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The Influence of English Language Schools on Educational Tourism: Analysing business models, data-sharing innovations, and strategies to attract students

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To my beloved family and friends

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Abstract

In the modern world, where knowledge of foreign languages plays a key role in professional and personal development, educational tourism related to language learning occupies a special place. This study aims to comprehensively explore these aspects, which will allow us to propose ways to improve educational tourism in the context of language schools and their long-term development. Research into the business models of language schools and their marketing strategies is essential to understanding how these organizations attract students from around the world. Understanding the mechanisms by which schools incentivise students to travel to another country to study a language allows us to identify the key factors that influence the choice of educational destination. Analysing the business models of language schools, their marketing strategies and their impact on educational tourism not only provides a deeper understanding of the current state of this sector, but also allows us to identify existing problems and develop recommendations to address them. This work will examine traveller behaviour, perspectives, and motivations. Conversely, a comprehensive overview of the language tourism supply will be presented, detailing its primary components, particularly the aspects of language learning and travel.

1. Introduction

1.1 Research background

Language tourism, a distinct sector within the broader field of educational travel, is increasingly recognized as a vital contributor to global education and cultural exchange. Defined as travel with the primary or secondary purpose of learning a language, language tourism not only facilitates linguistic acquisition but also fosters socio-economic development in host regions. This niche of tourism aligns closely with the Sustainable Development Goals (SDGs) set by the United Nations, which emphasise the importance of education and cultural understanding as drivers of sustainable development (United Nations, 2015). Language tourism, therefore, has a dual impact: it enhances the personal growth of tourists and contributes to the economic vitality of host communities, particularly in locations that benefit from longer, year-round tourist stays (Richards & Wilson, 2004).

The strategies employed by English language schools, which are central to the language tourism market, are influenced by a myriad of factors, including market demand, regulatory environments, technological advancements, and cultural dynamics. Traditional markets such as the UK, USA, Canada, and Australia have historically dominated due to their reputation for high-quality education and immersive language experiences (Hjalager & Richards, 2002). However, emerging markets in Asia, the Middle East, and Latin America are now contributing significantly to the demand for English language education, driven by globalisation and the increasing importance of English as a global lingua franca (Crystal, 2003; Graddol, 2006).

Technological advancements have also transformed the landscape of language education. The rise of online learning platforms has introduced both opportunities and challenges for

traditional English language schools. While technology enables greater accessibility and flexibility in learning, it also intensifies competition, as students now have more options for language learning, often at a lower cost (Hampel & Stickler, 2012). Consequently, English language schools must adapt by integrating technology into their curricula and offering hybrid models that combine online and in-person learning to remain competitive (Moore & Kearsley, 2011).

Despite the growing demand, English language schools face several challenges that impact their operational strategies and their role in educational tourism. One of the primary challenges is maintaining cultural diversity and inclusion within their student bodies. As these schools attract students from various cultural backgrounds, they must develop inclusive curricula and support systems that cater to the unique needs of these diverse groups (Kinginger, 2009). Failure to do so can result in student dissatisfaction and reduced retention rates (Holliday, 1994).

Navigating regulatory environments in different countries presents another significant challenge. English language schools often operate across multiple countries, each with its own set of regulations concerning educational standards, visa policies, and accreditation requirements. Adapting to these regulatory frameworks requires schools to be highly responsive and resourceful, which can strain resources and impact their ability to expand or maintain operations in certain regions (Dimmock & Walker, 2005).

Furthermore, the rise of competition from other language schools and online education providers poses a threat to traditional business models. To differentiate themselves, English language schools must innovate continuously, whether through offering unique cultural

immersion experiences, forming partnerships with local businesses, or creating tailored programs that address specific student needs (Knight, 2004).

1.2 Research question

Given these challenges and the evolving landscape of educational tourism, this research seeks to address the following question:

What are the key factors through which English language schools influence the dynamics of educational tourism?

This question is crucial as it addresses the need to understand the operational and strategic decisions that English language schools must make to thrive in a competitive and rapidly changing environment.

Understanding these factors is not only important for the schools themselves but also for policymakers, educational agents, and other stakeholders involved in the educational tourism sector. By gaining insights into the strategies that lead to successful educational tourism outcomes, this research can contribute to the development of more effective policies and practices that support the sustainable growth of this sector.

This study will utilise the Gioia method to systematically analyse qualitative data from semi-structured interviews with the owners of English language schools and their partners, to see how English language schools influence and are influenced by the broader educational tourism market. This approach will allow for a comprehensive exploration of the complex dynamics at

play, providing valuable contributions to both academic literature and practical applications in the field of educational tourism.

2.Literature review

2.1 The Function of English Language Institutions in Educational Tourism

English language schools are pivotal to language tourism, serving as both an attraction for international students and a driver for economic and cultural engagement. Richards and Wilson (2004) emphasise that educational tourism, especially language tourism, acts as a conduit between cultures, promoting mutual understanding and individual growth. The demand for English language education has historically been focused in nations such as the UK, USA, Canada, and Australia, which have leveraged their natural English-speaking contexts to draw students (Hjalager & Richards, 2002). The allure of these sites is linked not only to their educational resources but also to their wider significance as cultural and historical hubs (Richards, 2002).

Nonetheless, as Crystal (2003) and Graddol (2006) observe, the global scene is evolving. The ascendance of English as a worldwide language franca has generated demand in unconventional areas, especially in Asia, the Middle East, and Latin America. This has resulted in the proliferation of English language schools in these areas, which are progressively seen as viable alternatives to conventional Western locales. This transition encompasses not only geographical growth but also signifies alterations in the global economy and the growing significance of English in worldwide commerce, science, and diplomacy.

2.2 Technological Progress and Language Instruction

Technological innovations have significantly transformed the domain of language teaching, especially with the emergence of online learning platforms. Hampel and Stickler (2012) examine how technology has enhanced the accessibility of language acquisition, providing a flexibility unattainable in conventional classroom environments. This transition has fostered a more competitive landscape for English language institutions, which must now contend not just with rival schools but also with a multitude of online alternatives.

Moore and Kearsley (2011) propose that hybrid educational methods, integrating online and face-to-face instruction, could be essential for preserving the significance of conventional language institutions. These strategies enable educational institutions to provide the flexibility sought by contemporary students while maintaining the immersive, culturally stimulating experiences characteristic of language tourism. Integrating technology into conventional curricula presents problems, such as the necessity for significant investment in digital infrastructure and the formulation of innovative teaching approaches (Dudeney & Hockly, 2012).

2.3 Obstacles in Preserving Cultural Diversity and Inclusion

The heterogeneity of the student population presents both an advantage and a challenge for English language institutions. Kinginger (2009) underscores the significance of cultural immersion in language acquisition, highlighting that students get advantages from both language exposure and interactions with classmates from diverse cultural backgrounds.

Nevertheless, sustaining a culturally varied student population necessitates meticulous administration. Holliday (1994) asserts that the absence of an inclusive curriculum and support structures may result in marginalised feelings among students from minority backgrounds, thereby leading to unhappiness and decreased retention rates.

The necessity for cultural awareness is exacerbated by the diversity of students' educational backgrounds, expectations, and learning styles from different nations (Ryan & Deci, 2000). Schools must thus devise solutions to address these disparities, which may entail customizing teaching methods to align with various cultural preferences or offering supplementary assistance to students who may find it challenging to adapt to a new educational setting (Larsen-Freeman, 2013).

2.4 Regulatory Frameworks

Operating in numerous countries poses considerable regulatory problems for English language institutions. Dimmock and Walker (2005) contend that adherence to various educational standards, immigration laws, and accreditation procedures might deplete resources and restrict schools' capacity to grow or sustain their operations. These obstacles are especially pronounced in emerging nations, where regulatory frameworks may be less stable or more complex to negotiate.

Knight (2004) emphasises the significance of strategic alliances with local institutions and governments to address these difficulties. Through collaboration with local stakeholders, English language schools can achieve regulatory compliance and access resources and networks that enhance their market position.

3. Industry Analysis

3.1 Resilience and Recovery in Educational Tourism Post-COVID-19

The emergence of online education providers has created fresh competition for conventional English language institutions. To maintain competitiveness, these institutions must perpetually innovate by providing distinctive programs that set them apart from rivals (Hothouse Media Ltd., 2011). This may entail the development of specialised courses targeting niche markets, such as business English or English for specific vocations, or the establishment of collaborations with local enterprises to offer students practical, real-world experiences that augment their education (Evans, 2011).

The global tourism industry, including language tourism, experienced an unprecedented decline due to the COVID-19 pandemic, severely impacting international travel and the associated sectors. Language tourism, reliant on the free movement of students across borders, saw a significant downturn as travel restrictions, lockdowns, and health concerns took precedence over educational pursuits abroad. However, as the pandemic's impact lessened, the industry demonstrated remarkable resilience and recovery.

As illustrated in the graph (see Figure 1), the United Nations World Tourism Organization (UNWTO) reported that international tourist arrivals in 2023 reached 88% of 2019 levels, showcasing a strong rebound in global tourism. This recovery is attributed to pent-up demand, improved air connectivity, and the reopening of key markets, particularly in Asia. The Tourism

Confidence Index further predicts that 2024 will witness even greater recovery, with 67% of tourism professionals expecting better prospects compared to 2023 (UNWTO, 2023).

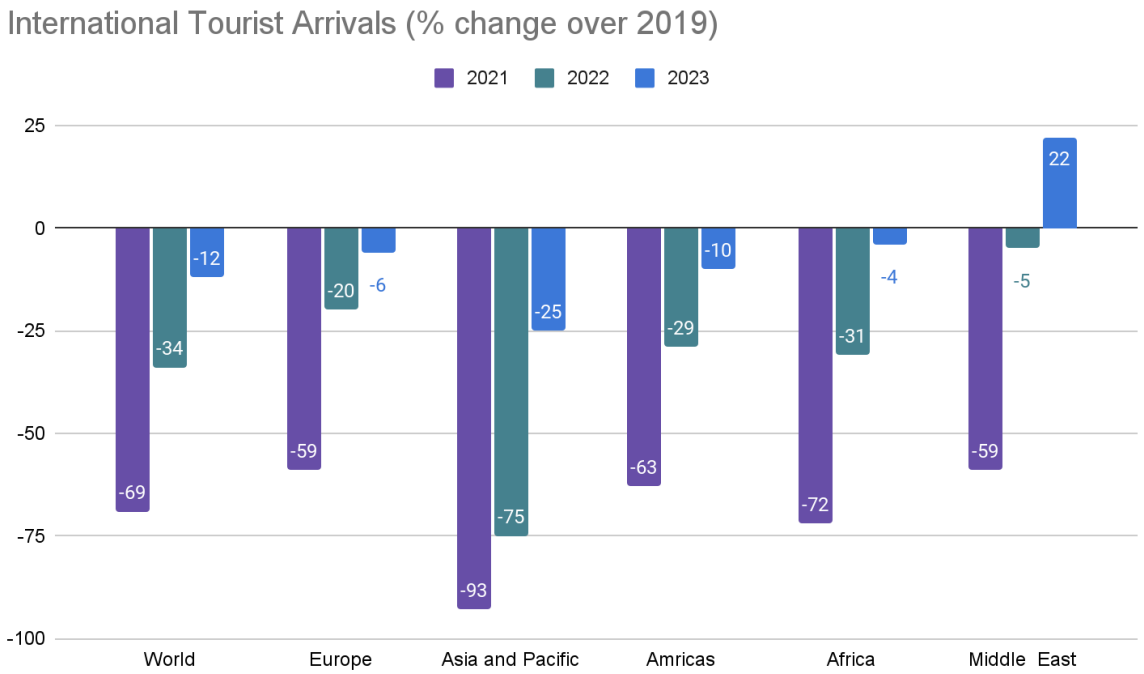

Figure 1: International Tourist Arrivals (% change over 2019)

Source: United Nations World Tourism Organization (UNWTO), 2023.

Language tourism, a key segment within educational tourism, has similarly adapted to these changes. The pandemic underscored the importance of diversification within language travel packages. Modern language tourists, now more selective and seeking comprehensive learning experiences, expect a range of services beyond mere language instruction. This includes accommodation, cultural excursions, and personalized travel arrangements, which were previously considered secondary to the core educational offering.

The pandemic also accelerated the adoption of online learning platforms, which have become an integral component of the language tourism industry. However, as global travel resumes, there is a renewed focus on the in-person, immersive experiences that are central to language acquisition and cultural exchange. Schools and travel providers are now integrating these online components into hybrid models, balancing flexibility with the demand for authentic, on-the-ground experiences (Hampel & Stickler, 2012; Moore & Kearsley, 2011).

The resilience of the educational tourism sector, particularly language tourism, is indicative of the broader trends within international travel. As countries continue to navigate post-pandemic recovery, the adaptability of language schools and travel providers will be crucial in meeting the evolving expectations of students. Moreover, the industry's ability to innovate and offer enhanced value propositions will determine its success in a competitive, rapidly changing global landscape (Knight, 2004; Evans, 2011).

Global tourism has recovered remarkably well following COVID-19, with foreign tourist visits in 2023 reaching 88% of 2019 levels, according to the United Nations World Tourism Organization. This revival has been primarily fueled by accumulated demand, enhanced air connectivity, and the reestablishment of essential markets, especially in Asia (UNWTO, 2023). The latest UNWTO Tourism Confidence Index survey indicates that 67% of tourism experts anticipate that 2024 will offer equal or much improved opportunities compared to 2023. Merely 6% anticipate a downturn in tourist performance for 2024, showing a predominantly optimistic perspective throughout the industry (UNWTO, 2023).

Multiple variables are anticipated to facilitate this ongoing recovery. The simplification of visa procurement procedures and the augmentation of flight capacity are expected to enhance

Chinese tourism, both incoming and outgoing. The implementation of a unified tourist visa by Gulf Cooperation Council (GCC) nations, similar to the Schengen visa, together with efforts to facilitate travel inside Africa, is anticipated to enhance tourism development in these areas. Europe is anticipated to spearhead this recovery, with significant events such as the Summer Olympics in Paris further stimulating tourist influx. In contrast, the sustained resurgence of international tourism may continue to face obstacles due to persistent geopolitical and economic uncertainties, such as trade disruptions, elevated interest rates, and inflation (UNWTO, 2023).

3.2 Emerging Trends in Language Tourism

The landscape of language tourism is continuously evolving, influenced by shifts in demographics, technological advancements, and the diversification of educational offerings. A notable trend is the expansion of the junior market, which primarily caters to summer courses for young learners. The resilience of this segment, even during economic downturns, is largely attributed to the growing desire among parents to provide high-quality education for their children. Increasingly, study abroad programs are targeting younger age groups, with some catering to children as young as 6 or 7 years old. The average age of young language travellers has also decreased, with many now starting these programs at 10 or 11 years old. Additionally, there is a rise in study abroad opportunities for families travelling together, and middle-aged adults are increasingly taking advantage of study abroad options during their vacations (HothouseMedia Ltd., 2011b).

3.2.1 Diversification of Language Travel Offerings

Language travel agencies are adapting to changing consumer demands by diversifying their offerings. Modern language learners are more outcome-driven and prefer shorter, more intensive courses. This has led to a practical shift in the programs offered, with a focus on specific purposes such as business English or vocational training in conjunction with language learning. Institutions in Australia, for example, are experiencing high demand for English courses integrated with technical and vocational education, reflecting the growing need for English proficiency in various professional fields (Smith, 2011).

Another significant trend is the diversification of study destinations. While traditional destinations like the UK, USA, and Canada continue to be popular, emerging English-speaking countries with lower living costs, such as Cyprus, Malaysia, India, and the Philippines, are increasingly attracting language learners. Moreover, the rise of online learning is transforming the way language education is delivered. Online courses offer flexibility and accessibility, which has led to their growing popularity, especially among students who prefer not to travel or who seek to complement their in-person learning with digital resources (Martínez et al., 2010; Holley, 2012).

3.2.3 Accommodation Preferences

Accommodations also play a crucial role in the language tourism experience. While homestays remain popular due to their cultural immersion benefits, there is a growing demand for on-campus housing and private apartments. This shift reflects the modern language learner's preference for greater autonomy and comfort, as well as the overall increase in accommodation

standards within the industry. However, cost remains a critical factor, with many students still opting for homestays as a more affordable option (Transformation of the Business Model of Language Schools, 2011).

3.3Overview of business models of the language schools

A business model, in the words of Osterwalder and Pigneur (2010), is the essential idea behind how an organisation generates, transfers, and acquires value. Joan Magretta is one of the other authors who has characterised the essence of a business model. She states that "business models are, at their core, stories that explain how businesses operate." Similar to a compelling narrative, a strong business model has distinct characters, plausible motivations, and a plot that alters the perception of value." (Magretta, 2002). According to Chesbrough (2007), a business model consists of the following elements: determining the worth proposition; establishing the audience to be served; establishing the value chain for manufacturing and delivering of value; determining sources of income and expenses; and formalising positioning and competitive strategy. Amit and Zott (2001) define a business model as a blend of transaction content, structure, and governance that generates value by taking advantage of possibilities for business. Numerous models exist for the business model, but few have been successful in the context of corporate practice. The Business Model Canvas, developed by Alexander Osterwalder, is one of the most popular methods and a contemporary phenomenon. Nine building blocks make up the canvas, according to Osterwalder and Pigneur (2010), and they illustrate how the business generates revenue. The four main pillars of any business are covered by these nine components: Customers, Value Proposition, Infrastructure, Financial viability.

The value proposition serves as the central component and unifying theme of the entire model, which can be split into two sections, left and right. Osterwalder (2010) compared the model to

a brain with left and right hemispheres (see Figure 2). Although each component addresses a distinct issue, together as a whole, they create the value. The value-creating portion of the model is the portion that deals with customer connections, client groups, channels, and revenue. The efficiency portion, located on the left side of the model, includes crucial collaborations, activities, resources, and expenses.

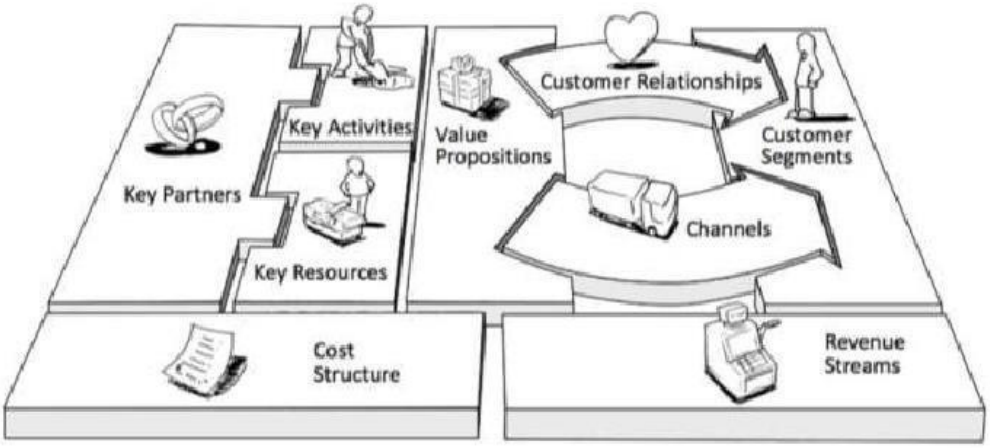

Fig. 2 Business Model CANVAS

Source: Osterwalder & Pigneur, 2010

The goal of this method is to link the ideas and preferences of the customers—for which we use the customer profiling tool—with the creation of value, which is accomplished via the use of the so-called value map. In order to attain alignment, we must first comprehend our clientele

and then assess the given goods and services in light of the features and benefits that would persuade them to buy them.

3.4 The language tourism market system

The framework in this context (See Table 1) encapsulates the core elements that shape the language tourism experience, addressing both supply and demand aspects within the market. As illustrated, the framework identifies four primary variables from the customer perspective—namely, the demographic characteristics of language travellers, their travel behaviour, motivations, and perceptions. On the supply side, three key factors are considered: the composition of the tourism product, the marketing and management structures responsible for its delivery, and the environmental and social resources of the host destinations. The language tourism offering is composed of two integral components: the educational element, which includes various language learning supports, and the travel component, encompassing accommodation, transportation, meals, and leisure activities.

<table>
<tr><th colspan="2">Demand</th><th colspan="2">Supply</th></tr>
<tr><td>1. Demographics</td><td>1.1. Age
1.2. Gender
1.3. Education
1.4. Occupation
1.5. Origins
1.6. Travel party</td><td rowspan="2">1. Product composition
1.1. Language learning components:
1. Educational input
2. Language learning components
1..2. Travel components:
1. Transport
2. Accommodation
3. Catering
4. Leisure</td><td rowspan="2"></td></tr>
<tr><td>2. Travel behavior</td><td>2.1. Past experiences
2.2. Timing of stay
2.3. Planning</td></tr>
</table>

	2.4. Travel patterns		
3. Motivations	*3.1. Intrinsic* *3.2. Extrinsic* *3.3. Amotivation*	**2. Marketing and management structures**	2.1. Language education provider 2.2. Public administration institutions 2.3. Trade bodies 2.4. Travel planners
4. Perceptions	*4.1. Preferences* *4.2. Expectations* *4.3. Satisfaction* *4.4. Recommendations*	**3. Destination's environmental and social resource base**	3.1. Local culture 3.2. Host community 3.3. Geographical context 3.4. Current situation (PESTEL)

Table 1. The language tourism market system

The entities involved in marketing and managing these offerings range from trade associations and governance bodies to language instruction companies. Furthermore, the local culture, societal norms, and geographical context of the host destinations, along with the prevailing political, economic, social, technological, environmental, and legal (PESTEL) factors, must be carefully analysed to understand the environmental and social resource base available at the target destinations.

Building on this foundation, the following discussion will focus on the four demand pillars by providing a detailed taxonomy of variables related to the customer, categorised into demographics, travel behaviour, motivations, and perceptions, as illustrated in the subsequent sections.

3.4.1 Demographics

As indicated in Table 2, the demographic characteristics of language travellers include their age, gender, level of education, place of origin, and travel party (i.e., the individuals they travel with). Their experience with language tourism may be influenced by all of these factors (Iglesias, 2015).

1. Age	*1.1. Junior* *1.2. Adults*	
2. Gender	*2.1. Male* *2.2. Female*	
3. Education	*3.1. Formal education* 1. Primary education 2. Secondary education 3. Higher education	*3.2. Informal education* 1. In-company training 2. Life-long learning
4. Occupation	*4.1. Student*	

	4.2. Professional 1. Professional activity: A. Active B. Non-active 2. Position: A. Employee a. Top management b. Middle management c. Basic operations B. Non-employee a. Employer b. Self-employed
5. Origins	*5.1. Purchasing power* 1. High 2. Average 3. Low *5.2. Geographical provenance* 1. First world 2. Developing countries *5.3. Linguistic identity* 1. Linguistic background: A. Monolingual B. Multilingual

	2. Closeness of the 1st language (L1) to target language (TL)	A. TL similar to L1 B. TL not part of the same language family
	3. Previous knowledge of TL:	A. Total lack of previous knowledge B. Prior proficiency level: a. Advanced b. Intermediate c. Elementary
	4. Aptitude for L2 learning:	A. High B. Average C. Low
	5. Personality traits influencing L2 learning:	A. Self-esteem B. Extroversion C. Reaction to anxiety D. Risk-taking E. Sensitivity to rejection F. Empathy G. Inhibition H. Tolerance of ambiguity
6. Travel party	*6.1. Individual*	*6.2. Group* 1. Class

	2. Friends 3. Family

Table 2. Demand pillar: Demographics

From the standpoint of learning a foreign language, the age element is intimately related to other factors including motivation, social identity, personality, aptitude, and the learning environment (Lightbown and Spada, 1993). Another aspect that may be significant in some cultures is gender (Isabelli-García, 2006). This is especially true for female study abroad students, who occasionally may find it more difficult to gain from contacts with the local population. Higher proficiency in the foreign language and personality are seen as important components of linguistic identity. While aptitude may not always come naturally, personality qualities are innate to the person and appear to help with learning a second language, as long as the attributes are moderate rather than excessive (Larsen-Freeman, 1991).

3.4.2 Travel behaviour

It is necessary to consider the travel behaviour of customers by examining their previous language tourism experiences, the duration and mode of their current stay, the person responsible for planning, and the travel habits they have followed both before to and during their current stay (Iglesias, 2015d). The table below provides an overview of these qualities (see Table 3).

1. Past experiences	*1.1. First time* *1.2. Previous experience* 1. Language learning

	2. Travel component
2. Timing of stay	*2.1. Length of stay* 1. Short term 2. Mid term 3. Long term *2.2. Period of stay* 1. Year round 2. Specific season
3. Planning	*3.1. Mediation:* 1. Independently 2. Through intermediaries *3.2. Search for information* 1. References: A. Direct acquaintance; B. Indirect acquaintance 2. Channel: A. On line; B. Off line *3.3. Selection of product* 1. Selection process: A. First choice; B. Market research 2. Product configuration: A. Package; B. Single components *3.4. Arrangements* 1. Travel booking A. Admission

		B. Registration C. Placement
	2. Language learning:	A. Travel B. Work
	3. Legal formalities:	
	3.5. Purchase	
	1. Financing	
	2. Payment procedures	
4. Travel patterns	*4.1. Use of services*	
	1. Language learning component	
	2. Travel component	
	4.2. Interaction	
	1. With locals	
	2. With other users	
	4.3. Contact with local culture	
	1. Integration	
	2. Assimilation	
	3. Separation	
	4. Marginalization	

Table 3. Demand pillar: Travel behaviour

The behavioural aspects of language travellers are significantly influenced by the cultural and psychological shifts brought about by interactions between cultures and adjustment processes. According to Berry (1997), every diverse society's constituent ethnic groups and individuals must deal with the issue of acculturation. According to the author, people and groups typically figure out solutions for these two main problems through their regular interactions.

These concerns are: cultural maintenance (i.e., how much cultural identity and traits are valued and maintained); and contact and participation (i.e., how much should they interact with other cultural communities or stick to their own culture) (Berry, 1997).

According to Berry's acculturation attitudes model, there are four distinct attitudinal reactions, or acculturation methods, depending on how inclined one is toward any of the two previously listed difficulties. People who want to engage intimately and frequently with the host culture but do not want to preserve their cultural identity are said to be assimilating. Separation, on the other hand, happens when people want to stay true to their native culture and reject the host society. When people want to maintain their original culture while also strengthening their ties to the host community, integration occurs. Lastly, marginalisation occurs when people lack an interest in staying in touch with the host community, usually as a result of discrimination or exclusion and have little chance or desire to preserve their original cultural identity, usually as a result of imposed cultural loss (Berry, 1997).

3.4.3 Motivations

The classification of motivations show is based on a popular theory in acquiring a second language, which is applicable to both the educational input and the language learning supplements (see Table 4). It can also be extended to other aspects of study abroad stays, like travel element choices, including pre- and post-trip selections, as well as how one travels to the destination (Iglesias, 2015). This is because the language learning component is a fundamental aspect of the language travel experience.

1. Intrinc	*1.1. Intrinsic knowledge orientation* *1.2. Intrinsic accomplishment orientation* *1.3. Intrinsic stimulation orientation*
2. Extrisc	*2.1. External regulation* *2.2. Introjected regulation* *2.3. Identified regulation* *2.4. Integrated regulation*

Table 4. Demand Pillar: Motivation of travel tourists

The theory of self-determination was first formulated by Deci and Ryan in the 1980s, with the aim of examining people's motivation and personalities through the lens of three fundamental psychological needs: psychological relatedness, competence, and autonomy,also known as identification. The socio-cultural environment should meet and promote these needs in order for people to grow and operate appropriately, participate in

activities and improve their performance, perseverance, and creativity (Ryan & Deci, 2000).

The motivations of extrinsic and intrinsic sources are distinguished by these writers. The first is about doing things that individuals naturally like, like learning a foreign language, without anticipating any sort of reward from outside sources. On the other hand, language acquisition serves to an end—such as gaining respectable credentials—for students who are externally driven (Ryan & Deci, 2000).

Relying on where the satisfaction stems from, learners can categorise their intrinsic motivation into three types: intrinsic knowledge orientation, which derives pleasure from piquing their curiosity about a particular subject, intrinsic achievement orientation, which derives pleasure from completing a challenging task, and intrinsic stimulation orientation, which derives pleasure from the inherent beauty of the language, such as in phonetic terms (Noels, 2001).

Different levels of self-determination might be the source of extrinsic drive. As a result, it is possible to identify and categorise four distinct subtypes of extrinsic motivation: integrated regulation, introjected regulation, identifiable regulation, and external oversight. Because they are closest to intrinsic drive, the latter two are the most self-determined categories according to Ryan and Deci, 2000. For instance, students studying foreign languages can acquire the target language to fulfil a particular, essential objective, like keeping their work—an example of external regulation. They might also put pressure on themselves, such as the need to learn a foreign language to avoid embarrassment and the need to be respected by their peers or coworkers, which is introverted regulation. Other students could believe that if they improve their foreign language proficiency, they will eventually become better professionals and that learning a foreign language will help them

achieve another goal that is significant to them, a form of specified regulation. Lastly, some students may believe that their ability to communicate in foreign languages is a natural extension of their status as global citizens or travellers, which reflects integrated regulation.

In addition to intrinsic and extrinsic motivation, Ryan and Deci (2000) define amotivation as the complete absence of motivation. Students that are motivated are not active and do not think that their efforts have an impact on the outcomes of the assignments they are required to complete.

3.4.4 Perceptions

To enhance comprehension of users' opinions on their language travel experience, a variety of travel and language learning aspects are being considered, together with their expectations, level of satisfaction, and recommendation output. The table below provides a summary of these elements (See table 5).

1. Preferences	*1.1. Travel components* *1.2. Language learning components* 1. Educational input 2. Language learning complements 3. Learning styles
2. Expectation	*2.1. Confirmation* *2.2. Disconfirmations* 1. Positive disconfirmation

	2. Negative disconfirmation
3. Satisfaction	*3.1. Enhanced satisfaction* *3.2. Optimal satisfaction* *3.3. Dissatisfaction*
4. Recommendation	*4.1. Customer feedback* *4.2. References to prospective users*

Table 5. Perceptions of the language tourists

The Expectation Disconfirmation Paradigm, which links the satisfaction with a product or service to the fulfilment of expectations, explains how expectations and contentment are associated in this concept. Festinger established the Cognitive Dissonance Theory in 1957, and it is based on the Expectancy Disconfirmation Theory. A mismatch between expectations and reality, in accordance with the Cognitive Dissonance Theory, results in an unpleasant sensation of psychological discomfort (Festinger, 1957). The discrepancy between expectations. Theory is now the most often used paradigm for evaluating how satisfied customers are with hospitality and tourism services. As a result of expectations being compared to how well a product or service functions, expectations may be confirmed or denied.

The best level of satisfaction arises from expectations that are realised, however expectations that are not realised might be seen as either positive or negative, depending on whether performance meets or exceeds expectations. When disconfirmation is positive, it leads to increased satisfaction; when it is negative, it results in decreased contentment.

Students studying foreign languages occasionally spend a significant amount of money on study abroad opportunities, supplies, and language classes. Students who travel abroad for school do have preconceived notions about the kind of education they would receive. It goes without saying that having irrational expectations can lead to irritation and unhappiness, which can be hard to predict and handle if caught too late. Students' motivation, performance, behaviour, and overall language learning experience can all be impacted by the confirmation or disbelief of their expectations, in addition to their level of satisfaction.

Positive or negative customer feedback can help enhance services, depending on how the clients felt about their overall experience. As a result, managing complaints and suggestions is crucial for drawing in new clients. suggestions can also be favourable or unfavourable. In conclusion, to provide positive experiences for language learning overseas, the demand-related aspects described above should be addressed. To meet language travellers' expectations, it is essential to analyse their profiles and habits, determine the needs and motivations of study abroad students, and provide them with up-to-date information. Naturally, a thorough requirements analysis that takes expectations into account should result in programs for study abroad that are tailored to the demands of language tourists.

3.4.5 Key players in the language school market

The numerous organisations engaged in the provision, marketing, and administration of educational tourism experiences have caused this sector to become fragmented, which could impede the operational development of the stakeholders. Consequently, this may restrict the possible advantages for the intended travel locations, the travel sector, and the travellers themselves. As a result, using a systems-based approach to comprehend the complexity of this phenomenon is very relevant.

Similar characteristics, needs, and behaviour can also help to further understand and manage educational consumers and the educational tourism industry. It is crucial to understand each segment's features, needs, perceptions, motivations, and preferences as well as how to best manage the educational tourism experience. Ritchie states that there are three primary categories of segmentation: geographic (based on location and climate), psychographic (involving psychological concepts like beliefs, views, and personality traits), and demographic and socio-economic (related to age, gender, income, employment, and education). Ritchie examines the following four main categories of educational tourism: general educational tourism for youth and adults; adult and senior educational tourism; local and global school tourism; and local and global colleges and universities student tourism.
The demand side of the educational tourism market system and the individual effects, as well as the supply side, from both education and tourism can be studied with the help of a segmentation-based approach, since a tourist's special interest dictates the kinds of experiences they seek, the kind of setting and product that should be provided to meet their needs, and the difficulties in managing, marketing, and organising this particular market segment.

4.Methodology

To evaluate the qualitative data gathered from semi-structured interviews, I utilised the Gioia technique (Gioia et al., 2013), which is particularly appropriate for exploratory research. This method adheres to an inductive framework, highlighting the significance of utilising the informants' language and concepts, therefore facilitating the discovery of novel insights and patterns straight from the data. The Gioia method is based on the premise that the organisational realm is socially constructed, viewing informants as "knowledgeable agents" who can articulate

their thoughts, intentions, and actions. This approach emphasises the informants' interpretations, placing their perspectives at the forefront during the initial phases of data gathering and analysis. The Gioia method, by regarding participants as knowledgeable agents, enables a comprehensive and intricate comprehension of the phenomena being examined, thoroughly linking the resultant theory to the participants' experiences and insights (Gioia et al., 2013). This method is very efficacious for theory construction, as it offers a systematic framework for extracting theoretical elements from qualitative data.

The choice to use semi-structured interviews was motivated by the need to delve into the dynamics and processes of English language schools and educational tourism. This format provided the flexibility to ask probing questions and to respond in real-time to emerging themes, ensuring a more thorough examination of the topics discussed. To investigate the factors influencing the varying definitions and approaches of language school owners from the post-Soviet region, particularly Russia, Kazakhstan, and Uzbekistan, semi-structured interviews were conducted with 10 language school owners—5 male and 5 female. In terms of geographic distribution, 3 interviewees were from Kazakhstan, 5 from Russia, and 2 from Uzbekistan. The age of the participants ranged from 25 to 50 years. These interviews took place between November 2023 and June 2024. Initially, potential respondents were identified through professional networks.

Interviewees	Country	Age	Gender	Representatives:
1	Russia	25	female	UK
2	Russia	37	female	Malta
3	Russia	49	female	Turkey
4	Russia	33	male	UAE
5	Russia	50	male	Turkey
6	Kazakhstan	28	male	UK
7	Kazakhstan	32	male	UK
8	Kazakhstan	45	female	Turkey
9	Uzbekistan	33	female	Malta
10	Uzbekistan	40	male	Turkey

Table 6. Interviewee's characteristic

The semi-structured interviews lasted between 1-1.5 hours. The study aimed to thoroughly understand the factors that affect the dynamics of education tourism by utilising this methodological approach.

4.1 Consent and Anonymity

To ensure ethical compliance, all participants provided consent for their quotations and background information to be used anonymously. This approach facilitated open discussions while safeguarding the identities and sensitive information of the interviewees. The interviews were conducted online using platforms like Zoom and Telegram, and all were transcribed verbatim.

4.2 Data Analysis

After formulating the research question, the analysis began with open coding of the interview transcripts to extract first-order concepts. Open coding allowed for constant comparison of relevant incidents within each category, while memo writing helped link data to codes. Furthermore, connections within and between the initial codes were identified to generate second-order themes. These themes, though more abstract, remained grounded in the participants' actual experiences.

First-order code	Second-order concept	Theoretical aggregate dimension
• **Schools integrating online and hybrid learning methods**	**Technological Integration**	**Strategic Adaptation**
• **Leveraging technology to stay competitive against online platforms**		
• **Developing specialised language courses for niche markets**	**Market responsiveness and Differentiation**	
• **Tailored programs**		
• **Designing inclusive curricula**	**Cultural Inclusivity**	

• **Implementing support systems**		
		Cultural Integration
• **Promoting cross-cultural exchange programs**	**Cultural Exchange**	
• **Offering culturally immersive experiences as part of the language curriculum**		
• **Complying with different countries' educational regulations**	**Navigating International Regulatory Challenges**	
• **Forming strategic alliances with local institutions**		
		Political and Regulatory Influence
• **Collaborating with government bodies**	**Political Engagement and Policy Influence**	
• **Lobbying efforts to secure support**		

Figure 3. Data structure

5. Findings

This section presents the findings from interviews conducted with ten participants from English language schools in Russia, Kazakhstan, and Uzbekistan. The findings are structured around three key theoretical dimensions: Strategic Adaptation, Cultural Integration and Influence, and Political and Regulatory Influence. The insights from the interviews reveal how these schools navigate and influence the dynamics of educational tourism in these unique geopolitical contexts.

5.1 Strategic Adaptation

Technological Integration and Innovation

The first theoretical dimension is Strategic Adaptation, where one of the second-order codes is Technological Integration and Innovation. A significant theme that emerged from the interviews was the critical role of technological integration in the strategic adaptation of English language schools. As educational tourism increasingly intersects with digital platforms, schools in Russia, Kazakhstan, and Uzbekistan have had to innovate to stay competitive.

Participants noted that the rise of online learning platforms had fundamentally altered their traditional business models. Schools that previously focused solely on in-person instruction were compelled to develop hybrid models that blend online and offline learning experiences. This shift was driven not only by the necessity imposed by the COVID-19 pandemic but also by the evolving preferences of students who demand flexibility and accessibility.

One participant, Interviewee 6, highlighted that:

"We realised that to survive and thrive in this new landscape, we needed to offer more than just face-to-face learning. Our hybrid model now includes virtual cultural exchanges, which have become a key selling point for students who can't travel but still want an immersive experience."

This sentiment was echoed by several others who emphasised the importance of maintaining a balance between traditional methods and innovative digital solutions. The transition to online platforms required significant investment, not only in technology but also in teacher training. Schools faced challenges in equipping their staff with the necessary skills to deliver effective

online instruction, but those who succeeded found it to be a crucial step in maintaining their competitive edge.

The findings suggest that technological integration is not merely an add-on but a core component of modern language education. Schools that have successfully integrated technology into their curriculum have been able to expand their reach beyond local and regional markets to attract a global student body. This is particularly important in a region where access to high-quality English language education has traditionally been limited by geographic and economic constraints.

Interviewee 4 from Kazakhstan elaborated on this point:

> "Our investment in technology has allowed us to reach students in rural areas who would never have had the opportunity to attend our school in person. By offering online courses, we've been able to democratise access to English language education."

This technological integration has also enabled schools to offer a more personalised learning experience. Many participants mentioned the use of adaptive learning technologies that tailor instruction to the individual needs and learning pace of each student. This has been particularly beneficial for students with varying levels of proficiency, as it allows them to progress at their own pace without feeling left behind or unchallenged.

Interviewee 9 from Uzbekistan shared:

"The use of adaptive learning software has been a game-changer for us. It allows us to cater to a wide range of students, from beginners to advanced learners, in a way that is both efficient and effective."

5.2 Market Responsiveness and Differentiation

In addition to technological adaptation, market responsiveness emerged as a key factor in strategic differentiation. Participants discussed how their schools have increasingly tailored their offerings to meet the specific needs of different student demographics. This was particularly evident in emerging markets where there is a growing demand for specialized English language programs.

For example, several schools in Uzbekistan and Kazakhstan have developed niche programs such as English for business professionals or English for medical purposes. These programs, designed in collaboration with industry experts, have allowed these schools to carve out unique positions in the market.

"We understood that to stand out, we needed to offer something beyond general English courses. Our specialised programs are not only more attractive to students but also more aligned with the career goals of professionals who are looking to advance their skills," said Interviewee 8.

Moreover, the schools have responded to the demand for shorter, more intensive courses that cater to professionals and students with specific learning goals. By offering these specialised programs, they have differentiated themselves from competitors, particularly in markets where traditional English language education is still evolving. This market responsiveness is critical in maintaining relevance and competitiveness in an increasingly crowded and dynamic educational landscape.

Interviewee 3 from Russia explained:

"By listening to the needs of our students and the industries they work in, we've been able to design courses that not only teach English but also equip students with the specific language skills they need for their professions. This has given us a significant edge over schools that offer more generic programs."

The importance of market responsiveness extends beyond just the development of specialized courses. It also involves staying attuned to broader trends in the education sector and being able to pivot quickly in response to changes in student preferences, economic conditions, or geopolitical factors. For instance, several participants noted that the demand for online and hybrid learning models has persisted even as the immediate impacts of the COVID-19 pandemic have waned.

Interviewee 2 from Uzbekistan mentioned:

"Even though we've returned to offering in-person classes, there's still a strong demand for online options. Students appreciate the flexibility, and we've found that maintaining an online presence allows us to reach a wider audience."

5.3 Cultural Integration

Cultural Inclusivity in Curriculum Design

The second theoretical dimension is Cultural Integration. One of the second-order concepts is Cultural Inclusivity in Curriculum Design. The cultural diversity of students attending English language schools was another significant theme. Participants from all three countries emphasised the importance of developing inclusive curricula that cater to the diverse cultural backgrounds of their students. This inclusivity is not only a moral imperative but also a practical strategy for enhancing student satisfaction and retention.

Several participants discussed how their schools have incorporated elements of the students' native cultures into the curriculum to make the learning experience more relatable and engaging. For example, one school in Kazakhstan integrates local traditions and examples into their English lessons to help students feel more connected to the content.

Interviewee 7 shared:

"We believe that by respecting and incorporating our students' cultural backgrounds into the curriculum, we can create a more inclusive and effective learning environment."

However, this approach also presented challenges. Schools had to balance the need to provide standardised English education while being sensitive to cultural differences that might affect students' learning styles and expectations. Those who succeeded in this endeavour found that it not only improved educational outcomes but also strengthened their reputation as culturally responsive institutions.

The importance of cultural inclusivity extends beyond the classroom. Several participants noted that their schools also offered extracurricular activities that celebrate the diverse cultural backgrounds of their students. These activities, which include cultural festivals, language exchange programs, and workshops on intercultural communication, have been well-received by students and have contributed to a more inclusive school environment.

Interviewee 10 from Russia described one such initiative:

> "We organise an annual cultural festival where students can showcase their traditions, cuisine, and art. It's become one of the highlights of the year and a great way for students to learn about each other's cultures."

5.4 Cross-Cultural Exchange and Understanding

Beyond curriculum design, schools also emphasised the importance of promoting cross-cultural exchange as part of the educational tourism experience. This aspect of their programs was seen as vital not only for language acquisition but also for fostering global understanding among students from different backgrounds.

Participants described various initiatives aimed at encouraging cultural exchange, such as organising joint projects between students from different countries or facilitating discussions on global issues. One participant from Russia mentioned:

"Our goal is to not only teach English but also to help our students become global citizens. By encouraging them to engage with peers from other cultures, we provide them with a more enriching and holistic education."

This approach has proven to be a strong attraction for international students, who are not only seeking to learn English but also to gain a broader understanding of the world through interactions with peers from diverse cultural backgrounds. The focus on cross-cultural engagement aligns with broader trends in global education, where intercultural competence is increasingly recognized as a critical skill for success in the 21st century.

Interviewee 5 from Kazakhstan elaborated on the impact of these programs:

"Our cross-cultural exchange initiatives have been incredibly popular. Students appreciate the opportunity to learn not just from their teachers, but also from each other. These interactions help break down cultural barriers and foster a sense of global community."

5.5 Political and Regulatory Influence

Navigating International Regulatory Challenges

The final theoretical dimension is Political and Regulatory Influence, with one of the first-order codes being Navigating International Regulatory Challenges. Participants from Russia, Kazakhstan, and Uzbekistan highlighted how political developments, particularly the situation in Russia, have significantly impacted the broader region's educational tourism dynamics. These changes have not only affected the operations within Russia but have also had a ripple effect on neighbouring countries, shaping the choices and behaviours of students seeking English language education.

One of the major challenges discussed was the increased visa constraints and currency fluctuations caused by the political situation in Russia. These factors have made traditional destinations like the UK less attractive due to the unfavourable exchange rates and the complexities of obtaining visas. As a result, students and educational institutions are exploring alternative destinations and methods to circumvent these barriers.

Interviewee 6 noted:

> "We've seen a noticeable shift in student preferences. Due to the high costs associated with studying in the UK, more students are considering Turkey, where the cost of living is lower and visa requirements are less stringent."

This trend reflects a broader reconfiguration of educational tourism routes in response to the geopolitical and economic landscape. The need to navigate these challenges has led schools to explore new partnerships and markets, as well as to innovate in their delivery methods to maintain their appeal to international students.

In addition to geographical shifts, there has been a growing interest in alternative educational methods that bypass traditional barriers altogether. Some schools are developing online learning camps, which allow students to engage in immersive language experiences from their home countries.

Interviewee 10 shared:

> "The online format has become more appealing, especially with the uncertainty of international travel. We're even exploring virtual reality (VR) environments to create more engaging and realistic language learning experiences."

This shift towards online and VR-based learning reflects the broader need for flexibility and innovation in response to the political and economic challenges facing the region. Schools are not only adapting their offerings to meet these new demands but are also leading the charge in developing cutting-edge methods that could redefine the future of educational tourism.

5.6 Political Engagement and Policy Influence

Amid these challenges, participants also discussed their efforts to engage with political entities to influence education policy. The schools in this study have become active players in shaping the educational landscape in response to the changing political climate. By working closely with local governments, they have advocated for policies that support the diversification of educational tourism and the development of alternative methods, such as online learning and VR.

For example, participants from Russia mentioned how they have collaborated with policymakers to develop frameworks that support online education as a legitimate alternative to traditional in-person courses.

Interviewee 1 from Russia said:

"Given the current constraints, it's crucial that our governments recognize and support these new forms of learning. We've been pushing for policies that make online and VR-based learning more accessible and recognized."

This proactive engagement is essential for ensuring that schools can continue to operate effectively despite the challenges posed by the political environment. By influencing policy, these institutions not only protect their interests but also contribute to the broader evolution of educational tourism, paving the way for more inclusive and innovative approaches to language education.

The findings of this study suggest that political engagement is not just a defensive strategy but also a proactive tool for shaping the future of educational tourism. Schools that actively engage with policymakers are better positioned to anticipate and influence regulatory changes, which can provide them with a competitive advantage in a rapidly changing environment.

Interviewee 3 from Uzbekistan highlighted the importance of this approach:

"We've found that by engaging directly with policymakers, we can help shape regulations that support the growth of our sector. It's not enough to just react to changes; we need to be part of the conversation from the beginning."

In conclusion, the findings from these interviews provide a comprehensive view of the strategies employed by English language schools in Russia, Kazakhstan, and Uzbekistan as they navigate the complex landscape of educational tourism. Through strategic adaptation, cultural integration, and political engagement, these schools are not only surviving but thriving in an increasingly competitive and unpredictable environment. The insights gained from this study underscore the importance of flexibility, innovation, and proactive engagement in ensuring the long-term success of educational institutions in the global market.

6. Discussion

This research aimed to identify and explore the key factors through which English language schools influence the dynamics of educational tourism. By analysing the strategic, cultural, and political dimensions of these schools, the study uncovered significant insights into how these institutions navigate and shape the educational tourism market. The discussion that follows interprets these findings in the context of existing literature, explores the implications for theory and practice, and identifies areas for future research.

The study's findings highlight the importance of strategic adaptation, cultural integration, and political engagement for English language schools operating in a globalised educational tourism market. These schools must continuously innovate, adapt to changing market conditions, and engage with diverse cultural and regulatory environments to remain competitive and achieve long-term sustainability.

6.1 Strategic Adaptation

The integration of technology into the operations of English language schools represents a significant strategic shift that has far-reaching implications for the educational tourism sector. As educational institutions increasingly adopt online platforms, the traditional model of in-person language instruction is being supplemented, and in some cases, replaced by hybrid or fully online models. This shift is not merely a reaction to the COVID-19 pandemic, which accelerated the adoption of online learning, but a longer-term trend that reflects broader changes in the global education landscape.

Technological integration allows English language schools to reach a more diverse and geographically dispersed student population. Online platforms offer students the flexibility to learn at their own pace and from any location, which is particularly appealing to adult learners and professionals who may not have the time or resources to participate in traditional, on-campus programs. This flexibility, however, also introduces challenges, particularly in ensuring the quality and consistency of online education.

The literature on online education emphasises the importance of maintaining high standards in digital learning environments. Moore and Kearsley (2011) argue that the effectiveness of online education depends on the careful design and delivery of course content, as well as the availability of support services for students. For English language schools, this means investing in digital infrastructure and training for instructors, as well as developing robust systems for monitoring and assessing student progress.

Moreover, the competitive landscape for English language education has been transformed by the proliferation of online learning platforms. Students now have access to a wide range of online courses, many of which are offered at lower costs than traditional programs. This increased competition has forced traditional language schools to differentiate themselves by offering unique value propositions, such as personalised learning experiences, cultural immersion opportunities, and specialised courses tailored to specific professional needs.

In this context, the ability to innovate and adapt to technological changes is crucial for the survival and success of English language schools. Schools that can effectively integrate technology into their operations, while maintaining the quality and distinctiveness of their offerings, are better positioned to compete in the global educational tourism market. This finding supports the argument made by Hampel and Stickler (2012) that the future of language education lies in the integration of technology with traditional teaching methods, creating hybrid models that offer the best of both worlds.

The global educational tourism market is characterised by rapid change and increasing competition. In this dynamic environment, the ability of English language schools to respond quickly to market trends and differentiate their offerings is critical to their success. The findings of this study highlight the importance of market responsiveness and differentiation as key strategies for maintaining competitiveness in a globalised market.

Market responsiveness involves the ability to anticipate and respond to changes in student demand, economic conditions, and competitive pressures. For English language schools, this means continuously monitoring market trends and adapting their programs to meet the evolving needs of students. For example, the growing demand for English language education in emerging markets such as Asia and Latin America presents significant opportunities for schools that can tailor their offerings to the specific needs of students in these regions.

Differentiation, on the other hand, involves creating a unique value proposition that sets a school apart from its competitors. In the context of English language education, differentiation can take many forms, including the development of specialised courses, the integration of cultural immersion experiences, and the formation of partnerships with local businesses and institutions. The findings of this study suggest that schools that successfully differentiate themselves are more likely to attract and retain students, particularly in a competitive and rapidly changing market.

Porter's (1985) theory of competitive advantage argues that organisations must either differentiate themselves or become cost leaders to succeed in competitive markets. For English language schools, cost leadership is often not a viable strategy, given the high costs associated with maintaining quality educational programs and facilities. Instead, these schools must focus on differentiation, offering unique and high-quality experiences that justify higher tuition fees and attract a diverse student body.

The study also highlights the importance of strategic agility, or the ability to quickly adapt to changing market conditions. Strategic agility is particularly important in the educational tourism sector, where shifts in student preferences, economic conditions, and regulatory environments can occur rapidly and with little warning. Schools that are able to quickly adjust their strategies and operations in response to these changes are more likely to succeed in the long term.

In conclusion, the ability to respond to market trends and differentiate offerings is essential for the success of English language schools in the global educational tourism market. Schools that are strategically agile and able to create unique value propositions are better positioned to compete in this dynamic environment.

However, the discussion of technological integration and market adaptation cannot be complete without addressing the human element, which remains a cornerstone of effective language instruction. Despite the proliferation of online platforms and digital tools, the role of the educator—whether in a virtual or physical classroom—remains crucial. The effectiveness of any language learning program is heavily dependent on the ability of instructors to engage students, foster communication, and provide personalised feedback. As such, English language schools must continue to invest in the professional development of their teaching staff, ensuring that they are not only proficient in the use of new technologies but also skilled in maintaining the interpersonal dynamics that are critical to language acquisition.

Furthermore, the move towards online and hybrid models necessitates a reevaluation of assessment methods. Traditional exams and in-person evaluations may not be as effective in an online setting, where students may have access to a broader range of resources and where the learning environment is less controlled. As a result, English language schools may need to explore alternative forms of assessment, such as project-based evaluations, peer assessments, and continuous formative assessments that provide a more comprehensive view of student progress.

The global shift towards remote learning has also brought to light issues of accessibility and equity. While online platforms have the potential to democratise education by making it accessible to a broader audience, they also risk excluding those who lack the necessary technology or internet connectivity. English language schools must be mindful of these disparities and consider strategies to support students who may be at a disadvantage, whether through the provision of technology grants, flexible payment plans, or additional support services.

Moreover, the sustainability of English language schools in the global market is increasingly tied to their ability to innovate not just in terms of technology, but also in pedagogy. As the demand for language education evolves, schools must be prepared to offer a curriculum that reflects the changing needs of their students. This might include courses that incorporate cross-cultural communication skills, digital literacy, and even specific professional language training that is tailored to industries such as finance, healthcare, or technology.

The competitive landscape is further complicated by the rise of non-traditional players in the language education market, such as tech companies and online platforms that offer AI-driven language learning tools. While these tools offer convenience and accessibility, they often lack the depth and personal engagement that traditional language schools provide. English language schools, therefore, have the opportunity to position themselves as providers of a more comprehensive and human-centred educational experience, combining the best of technology with the irreplaceable value of human interaction.

In terms of strategic management, the findings of this study suggest that English language schools should adopt a flexible and adaptive approach, with a focus on continuous improvement and innovation. This includes regularly reviewing and updating their curricula, exploring new markets and opportunities, and investing in the professional development of their staff. The ability to pivot quickly in response to market demands, while maintaining a strong commitment to educational quality, will be critical in the years to come.

The long-term sustainability of English language schools also depends on their ability to build strong relationships with stakeholders, including students, faculty, alumni, and local

communities. These relationships are critical for maintaining the reputation and competitiveness of the school, as well as for attracting new students and partners. Schools that are able to cultivate a strong network of supporters and advocates will be better positioned to weather the challenges of an increasingly competitive and globalised market.

Overall, the findings of this study highlight the importance of strategic adaptation for the long-term sustainability of English language schools. By effectively integrating technology, responding to market demands, and differentiating their offerings, these schools can maintain their competitive edge and continue to thrive in the global educational tourism market. However, this requires not just a commitment to innovation, but also a deep understanding of the unique needs and aspirations of their students. In a world where educational choices are more varied and accessible than ever before, the ability to offer a truly personalised and high-quality learning experience will be the key to long-term success.

6.2 Cultural Inclusivity

Cultural inclusivity is a cornerstone of effective language education, particularly in the context of educational tourism. As English language schools attract students from diverse cultural backgrounds, it is essential for these institutions to create an inclusive environment that respects and values the cultural identities of all students. This inclusivity is not only important for fostering a positive learning environment but also for enhancing educational outcomes. When students feel that their cultural backgrounds are recognized and appreciated, they are more likely to engage actively in the learning process, leading to better language acquisition and overall satisfaction with their educational experience.

The findings of this study emphasise the importance of developing culturally inclusive curricula that reflect the diverse backgrounds of students. This can be achieved by incorporating culturally relevant examples and materials into the curriculum, as well as by providing support services that address the unique needs of students from different cultural backgrounds. For example, schools can offer language support services for non-native speakers, cultural orientation programs, and counselling services that are sensitive to the cultural experiences of students. By doing so, schools create an environment where all students, regardless of their background, feel supported and capable of succeeding.

Cultural inclusivity also involves creating opportunities for students to share their cultural backgrounds with their peers. This can be done through cultural exchange programs, student-led cultural events, and collaborative projects that encourage cross-cultural learning. By creating a learning environment that values diversity and promotes intercultural dialogue, English language schools can enhance the educational experiences of their students and improve learning outcomes. When students are given the chance to share their culture, they not only contribute to a richer learning environment but also develop a deeper appreciation for the cultures of others, fostering a more global perspective.

Kinginger (2009) argues that cultural immersion is a key component of effective language acquisition. By immersing students in a culturally rich environment, schools can facilitate not only language learning but also the development of intercultural competence. This competence is increasingly recognized as a critical skill in a globalised world, where the ability to communicate and collaborate across cultures is essential for success in both personal and professional contexts. In this sense, cultural inclusivity goes beyond simply accommodating

students from diverse backgrounds; it actively contributes to their development as global citizens who are equipped to navigate and thrive in a multicultural world.

The findings of this study suggest that cultural inclusivity is not only beneficial for students but also for the reputation and competitiveness of English language schools. Schools that are known for their inclusive practices are more likely to attract a diverse student body, which can enhance the school's global profile and contribute to its long-term success. In this way, cultural inclusivity is both an ethical imperative and a strategic advantage. By positioning themselves as inclusive institutions, English language schools can differentiate themselves in a crowded market, attracting students who value a supportive and culturally rich learning environment.

Cross-cultural engagement is another key factor in the success of English language schools. Educational tourism offers students a unique opportunity to immerse themselves in a new culture and develop a deeper understanding of the world. This cross-cultural engagement is a valuable aspect of the educational experience that goes beyond language acquisition. It allows students to develop the skills needed to interact with people from diverse backgrounds, which is increasingly important in today's interconnected world.

English language schools that prioritise cross-cultural engagement provide students with opportunities to interact with local communities, participate in cultural exchange programs, and explore the cultural heritage of the host country. These experiences not only enhance language skills but also contribute to the development of global citizenship, which is increasingly recognized as a crucial outcome of higher education (Deardorff, 2006). By

engaging with the local culture, students gain insights into different ways of life, perspectives, and values, which broadens their worldview and prepares them for careers in international or multicultural settings.

Global citizenship involves an awareness of and respect for cultural diversity, a commitment to social justice, and the ability to communicate and collaborate across cultural boundaries. These skills are essential in a globalised world, where individuals are increasingly required to work and interact with people from different cultural backgrounds. By fostering these skills, English language schools can help students become more effective and responsible global citizens. This not only benefits the students but also enhances the reputation of the school as an institution that produces well-rounded and culturally competent graduates.

The findings of this study suggest that cross-cultural engagement is not only beneficial for students but also for the communities in which English language schools are located. By promoting cultural exchange and mutual understanding, these schools can contribute to the social and cultural development of the host communities. This, in turn, can enhance the reputation of the school and attract more students. Moreover, schools that actively engage with the local community often enjoy stronger relationships with local stakeholders, including businesses, cultural institutions, and government agencies, which can lead to valuable partnerships and collaborations.

Moreover, cross-cultural engagement can have a positive impact on the personal and professional development of students. By participating in cultural exchange programs and

interacting with people from different cultural backgrounds, students can develop a broader perspective on the world and gain valuable skills that are highly valued in the global job market. Employers increasingly seek individuals who can navigate diverse cultural environments and who bring a global perspective to their work. English language schools that emphasise cross-cultural engagement thus play a crucial role in preparing their students for successful careers in an increasingly globalised economy.

In conclusion, cross-cultural engagement is a key component of the educational experience offered by English language schools. By fostering global citizenship and promoting intercultural dialogue, these schools can enhance the educational outcomes of their students and contribute to the social and cultural development of their host communities. The benefits of cultural engagement are far-reaching, impacting not only the individual students but also the broader community and the global society as a whole.

The impact of cultural integration extends beyond the individual students to the broader host communities. English language schools are often located in culturally rich and diverse areas, where the influx of international students can have significant social and economic effects. The findings of this study highlight the dual impact of cultural integration on both students and host communities. For students, cultural integration provides an opportunity to immerse themselves in a new cultural environment, which can enhance their language learning and intercultural competence. This immersion is particularly important for students who are preparing to work in international or multicultural settings, where the ability to navigate different cultural contexts is a valuable skill.

For host communities, the presence of international students can contribute to the local economy and cultural diversity. International students often bring new perspectives, ideas, and cultural practices to the community, which can enrich the social fabric and promote cultural exchange. Additionally, the economic impact of international students, including their spending on tuition, housing, and other living expenses, can provide a significant boost to the local economy. Communities that welcome and support international students often find that these students become long-term ambassadors for the area, promoting it to future students and even returning as tourists or business partners in the future.

However, the integration of international students into the host community is not without challenges. Cultural differences, language barriers, and social isolation can create difficulties for students and may hinder their ability to fully engage with the local community. English language schools have a critical role to play in facilitating this integration by providing support services, organising cultural events, and promoting interactions between students and the local community. Schools can act as bridges between students and the host community, helping to foster understanding and mutual respect.

The findings of this study suggest that schools that actively promote cultural integration and engagement with the local community are more likely to achieve positive outcomes for both students and the community. This dual impact of cultural integration highlights the importance of a holistic approach to educational tourism, where the needs and experiences of both students and host communities are taken into consideration. By adopting such an approach, English

language schools can ensure that they not only provide an exceptional educational experience but also contribute positively to the communities in which they operate.

Moreover, the benefits of cultural integration extend beyond the duration of a student's stay. Alumni who have had positive experiences with cultural engagement during their studies are more likely to maintain connections with the host community and the school, potentially contributing to long-term partnerships and collaborations. These alumni can serve as cultural bridges, helping to foster ongoing cultural exchange and mutual understanding between their home countries and the host community.

In conclusion, the integration of cultural inclusivity and cross-cultural engagement into the operations of English language schools is essential for their success in the global educational tourism market. Schools that embrace these principles are not only more likely to attract and retain a diverse student body but also to make a meaningful impact on the communities in which they are located. By fostering an environment of inclusivity and engagement, English language schools can enhance the educational experiences of their students, contribute to the development of global citizenship, and strengthen their reputation as leaders in the field of international education.

6.3 Political and Regulatory Influence

The global nature of educational tourism means that English language schools often operate across multiple countries, each with its own regulatory environment. Navigating these diverse geopolitical contexts is a complex task that requires schools to be both adaptable and proactive

in their approach to regulatory compliance. This complexity is compounded by the fact that regulations can vary not only from country to country but also within regions of the same country, making a one-size-fits-all approach to compliance insufficient.

The findings of this study underscore the importance of understanding and complying with the educational standards, visa requirements, and accreditation processes in each country where a school operates. Failure to navigate these regulatory challenges can result in significant operational disruptions, including the loss of accreditation, legal penalties, and reputational damage. For example, a school that fails to comply with local accreditation standards may lose its ability to issue recognized certifications, which can severely impact its ability to attract students. Moreover, non-compliance with visa regulations can lead to the deportation of students or even the school's closure, both of which would have devastating effects on its reputation and financial stability.

One of the key strategies for managing regulatory challenges identified in this study is the formation of strategic alliances with local institutions and government bodies. By partnering with local organisations, English language schools can gain valuable insights into the regulatory environment and access resources that can help them navigate complex legal and administrative processes. These alliances can take many forms, including partnerships with local universities, collaborations with government agencies, and relationships with legal experts who specialise in educational law. This finding aligns with the work of Knight (2004), who emphasises the importance of collaboration and partnership in managing the complexities of cross-border education. Through these alliances, schools can also gain a better understanding

of the cultural and social norms that influence regulatory practices, allowing them to operate more effectively in diverse environments.

Moreover, the study highlights the role of political engagement in influencing the regulatory environment. English language schools that actively engage with policymakers and government officials can play a role in shaping the policies and regulations that govern educational tourism. This proactive approach to political engagement can help schools secure favourable conditions for their operations and ensure that their interests are represented in the policymaking process. For instance, schools that participate in policy forums or join industry associations may have opportunities to contribute to the drafting of regulations that impact their operations. This involvement not only helps schools protect their interests but also positions them as leaders in the educational tourism sector.

Political engagement is not just about compliance; it is also about advocacy and influence. The findings of this study suggest that English language schools can play a significant role in shaping the educational policies that affect their operations. By engaging with policymakers, schools can advocate for policies that support the growth and sustainability of educational tourism. This engagement can take many forms, including participating in policy discussions, lobbying for regulatory changes, and forming coalitions with other educational institutions to advocate for common interests. For example, schools may lobby for the recognition of online language certifications or advocate for more flexible visa policies that accommodate the needs of international students.

The study found that schools that are actively involved in the policy process are better able to influence the regulatory environment in ways that benefit their operations and the broader educational tourism sector. This influence can be particularly important in regions where the regulatory environment is rapidly evolving, such as in emerging markets or countries undergoing significant political change. In such contexts, schools that are able to shape the regulatory landscape in their favor can gain a competitive advantage over those that are less engaged.

Furthermore, the findings suggest that political engagement can help schools mitigate the risks associated with operating in volatile or unstable geopolitical contexts. By building relationships with key political stakeholders, schools can gain early insights into potential policy changes and adapt their strategies accordingly. This proactive approach to risk management is particularly important in regions where regulatory environments are subject to sudden changes due to political instability or shifts in government priorities. For example, a change in government might lead to new regulations on foreign educational institutions, which could impact a school's ability to operate. Schools that have established strong political relationships are more likely to receive early warnings of such changes and can begin planning their responses in advance.

In addition to influencing policy at the national level, English language schools can also engage with local governments and community leaders to address specific challenges related to their operations. For example, schools may advocate for local policies that support the integration of international students into the community, such as housing regulations, transportation services, and cultural programs. By working closely with local authorities, schools can help

create a more supportive and welcoming environment for their students. This local engagement is particularly important in smaller communities, where the presence of international students can have a significant impact on the local economy and culture.

The role of political engagement in shaping educational policy is an area that has received limited attention in the existing literature on educational tourism. The findings of this study contribute to this emerging discourse by highlighting the ways in which English language schools can leverage their political influence to secure favourable regulatory conditions and support the growth of the educational tourism sector. This study also suggests that schools need to be strategic in their political engagements, carefully selecting the issues and policies on which to focus their efforts. By concentrating their resources on the most critical areas, schools can maximise their impact and achieve meaningful changes in the regulatory environment.

The findings of this study align with and extend several key themes in the existing literature on educational tourism, language acquisition, and international education management. This section compares the study's findings with previous research and discusses the contributions of this study to the academic discourse.

The study's findings on the strategic adaptation of English language schools, particularly in terms of technological integration and market responsiveness, align with the existing literature on the impact of technology on education. Hampel and Stickler (2012) and Moore and Kearsley (2011) have both emphasised the importance of blending traditional and online learning methods to enhance accessibility and quality in education. This study supports these findings

and provides additional insights into how English language schools are implementing these strategies in practice. For example, the study highlights how some schools are using technology to reach students in remote or underserved areas, thereby expanding their market reach while also fulfilling a social mission.

Moreover, the study's emphasis on market responsiveness and differentiation is consistent with Porter's (1985) theory of competitive advantage, which argues that organizations must either differentiate themselves or become cost leaders to succeed in competitive markets. The findings of this study extend this discussion by exploring how English language schools are responding to the specific demands of emerging markets and developing unique value propositions to attract students. For instance, some schools are tailoring their programs to meet the needs of students in specific industries, such as business or technology, while others are focusing on providing immersive cultural experiences that differentiate them from purely online language platforms.

In addition to contributing to the literature on educational tourism and language education, this study also offers practical insights for English language schools operating in diverse and complex regulatory environments. The findings suggest that schools need to adopt a multifaceted approach to regulatory compliance, combining legal expertise, political engagement, and strategic partnerships. By doing so, they can navigate the challenges of operating in multiple countries and ensure that they remain competitive in the global educational tourism market.

In conclusion, the global nature of educational tourism presents both opportunities and challenges for English language schools. While the ability to operate in multiple countries allows schools to reach a broader student base and diversify their revenue streams, it also requires them to navigate complex and often volatile regulatory environments. This study highlights the importance of strategic alliances, political engagement, and market responsiveness in managing these challenges and securing long-term success. By adopting a proactive and adaptable approach, English language schools can not only survive but thrive in the competitive and ever-changing landscape of global education.

The implications of this study extend beyond the specific context of English language schools and offer valuable lessons for other educational institutions involved in international operations. As globalisation continues to reshape the education sector, the ability to navigate regulatory complexities, engage with policymakers, and respond to market demands will be increasingly important for institutions seeking to compete on a global scale. This study provides a roadmap for how educational institutions can achieve these goals, emphasizing the need for strategic planning, collaboration, and continuous innovation in the face of global challenges.

Ultimately, the findings of this study underscore the critical role that regulatory compliance and political engagement play in the success of educational tourism. By understanding and influencing the regulatory environment, English language schools can create favourable conditions for their operations, protect their reputation, and contribute to the growth of the educational tourism sector. In a world where education is increasingly seen as a global commodity, the ability to navigate the complexities of international regulations and political

landscapes will be a key determinant of success for educational institutions in the years to come.

6.4 Extending Cultural Immersion Theories in Educational Tourism

The study's findings on the role of cultural inclusivity and cross-cultural engagement in enhancing educational outcomes build on the work of Kinginger (2009), who argues that cultural immersion is a key component of effective language acquisition. This study extends Kinginger's work by linking cultural inclusivity directly to the success of educational tourism initiatives and exploring the dual impact of cultural integration on both students and host communities.

The emphasis on fostering global citizenship through cross-cultural engagement also aligns with Deardorff's (2006) framework for intercultural competence in higher education. This study contributes to the literature by providing concrete examples of how English language schools are promoting global citizenship and enhancing the intercultural competence of their students.

6.5 Contributing to the Discourse on Political and Regulatory Influence in International Education

The findings of this study on the political and regulatory influence of English language schools contribute significantly to the discourse in international education, especially as it pertains to navigating complex and varied regulatory landscapes. Traditionally, much of the existing literature has focused on compliance with regulatory standards and the challenges educational institutions face in ensuring adherence to these standards across different jurisdictions.

However, this study reveals that political engagement plays a pivotal role in shaping the regulatory environment and in advocating for policies that not only support compliance but also encourage the growth and sustainability of educational tourism.

The integration of English language schools into the broader political and regulatory framework of a country is not merely a matter of following rules but involves actively shaping those rules to create a more favourable operational environment. This proactive approach contrasts with the more reactive stance often seen in international education, where institutions adapt to regulatory changes rather than participate in their formulation. By engaging with policymakers, educational institutions can advocate for regulations that are not only feasible but also conducive to innovation and growth in the educational sector.

This study extends the work of Dimmock and Walker (2005), who highlighted the challenges of managing cross-border education, by exploring how schools can proactively engage with policymakers to secure favourable regulatory conditions. The findings suggest that political engagement is not just a strategy for compliance but a critical component of international education management, particularly for schools operating in diverse and often volatile geopolitical contexts. By engaging with the political process, schools can help shape policies that support their operational goals, thereby ensuring their long-term sustainability and success.

The role of English language schools in influencing policy is multifaceted. Schools can engage in advocacy efforts to promote policies that support technological integration, cultural inclusivity, and the internationalisation of education. For instance, by lobbying for the recognition of online and hybrid learning models, schools can ensure that their innovative approaches to education are legitimised and supported by regulatory bodies. This not only

enhances the operational flexibility of these institutions but also positions them as leaders in the evolving field of educational tourism.

Moreover, political engagement allows schools to navigate the complexities of operating in multiple regulatory environments simultaneously. This is particularly important in regions where political instability or rapid economic changes can lead to sudden shifts in the regulatory landscape. Schools that have established strong relationships with local governments and policymakers are better equipped to anticipate and adapt to these changes, ensuring that their operations remain compliant while continuing to offer high-quality education to their students.

The findings of this study suggest that political engagement is particularly important in regions where educational tourism is a significant contributor to the local economy. In such regions, educational institutions have a vested interest in advocating for policies that support the growth of the sector. This includes not only policies related to education but also those that affect the broader regulatory environment, such as visa regulations, tax policies, and labor laws. By engaging with these issues, schools can help create a more stable and supportive environment for their operations, benefiting both the institutions themselves and the broader community.

Furthermore, the study highlights the importance of strategic alliances between English language schools and local governments. These alliances can serve as powerful tools for navigating the complex regulatory environments in which these schools operate. By collaborating with local authorities, schools can gain valuable insights into the regulatory landscape, access resources to help them comply with local laws, and influence policy decisions that affect their operations. This is particularly important in regions where the

regulatory environment is in flux, and where schools need to be agile in adapting to new legal requirements.

For example, in regions experiencing political instability or rapid economic change, schools that have established strong relationships with local governments are better equipped to respond to sudden shifts in the regulatory environment. They can anticipate changes, adapt their strategies accordingly, and ensure that their operations remain compliant while continuing to offer high-quality education to their students. This proactive approach to regulatory management is a key factor in the long-term sustainability of English language schools in these regions.

The findings also underscore the need for a more nuanced understanding of the role of political engagement in international education. While compliance with regulations is essential, it is equally important for educational institutions to actively participate in the policy-making process. By doing so, they can help shape the regulatory environment in ways that support their operational goals and contribute to the growth of the educational tourism sector.

This study contributes to the discourse on political and regulatory influence by highlighting the proactive strategies that English language schools can employ to navigate complex regulatory environments. It suggests that political engagement should be seen as a critical component of international education management, rather than as an optional or secondary concern. By actively engaging with policymakers, schools can help shape the regulatory environment in ways that support their long-term sustainability and success.

6.6 Practical Implications

The findings of this study have significant practical implications for English language schools, policymakers, and other stakeholders in the educational tourism sector. This section outlines several key recommendations based on the study's findings, offering a roadmap for how these stakeholders can navigate the complex and rapidly changing landscape of international education.

For English Language Schools

The study's findings highlight the importance of strategic adaptation in maintaining competitiveness and achieving long-term sustainability. Schools should prioritize the integration of technology into their operations, with a focus on creating hybrid learning models that combine the best aspects of online and in-person education. This may involve investing in digital infrastructure, training staff in the use of online teaching tools, and developing innovative online courses that meet the specific needs of their students.

In addition, schools should focus on differentiating their offerings to stand out in a crowded market. This could include developing specialised programs that cater to niche markets, offering personalised learning experiences, and forming partnerships with local businesses and institutions to provide practical, real-world applications of language skills. By creating unique value propositions, schools can attract and retain students in a competitive global market.

Schools should also adopt a flexible and adaptive approach to strategic management, with a focus on continuous improvement and innovation. This may involve regularly reviewing and updating curricula, exploring new markets and opportunities, and investing in the professional

development of staff. By staying ahead of market trends and technological advancements, schools can maintain their competitive edge and achieve long-term sustainability.

6.7 For Policymakers

The findings of this study suggest that a supportive regulatory environment is crucial for the growth of educational tourism. Policies that facilitate the integration of technology in education, promote cultural exchange, and provide clear regulatory guidelines for cross-border operations will be essential in supporting the continued expansion of this sector.

Policymakers should also consider the unique needs of educational institutions that operate in multiple countries. This may involve creating streamlined processes for accreditation and visa applications, providing support for international partnerships, and offering incentives for schools that contribute to the local economy and cultural diversity.

In addition, policymakers should recognize the role of educational tourism in promoting global citizenship and intercultural competence. By supporting programs that foster cross-cultural engagement and mutual understanding, policymakers can help create a more inclusive and connected global community.

6.8 Building Strong Relationships

The findings of this study highlight the importance of building strong relationships between English language schools, governments, and local communities. These partnerships are critical

for navigating regulatory challenges, promoting cultural integration, and enhancing the overall educational experience for students.

Schools should work closely with local governments to ensure compliance with regulatory standards and to advocate for policies that support the growth of educational tourism. This may involve participating in policy discussions, forming coalitions with other educational institutions, and engaging in lobbying efforts to influence regulatory decisions.

In addition, schools should actively engage with local communities to promote cultural exchange and mutual understanding. This could include organizing cultural events, supporting local businesses, and providing opportunities for students to interact with members of the community. By building strong relationships with local stakeholders, schools can create a more supportive and welcoming environment for their students and contribute to the social and cultural development of the host community.

7. Limitations and Directions for Future Research

While this study provides valuable insights into the strategic, cultural, and political factors that influence the dynamics of educational tourism, it also has several limitations that should be acknowledged. This section discusses these limitations and suggests directions for future research.

One limitation of this study is its reliance on qualitative data from a specific set of English language schools. While the use of semi-structured interviews provided rich and detailed insights, the findings may not be generalizable to all English language schools or to other types

of educational institutions. Future research could expand the scope of the study to include a broader range of schools across different regions and contexts.

In addition, the study focused primarily on the perspectives of school owners and administrators. While these perspectives are important, future research could benefit from including the voices of other stakeholders, such as students, faculty, and local community members. This would provide a more comprehensive understanding of the factors that influence educational tourism and how these factors are experienced by different groups.

The findings of this study suggest several areas for future research in educational tourism. One potential area of exploration is the impact of technological integration on the quality of language education. While this study highlighted the importance of technology in enhancing accessibility and flexibility, future research could examine how different types of technology affect student learning outcomes and satisfaction.

Another area for future research is the role of cultural inclusivity in promoting intercultural competence. While this study emphasized the importance of cultural integration in enhancing educational outcomes, more research is needed to understand the specific mechanisms through which cultural inclusivity fosters global citizenship and intercultural competence.

Finally, the findings of this study on political engagement and regulatory influence suggest that future research could explore the ways in which educational institutions can shape and influence policy at both the national and local levels. This could include case studies of successful policy advocacy efforts, as well as analyses of the impact of different regulatory environments on the growth and sustainability of educational tourism.

Given the limitations of qualitative research, future studies could benefit from adopting a mixed-methods approach that combines qualitative and quantitative data. For example, surveys could be used to gather data from a larger sample of schools, students, and other stakeholders, while interviews and case studies could provide deeper insights into specific issues and contexts.

A mixed-methods approach could also be used to explore the relationship between different factors, such as the impact of technological integration on student satisfaction or the role of cultural inclusivity in promoting intercultural competence. By combining quantitative and qualitative data, future research could provide a more comprehensive and nuanced understanding of the factors that influence the dynamics of educational tourism.

8. Conclusion

This study provides a comprehensive analysis of the strategic, cultural, and political factors that influence the dynamics of educational tourism, with a particular emphasis on English language schools. Through this exploration, the research has highlighted the critical importance of strategic adaptation, cultural integration, and political and regulatory engagement for the continued success and sustainability of these institutions in an increasingly competitive global market.

The findings of this study underscore that strategic adaptation is essential for English language schools to maintain their competitive edge. As the global educational landscape evolves, these

institutions must integrate new technologies, respond agilely to shifting market demands, and differentiate their offerings to meet the specific needs of a diverse and expanding student population. The ability to blend traditional and digital learning methods, offer specialized programs, and cater to the needs of emerging markets has proven to be key factors in sustaining relevance and appeal in a rapidly changing environment.

Cultural integration has also emerged as a fundamental aspect of the success of English language schools. The study reveals that cultural inclusivity not only enhances the learning environment by making it more welcoming and supportive for students from diverse backgrounds but also contributes significantly to educational outcomes. By fostering environments where cultural diversity is valued and cross-cultural interactions are encouraged, English language schools play a crucial role in developing global citizens who are better equipped to navigate and contribute to a multicultural world. This dual impact on both students and host communities reflects the profound societal value of these institutions, extending their influence beyond mere language instruction.

Moreover, the study highlights the pivotal role of political engagement in ensuring that English language schools can effectively operate within and influence the regulatory environments that govern educational tourism. Schools that actively engage with policymakers and local communities are better positioned to navigate complex legal frameworks and secure favourable conditions for their operations. This proactive engagement is not only about compliance but also about shaping the policies and regulations that impact the educational tourism sector, ensuring that these institutions can continue to thrive in diverse geopolitical contexts.

In synthesizing these findings, this study contributes to the broader understanding of how English language schools influence the dynamics of educational tourism. The insights gained from this research demonstrate that the success of these institutions is not solely dependent on their ability to teach the English language but also on their capacity to adapt strategically, integrate culturally, and engage politically. These factors work in concert to create a robust and sustainable model for educational tourism that benefits students, institutions, and host communities alike.

In conclusion, the study affirms that English language schools are vital players in the educational tourism sector. Their ability to continuously adapt, embrace cultural diversity, and engage with the regulatory and political landscape determines their success and longevity. As the global demand for English language education continues to grow, the lessons drawn from this study provide a framework for these institutions to navigate future challenges and capitalise on emerging opportunities, ensuring their continued relevance and impact in the global educational landscape.

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