

American English in Hotels: A Sociolinguistic Observation and Analysis

Khoirin Nida¹, Ardik Ardianto²

English Literature Department, Universitas Terbuka, Indonesia

e-mail address: ardik@ecampus.ut.ac.id

DOI : 10.21107/prosodi.v19i2.31572

Received 23 August 2025; Received in revised form 23 August 2025;

Accepted 23 August 2025; Published 10 October 2025

ABSTRACT

In the global hospitality industry, English plays a crucial role as a *lingua franca* to facilitate communication between diverse international personnel and guests. Although English exists in various accent varieties worldwide, initial observation within the context of hotels in Indonesia indicates a tendency towards the dominant use of English with an accent resembling American English (AE). This study aims to explore this phenomenon by identifying the linguistic characteristics of the observed accent and analyzing the underlying sociolinguistic factors. Employing a descriptive-qualitative approach based on observation and literature review, it incorporates a linguistic analysis of prominent AE pronunciation features, as well as a sociolinguistic analysis relating to external influences. Findings indicated that the accent used by personnel displays the characteristic of AE features, such as *rhoticity* and certain vowel patterns. Further analysis suggested that the prevalence of this accent is significantly influenced by extensive exposure to American English through mass media—a positive perception of such variety regarding comprehensibility and professional image as well as the potential influence of American English models in hospitality training materials. Albeit facing challenges of accent diversity in the multilingual environment, the tendency towards AE accent reflects the complex dynamics in the use of English as a *lingua franca* in the service sector shaped by the convergence of sociocultural and pedagogical factors.

Keywords: American English, English accent, hospitality, language variation, *lingua franca*..

INTRODUCTION

In an increasingly integrated global landscape, the ability to communicate across cultural boundaries is becoming a key prerequisite for various international activities. English has emerged as an indispensable linguistic bridge in this process, serving as a global *lingua franca* (Crystal, 2003). Its central position makes it a functional language across several sectors, ranging from business, science, tourism, to public services. The tourism industry, particularly the hospitality sector, is a prominent domain wherein English serves as a *lingua franca* on a daily basis. Hotels function as convergence sphere for individuals from diverse linguistic backgrounds, necessitating excellent interaction between personnel and guests so as to facilitate seamless operations and a satisfying guest experience (Kelmendi & Hysenaj, 2024; Malini *et al.*, 2022). Thus, mastery of spoken English is a vital competency for employment in this sector.

English, as a language spoken by speakers across different continents, has naturally evolved into multiple varieties, each possessing distinct phonetic, lexical, and grammatical features (Holmes & Wilson, 2022). The notion of *English as a Lingua Franca* (ELF) acknowledges this reality, emphasizing that English is predominantly used for communication among non-native speakers or non-native and native speakers, rather than exclusively among native speakers (Seidlhofer, 2011). In this context, variation, including accent, is an intrinsic aspect of global English usage.

Indonesia, a country with a thriving tourism industry, witnesses the extensive use of English in numerous interactions, involving overseas visitors. In this regard, English serves as a prominent foreign language, learned and spoken by millions of people with diverse mother tongue backgrounds. The process of acquisition and use of English by speakers in Indonesia is shaped by a combination of internal, *viz.* educational curricula and local language interferences, and external, *viz.* exposure to global varieties, factors.

In the specific context of hospitality services, a notable discovery emerges: there is a striking tendency for hotel personnel interacting directly with international guests to use English with an accent closely resembling American English (AmE). This phenomenon is observed in numerous service scenarios, ranging from initial pleasantries, facility descriptions, order taking, to conversations during the *check-in* or *check-out* procedures. This accent preference seems to be more prevalent than the use of British English (BrE) accent or English accents heavily influenced by Indonesian phonotactics in the frontline service context. What accounts for the prominence of American English among the diverse global accents in the Indonesian hospitality sector? What are the distinct linguistic features rendering this accent “American,” and what are sociolinguistic factors driving its adoption or emergence among hotel personnel?

This article aims to delve deeper into this observed phenomenon. Through a qualitative approach employing both observation and literature analysis, this study seeks to (1) delineate key linguistic features of the English accent predominantly used by hotel personnel indicative of American English (AmE), and (2) analyze the sociolinguistic motives underlying this trend, considering media influences, perceptions of accent varieties, and pedagogical factors in professional training. This exploration holds substantial significance in multiple facets. Firstly, it enhances our understanding of how global English varieties spread and are adopted in specific local contexts in non-native speaking countries (Fitria, 2023; Rini, 2014). Secondly, the findings are pertinent for curriculum designers and English trainers in the hospitality

sector to adapt teaching methodologies to better align with the realities of language use in the real-world context and the personnel's communicative requirements. Lastly, it offers insights on the dynamics of perceptions and attitudes towards various English accents in Indonesia within professional contexts, an area that has far-reaching implications for training and customer services (Lee & Lee, 2023; Malini *et al.*, 2022).

REASEARCH METHODS

This research adopts a descriptive-qualitative approach to explore and analyze the phenomenon of English accent usage in a hotel environment. This approach focuses on an in-depth understanding of a phenomenon as it is, using words as the primary data to describe and interpret the findings (Braun & Clarke, 2013). The main source of data in this study came from personal observation. The author made direct observations of interactions between hotel personnel and international guests. These observations included listening to pronunciation patterns and word usage in daily service conversations in the lobby, restaurant, or other public areas of the hotel. This observation data is qualitative, in the form of descriptive notes on the salient features of spoken English. To complement and inform the analysis, a literature review of relevant academic sources was conducted. The literature reviewed included books and journal articles on English as a *lingua franca*, English variation and accent, sociolinguistics, and the use of English in hospitality contexts and its teaching, both globally and specifically in Indonesia. The references used were selected and included theoretical foundations as well as related empirical studies (as listed in the bibliography).

Data analysis was conducted in two interrelated stages. The first stage was linguistic analysis. In this stage, based on observations, some pronunciation or lexicon features that appear dominant and are often associated with American English were identified. These features were then described simply by referring to explanations in the linguistic literature comparing varieties of British accents (Östlund, 2005). The second stage is sociolinguistic analysis. The findings derived from the observations and linguistic descriptions were interpreted by relating them to the social, cultural, and pedagogical factors raised in the literature review. This analysis aims to explore possible reasons behind the observed accent usage trends, such as the influence of media exposure, perceptions of accent varieties, and standards or practices in English language training for hotel personnel (Lee & Lee, 2023; Nurdiana, 2024; Rini, 2014). Through the combination of these two types of analysis, it seeks to grasp a more comprehensive understanding of the phenomenon.

FINDINGS

Linguistic Features of American English Accent

American English, as one of the most prevalent varieties of English, possesses several distinguishing features in its pronunciation. These features frequently serve as distinct indicators for listeners to identify the accent as AmE. Key features relevant to this observation include:

First is rhoticity. The most consistent feature of General AmE is the pronunciation of the phoneme /r/ following vowels in all positions, whether at the end of words or preceding consonants (Östlund, 2005). This phoneme /r/ is clear and resonant.

- Datum 1 : The word *car* is pronounced with /r/ at the end, [kɑr].
 Datum 2 : The word *water* is pronounced with /r/ at the end, ['wɔtər] or ['wɑrər].
 Datum 3 : The word *service* is pronounced with /r/ prior a consonant, ['sɜrvɪs].

Secondly, the articulation of the vowel /æ/ in specific lexemes. American English typically preserves the pronunciation of the vowel /æ/ (as in the word *cat*) in numerous words that in British English are pronounced with the elongated vowel /a:/ (Fitria, 2023; Östlund, 2005).

- Datum 4 : The word *dance* is pronounced [dæns].
 Datum 5 : The word *class* is pronounced [klæs].
 Datum 6 : The word *ask* is pronounced [æsk].

Thirdly, the T-Flapping phenomenon also often occurs in AmE. The /t/ or /d/ phoneme occurring between vowel sounds (or following /r/ and prior to unstressed vowel) is frequently articulated as a flap /ɾ/, which sounds like the /d/ sound in Indonesian (Östlund, 2005). This feature is prevalent in American English.

- Datum 7 : The word *water* is pronounced ['wɔrər] or ['wɑrər].
 Datum 8 : The word *better* is pronounced ['bɛrər].
 Datum 9 : The word *city* is pronounced ['sɪri].

In addition to these key features, other differences, such as the pronunciation of the diphthong /əʊ/ to /oʊ/ in words like *go* or *home*, further contribute to the AmE accent (Novari *et al.*, 2021). The manifestation of these features in the pronunciation of hotel personnel would significantly contribute to the impression of an American English accent.

Linguistic Features of British English Accent

As the main comparison variety, British English, particularly Received Pronunciation (RP), displays phonetic features that markedly contrast with those of American English. This distinction facilitates the clear differentiation of the two accents. The salient features of RP include:

First is non-rhoticity. In contrast to AmE, RP is a non-rhotic variant. This means that the phoneme /r/ after vowels, both at the end of words and preceding consonants, is typically unarticulated (Östlund, 2005).

- Datum 10 : The word *car* is pronounced [kɑ:] (without /r/ at the end).
 Datum 11 : The word *water* is pronounced ['wɔ:tə] (without the final /r/).
 Datum 12 : The word *service* is pronounced ['sɜ:vɪs] (without the /r/ prior to the consonant).

Second is the use of the elongated vowel /a:/ in certain words. In AmE, words that use /æ/ (as in the example above) are pronounced with a prolonged, retracted vowel /a:/ (Fitria, 2023).

- Datum 13 : The word *dance* is pronounced [da:ns].
 Datum 14 : The word *class* is pronounced [kla:s].
 Datum 15 : The word *path* is pronounced [pɑ:θ].

Third is yod-retention. RPs typically preserve the /j/ (yod) sound preceding the vowel /u:/ in several words, particularly following consonants, such as /t/, /d/, /n/, and /l/, whereas AmE often drops this phoneme /j/ (Novari *et al.*, 2021; Östlund, 2005).

Datum 16 : The word *student* is pronounced ['stju:dnt].

Datum 17 : The word *new* is pronounced [nju:].

Datum 18 : The word *duty* is pronounced ['dju:ti].

These fundamental distinctions in rhoticity, vowel quality, and articulation of consonants, e.g., /t/ or the presence of yod, establish a strong contrast between American English and British English. Preliminary observations showed that the pronunciation patterns of hotel personnel frequently display linguistic features of the American English. Understanding these linguistic distinctions forms the foundation for analyzing the sociolinguistic factors driving the use of particular varieties, which will be addressed in the subsequent section.

Observations on the Use of American English in Hotels

In Indonesian hotels that actively cater to international guests, English serves not merely as a fundamental means of communication, but also as an integral component of service quality (Malini *et al.*, 2022). Observations conducted across diverse service interaction scenarios—encompassing guest reception in the lobby, check-in and check-out procedures, dissemination of information regarding hotel amenities, management of special requests, and interactions in the food and beverage area—revealed a notable linguistic phenomenon: a pronounced inclination among hotel personnel to use English characterized by an accent reflective of American English (AmE) varieties.

This tendency manifested in varying degrees of severity across individual staff; however, the pattern is sufficiently discernible. For instance, in formal conversations at reception and in more casual exchanges with guest service personnel, specific pronunciation features distinctive of AmE were often seen. This contrasts with the English accent heavily shaped by Indonesian phonology, which, although present, does not seem to be the predominant accent in frontline service interactions with foreign visitors in most hotels.

Instead of exhibiting English accents significantly impacted by Indonesian or various forms of British English (BrE), numerous personnel had pronunciation features more aligned with the General American (GA) standard. This inclination was manifested in the use of common phrases and standardized responses during routine service contacts. Specific instances from hotel conversations that illustrate the use of accents with AmE features include: 1) as welcoming visitors and inquiring about reservations (Datum 19); 2) as offering to help with room requirements (Datum 20); and 3) as giving location or facility information (Datum 21).

Staff: “Good afternoon, Sir/Madam. Welcome to Bali Hotel. Do you have a *reservation*?” (Datum 19)

Datum 19 above illustrates the use of rhoticity in the stressed syllable /va/ in the word *reservation*, where the phoneme /r/ following the vowel is distinctly articulated, a key feature of American English, in contrast to non-rhotic variants, such as RP British English.

Guest: “I’d like an extra bottle of *water*.”

Staff: “Certainly, Sir/Madam. I can bring that *water* ['wɔrər] up to your room right away.” (Datum 20)

Datum 20 shows the T-Flapping phenomenon in the word *water*, where the phoneme /t/ between vowels is pronounced as a /ɾ/ flap, similar to the phoneme /d/ in Indonesian, a common feature in spoken American English.

Guest: “Where is the gym located?”

Staff: “The gym is on the fifth floor, just near the pool *area*.” (Datum 21)

Datum 21 also illustrates the rhoticity of the word *area*, where the phoneme /r/ following the vowel is articulated distinctly, reflecting American English pronunciation patterns.

These conversational examples, albeit straightforward, encapsulate the essence of the observed pronunciation patterns wherein prominent American English phonetic features, such as *rhoticity* and T-Flapping, consistently manifest in the hotel personnel’s English use. The presence of these AmE linguistic features enables listeners to perceive personnel’s accents as predominantly American English, raising the fundamental question of the driving factors contributing to this sociolinguistic phenomenon.

This observation is noteworthy as it underscores that accent variations in English communication practices within the Indonesian hospitality sector are not neutral. Accents aligning more closely with AmE are more prevalent than a random mix of accents from various World Englishes or those significantly impacted by local dialects. This suggests that specific sociolinguistic factors are affecting the personnel’s choice or acquisition of accents, necessitating further analysis to uncover the underlying causes. This phenomenon serves as a crucial starting point for further exploration to the linguistic features of the observed accents, together with the potential sociocultural and pedagogical factors, which will be addressed in the subsequent section.

DISCUSSION

Sociolinguistic Influences on the Use of American Accents

The tendency of hotel personnel in Indonesia to adopt an American English (AmE)-like accent when interacting with international visitors can be explained through a sociolinguistic lens that examines various external factors influencing the choice and acquisition of language varieties. The primary argument is that the prevalence of AmE accents is not a mere linguistic coincidence, but rather the outcome of the convergence of multiple dominant social, cultural, and pedagogical factors within the Indonesian setting and the global discourse.

A crucial catalyst is the power of mass media exposure. In the current digital age, global media content is readily accessible, and both historically and contemporarily, the US media industries—encompassing movies, television series, music, news, and online platforms—has tremendous reach and domination worldwide, including Indonesia (Rini, 2014). This continual and massive exposure to spoken American English via popular and widely appreciated sources fosters a profound familiarity among non-native English speakers (Abdulla *et al.*, 2024). Through unconscious imitation and informal language acquisition outside formal classroom settings, English speakers in Indonesia assimilate patterns of pronunciation, intonation, and even certain aspects of the typical AmE lexicon (Fitria, 2023). These media sources serve as the most commonly encountered “models,” establishing a *de facto* standard for many, despite the absence of explicit instruction in American English. This level of exposure far exceeds that to other varieties of English, such as British English, outside formal educational settings.

Studies indicate that media exposure might initiate second dialect acquisition (SDA) through phonetic convergence, wherein listeners subconsciously adjust their pronunciation to align more closely with the often-encountered target accents (Nycz,

2019). This convergence does not necessarily require direct interaction; instead, it is shaped by the listener's engagement level with the provided media content (Cowie & Pande, 2017; Nycz, 2019). Thus, the consumption of mass media, particularly popular and entertaining ones, not only offers passive linguistic input but also promotes active imitation, facilitating the internalization of AmE accent features.

In addition to media exposure, subjective perceptions of accent varieties also play a significant role. American English is often perceived as a variety with a high level of comprehensibility, particularly in cross-cultural exchanges involving non-native speakers from diverse linguistic backgrounds (Fitria, 2023). In the context of hospitality services, where effective communication is crucial for visitor satisfaction, choosing or adopting an accent deemed most comprehensible by a broad international audience is a sensible strategy from a functional perspective. This perception may stem from the phonetic features of AmE, which are regarded by some as more consistent or less internally variable than some other varieties. However, this perception is inherently linked to sociocultural associations. American English, closely associated with the economic, technological, and cultural dominance of the United States, is often associated with modernity, progress, and professionalism in a global context (Lee & Lee, 2023; Wardana & Sahiruddin, 2025).

These positive associations confer a form of symbolic "prestige" to AmE in the perception of many non-native speakers and even among service providers. Studies conducted in Indonesia, for instance, indicate that EFL learners frequently perceive native accents, e.g., American English, as more prestigious and desirable, linking them to images of better education, social status, and professional prospects (Wardana & Sahiruddin, 2025). This perception is bolstered by the idea of native speakerism, wherein native speakers are seen as the quintessential model in English language learning, particularly in pronunciation (Wardana & Sahiruddin, 2025). Therefore, the adoption of AmE accents by hotel personnel may also be driven by the intention to project an image of higher professionalism and competence to visitors. Hotels, as commercial establishments seeking to project an international and high-quality image, may tacitly or openly promote the use of accent varieties that align with this image and satisfy the expectations of visitors exposed to the predominance of American media. This perception further becomes a driving factor for both individual workers and hotel management to adopt the AmE model.

The third contributing factor comes from the pedagogical environment, *viz.* in English for Specific Purposes (ESP) training in the hospitality sector. Assessing specific data on training curricula across Indonesian hotels is challenging; nonetheless, the development of ESP materials is often influenced by the most readily available resources deemed "standard" internationally. Several training materials, textbooks, or even online resources used to train hotel personnel may refer to American English as a standard for pronunciation and vocabulary (Ogane *et al.*, 2013). The selection of this model may depend on material availability, the instructor's expertise, or the conviction that American English is the most practical or pertinent variety for international communication in this sector.

Exposure to the AmE model in this more structured learning environment then reinforces tendencies that may have already begun to develop through media exposure. In the context of hospitality vocational education in Indonesia, there is an awareness of the urgent need to improve spoken English proficiency, including aspects of pronunciation. However, research indicates that current ESP teaching materials and methods are occasionally misaligned with the actual communicative needs in the

workplace, particularly in the aspect of pronunciation (Ma'fiyah & Sumardiono, 2023). The predominance of American English model in training materials or practices directly contributes to the accent inclinations of personnel, notwithstanding ongoing challenges in pronunciation and understanding of other accents. Instructors, perhaps swayed by the media and societal perceptions, often use the variety they deem most suitable or in which they excel (Panggabean, 2015). This cycle of influence—from media to perceptions, and from perceptions to training practices—creates a robust sociolinguistic environment that favors the spread of American English characteristics among hospitality personnel.

The amalgamation of these three main factors—extensive and dominant media exposure, positive perceptions of the clarity and prestige of American English, and the impact of training materials and practices—collectively elucidates why English accents are often encountered in hotels serving international clientele in Indonesia. These factors mutually reinforce one another, establishing preferences and tendencies that shape the linguistic landscape of service interactions in the hospitality sector.

Challenges of Accented Communication in the Hospitality Environment

Despite the identified trend of American English (AmE) accent used by hotel personnel in Indonesia, the operational dynamics within the international hospitality sector are considerably more intricate than simply adopting a singular accent model. The hotel environment serves as a meeting point for various English speakers globally, encompassing both native speakers from diverse geographical backgrounds, such as British, Australian, Canadian, and American, and a significantly larger contingent of non-native speakers, each carrying a distinctive English accent shaped by their mother tongue. In the context of English as a *lingua franca* (ELF), these exchanges inherently involve a wide spectrum of accent variations (Seidlhofer, 2011).

The main challenge for hotel personnel in this multilingual context is the ability to comprehend and interpret the various accents of visitors. Research indicates that challenges in understanding foreign accents are a prevalent barrier encountered by personnel in the service sector (Malini *et al.*, 2022). Unfamiliar accents, varying speed of speech, diverse intonation patterns, and the use of vocabularies or phrases that may be atypical in the varieties they frequently encounter, though likely AmE, might lead to misunderstandings and communication barriers. Research shows that understanding non-native accents requires additional cognitive resources from the listener (Bazhouni, 2020). Factors, such as the listener's familiarity with the accent and the speaker's pronunciation clarity and accuracy, greatly affect the intelligibility and acceptability of an accent (Bazhouni, 2020; Zahro, 2019). Although strong accents from non-native speakers may still be comprehensible, the clarity and accuracy of pronunciation remain crucial, particularly in fast-paced exchanges in service environments. As such, hotel personnel must develop auditory adaptability and clarifying strategies to bridge potential comprehension gaps arising from accent variations.

A staff member accustomed to hearing and using (or mimicking) an AmE accent may nevertheless struggle to understand a Scottish English or Indian English accent, which possesses markedly distinct phonetic features. This challenge requires personnel to have listening adaptability and the capacity to negotiate meaning in suboptimal communication contexts. Conversely, international visitors also face challenges in understanding the English spoken by hotel personnel who are non-native speakers. Although their accents may bear some resemblance to American English, they often retain influences from their mother tongue, i.e., Bahasa Indonesia, at the

phonetic level, intonation, or even sentence structure, distinguishing them from the pronunciation of any native speaker. For visitors accustomed to a native accent (AmE or BrE) or a specific non-native accent from their region, hotel personnel's accents, despite their similarities to AmE, may still require additional comprehension efforts. Visitors may also have certain perceptions or expectations regarding accents, and any mismatch between these expectations and the actual personnel's accents may influence their experience (Lee & Lee, 2023).

In the ELF framework, the primary objective of communication is not the attainment of native-like proficiency, but rather mutual intelligibility—the capacity for effective understanding between interlocutors (Seidlhofer, 2011). Accent variation is an inherent aspect of English as a *lingua franca* (ELF), and speakers adept in ELF frequently employ communication strategies (Lewandowska, 2019; Vettorel, 2019), such as clarification, repetition, or paraphrasing, to ensure comprehension despite accent differences. However, in a fast-paced service setting like a hotel, accent-induced barriers to comprehension might adversely impact service efficiency and guest satisfaction.

Hotels' initiatives to promote the use of accents predominantly associated with AmE, as observed, appear to be a strategy aimed at minimizing communication challenges based on the assumption that AmE is the most recognizable or comprehensible variety for the majority of their international clientele, or due to the favorable associations previously discussed. However, this strategy does not necessarily resolve the communication issues inherent in a multilingual environment. Hotel personnel still require training to address the diversity of accents found in the real-world context, and the emphasis of such training should shift from merely mimicking a single accent model to fostering strategies of mutual intelligibility and communication adaptability (Marasabessy *et al.*, 2025). These challenges highlight the complexity of using English in the global service sector, wherein linguistic diversity is standard rather than atypical.

CONCLUSION

This study stems from observations concerning the trend of using an accent resembling American English (AmE) by hotel personnel in Indonesia during interactions with international visitors. This phenomenon, regularly seen across a range of hotel service contexts, indicates that the selection or adoption of accent in this professional setting is not a coincidence, but rather shaped by underlying factors. A basic linguistic analysis showed that these observed accents exhibited phonetic features typical of American English, including rhoticity (the articulation of the phoneme /r/ following a vowel) and specific vowel pronunciation patterns that contrast from other varieties, such as British English. The presence of these features is sufficiently notable to impart an "American" sense to the spoken English of hotel personnel.

An exploration of sociolinguistic factors suggested compelling explanations behind the prevalence of the AmE accent. The preeminent impact of American mass media offered extensive and continuous exposure to English for Indonesians, including hotel personnel, thereby rendering American English a familiar spoken standard that is often imitated. Furthermore, American English is often perceived as highly comprehensible in international communication and is linked to an image of modernity and professionalism pertinent to the global hospitality industry (Fitria, 2023; Lee &

Lee, 2023). English training practices tailored to the hospitality sector may implicitly or explicitly adopt American English as a standard, promoting the inclination to use this accent among personnel (Nurdiana, 2024; Ogane *et al.*, 2013).

Overall, the prevalence of American English accents in Indonesian hotels results from a complex interplay of dominant media exposure, favorable perceptions of the accent variety, and the impact of the pedagogical environment in professional training. Although the communication environment in hotels features a diverse array of accents in the context of English as a *lingua franca*, creating comprehension challenges for both personnel and visitors, the trend towards AmE accents reflects an attempt to adapt to expectations shaped by the global and local sociolinguistic landscape.

Suggestions

This study has explored the propensity for American English usage in hotel settings catering to international visitors and analyzed various sociolinguistic factors that may contribute to this phenomenon. This work, being primarily observational and a literature review, presents substantial prospects for further research to deepen the understanding of this phenomenon. Future research should involve empirical studies with more systematic data collection. This may encompass recordings of hotel personnel interactions with visitors across different hotels and locations, survey questionnaires directed at hotel personnel, management, and international visitors to directly investigate their perceptions of accent, alongside an in-depth analysis of English language training materials used in the hospitality industry. A more detailed phonetic analysis of the collected spoken data will also provide more robust linguistic evidence of the predominant accent features. Investigations comparing various hotels, guest demographics, or even geographical locations in Indonesia may uncover more precise patterns and determinants.

These findings have practical implications for the hospitality industry and language training institutions. Service providers and trainers must recognize the prevalence and impact of global English varieties, including American English, British English, and various non-native accents (Holmes & Wilson, 2022; Jenkins, 2007; Seidlhofer, 2011). English language training for hotel personnel should prioritize the cultivation of mutual intelligibility and successful communication tactics in English as *lingua franca* (EFL) contexts, rather than solely imitating a particular accent model, e.g. American English. This entails training personnel to understand diverse guest accents and employ clarifying strategies when necessary.

The use of learning resources that showcase a variety of accents from diverse speakers—both native and non-native—can enhance staff preparedness for the realities of communication in the field. Acknowledging the substantial role of media in shaping accent exposure can also be integrated into training methods, such as by utilizing critical use of authentic media sources to discuss language variation (Rini, 2014). Therefore, the enhancement of English language proficiency in the hospitality sector can be better aligned with the real-world requirements of cross-cultural communication, thus ensuring more effective and inclusive services for a varied array of international visitors.

REFERENCES

- Bazhouni, M. (2020). The Effect of Non-Native Accents on English Comprehension. *IOSR Journal of Research & Method in Education*, 10(1), 22–29.
- Braun, V., & Clarke, V. (2013). *Successful Qualitative Research: A Practical Guide for Beginners*. Sage.
- Cowie, C., & Pande, A. (2017). Phonetic Convergence towards American English by Indian Agents in International Service Encounters. *English World-Wide. A Journal of Varieties of English*, 38(3), 244–274. <https://doi.org/10.1075/eww.38.3.01cow>
- Crystal, D. (2003). *English as a Global Language*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511486999>
- Fitria, T. N. (2023). English Accent Variations of American English (AmE) and British English (BrE): An Implication in English Language Teaching. *Sketch Journal: Journal of English Teaching, Literature and Linguistics*, 3(1), 1–16.
- Holmes, J., & Wilson, N. (2022). *An Introduction to Sociolinguistics*. Routledge. <https://doi.org/10.4324/9780367821852>
- Jenkins, J. (2007). *English as a Lingua Franca: Attitude and Identity (1st ed.)*. Oxford University Press.
- Kelmendi, L., & Hysenaj, V. (2024). Teaching English for Tourism: A Case Study in Kosovo. *Journal of Language Teaching and Research*, 15(5), 1402–1408. <https://doi.org/10.17507/jltr.1505.02>
- Lee, K., & Lee, N. (2023). Korean Tourists' Perceptions of English as a Lingua Franca (ELF): A Phenomenological Approach. *Asia Pacific Journal of Tourism Research*, 28(1), 56–69. <https://doi.org/10.1080/10941665.2023.2187703>
- Lewandowska, E. (2019). English as a Lingua Franca: An Overview of Communicative Strategies. In *Rethinking directions in language learning and teaching at university level* (pp. 27–52). Research-publishing.net. <https://doi.org/10.14705/rpnet.2019.31.890>
- Ma'fiyah, I., & Sumardiono, S. (2023). English Language Needs for Hotel Service and ESP Program: The Case of Hospitality Vocational Secondary School. *Journal of Innovation in Educational and Cultural Research*, 4(3), 429–437. <https://doi.org/10.46843/jiecr.v4i3.680>
- Malini, N. L. N. S., Sukarini, N. W., Yadnya, I. B. P., & Maharani, S. A. I. (2022). Exploring Needs Analysis of English Language Training: An Evidence from Small Hotel and Restaurant Employees in Nusa Lembongan, Bali, Indonesia. *Indonesian Journal of Applied Linguistics*, 12(1), 212–223. <https://doi.org/10.17509/ijal.v12i1.46437>
- Marasabessy, F. Y., Amalia Mustika, Indriyani, S., Rizki Amelia, & Ratna Rintaningrum. (2025). Hospitality English: Essential Phrases for Hotel and Tourism Professionals. *International Journal of Educational Research Excellence (IJERE)*, 4(1), 211–224. <https://doi.org/10.55299/ijere.v4i1.1303>
- Novari, A. F., Maryani, Y., & Rostiana, H. (2021). A Comparative Between British English and American English: Vocabulary Analysis. *Journal of English Education Studies*, 4(1), 27–40. <https://doi.org/10.30653/005.202141.65>
- Nurdiana, N. (2024). Teaching Common English Language Expressions for Hotel Staff: Best Practices. *English Journal Antartika*, 2(2), 64–68. <https://doi.org/10.70052/eja.v2i2.667>

- Nycz, J. (2019). Media and Second Dialect Acquisition. *Annual Review of Applied Linguistics*, 39, 152–160. <https://doi.org/10.1017/S0267190519000060>
- Ogane, E., McBride, P., Cote, T., & Milliner, B. (2013). English as a Lingua Franca (ELF) for Students in the College of Tourism and Hospitality. *Tamagawa University Research Journal*.
https://www.academia.edu/5976029/English_as_a_Lingua_Franca_ELF_for_students_in_the_College_of_Tourism_and_Hospitality_Management
- Östlund, F. (2005). *British vs. American English: Pronunciation in the EFL Classroom*. <http://www.diva-portal.org/smash/get/diva2:5955/FULLTEXT01.pdf>
- Panggabean, H. (2015). Problematic Approach to English Learning and Teaching: A Case in Indonesia. *English Language Teaching*, 8(3). <https://doi.org/10.5539/elt.v8n3p35>
- Rini, J. E. (2014). English in Indonesia: Its Position Among Other Languages in Indonesia. *Beyond Words*, 2(2), 19–40.
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca: A Complete Introduction to the Theoretical Nature and Practical Implications of English Used as a Lingua Franca (1st ed.)*. Oxford University Press.
- Abdulla, B. I. F., Mawlood, A. S., & Kareem, A. S. (2024). The Role of American TV Shows on the Popularity of American English. *Zanco Journal of Humanity Sciences*, 28(1). <https://doi.org/10.21271/zjhs.28.8>
- Vettorel, P. (2019). Communication Strategies and Co-construction of Meaning in ELF: Drawing on “Multilingual Resource Pools.” *Journal of English as a Lingua Franca*, 8(2), 179–210. <https://doi.org/10.1515/jelf-2019-2019>
- Wardana, A. N. Z., & Sahiruddin. (2025). Indonesian EFL Learners’ Preferences toward English Accents: British vs Indonesian Accents. In *Proceedings of the International Conference Entitled Language, Literary, and Cultural Studies (ICONLATERALS 2024)* (pp. 186–200). Atlantis Press. https://doi.org/10.2991/978-2-38476-404-4_15
- Zahro, S. K. (2019). Native and Non-Native Listeners Perceptual Judgement of English Accentedness, Intelligibility, and Acceptability of Indonesian Speakers. *Lingua Cultura*, 13(1), 39. <https://doi.org/10.21512/lc.v13i1.5362d=WjOZPwAACAAJ>