can significantly contribute to the sustainable development of language tourism by exploring the interactions between tourists/participants and local communities.

O'Rourke & DePalma (2017) suggested that tourists/participants can be 'cultural ambassadors' of the language and the culture, not only in their native countries but also in the country where students studied. Thus, there is a need for more studies to investigate this relationship between tourists and cultural and language mediators. Tourist could act as language and cultural mediators in different areas, such as communication and social mediations (facilitating communication and understanding among people), cognitive and relational mediations (managing and participating in the creation of new meaning with other people), and textual and informational mediations (the role of the language user in their interactions and relationships with other people) (Coste & Cavalli, 2015; Piccardo, 2018). It is important to note that interculturality in this context can also be studied because tourists have the power to create pluricultural spaces, which can also be more sustainable.

Additionally, this analysis proposes that there are opportunities to explore and comprehend how distinct categories of tourists/participants may exhibit similar or distinct behaviours. For instance, senior tourists/participants or those travelling with family or friends to a destination. Moreover, future research can delve into the effects of technology on Language Tourism. As Carvalho et al. (2023b), Garrido-Iñigo and Rodríguez-Moreno (2015), Janta et al. (2012), and Narciss and Koerndle (2008) argue, technology can create and represent various contexts of knowledge and interaction with language and destinations. This research theme requires testing through theoretical works and expanding the theories through practical work in diverse contexts.

The research suggests that there are fewer studies conducted on the supply side compared to the demand side, which presents a good opportunity for future studies. Some studies have noted differences in language proficiency before and after Language Tourism experiences. However, Carvalho and Sheppard (2023) have emphasized the need for more studies that analyse return

behaviour and future behaviour prior to the Language Tourism experience. Moreover, it is interesting to analyse the impact of migration on language learning and return destinations.

It has been reported that Portugal has been named the best destination in Europe for 2022. Studies have shown that language can have a significant impact on the overall travel experience and the way tourists interact with local communities. However, there is only one article in the Portuguese language in the Scopus database, representing a significant gap in this topic. Therefore, future research could explore how Portugal can promote and develop the Portuguese language to create a better immersive experience for tourists and how Portugal could position itself in the Language Tourism, as this represents an incredible opportunity to Portugal, from language opportunity perspective, but also by the power of the Tourism sector. We can see the potential of this kind of tourism, by studied Brazil and Spain experiences. Additionally, it is important to understand how Tourism in areas where the local language spoken is just Portuguese can contribute to the well-being of local communities, socioeconomic growth, language skills development, and preservation of cultural heritage.

Finally, the implications of this study are essentially methodological. It is also possible that research on Language Tourism and Education exists under different terminology or languages, not considered in this study. Furthermore, another limitation found in conducting this research was the thematic diversity of work related to the topic. Furthermore, only Scopus database was used for the research which represents a limitation too. The proposal to reflect on Language Learning and Tourism was a thematic grouping challenge and at the same time a stimulus in the attempt to collaborate for scientific production in the area.

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