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Bridging EFL Learning, Saharan Tourism, and Cultural Preservation: A Translation-Based Approach at Tamanghasset University

الربط بين تعلم اللغة الإنجليزية كلغة أجنبية، والسياحة الصحراوية، والحفاظ على التراث الثقافي: منهج قائم على الترجمة في جامعة تامنغست

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Abstract :
The implementation of Tourism-translation based method into EFL classroom represents an educationally innovative method, particularly in regions where tourism plays a major role in regional development and cultural preservation. This study aims to investigate the pedagogical significance and practical implications of implementing this method into English as a Foreign Language (EFL) curriculum at Tamanghasset university. A mixed-methods research design was employed, integrating questionnaires designated to EFL students with teachers and tourism professionals. The results demonstrate that the integration of Tourism-translation based method will improve students` motivation, intercultural competence, and professional skills. In addition, it will strengthen the relationship between university and local tourism development by empowering students with professional competencies.
Keywords: Tourism-translation based method, EFL, Tamanghasset, cultural preservation, professional skills.

الملخص:

يمثل تطبيق منهج الترجمة السياحية في تدريس اللغة الإنجليزية كلغة أجنبية أسلوبًا تعليميًا مبتكرًا، لا سيما في المناطق التي يلعب فيها قطاع السياحة دورًا محوريًا في التنمية الإقليمية والحفاظ على التراث الثقافي. تهدف هذه الدراسة إلى بحث الأهمية التربوية والآثار العملية لتطبيق هذا المنهج في مناهج اللغة الإنجليزية كلغة أجنبية بجامعة تمنغاست. وقد استُخدم تصميم بحثي متعدد الأساليب، يجمع بين استبيانات موجهة لطلاب واساتذة اللغة الإنجليزية كلغة أجنبية. تُظهر النتائج أن دمج منهج الترجمة السياحية يُحسّن من دافعية الطلاب وكفاءتهم بين الثقافات ومهاراتهم المهنية. إضافةً إلى ذلك، يُعزز هذا المنهج العلاقة بين الجامعة وتنمية السياحة المحلية من خلال تمكين الطلاب بالكفاءات المهنية.

الكلمات المفتاحية: منهج الترجمة السياحية، اللغة الإنجليزية كلغة أجنبية، تمنغاست، الحفاظ على التراث الثقافي، المهارات المهنية.

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1.INTRODUCTION

English has become a global lingua franca in global tourism due to its status as the universal language in business, travel and technology. The roots of such development refer to the historical spread of English due to British colonialism, American economic power, and technological advancements (Crystal, 2003). As English has become the dominant language in travel and technology, it played a central role in international communication between tourists in remote yet globally connected areas such as Tamanghassset. As an international Saharan destination, Tamanghasset is an attractive place for tourist from different countries who do not share the same language. In this vein, English functions as a functional means between foreign tourist and local service providers, including hotel staff, tour guides, and travel agencies. Without a common

language such as English, the interaction and communication in Saharan regions can be hindered.

Tamanghasset, located in Southern Algeria, considered as a hub for Saharan tourism and a core of Tuareg cultural heritage. Its geographic position and unique desert environment led it to be an important gateway to the Central Sahara. In the era of globalization, it is important to draw attention to this magnificent place. This can be achieved through English that has become increasingly central in promoting Tamanghasset as a tourist destination and in maintaining and representing Tuareg culture to the rest of the world. Along these lines, university can be considered as a vital mechanism for teaching English for academic and specific purposes and enabling students in communicating through this language. In this context, Tamanghasset university has the potential for the promotion of Tamanghasset as an international tourist destination. This can be accomplished by teaching English for Specific Purposes (ESP) in the field of tourism. Of paramount importance is the integration of Tourism-translation based method into English curriculum at Tamanghasset university because the current curriculum focuses on general linguistics, literature and teaching ESP in general. This creates an educational gap in translation and ESP modules in which students graduate with theoretical knowledge but lack the translation skills required to mediate between the local Tuareg culture and international tourists.

Consequently, this study aims to investigate EFL students` and teachers` attitudes towards integrating such method in the curriculum, and to suggest that there is an urgent need to evaluate the prospects of integrating this method and to identify the specific challenges—linguistic, cultural, and technical—that hinder its successful implementation.

Based on the identified problem, this study seeks to answer the following questions:

1. To what extent can the integration of a tourism-based translation method improve the communicative and professional competence of EFL students at Tamanghasset university?
2. What are the primary linguistic and cultural challenges students face when translating Saharan-specific heritage (e.g., Tuareg traditions, local geography) into English?
3. How do students and teachers/ tourism professionals perceive the shift from traditional translation methods to a Functionalist (Skopos-based) approach in the classroom?
4. What institutional and technical obstacles (e.g., lack of specialized corpora or CAT tools) exist that might impede the effective adoption of this method in the Southern Algerian university context?

2. Literature Review

This literature review explores the intersection of Tourism-translation method, English for specific purposes (ESP) and the tourism industry. It highlights the shift from purely informative communication to persuasive discourse, the pitfalls of literal translation in cultural contexts, and the pedagogical shift toward task-based acquisition.

2.1. Tourism

Tourism is considered to be a massive international industry in which the United Nations Tourism Organization explains tourism as “the activities of persons traveling and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes”

(source). According to several scholars, English is the engine of international tourism and the “lingua franca” used to connect people in tourist destinations (Gjata, 2017).

2.2. Skopos Theory and Tourism-translation Method

Skopos theory is a functional approach to translation in which it is It is also action-oriented focusing on the audience’s needs and cultural context and it is purpose-driven that is, its purpose determines the translation method (Reiss& Vermeer, 1985).

Research by Calvi (2005) and Durán Muñoz (2011) emphasizes that tourism discourse is not just informative but "persuasive" and "evocative." In the classroom, this means students must learn to translate with the goal of "seducing" the tourist (Target Audience) rather than just reproducing the source grammar. In the Algerian context, Researchers like Rahmoun (2024) highlight that the Algerian job market increasingly demands English proficiency in the tourism sector, moving away from the traditional dominance of French. Studies in Algerian universities (e.g., Tiaret and Ghardaia case studies) show that using tourism-related tasks improves student motivation because it provides a "clear professional horizon." It bridges the gap between theoretical linguistics and the "English for the Tourism Industry" (ETI) requirements. Venuti (1995) provides the theoretical lens for this challenge. In Tamenghasset, research suggests a need for "Foreignization" (keeping local terms) to preserve the "exotic" appeal of the desert, balanced with "Domestication" to ensure the international tourist understands the safety and logistical aspects of the trip.

2.3. English for Specific Purposes

English for Specific purposes (ESP) appeared in the 1960s and has become an important part in the teaching English as a foreign language. The focus of ESP is learners` needs. In this context Hutchinson and Waters (1987) relate ESP as an approach to English language teaching that is centered on learner centered approach that teaches English as an additional language to improve communicative competence in certain discipline. The reason behind teaching English according to scholars is that "the role of English as a leading language of advertising in general has made it one of the most important languages of the tourism industry throughout the world. English as a language of tourism promotion is also the most well-researched (Ruiz-Garrido & Saorín-Iborra, 2012)" (as cited in Sulaiman & Wilson, 2019, p.1).This quote can be considered as the prove of the importance of English in tourism industry.

3. Research Methodology

This study adopts a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the role of English for Specific Purposes (ESP) and tourism translation in promoting tourism and Tuareg heritage at Tamanghasset University.

3.1. Sampling

The sample of this study consists of 69 participants drawn from academic and tourism contexts in Tamanrasset. It includes 65 English language students from Tamanghasset University, selected for their direct involvement in EFL learning. In addition, four university teachers specializing in English and/or translation participated to provide insights into teaching practices and curriculum integration. A purposive sampling

technique was used to select participants based on their relevance to the study objectives.

3.2. Data Collection Tools

To collect relevant and reliable data, multiple questionnaires were used, the first one was designed for students, the second for teachers, and the third one is for people working in the field of tourism. A structured questionnaire is administered to EFL students of English at Tamanghasset University. The questionnaire aims to gather quantitative data on Students' perceptions of Translation tourism method and their needs in learning English for tourism purposes.

The second questionnaire to teachers includes the integration of tourism translation-based methods and aims to evaluate pedagogical readiness and the practical feasibility of specific language programs. The questionnaires included closed-ended questions (Likert-scale and multiple-choice) and a limited number of open-ended questions for additional comments.

The collected data were analysed both quantitatively and qualitatively in which the questionnaires included a mix of closed-ended questions that necessitate quantitative analysis and open-ended questions that require thematic interpretation.

4. Findings

4.1. Students` Questionnaire Results

As aforementioned, 65 answers were received from EFL undergraduate students at Tamanghasset university. The questionnaire included 3 sections: the first section about a background on the students, the second section on their attitudes towards integrating tourism-translation based method in their

curriculum and third section included some open-ended questions for a thorough understanding.

Students were asked about whether they studied translation before.

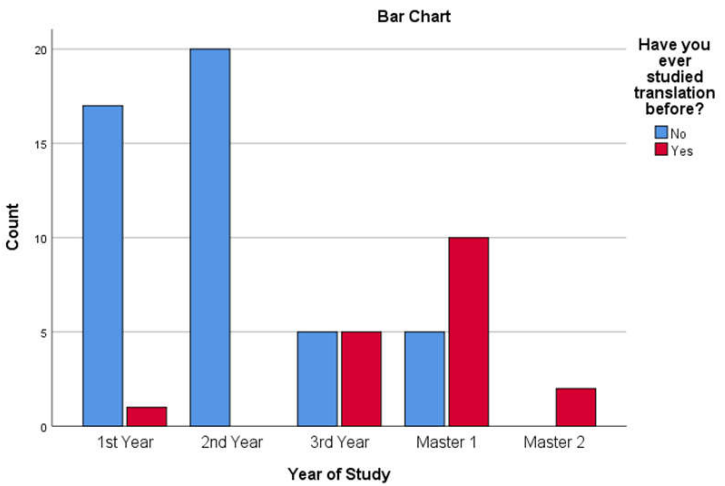


Figure1. Proportion of students who have previously studied translation

This figure shows that out of a total of 65 respondents, only 15 students (23.1%) reported having participated in translation activities such as the experience of guiding visitors, while the majority (76.9%) indicated no prior participation. This demonstrates that tourism-translation and ESP for tourism purposes is not yet widespread among students.

The figure below summarizes students` answers about whether learning English through real tourism scenarios would make the classes more interesting.

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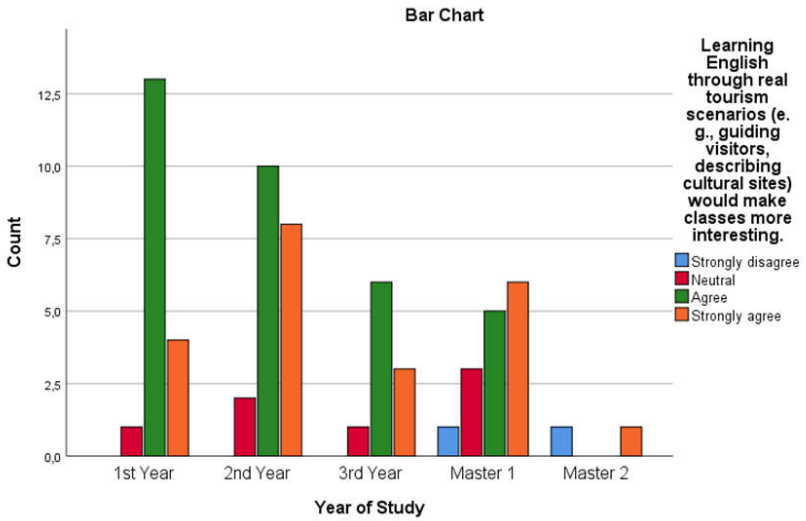


Figure2. Students` perceptions of the effectiveness of real-tourism in making English classes more interesting

The figure indicates that the majority expressed positive attitudes. (34) students agreed and (22) strongly agreed with the statement on the importance of integrating real-life tourism scenarios in their classroom as an interactive and motivating pedagogical approach. Only 2 students strongly disagreed, while a small number (7 students) selected the neutral option.

This figure shows students` opinions on the improvement of their vocabulary through translating related-materials to Tamanghasset`s culture.

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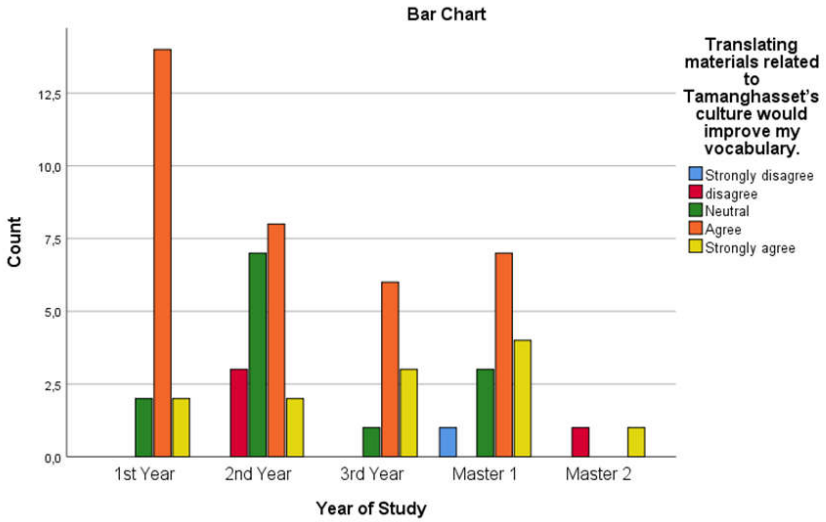


Figure 3. Students` perceptions of the effectiveness of translating Tamanghasset`s culture related materials in enhancing vocabulary acquisition

Out of the total respondents, the majority (35 students) agreed that translating materials related to Tamanghasset's culture would help improve their vocabulary. A smaller number of students expressed neutral opinions (13 students), while only a few respondents disagreed (5 students in total).

This figure shows students` reactions to the statement of learning functional translation rather than literal translation.

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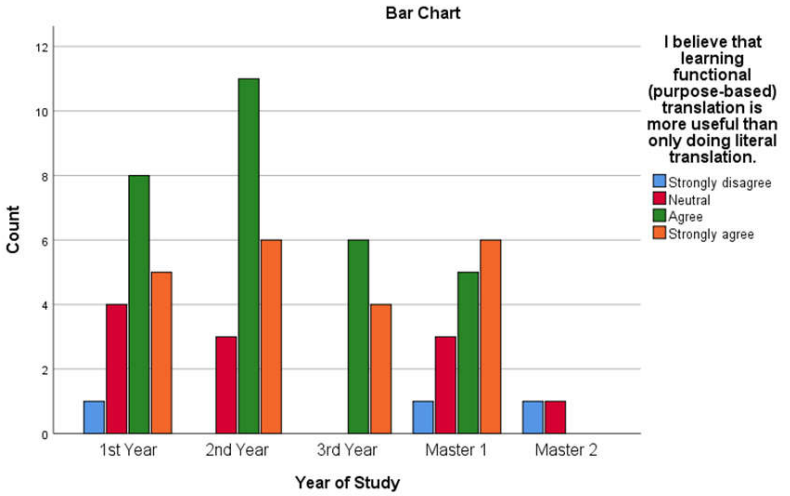


Figure 4. Comparison of students' views on functional versus literal translation approaches

From the above figure, most students expressed positive views toward functional translation. In which (30) students agreed and (21) strongly agreed that functional translation is more useful than literal translation. In contrast, only (3) students strongly disagreed, while (11) students selected the neutral option. This distribution indicates broad recognition of the practical advantages of purpose-based translation in language learning and real-world communication.

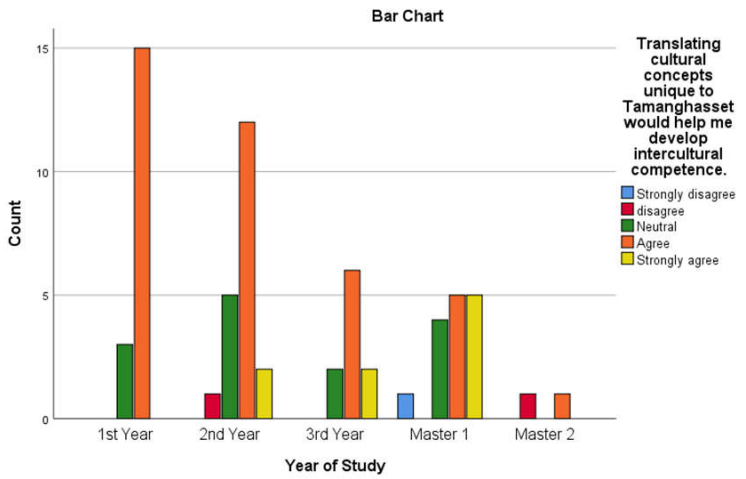


Figure5. Students` perceptions of translating Tamanghasset`s cultural concepts for the development of intercultural competence

This figure above demonstrates strongly positive attitude among students across different academic levels. From a total of 65 respondents, the majority expressed agreement with the statement in which (39) respondents agree, while (14) students were neutral and (3) students disagree with this statement.

4.2. Open-ended Questions

1. In your opinion, what skills do you hope to gain from integrating tourism translation into English classes?

4.1.1. Discussion and Analysis

This part illustrates student responses across different years of study regarding the skills they hope to gain from

integrating tourism translation into English classes. The progression from practical vocabulary skills in early years toward more sophisticated intercultural and translation competencies in later years reflects students' academic development and deeper understanding of translation as a complex, culturally embedded practice.

4.1.2. Interpretation

The variety of responses reveal that students across academic levels appreciate a multifaceted approach to improving English classes for tourism. Practical skills, cultural understanding, and authentic communication experiences are seen as equally important. The emphasis on local cultural connections shows an awareness of the unique demands of tourism language in the students' regional context.

4.2. Teachers` Questionnaire Results

Four teachers participated in the questionnaire; they were all male. (50%) of the have an experience of more than 11years in the teaching field. (75%) of them taught both bachelor and master degree and (50%) taught translation. When asked about integrating any tourism or cultural related tasks in their teaching, (75%) of the teachers replied negatively. When asked if integrating tourism translation would increase student motivation, (75%) of them were neutral. (50%) of teachers believe that tourism-related activities can provide meaningful, authentic learning opportunities. (75%) of teachers agree on the fact that incorporating real-world tourism scenarios would improve students' communicative competence. (75%) also agree that tourism translation can contribute to students' cultural

awareness and identity and this approach could make English learning more relevant to local needs.

When asked about the curriculum, (50%) of the teacher see that students struggle to translate culturally specific terms related to the Tuareg heritage and Sahara culture, and they need more exposure to functional (purpose-based) translation rather than literal translation. When asked if the current EFL curriculum sufficiently prepare students for tourism-related communication, their answers were different, but they do agree of that fact that there is a need for new materials that focus on tourism translation tasks. (75%) of the teachers agree that collaboration between English teachers and tourism professionals is necessary for authenticity, and (25%) strongly agree.

Same answers were given when asked if integrating tourism translation into EFL courses is feasible within the university's context. (50%) of the teachers strongly agree that the local tourism sector would benefit from students trained in translation. When asked about the challenges, teachers see that there not big deal of challenge if the learners are well taught and are autonomous. They believe that teachers need to be trained in the field, they highly recommend that English teachers undergo training sessions in translation and interpreting to prepare them for a relatively new field. modalities can take the form of regular workshops, seminars, and immersive learning environments.

5. Discussion

The analysis of the data collected show that most participant had a positive attitude towards integrating Tourism-translation based method and ESP for tourism purposes into EFL

curriculum at Tamanghasset university. The findings indicate a consistent and strong perception across most academic levels that integrating tourism-related content into English classes can enhance students' motivation. This supports the view that contextualized, field-related content plays a crucial role in increasing learner engagement and perceived relevance of language learning. The results suggest that curriculum designers and English instructors should consider incorporating tourism-related themes and materials to foster higher motivation and more meaningful learning experiences (Figures 2&3).

The discussion of the findings of students` and teachers` questionnaires provided an answer to the research questions suggested in the introduction. The data obtained from the questionnaires reveal that incorporating real tourism contexts may therefore contribute to more engaging, meaningful, and motivating English learning experiences, particularly in programs related to tourism and cultural studies. Of a paramount importance, the findings suggest that a tourism translation course is widely perceived as an effective tool for enhancing general English proficiency across different academic levels. The results support the integration of translation-based and tourism-focused content into English curricula, as such courses may enhance vocabulary acquisition, reading comprehension, and practical language use. Incorporating tourism translation into English programs could therefore contribute positively to both linguistic development and students' professional preparedness (Figures 4&5).

Incorporating locally meaningful content into English instruction may therefore contribute to more engaging and effective language learning experiences. The findings suggest that students across most academic levels perceive functional

translation as more useful than literal translation, particularly as they advance in their studies. These results support contemporary translation theories that emphasize communicative purpose and target audience. Incorporating functional translation principles into English and translation courses may therefore better equip students with practical skills applicable to tourism, cultural mediation, and professional communication as mentioned above (Sulaiman & Wilson,2019). The data strongly supports the idea that translation of local cultural concepts contributes to the development of intercultural competence.

The data indicates a strong consensus among educators regarding the value of integrating tourism translation into the EFL curriculum. Key findings from the research highlight that teachers recognize that using translated texts in the classroom is an effective method to improve students' professional writing skills and overall linguistic accuracy. Despite this support, the results emphasize that successful implementation requires a structured approach. Educators advocate for a sequence where teacher training and the provision of curriculum-specific data occur before full classroom integration.

While this research provides valuable insights into the integration of a tourism translation-based method for EFL students in Tamanghasset, several limitations must be acknowledged. Sample Size and Representation: Although the present study is limited to EFL students in one university, which is the University of Tamanghasset, the findings can be generalized to a wider context, for example it can be applied in other universities in the Southern Algeria. The unique sociolinguistic environment of the Hoggar region presents a

challenge for pure English translation. The lack of standardized English-Tamashaq glossaries for indigenous cultural concepts may hinder the process of translation.

Recommendations and Conclusion

The results presented above confirm that integrating tourism translation into EFL curriculum in Tamanghasset is a powerful tool for contextualized learning. By moving from abstract translation toward a functionalist purpose-driven approach, students move from being 'dictionary-dependent' learners to active 'culture mediators' (Baker,1995).

This study highlights that the primary prospect is the professionalization of the EFL degree, turning a general language education into a specialized vocational asset that serves the Ahoggar region. The research also demonstrates that for translation to be effective in the Tamanghasset context, it must adhere Skopos principles. The success of translation is measured not by its literal accuracy, but by its ability to 'seduce' and 'inform' the international traveler. Universities in the South should develop their own 'Saharan English' corpora, using authentic local materials rather than genetic Western textbooks. In addition, establish partnership between the department of foreign languages and local tourism agencies to give students real-world translation materials. Finally, introduce basic Computer Assisted Translation training to prepare students for the global digital marketplace.

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