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Exploring the Impact of Tourism Activities on Language Proficiency Development: A Case Study of Tourist Guides and Merchants

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Dedication

To the Soul of my beloved mother, whose love, strength, and unwavering belief in me continue to inspire me, even though you are no longer here. This achievement is as much yours as it is mine. Your memory remains my guiding light through all challenges.

To my family, whose endless support, love, and encouragement have carried me through every step of this journey.

To all my teachers and mentors, whose guidance, wisdom, and patience have shaped my path. Your dedication to nurturing my growth has been invaluable, and I am forever grateful for the knowledge and insight you have imparted. This dissertation is a testament to your love, support, and belief in me.

<u>Brahim</u>

Dedication

This dissertation is dedicated to my family for their unwavering support and encouragement throughout this journey. I extend my heartfelt thanks to my teachers for their insightful guidance and mentorship, which have been instrumental in shaping this work. Special gratitude goes to my friends, particularly those whose encouragement and camaraderie have been a source of strength.

<u>Toufik</u>

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ABSTRACT

This case study investigated the role of tourism in developing English language skills, focusing primarily on a group of tourist guides and merchants who actively engage with tourists. Data was gathered through a questionnaire administered to 30 merchants and tourist guides, containing 17 questions. The findings provided valuable insights into the influence of tourism activities on English language development among locals, highlighting the positive impacts of these interactions. The study emphasizes how tourism offers valuable opportunities for learning a second language by integrating practical experiences in the field. Relevant theoretical frameworks were used to comprehensively examine this relationship.

Key terms

Tourism, English Language Proficiency, Tourist Guides, Merchants, Motivation.

List of Abbreviations

EFL: English as Foreign Language.

ESL: English as a Second Language.

SLA: Second Language Acquisition.

SDT: Self-determination Theory.

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- **General Introduction**

General Introduction

Introduction

Algeria stands as a remarkable tourist destination, renowned for its rich history, cultural diversity, and breathtaking natural landscapes. The allure of the country has attracted visitors from various regions, fostering cultural exchange and offering individuals the chance to engage in language learning. In light of these circumstances, this research aims to delve into the influence of tourism activities on the development of language proficiency among Algerian English learners. By exploring this subject, we seek to gain insights into the ways in which tourism impacts language skills and contributes to the linguistic growth of Algerian learners.

- **Background of study**

With the steady growth of tourism worldwide, particularly in areas frequented by international visitors including Algeria, there arises a unique opportunity to investigate how interactions with tourists influence the language skills of local residents. This study aims to bridge the gap in existing research, which mainly focuses on the language experiences with tourists themselves, by shifting the lens towards its impact on locals. Understanding how tourism activities, such as communication with visitors, exposure to diverse languages, and cultural exchange, affect language proficiency among locals is essential for community development and fostering intercultural understanding. By investigating this aspect, the research seeks to provide valuable insights into the role of tourism in shaping linguistic

competencies within host communities and inform strategies for promoting language education and cultural integration at the local level.

- **Rationale**

English is a globally recognized language, and its proficiency is crucial for individuals in Algeria. Although English is included in the official school curriculum from an early age, the quality of teaching has been insufficient. To tackle this challenge, one potential avenue for improvement is to harness the power of tourism and facilitate meaningful interactions between tourists and local residents. By conducting comprehensive research, we can delve into the ways in which tourists can be effectively leveraged to enhance English language learning among the local population in Algeria, particularly in Ghardaia. Through this investigation, valuable insights can be gained to inform strategies and initiatives that optimize the role of tourism in fostering English language proficiency.

- **Statement of purpose**

The research aims to achieve the following objectives:

• To identify effective strategies for learning English beyond traditional classroom settings.

• To assess the impact of various tourism activities on the development of language skills

• To explore the role of intercultural communication in language learning.

• To identify factors related to tourism influencing the language learning experiences on local communities.

- **Statement of the Problem**

Despite the recognition of tourism activities as a catalyst for enhancing language proficiency among local populations, significant gaps in our understanding of this phenomenon remain. These gaps need to be addressed to fully harness the potential benefits offered by the tourism industry. It is crucial to create structured opportunities for language practice within tourism settings, ensure access to language learning resources, and promote interactive language use between tourists and the local community. By addressing these gaps, we can optimize the positive impact of tourism activities on language learning and foster greater linguistic and cultural integration within the community of Ghardaia.

Building upon this context, this research seeks to investigate the impact of tourism activities in Ghardaia on language learning among local residents. The following research questions will be addressed:

Main Research Question:

How do tourism activities in Ghardaia influence language learning among local residents?

Sub-questions:

What specific strategies do local residents in Ghardaia employ to enhance their language skills outside of traditional classroom settings through their engagement in tourism activities?

To what extent does intercultural communication during touristic interactions in Ghardaia contribute to the language learning process among local residents?

What factors, rooted in the tourism industry in Ghardaia, shape the language learning experiences of local communities?

- **Hypothesis**

Tourism activities in Ghardaia can have positive influence on developing the English language especially listening and speaking skills through the usual interactions between local people and tourists.

- **Structure of the dissertation**

The dissertation is structured into two main parts: the theoretical part and the practical part. The theoretical part consists of two chapters, The first chapter was focusing on theories of language learning to establish a solid theoretical foundation for understanding language acquisition processes, while the second chapter explores the importance of contextual factors, including touristic activities, in facilitating language learning experiences.

The practical part details the research methodology, including survey design and implementation, and provides a comprehensive analysis of the collected data.

- **Limitation of the study**

Limitations of the study include the focus on individuals who have direct interactions with foreigners, such as students, merchants, or citizens in Algeria. Therefore, the findings may

not be readily generalizable to different contexts or languages beyond the specific population under investigation. Additionally, the limited sample size could restrict the generalizability of the findings beyond the specific group of English learners in Ghardaia.

- **Definition of Key terms**

Tourism:

People become tourists when they willingly leave their usual environment to visit a different place. While visiting, they typically engage in various activities, regardless of the distance to the destination (Hall, 2008; Holloway & Taylor, 2006; Jafari, 2002). As such, tourists are essentially visitors, and what they do in another location can be seen as tourism. In 1963, the United Nations Conference on International Travel and Tourism defined 'visitors' as individuals from outside the country they are visiting. They identified two types of visitors: tourists, who stay at least 24 hours, usually for purposes such as recreation, health, sport, holidays, study, or religious reasons (classified as leisure), and excursionists, who stay less than 24 hours, including cruise passengers. However, this definition didn't account for domestic tourists. In 1976, the Institute of Tourism (now the Tourism Society) expanded the definition, describing tourism as the short-term movement of people to places outside their regular living and working areas, encompassing day trips and excursions (Cooper, 2008; Holloway & Taylor, 2006).

Second language acquisition:

Second Language Acquisition (SLA) is the process by which individuals learn a language other than their first (native) language. This process can occur in both formal settings, like classrooms, and informal settings, such as through everyday communication. It involves developing the ability to understand, speak, read, and write in a new language. SLA is influenced by various factors, including age, motivation, exposure, and cognitive abilities, and can differ from first language acquisition, which typically occurs naturally during early childhood.

Cultural exchange:

Cultural exchange is the process by which individuals or groups from different cultures share ideas, traditions, values, and practices with one another. This exchange often occurs through direct interaction, such as travel, education programs, art, music, and dialogue, and helps promote mutual understanding and respect between cultures. Cultural exchange can foster greater awareness of diversity, reduce cultural barriers, and enhance global cooperation.

Motivation:

Motivation is the internal drive or desire that prompts an individual to take action or pursue a goal. It is the force that influences behavior, directing people toward achieving specific objectives, whether personal, academic, or professional. Motivation can be influenced by internal factors, such as personal satisfaction and passion (intrinsic motivation), or external factors, such as rewards, recognition, or social pressure (extrinsic motivation). It plays a crucial role in determining the intensity, direction, and persistence of behavior.

Chapter One

Theories of language Acquisition

1. Behaviorism

Behaviorism views learning and education as modifications in a person's behavior. This involves exploration and trial and errors until a successful result is achieved. Behaviorists focus only on observable behaviors and ignore internal processes, as they are considered unobservable (Watson, 1913).

Behaviorism, a "psychological theory of learning," was promoted by Skinner (1904-1990) in his 1957 work, *Verbal Behavior*. In his criticized book, Skinner explained learning as resulting from imitation, practice, reinforcement or positive feedback, and habit formation. Behaviorism involves "behavior that can be observed and measured." In this regard, behaviorism is similar to Bloomfieldian structuralism. behaviorism focuses on parole, or performance, and the external, observable aspects of language, rather than langue, the comprehensive, internal, abstract, and unobservable system of language.

Lightbown and Spada (1999: 9) stated that children mimic the sounds and patterns they hear in their surroundings and are positively reinforced for doing so, either through praise or successful communication. As a result, motivated by their environment, they keep imitating and practicing these sounds and patterns until they develop habits of proper language use.

Lightbown and Spada (1999: 15) observe that imitation and practice alone do not account for certain forms produced by children. These are not sentences they have heard from adults but instead seem to be the result of children identifying patterns and applying them to new situations.

My own child, Muhammad, at the age of 23 months, for example, knowing how a spider looks like, once at the sight of my hairy chest, pointed to my chest, and much to my delight, excitedly exclaimed, "Spider!" In another Scholarly J. Sci. Res. and Essay 38 incident, I discovered that he used to refer to his carrycot as "ship", which indeed looked like a ship. No one had ever told him that that was a ship, but he creatively, and because of a vocabulary gap, thought of it as a ship. Likewise, the over generalization of the hair of my chest, which to him, resembled the tiny and many feet (eight actually in number) of a spider was never made by any adult around him. On another occasion, at the age of 2 and 10, at the sight of a boat sailing in the sea, Muhammad jubilantly shouted, "The boat is swimming". His choice of the word "swimming", though, inappropriate due to an age-induced vocabulary gap, is nonetheless creative and novel. His word choice is creative in the sense that it serves the communicative purpose; and novel in the sense that no adult had previously said that. Such sui generis productions, frequently produced by children, and creativity and novelty on their part, render the behaviourist theory for language acquisition at best insufficient.

Furthermore, it has been observed that "the rules children construct are structure-dependent. That is, children use syntactic rules that depend on more than their knowledge of words and also relied on their knowledge of syntactic structures which are not overtly marked in the sentences they hear" (Fromkin and Rodman, 1998: 340). It has also been observed that "child grammar is rule governed at every stage" (Aitchison, 1974: 153). That is, the grammar of a child is systematic rather than haphazard. An "example of the rule-governed nature of child language are forms such as mans, foots, gooses, which children produce frequently. Such plurals occur even when a child understands and responds correctly to the adult forms, men,

feet and geese; this is a proof that a child's own rules of grammar are more important to him than mere imitation" (Aitchison, 1974: 154). According to Fromkin and Rodman (1998: 329), "the 'imitation' theory cannot account for another important phenomenon. Children who are unable to speak for neurological or physiological reasons learn language spoken to them and understand what is said. When they overcome their speech impairment, they immediately use the language for speaking". In the words of Lightbown and Spada (1999: 36), "for second language acquisition, as for first language acquisition, the behaviorist account has proven to be at best an incomplete explanation for language learning". Now, we turn our attention to another more complex theory of language acquisition. That is, the theory of the innatists or innatism as advocated by Noam Chomsky whose critical views of Skinner's Verbal Behavior cannot be more vehement.

Conclusion

In summary, while behaviorism offers valuable insights into learning through reinforcement and imitation, it fails to fully explain the complexity of language acquisition. The theory overlooks children's creative language use and rule-governed behavior, suggesting that cognitive processes and innate abilities play a crucial role in language development.

2. Social constructivism

Social constructivism, a learning theory developed by Lev Vygotsky in 1968, emphasizes the role of language and culture as fundamental frameworks that shape human understanding, communication, and interpretation of reality. Vygotsky argued that intellectual development

and environmental perception are deeply influenced by language and cultural experiences. As individuals engage in language transmission, they learn and internalize concepts within the context of their cultural background. Knowledge, in this theory, is socially constructed and co-created, as it emerges through interactions within a community that shares a common language and culture. Social constructivism views learning as a collaborative process, where children acquire knowledge in partnership with peers, teachers, and other students. This approach to cognitive constructivism encourages cooperative learning, guided by facilitators or in collaboration with others (Mohammed & Kinyo, 2020).

Vygotsky believed that social interaction is essential for the ongoing development of personality and is key to enhancing cognitive growth. He suggested that learners can complete tasks, no matter how challenging, with the assistance of adults or peers. This collaborative approach encourages students to work with their teachers and classmates to build knowledge and deepen understanding, establishing a solid foundation for learning (Aljohani, 2017).

2.1. Knowledge is acquired through experience

Educators provide learners with theoretical and conceptual knowledge, while individuals gain knowledge from their personal life experiences. In contrast, learners, particularly adult learners, apply their past experiences to enhance their academic learning, interpreting and understanding the significance of the knowledge they acquire. Learning, therefore, often stems from real-life experiences. Similarly, when instructors teach specific concepts or

theories—such as pollution, its types, and its causes and effects—they may draw from their own life experiences. For example, a teacher affected by pollution might explain the harmful impact of air pollution on health using personal examples to illustrate its detrimental effects.

Saleem, A., Kausar, H., & Deeba, F. (2021). Social constructivism: A new paradigm in teaching and learning environment. *Perennial Journal of History*, *2*(2), 403–421.

2.2.   Social Constructivist Five E's Instructional Model

Several social constructivist learning models can be utilized to design a conducive learning environment for learners. Singh & Yaduvanshi (2015) proposed an instructional model based on Piaget's work in the early 1960s for instructions. This model depicted the systematic application of psychology to teaching science content. This model is very convenient to implement in the classroom. The 5 E's instructional model consists of the five following phases: engage, explore, explain, elaborate, and evaluate to develop a better understanding of scientific and technological Knowledge and skills (Bybee, 2009). Each phase of this model has a specific function and contribution to fostering the classroom's constructivist approach (Omotayo, & Adeleke, 2017)

Here are the phases of this instructional model:

2.2.1. Engagement

This model phase actively engages learners in classroom learning activities by linking between the past and present learning experiences. These connections can be conceptual,

procedural, or behavioral. The instructor introduces a situation, and learners have to identify the solution of the problem, while the role of the instructor here is to identify the instructional task and present a situation to learners (Omotayo, & Adeleke, 2017).
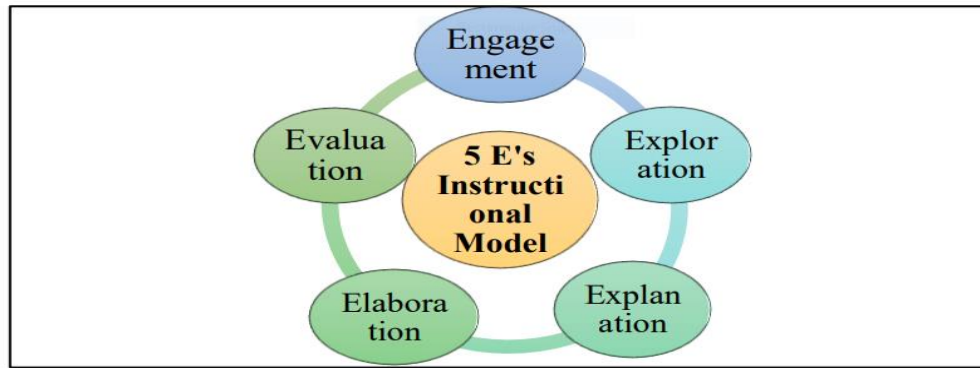
Figure1: Social Constructivist Five E's Instructional Model

2.2.2. Exploration

In this phase, the instructor creates learning activities and situations that offer shared, concrete experiences for learners. The main reason in these exploration tasks is to establish foundational learning experiences that will be built upon in subsequent lessons, such as introducing new topics, concepts, discussions, or skill development. This phase engages learners both mentally and physically, helping them recognize unique situations, procedures, skills, and form connections. Meanwhile, the instructor's role is to facilitate and guide learners through the tasks, offering support and coaching as needed (Sharma & Bansal, 2017).

2.2.3. Explanation

The explanation phase provides both instructors and learners with opportunities to clarify concepts, procedures, and skills. This phase is often teacher-directed or involves direct instruction, helping to explain the concepts and skills learners encountered during the previous exploration phase. The key objective here is to present the material clearly, concisely, and directly, preparing learners to move on to the next phase (Bybee, 2009).

2.2.4. Elaboration

Once the learners have explored and explained, they should be given further experiences to extend, implement, and elaborate the concepts and skills. Moreover, the elaboration tasks provide the learning experiences that contribute to Learning (Aljohani,2017).

2.2.5. Evaluation

In this phase, learners receive feedback on the adequacy of their explanations and capabilities. Instructors can conduct the formal evaluation after their elaboration phase. This is the last phase of the 5 E's which encourages learners to assess their understanding and abilities and lets teachers evaluate students' understanding of key concepts and skill development (Singh & Yaduvanshi, 2015).

Conclusion

In conclusion, social constructivism highlights the crucial role of social interaction and cultural context in learning, where knowledge is actively constructed through collaboration. This theory advocates for educational practices that emphasize teamwork, contextual relevance, and active engagement, offering a strong foundation for modern, dynamic teaching strategies.

3. Cognitivism

Suzanne and Peterson (2006) noted that behavioral theorists played an important role in paving the way for cognitive theory, which reintroduced the mind into the learning process. cognitive theory emphasizes the internal thought processes of learners rather than just observable behaviors. This theory branches into two main categories: social cognitive theory and cognitive behavioral theory. As a result, cognitive learning theory is also grounded in the principles of behavioral learning theory.

Zhou and Brown (2014) mentioned that social cognitive theory, originally developed by Bandura with a focus on learners' acquisition of social behaviors, emphasizes that learning occurs in a social context and is primarily driven by observation. According to Zhou and Brown (2014), this theory has been applied to various areas of learner development, including professional decision-making and physical and mental health. Furthermore, educators have extensively used social cognitive theory to better understand classroom motivation, while learners apply it to reach their goals.

Zimmerman (1989) described learners as self-regulated to the extent that they are actively engaged in their own learning process through motivation, metacognition, and behavior. He introduced the concept of triadic reciprocality, which refers to reciprocal causation among three key factors: personal, behavioral, and environmental influences. These factors interact bidirectionally, meaning that a learner's ongoing learning is shaped by continuous interplay between contextual, cognitive, and behavioral elements. For example, classroom learning is

shaped by various factors in the academic environment, such as reinforcement from teachers or peers, while learners' thoughts, self-beliefs, and interpretations of that environment also play a role. Zimmerman also posited that internal factors like forethought, self-reflection, and existing beliefs significantly impact a learner's outcomes. Additionally, he noted that learning can sometimes occur without an immediate observable change in behavior, highlighting that learning and demonstrating learning are separate processes. This distinction arises because social learning theory involves not only the acquisition of new behaviors but also cognitive skills, concepts, values, and knowledge.

Salkovskis (1985) suggested that in cognitive behavioral learning theory, research on cognitive and behavioral models has led to the understanding that intrusive thoughts should be viewed as cognitive stimuli rather than responses. Cognitive responses are often tied to beliefs, such as self-blame for causing harm to oneself or others. In this theory, cognition plays a crucial role in determining and predicting a learner's behavioral patterns. It suggests that learners form self-concepts that influence the behaviors they display to others, and these self-concepts, whether positive or negative, are significantly shaped by the learner's environment. Thus, learning involves not only changes in behavior but also changes in knowledge, which is stored in long-term memory. An example of cognitive learning theory is the use of imagery, commonly found in lecture slides, which helps engage learners and provide a clearer understanding of the material being taught.

Conclusion

In conclusion, cognitivism demonstrates that learning is shaped by both internal cognitive processes and external environmental factors. It integrates behavioral and cognitive

principles, emphasizing the importance of social context and observational learning. The concept of triadic reciprocality further highlights the dynamic interaction between personal beliefs, environmental conditions, and behavior in shaping the learning process.

4. Krashen's Five Hypotheses About Second Language Acquisition

4.1.　The acquisition-learning hypothesis

The acquisition-learning hypothesis emphasizes that adults have two distinct and independent ways of developing competence in a second language.

The first method is language acquisition, a process that resembles how children learn their first language. Language acquisition happens subconsciously; those acquiring the language are not typically aware that they are learning it but are focused on using it for communication. The competence gained through acquisition is also subconscious—we are not usually conscious of the rules of the languages we have acquired. Instead, we have an instinctive sense of correctness, where sentences either "sound" or "feel" right, and mistakes feel wrong, even if we don't know which specific rule was broken. Other terms for acquisition include implicit learning, informal learning, and natural learning. In everyday language, acquisition is like "picking up" a language.

The second method of developing competence in a second language is through language learning. "Learning" refers to consciously understanding a second language, knowing its

rules, being aware of them, and being able to explain them. In simple terms, learning means "knowing about" a language, often referred to as "grammar" or "rules." This is also known as formal knowledge or explicit learning. Krashen, S. D. (1982). Principles and practice. *Learning*, *46*(2), 327-69.

Error correction has minimal or no impact on subconscious language acquisition but is believed to be beneficial for conscious learning. It is thought to help learners deduce or "figure out" the correct form of a rule. For instance, if a student learning English as a second language says, "I goes to school every day," and the teacher corrects this by repeating the sentence properly, the learner is expected to understand that the /s/ ending is for the third person, not the first, and adjust their understanding of the rule. While this seems reasonable, it is uncertain whether error correction has this effect in practice (Fanselow, 1977; Long, 1977)

Research on child language acquisition shows that error correction has little impact on the acquisition process. Studies by Brown and his colleagues reveal that parents only correct a small portion of their children's language, typically addressing issues like pronunciation, certain verbs, and inappropriate words. Their findings suggest that parents focus more on the meaning of what their child is saying, rather than the grammatical form (Krashen, S. D, 1982)

The distinction between acquisition and learning may not be exclusive to second language acquisition. In fact, we "learn" certain aspects of our first language in school, such as the distinction between "who" and "whom." Similar distinctions have also been noted in other fields (see Reber, 1976; Hall, 1959; and d'Anglejan's 1978 review).

4.2.   The natural order hypothesis

One of the most intriguing findings in recent language acquisition research is that grammatical structures are acquired in a predictable sequence. Learners of a language generally master some grammatical structures early and others later. Although individual learners may not follow this order precisely, there are consistent and statistically significant patterns across different learners.

English is arguably the most extensively researched language in relation to the natural order hypothesis, with its morphology being particularly well-studied. Brown (1973) found that children learning English as their first language generally acquired certain grammatical morphemes or function words earlier than others. For instance, the progressive marker -ing (as in "He is playing baseball") and the plural marker -s (as in "two dogs") were among the first to be learned, while the third person singular marker -s (as in "He lives in New York") and the possessive -s (as in "John's hat") were typically acquired much later, often six months to a year after. de Villiers and de Villiers (1973) confirmed Brown's longitudinal findings through cross-sectional studies, showing that morphemes acquired earlier were also the ones children used correctly more frequently. Thus, the order of difficulty for these morphemes was similar to their order of acquisition.

4.3.   The monitor hypothesis

In the Monitor Model, linguist Stephen Krashen posits that language learning occurs through two processes: "learning," which involves formal, conscious study of language rules, and "acquisition," which is informal and subconscious, gained through exposure to the language. He introduces the idea of an internal "monitor" developed through formal learning, which helps with conscious error correction when speaking. However, this monitor plays a relatively minor role in achieving fluency compared to the role of acquisition. This model later informed Krashen and Terrell's Natural Approach to language teaching (Krashen & Terrell, 1983).

4.4.   The input hypothesis

In the Input Hypothesis, language acquisition occurs when learners are exposed to "comprehensible input"—language that is slightly beyond their current proficiency level and that they can understand meaning from rather than focusing on grammatical form. Krashen's well-known "i + 1" formula suggests that if learners can understand the input and it is sufficiently abundant, they will naturally be able to process and use the input of "i + 1" effortlessly. According to the Input Hypothesis, understanding information is key to language acquisition, with comprehensible input being a crucial factor. Additionally, an internal mechanism for language acquisition can aid learners. Krashen also notes a "silent period," a time when learners are unable to produce original language output, which is a necessary phase for processing information. If this stage is disrupted, learners might develop negative feelings toward learning the language. Krashen emphasizes that

productive skills, such as speaking and writing, develop from receptive skills like listening and reading, and thus these receptive skills should be prioritized.

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4.5. The affective filter hypothesis

According to this theory, learning a second language is shaped by various emotional factors and the learning environment, suggesting that even with ample comprehensible input, students might not learn effectively if emotional conditions are not favorable. For linguistic "intake" to be processed as language, it must first pass through an emotional filter. Krashen argues that motivation significantly affects language acquisition. Students with clear goals tend to progress more rapidly, whereas those without clear objectives may make less progress. Additionally, personality traits such as extroversion, confidence, and openness contribute to faster academic growth. Lastly, emotional states, particularly anxiety and relaxation, play a role; individuals who are more anxious or emotionally reactive typically receive less input.   Journal of Education, Humanities and Social Sciences

The Affective Filter Hypothesis is highly relevant to second language acquisition. By examining the connection between students' emotional factors and their language learning, teachers can create effective strategies to enhance students' engagement and emotional readiness. Research shows that successful language learners tend to manage language anxiety well, adapt to different learning environments, and possess strong

motivation for the language. By applying the Affective Filter Hypothesis, language teachers can discover more effective approaches to managing their classes and teaching languages.   Journal of Education, Humanities and Social Sciences

Conclusion

In conclusion, Krashen's Five Hypotheses offer a comprehensive framework for second language acquisition, emphasizing the importance of both subconscious acquisition and conscious learning. The framework highlights predictable language development, the role of an internal monitor, the value of comprehensible input, and the impact of emotional factors on learning. Together, these elements underscore the need for supportive, input-rich environments that lower emotional barriers and facilitate natural, effective language learning.

Chapter Two

The Role of Tourism in Enhancing Language

Proficiency among Adults

1. **Definition of Tourism Activities**

Tourism activities refer to the range of actions and experiences that individuals or groups engage in while traveling away from their usual environment, typically for leisure, business, or other purposes (Weaver & Lawton, 2014). These activities include sightseeing, cultural experiences, adventure sports, attending events, shopping, and more (Cohen, 2004). They are integral to the tourism experience, contributing to the economic, social, and cultural dynamics of a destination (UNWTO, 2020). Tourism activities can be categorized broadly into natural, cultural, recreational, and commercial activities, each offering distinct experiences to tourists (Smith, 2010).

2. **Definition of Second Language Acquisition**

Second Language Acquisition (SLA) refers to the process by which individuals learn a language other than their native language, typically in a setting where the second language is used for communication (Ellis, 2015). This process involves the gradual development of language skills through exposure to the second language in various contexts, including formal education, social interaction, and immersion (Lightbown & Spada, 2013). SLA is influenced by a range of factors, including age, motivation, cognitive abilities, and the learning environment (Ortega, 2013). Theories of SLA suggest that learners progress through stages of development as they acquire the new language, with factors such as input, interaction, and feedback playing critical roles in their language development (Gass & Selinker, 2008).

3. The role of tourism in facilitating a language

3.1. Real-life Conversations

Tourism facilitates direct interaction with native speakers, providing students with opportunities to practice language in real-world contexts. These interactions are often more dynamic and unpredictable than classroom exercises, helping students become more adaptable and fluent (Kinginger, 2011). Research shows that such immersive experiences can significantly improve both conversational abilities and cultural competence, offering a practical and engaging way to enhance language skills (Dörnyei, 2009).

3.2. Navigating Multilingual Environments

Many tourist destinations are multilingual, which gives students the chance to observe how languages interact within a society. This exposure can deepen their understanding of language dynamics and improve their ability to switch between languages or dialects, a skill known as code-switching (Grosjean, 2008). Understanding these dynamics in a real-world setting can lead to a more nuanced grasp of the sociolinguistic aspects of language use (Hornberger & McKay, 2010).

3.3. Access to Authentic Materials

Tourism exposes students to authentic language resources such as books, media, and everyday conversations in the target language. These materials are often richer and more

varied than what is typically available in a classroom setting, providing a broader and more contextualized linguistic experience (Gilmore, 2007). Authentic materials are crucial for developing practical language skills and cultural literacy, which are essential for effective communication (Peacock, 1997).

3.4. Cost and Return on Investment

While tourism can be costly, it also offers a strong return on investment for language learning. The intensive exposure and practice gained through travel can accelerate language acquisition, making the investment worthwhile, especially for students who need practical language skills for their future careers (Griffiths, 2008). Studies indicate that immersion in the target language environment is one of the most effective methods for achieving fluency (Freed, 1998).

3.5. Structured Language Programs

Many educational tourism programs are designed to combine travel with formal language instruction, offering classes in the morning and cultural activities in the afternoon. This blend of formal and informal learning environments can significantly boost language proficiency (Freed, 1998). Engaging with local guides and teachers during tours reinforces language skills, as these professionals can provide insights into the local culture and language, aligning with students' educational goals (Kinginger, 2011).

4. Vygotsky's Social Development Theory

Tourism aligns with Vygotsky's emphasis on social interaction as a critical component of cognitive development, including language acquisition. The constant need to communicate and interact with others during travel provides a practical application of Vygotsky's ideas (Vygotsky, 1978). This theory underscores the importance of social contexts in learning, which tourism naturally provides through its immersive nature (Lantolf & Thorne, 2006).

5. The Social Interactionist Theory

The desire to communicate during travel drives language learning. The authentic need to ask for directions, order food, or engage in cultural exchanges directly supports the Social Interactionist Theory's focus on communication as a motivator for language acquisition (Saville-Troike, 2012). This theory posits that language learning is driven by the need to communicate in social situations, a condition that tourism inherently fulfills (Long, 1996).

Conclusion

Tourism provides a unique and immersive opportunity for students to enhance their language acquisition, particularly when learning a second language. By engaging in real-life interactions within the social and cultural contexts of travel, students can experience accelerated and more authentic language learning. The combination of direct interaction with

native speakers, cultural immersion, and educational support makes tourism a powerful tool for developing linguistic proficiency and cultural understanding. This holistic approach not only boosts language skills but also deepens students' motivation and capability to master the language.

6. The definition of Motivation

Motivation plays a crucial role in successful language learning and has been extensively studied by researchers seeking to define the term. At its core refers to the reasons behind actions and the desire to complete a task. Snowman, McCown, and Biehler (2009) define motivation as an individual's willingness "to expend a certain amount of effort to achieve a particular goal under a particular set of circumstances". Gardner (1985) describes it as the combination of effort and desire to achieve the goal of learning a language, emphasizing three components: aspiration, endeavor, and result. MacIntyre, MacMaster, and Baker (2001) describe motivation as an individual attribute reflecting the psychological qualities underlying behavior in relation to a specific task.

6.1. Types of Motivation

Gardner (2001) identifies integrativeness as a key factor in motivation, reflecting an interest in learning a language to connect with its community. Integrativeness involves not just positive attitudes towards the language and its speakers but also a willingness to engage with them (Dörnyei, 2005). Attitudes towards the learning context—such as the teacher, classmates, and course activities—also affect motivation. A motivated learner actively participates and enjoys the learning process (Gardner, 2001).

In contrast, theories from the cognitive-situated period, including Self-Determination Theory (SDT), offer a different perspective. SDT, while not limited to language learning, proposes that intrinsic motivation and identity development are shaped by three basic psychological needs: autonomy, competence (La Guardia, 2009). Autonomy involves self-initiated and self-regulated actions; competence relates to feeling challenged and mastering new material; and relatedness involves feeling valued by others. According to SDT, people are motivated by activities that satisfy these needs.

Intrinsic motivation, rooted in autonomy and competence, involves engaging in activities for their inherent enjoyment and satisfaction. For example, someone might enjoy learning a language for the pleasure of mastering new concepts or the joy of the learning process itself.

Extrinsic motivation involves pursuing activities to achieve separate goals, such as enhancing job skills or facilitating travel. Activities can shift from extrinsic to intrinsic motivation over time, depending on how they are internalized.

SDT distinguishes between various forms of extrinsic motivation, ranging from controlled behaviors (performed to avoid punishment or gain rewards) to more internalized forms

(valued for their own sake). Identified and integrated motivations reflect deeper internalization, where the activity is seen as valuable or aligns with personal values.

Integrative orientations, closely linked with intrinsic motivation, are associated with a deeper engagement in language learning (Noels, Clément, & Pelletier, 2001). Noels, Pelletier, Clément, and Vallerand further refine this model by breaking down intrinsic motivation into three categories:

for knowledge (exploring ideas).

for accomplishment (mastering tasks).

for stimulation (fun and excitement).

6.2. The role of motivation in language learning

A motivated learner aims to master the target language and achieve outcomes based on the effort invested. In the classroom, motivation reflects "the degree to which students invest attention and effort in various pursuits" and is rooted in students' subjective experiences related to their willingness to engage in learning activities and their reasons for doing so (Brophy 2008). Motivation energizes learners, influencing their effort, persistence, and connection to the activity (Rost, 2001, p. 1).

Spolsky (1989) outlines five key areas of motivation:

1. Enhancing language-related values and attitudes of learners.

2. Increasing learners' expectancy of success.

3. Making students more goal-oriented.

4. Ensuring teaching materials are relevant to learners.

5. Fostering realistic learner beliefs.

The relationship between motivation and language learning has been extensively studied, revealing that higher levels of motivation significantly enhance language acquisition. Brown (2002), Gilakjani, Leong, and Saburi (2012), Snowman, McCown, and Biehler (2009), and Vengadasamy (2002) all support this view. Gilakjani, Leong, and Saburi (2012) emphasize that without motivation, classroom activities lack vitality and effectiveness. Choosri and Intharaksa (2011) also discovered a strong correlation between students' motivation and their academic performance. Similarly, Oxford and Shearin (1994) and Dornyei (2001a) found that students' levels of motivation are critical factors in their achievement and success. According to Harmer (2007), motivation plays a fundamental role in language learning, reflecting its significant impact on educational outcomes.

Practical part

Chapter Three

Research Methodology and Data Analysis

Introduction

This chapter outlines the research methodology employed and presents the analysis of data collected from a study conducted on tourism sector workers in Ghardaia Province, Algeria. The primary aim of the study was to investigate the impact of tourism activities on the development of English language proficiency among these workers.

3.1. Research sample

The research sample consisted 30 participants actively working in the tourism sector. Specifically, it included 10 tourist guides, 12 merchants from shops and restaurants frequented by tourists, and 8 other tourism employees from hotels, travel agencies, and related establishments. The age range of the participants was from 27 to 58 years old.

3.2. Data collection

To gather comprehensive information, a mixed-methods approach was utilized, combining quantitative and qualitative data collection techniques. A questionnaire was designed to collect demographic information and to assess participants' self-rated English language proficiency levels. This questionnaire was distributed to tourism merchants, guides, and employees, ensuring the collection of relevant data.

Questionnaires were chosen as an effective means of quickly gathering information from a large number of participants in a standardized manner.

The questionnaire used in this study consisted of 17 items, which were organized into three categories to gather comprehensive data from the participants.

3.2.1. Personal information (Question 1 and 2)

These two questions were specifically designed to collect personal information from the participants, including their age and their proficiency level in English.

3.2.2. Personale activistes (Question 3, Q4, Q7, Q8, Q10, Q11 and Q12)

This category of questions focused on the participants' personal activities, specifically their involvement in conversations with tourists and the benefits they gained from these interactions. It aimed to explore how engaging with tourists influenced their communication skills, cultural understanding, and overall personal development.

3.2.3. Personale opinions (Question 5, Q6, Q9, Q13, Q14, Q15, Q16, Q17)

The questions in this category aimed to capture the participants' diverse opinions and perspectives regarding the role of tourism in language development. The questionnaire items

were carefully designed to collect both qualitative and quantitative data, ensuring a

comprehensive analysis of how tourism activities influence English language proficiency.

This approach allowed for a deeper understanding of the participants' experiences,

highlighting the various ways in which engaging with tourists contributed to their language

learning and development.

Question1: how old are you?

The first question aimed to gather information on participants' age to establish demographic

profiles for the survey. This data segmentation allows for the classification of participants

into distinct age groups, facilitating subsequent analyses and comparisons. By dividing

participants into two age groups, potential variations in responses based on age-related

factors can be explored, thus the comprehensiveness and objectivity of the survey outcomes

is enhanced.

Question 2: On a scale of 1 to 4, please rate your proficiency level in English?

This question was set to know what's the level of English of those who are activating in the

tourism field as they are the main part in the transformation of knowledge between tourists

and local people.

Question 3: How often do you take part in tourist activities?

This question was set to know how much a participant engage, work and spend time in tourism activities, this thing will determine whether tourism is active and it is taking a part of the usual routine of those who work in the tourism field.

Question 4: What are your primary motives for taking part in tourist activities?

For those who work in the tourism field, the job offers a multitude of experiences. They get to explore new destinations and experience different cultures, all while promoting relaxation and leisure to travelers. Catering to adventure seekers, they organize outdoor activities and provide countless learning opportunities about various locales. This role also involves socializing and meeting new people, enhancing their networks. Additionally, they have the unique advantage of working and making money while immersing themselves in diverse and fulfilling travel experiences. These choices were made to reveal the intentions of individuals employed in the tourism industry.

Question 5: Do you consider tourists to be an opportunity for practicing English?

This question provided various options for participants to express their opinions in details, yet the results were unexpectedly aligned with the theory to a significant extent.

Question 6: is it bothersome not being able to speak fluently with tourists?

This question presents the willing of people to learn the language, because one of the points that makes tourism an effective way to learn is that it puts the person in situations where he is obliged to speak and communicate with others in different languages so if it's bothering than there is a need to learn the language.

Question 7: Do you engage in conversations with tourists in English?

In Ghardaia, where tourism encompasses various forms such as leisure, adventure, and cultural tourism, it is imperative to assess the extent to which tourists engage in conversational interactions with locals, particularly in English. This question aims to investigate the frequency and nature of such interactions, considering the diverse interests and objectives of tourists participating in cultural and adventure tourism activities in the region.

Question8: Do you actively try to learn English by conversing with tourists?

The question serves as an essential inquiry in the dissertation focusing on the role of tourism in enhancing the proficiency of English language. Its purpose is to gather firsthand insights into whether individuals perceive and utilize interactions with tourists as an opportunity for language learning.

This question, in addition, uncovers the extent to which locals consciously engage in English conversations with tourists with the intention of improving their language skills, Moreover, the question helps elucidate the practical implications of tourism on linguistic development within the local community.

Question9: Do you think it is more beneficial to learn English through real-life experiences rather than in school?

This question aims to assess participant's perspectives on the efficacy of real-life experiences, such as interactions with English-speaking tourists, compared to formal education in learning English. By gathering opinions on the benefits of experiential learning rather than classroom instructions, the survey captures insights into the perceived advantages of learning through tourism.

Question10: Have you noticed any improvements in your English proficiency since taking part in touristic activities?

This question directly investigates the personal experiences of respondents regarding any observed enhancements in their English language skills resulting from engagement in touristic activities. By receiving self-reported observations of language improvement, the survey can provide primary accounts of the impact of tourism on English proficiency, thereby substantiating the dissertation's thesis.

Question11: have you observed any instances of cultural exchange resulting from interactions with English-speaking tourists?

This question delves into the aspects of linguistic and cultural exchange facilitated by interactions with English-speaking tourists. By prompting respondents to reflect on instances of cultural exchange, the survey captures valuable evidence of the broader socio-cultural benefits of tourism in fostering intercultural communication and understanding.

Question12: How did working and interacting with tourists help you develop your English skills

The reason for this question is to take into consideration the nature of the experience of working and interacting with tourists and how that experience has contributed to the development of English skills among the individuals. It aims to understand how can diverse linguistic backgrounds enhance language proficiency.

Question13: What do you advise students to do?

Based on the fact that participants have a rich different experience with English their opinions could be very helpful than the beginners.

Besides, people who have relation to the field of tourism strongly advise students to take parts in that filed due to their successful experiences in developing the person's language skills.

Question14: In what ways do you believe tourism contributes to the evolution of the English language?

This question dives into how tourism shapes the evolution of the English language. It looks at how interactions within the tourism industry affect language development, including the expansion of vocabulary, cultural exchange, interacting with tourists...etc.

Question 15: How do you think dealing with English-speaking tourists affects local people?

The opinions expressed by the participants in this study regarding the impact of dealing with English-speaking tourists on local people are based on their firsthand experiences in the tourism industry.

Question 16: How do you think the tourism industry can further support language learning opportunities for locals?

It's true that tourism does improve language learning, but there still be efforts should be done by the educational system to grab the opportunities given by tourism next some ideas from the survey participants regarding this point.

Question 17: In your opinion, what are the long-term effects of tourism on the linguistic landscape of our region?

If tourism is affecting language learning and helping to develop the whole education system than it will have a clear effect on linguistic landscape on long-terms

3.3. Data analysis

Questions

Question1: how old are you

**1.1 Participants over 40 years old**

This group of people has a greater potential to impact society, as they may include teachers or doctors who hold significant social value compared to other professions.

This group is also considered as heads of families and probably have children as well.

What is mentioned above makes people who are more than 40 years old to have great impact on people around them.

1.2 Participants less than 40 years old

This group of people might be less impacting in the society as they might have different social posts but they still could be very inspiring to the next generations.
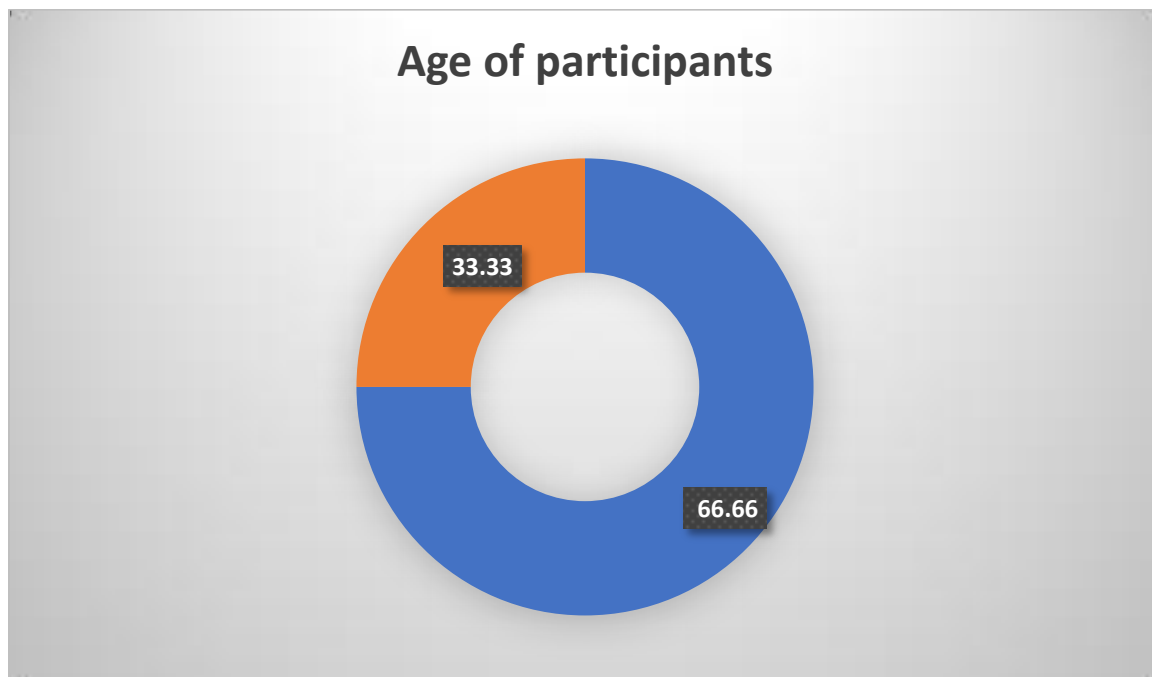

Figure 1: age of participants

Based on data provided most people who work in the tourism field in Ghardaia are old people even though they started this work at an early age, which means that there is a lack of youth who are into tourism nowadays and this is because of many reasons, one of them is the

state of tourism in the whole country and the perspective of the government regarding tourism.

This fact could be another contributing factor to why tourism has a lesser impact on the development of the English language as old people tend to use most of the time the French language with tourists however young people are more open to English language.

On the other hand, it is noticed that there are no programs or activities for students in the tourism field offered by public schools or even private schools or universities, the tourism field in Ghardaia is absolutely away from being used by the educational system.

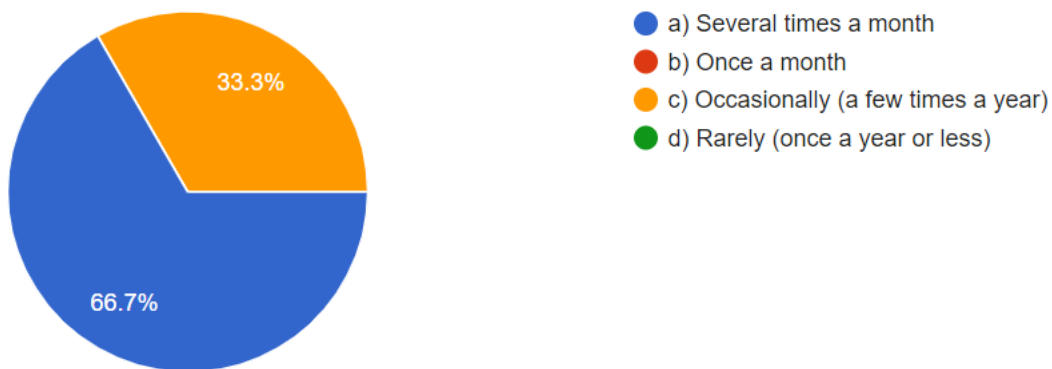**Question 2: On a scale of 1 to 4, please rate your proficiency level in English?**
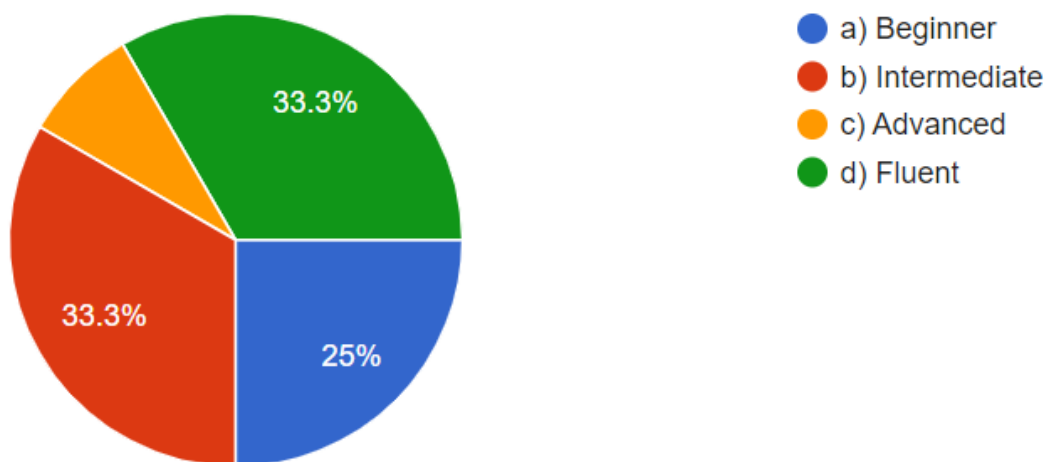
Figure 2: English proficiency level

49

The result shows that participants have different levels in English and through the questionnaire it is clear that all of the participants noticed a change in their language after working in tourism.

About (70%) of participants are not fluent and this is actually because most of them don't have any backgrounds in studying English but all their efforts in learning English were outside classes specially in tourism, this is another point that shows the role and the efficiency of tourism in the learning and acquiring the language.

Question 3: How often do you take part in tourist activities?

Pie chart showing:
- 66.7% (blue) a) Several times a month
- 33.3% (orange)
Legend:
- a) Several times a month (blue)
- b) Once a month (red)
- c) Occasionally (a few times a year) (orange)
- d) Rarely (once a year or less) (green)

Figure3 : Time spent in touristic activities

The results show that most of the participants take part in the tourism activities so many times a month this means:

About 30 of participants work in tourism sometimes a year which is actually very helpful as this group of people transform their experience in tourism to other fields as they move from a field to another.

First: tourism is so active as some people take it as full time job, this point can be a great motivator to make programs for students in the tourism field for the sake of learning many skills beside English.

Second: there is a great number of people who are interacting with tourists daily which helps spreading English more and more.

Question 4: What are your primary motives for taking part in tourist activities?

People had different motives to work in tourism field, and depending on the result of the survey we can devise them to two main types:

First: those who work in tourism daily and as a way of living about (72%), this kind of people usually have money as their main motivation beside having other goals that relate them to tourism.

Second: those who work in tourism from time to another and who are interested in making new relationships and discover new places and communicate with people from different backgrounds this group is about (28%) of participants.

The previous mentioned two types seem to be different but still have many interests and goals in common, such:

Both of them are interested in the history of Algeria in general and Ghardaia's in specific.

Both of them are interested in developing Algeria through tourism.

Both of them would invest time to learn new skills and languages as they spend time with people. This might not be explicitly stated, but it's evident that this is a common experience for anyone in the tourism industry, as they all engage in extensive exchanges.

Question 5: Do you consider tourists to be an opportunity for practicing English?
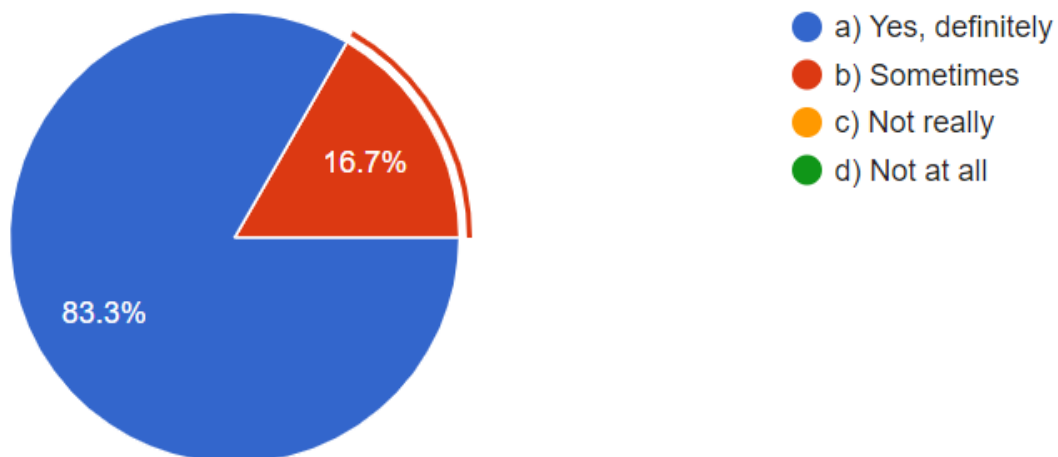
Figure 4: Tourists as an opportunity for practicing English

More than 80 % of respondents are convinced that tourism is an outstanding opportunity to exercise English, especially if they have previous experience. This allows us to confirm our first hypothesis, which has a good basis.

Approximately 20 % of people believe that tourism is sometimes the opportunity for English practice and it is dependent on the background of tourists .

Question 6: is it bothersome not being able to speak fluently with tourists?
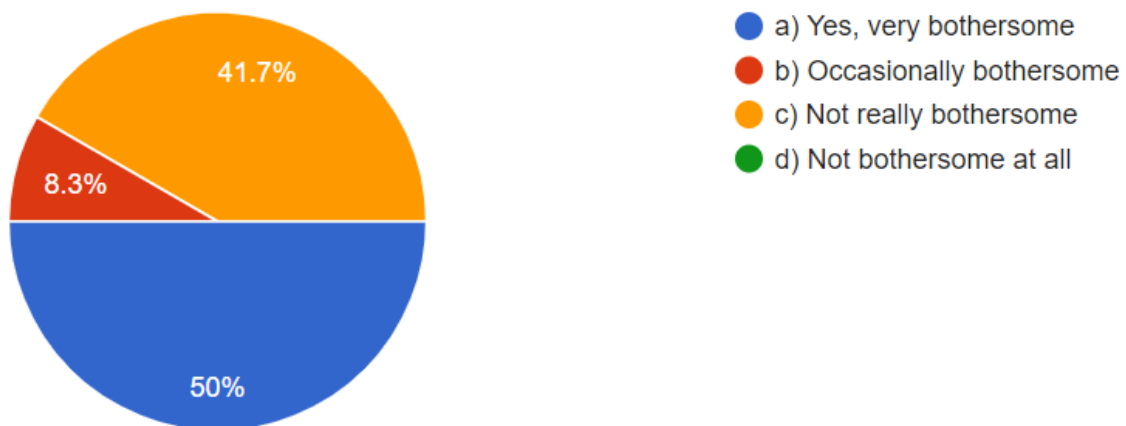
Figure 5: speaking fluently with people

The result from the survey shows that (85%) of people in the tourism industry get frustrated when they can't speak to tourists fluently, which is very important in the improving process, it all starts with the need to learn and tourism does bring this need to the front.

Question 7: Do you engage in conversations with tourists in English?
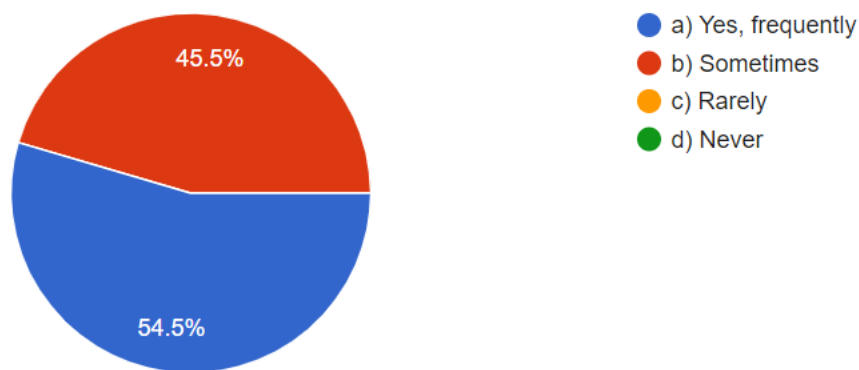
Figure 6: Engaging in conversations with tourists

The figure demonstrates a significant level of interpersonal engagement between the residents of Ghardaia and tourists. It reveals that (45.5%) of respondents reported occasional engagement in conversations, indicating that interactions between locals and visitors occur frequently. Additionally, an overwhelming majority of 54.5% of respondents reported consistent and sustained interaction with tourists, highlighting the prevalence of ongoing dialogue and meaningful exchanges in the region.

Question8: Do you actively try to learn English by conversing with tourists?
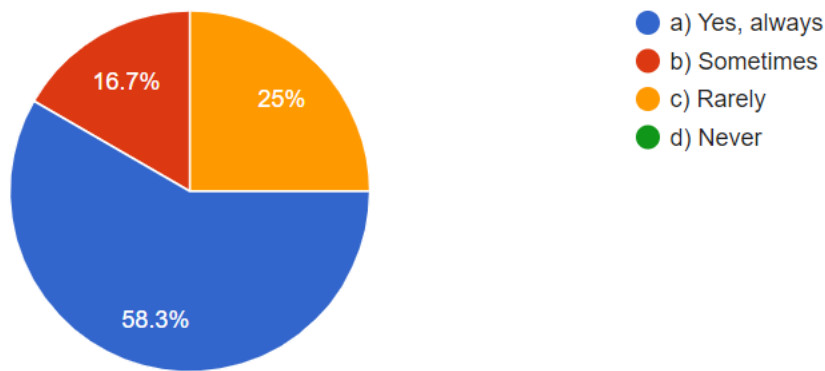
Figure 7: Learning English by conversing with tourists

The responses obtained provide valuable data regarding the perceived utility of tourism-related interactions as a means of language acquisition, even though there are different answers and that's because of the different backgrounds of the participants as

(58%) declared that they actively improve their language with tourists.

and (16%) declared that they sometimes focus on learning when they deal with tourists

while the rest (25%) announced that they rarely use conversations with tourist to learn English.

Overall, all participants have in mind the idea of interacting with tourists to learn English in varying proportions.

Question9: Do you think it is more beneficial to learn English through real-life experiences rather than in school?
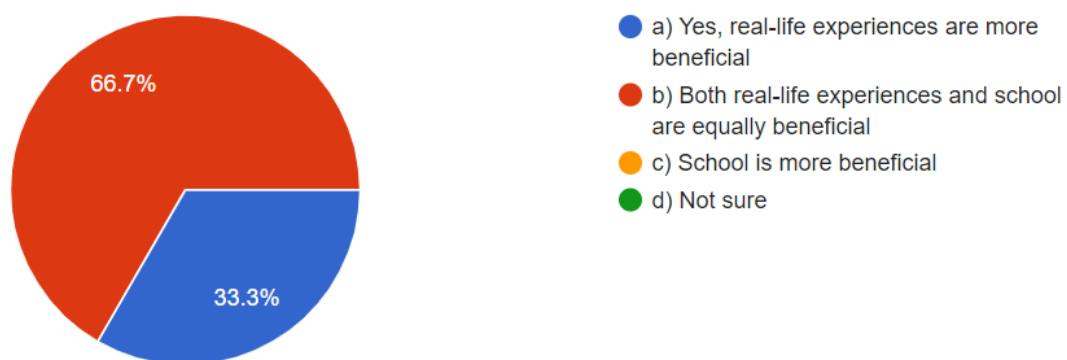
Figure 8: Learning English through real life experiences

Approximately (70%) of respondents expressed the belief that both real-life experiences and school-based learning are beneficial for developing English language skills. This viewpoint suggests a recognition of the complementary nature of these two approaches to language acquisition. Participants likely appreciate the structured environment and focused instruction provided by formal education, as well as the authentic immersion and practical application offered by real-life experiences. This balanced perspective underscores the importance of incorporating a variety of learning methods to foster comprehensive language proficiency.

On the other hand, around (30%) of respondents indicated a preference for learning through real-life experiences over formal schooling. This perspective suggests a strong belief in the efficacy of experiential learning and immersion in authentic language contexts. These participants may value the authenticity, motivation, and cultural insights that come from interacting with English speakers in real-world settings. Their preference highlights the significance of hands-on experiences and the practical application of language skills in diverse situations.

Question10: Have you noticed any improvements in your English proficiency since taking part in touristic activities?

- a) Yes, significant improvements
- b) Some improvements
- c) No noticeable improvements
- d) My English proficiency has worsened

41.7%

58.3%
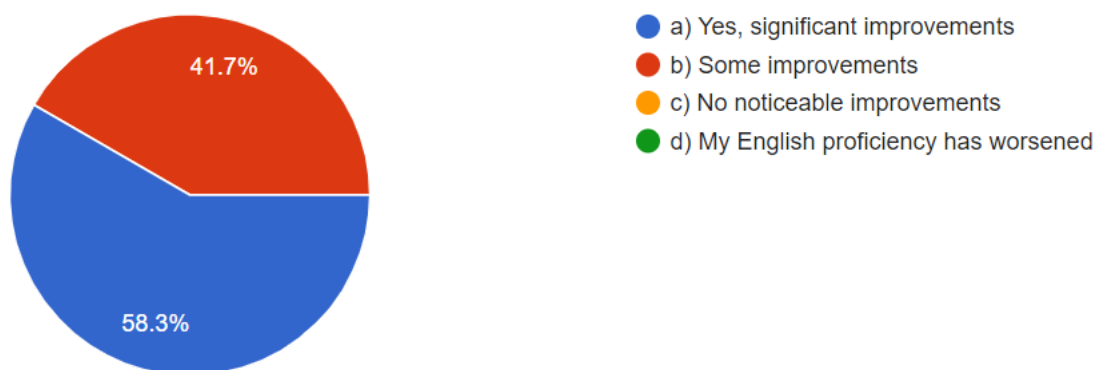
**Figure 9: touristic activities in improving English proficiency**

Approximately (50.8%) of respondents reported experiencing significant improvements in their English proficiency since engaging in touristic activities. This indicates a substantial portion of participants attributing noticeable language advancements directly to their involvement in tourism-related experiences.

On the other hand, the remaining respondents (49.2%) reported experiencing only some development in their English proficiency following participation in touristic activities. While these individuals acknowledged some level of enhancement in their language skills, they did not perceive the improvements to be as pronounced or substantial as those reported by the first group. This suggests that while touristic activities may contribute to language growth for many individuals, the degree of development can vary among participants.

Overall, the findings indicate a positive correlation between engagement in touristic activities and improvements in English proficiency, with a slight majority of respondents noting significant enhancements.

 Question11: have you observed any instances of cultural exchange resulting from interactions with English-speaking tourists?
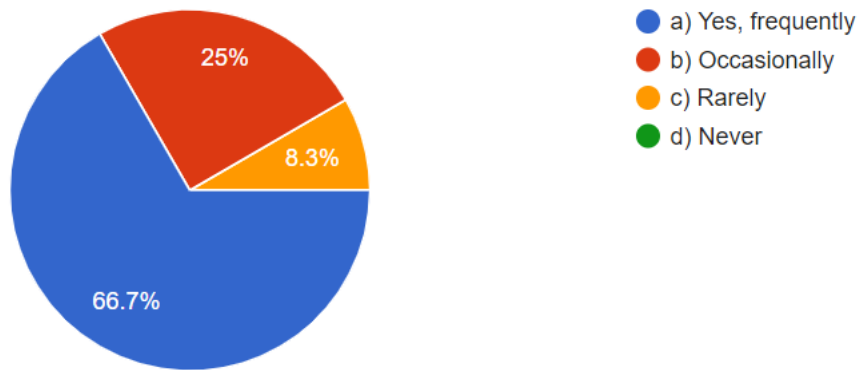
Figure 10: The role English in exchanging culture

A significant majority of respondents, approximately (66%), reported frequently observing instances of cultural exchange during interactions with English speaking tourists. This suggests that such experiences regularly provide opportunities for cross-cultural learning and sharing between individuals from different backgrounds. These respondents mentioned that numerous occasions where discussions, shared experiences, and cultural practices exchanged, enrich their understanding of diverse cultures and traditions.

25% of respondents indicated that they occasionally observed instances of cultural exchange during interactions with English-speaking tourists. but less frequent than the first group, these respondents still recognized the occurrence of meaningful cultural interactions by suggesting that while cultural exchange may not be a constant feature of every encounter, it

still occurs with some regularity, contributing to their overall cultural awareness and appreciation.

(8%) of respondents reported rarely observing instances of cultural exchange during interactions with English-speaking tourists. These individuals may have had fewer opportunities or experiences where meaningful cultural exchange took place, perhaps due to limited interaction or other factors.

Generally, the responses illustrate that interactions with English-speaking tourists often facilitate cultural exchange, with the majority of participants noting frequent occurrences of such exchanges. This experiment provides valuable evidence of the socio-cultural benefits of tourism in promoting intercultural communication and understanding.

Question12: How did working and interacting with tourists help you develop your English skills
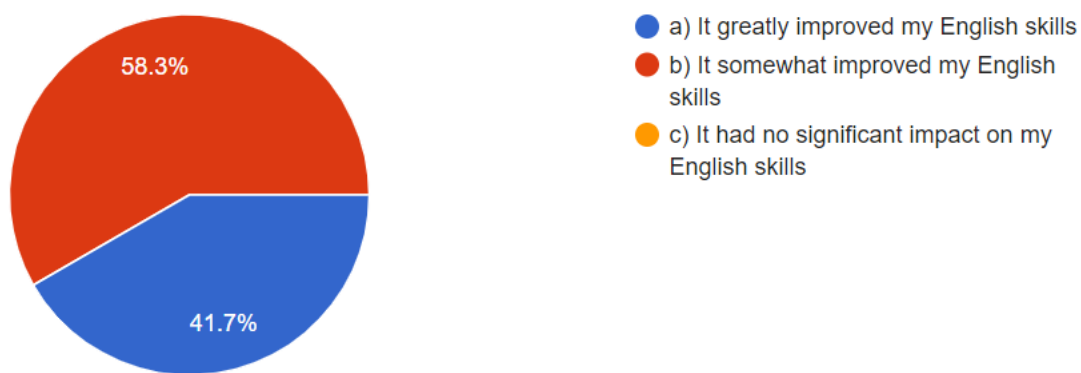
Figure 11: Developing English skills by interacting with others

The distinction between "somehow improved" and "greatly improved" suggests varying degrees of impact on language proficiency. Those who selected "somehow improved" (58.3%) may have experienced a modest enhancement in their English abilities through the different activities with tourists, such as picking up new vocabulary or gaining confidence in speaking.

On the other hand, the (41,7%) who "greatly improved" their English skills benefited more by achieving substantial progress in fluency, comprehension, and communication skills due to frequent interaction with tourists.

Factors contributing to the reported improvements could include regular practice in real-life communication situations, exposure to different accents and dialects, and the necessity to adapt language usage to effectively convey information to non-native speakers. Additionally,

engaging with tourists may have encouraged respondents to actively seek out opportunities for language learning, such as studying grammar or participating in language exchange programs.
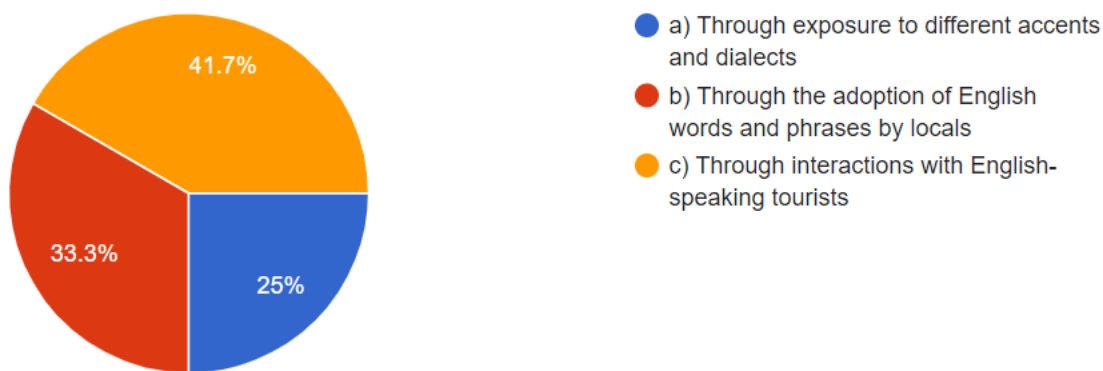
Question 13: What do you advise students to do?

The question had different options, and these are the most chosen answers from the participants:

1. Practicing speaking with tourists: participants suggesting this advice probably value active learning and see real-world practice as essential for mastering a language. They prioritize practical skills over formal education.

2. Taking English language courses: This viewpoint stresses the importance of structured learning and foundational knowledge. Participants who chose this option believe in the effectiveness of classroom instruction for language acquisition.

3. Engaging in cultural exchange with tourists: This suggestion indicates a broader understanding of language learning that incorporates cultural immersion. Participants who chose this advice see that language proficiency and cultural awareness as interconnected, especially in the tourism industry.

Each perspective sheds light on different aspects of language development within tourism activities, for achieving fluency in English language.

Question14: In what ways do you believe tourism contributes to the evolution of the English language?

41.7%

33.3%

25%

- a) Through exposure to different accents and dialects
- b) Through the adoption of English words and phrases by locals
- c) Through interactions with English-speaking tourists

Figure 12: The contribution of tourism to the evolution of English language

- **Through exposure to different accents and dialects**

(41.7%) of participants chose This response whish underscores how tourism shapes the development of the English language. When locales deal with diverse tourists, they encounter various accents, dialects, and language subtleties. This exposure prompts them to integrate new vocabulary, expressions, pronunciations, and grammatical patterns into their speech. Furthermore, interacting with people who speak various

dialects can blend linguistic components, sparking the emergence of new language styles. Overall, tourism fosters linguistic diversity and adjustment, enriching the continuous evolution of English.

- **Through the adaption of English words and phrases**

(33.4%) of response points out a key aspect of how tourism influences the evolution of English: by introducing locals to new English words and phrases. When English tourists visit places where English is spoken differently, locals often pick up new words and expressions. that contributes to the ongoing development and diversity of the English language, showcasing the impact of global travel on language evolution.

- **Through interaction with English-speaking tourists**

About (25.9 %) This response states that interacting with tourists offers real-world practice, cultural exchange, vocabulary expansion, improved speaking skills, increased confidence, feedback, and cultural understanding, enhancing language learning in various ways.

Question 15: How do you think dealing with English-speaking tourists affects local people?
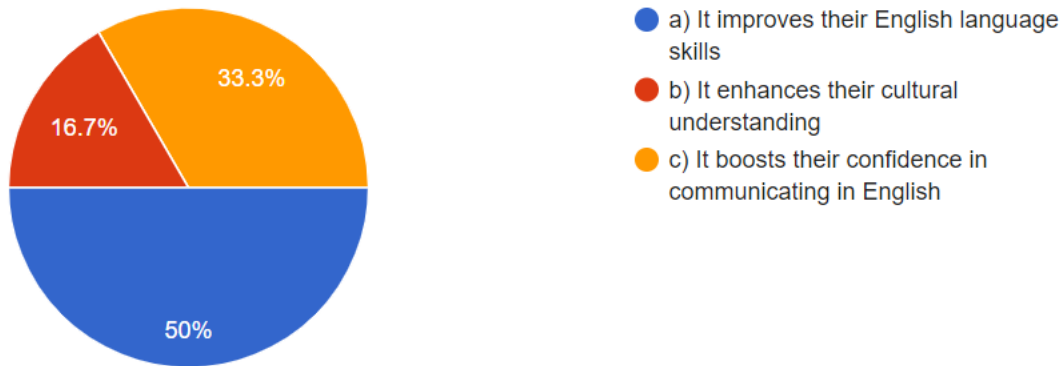
Figure 13: Impact of interactions with tourists on locals

(50%) of participants believed that dealing with tourists improves the English language skills such as:

Communication Skills: Engaging with tourists helps improve speaking and listening skills as you convey information clearly and have questions or requests.

Vocabulary Expansion: Interacting with people from different backgrounds exposes you to new words and phrases related to travel, culture, and sightseeing.

Cultural Awareness: Explaining local customs, traditions, and attractions to tourists enhances your understanding of cultural nuances and how to express them in English.

Customer Service Language: Learning to provide assistance, directions, and recommendations in a polite and helpful manner sharpens your customer service language skills.

Problem-Solving Skills: Addressing tourists' concerns or navigating language barriers requires creative problem-solving, which hones your ability to find solutions and express them effectively in English.

Cross-Cultural Communication: Engaging with tourists from diverse backgrounds fosters an understanding of cultural differences and how to communicate effectively across cultures in English.

(16,7%) participants said that dealing with tourists enhances cultural understanding which pushes the person to more knowledge about the language because of the great relationship between culture and language.

In another way (33,3%) of those who took the survey mentioned a real important factor not just in learning languages but basically in learning everything which is the confidence, simply regular interactions with tourists build confidence in using English, especially in real-life situations where you need to think fast and adapt to different language levels.

Such responses suggest that immersion in English-speaking environments and interactions with tourists have indeed had a tangible impact on language development for a significant segment of the surveyed population.

Question 16: How do you think the tourism industry can further support language learning opportunities for locals?
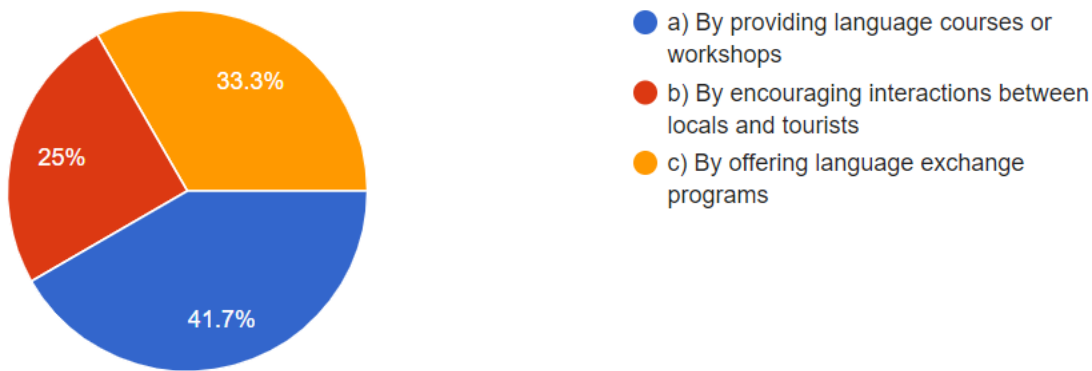
Figure 14: The support of tourism on language learning opportunities

41.7% of participants think that providing language courses and workshops is a helpful way to take the most from tourism filed for language learning.

While 25% of them think that encouraging interactions between locals and tourists would be an easy and smart way to use tourism in language learning.

About 33.3% percent of participants chose that offering language exchange programs between tourists and between universities in general and all educational institutes.

Over all the three points mentioned in the question are all perfect and suitable for using tourism field in English teaching.

Question 17: In your opinion, what are the long-term effects of tourism on the linguistic landscape of our region?
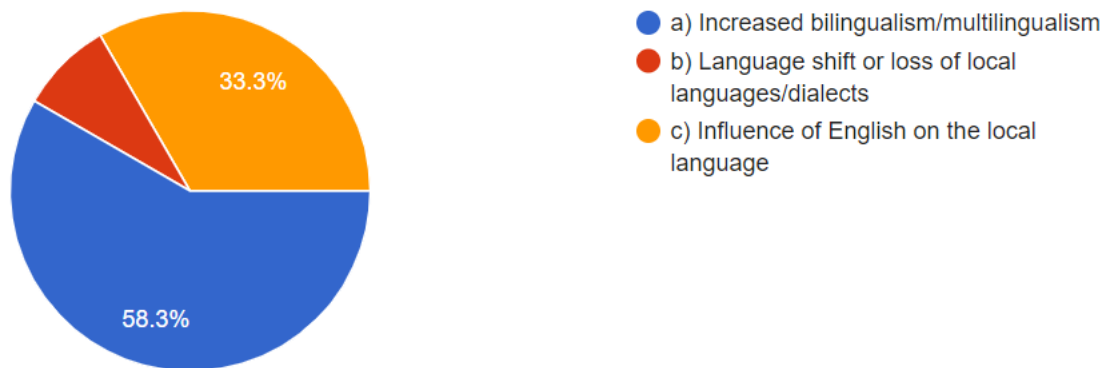
Figure 15: The effect of tourism linguistically in our region

One of the clear logic effects will be the increase of bilingualism in the whole society as the language will be provided and accessible to anyone that's also what (58.3%) of the participants think when it comes to the long-term effects of tourism exposure to language learning.

(33.3%) of participants believe that English will have influence on local languages.

Approximately (08.4%) participants believe that indigenous languages might experience language shift or loss. This phenomenon has historically been common when languages come into contact, often leading to a profound exchange between them.

Based on the results of this question English will have a big impact and influence on locals and their languages.

Discussion of the findings

The research results reveal several positive outcomes regarding the impact of tourism on language learning, highlighting practical advantages.

With the growing interest in tourism in Algeria, authorities have a unique opportunity to integrate tourism into English language learning activities in schools. This approach aligns with modern educational theories that emphasize the importance of practical, real-world experiences in language acquisition. By involving students in tourism-related projects, such as interacting with tourists or learning about key tourist destinations, they can practice English in meaningful, relevant contexts, significantly enhancing their learning. The Research indicates that parents are placing high value on foreign language education for their children, viewing it as an important tool for future success. Many are exploring alternatives beyond the classroom, including language immersion programs or extracurricular activities centered around foreign languages. Tourism, in this context, provides a natural opportunity for language practice, encouraging students to apply their learning in real-world situations and helping them build confidence in their language abilities. Regular interaction with tourists allows learners to practice speaking and listening in a dynamic, spontaneous

environment. This exposure to real-life conversations enhances their listening comprehension and fluency, enabling them to understand various accents, speech patterns, and colloquialisms, while also boosting their confidence in speaking English more naturally. Tourism also provides a rich platform for cultural exchange, allowing learners not only to improve their language skills but also to gain deeper insights into different cultures, traditions, and perspectives. Through interactions with people from diverse backgrounds, learners develop greater cultural awareness and openness, enriching their understanding of the world and fostering a more inclusive attitude toward other cultures.

- **Conclusion:**

In conclusion, the research highlights the significant positive impact that tourism can have on language learning, particularly in Algeria. As tourism grows, it presents valuable opportunities for integrating practical language experiences into education, especially for English learners. The increasing interest among parents in foreign language education underscores the importance of finding alternatives beyond traditional classrooms, with tourism offering a dynamic and interactive approach. Regular interaction with tourists helps students enhance their oral and listening skills, while cultural exchanges foster greater openness and understanding of diverse perspectives. Together, these factors create a more enriched and effective language learning environment.

General Conclusion

This study investigated the impact of tourism activities on language proficiency development, focusing on thirty merchants and tourist guides. The research aimed to understand how engaging in tourism-related activities affects their language skills. Participants were selected to provide insights into the relationship between their roles in the tourism industry and their language development. The study sought to highlight how different aspects of tourism can influence language learning and proficiency.

The study outlined several key objectives. The primary goals were to investigate language acquisition theories as they apply to the tourism sector and to assess the effectiveness of tourism activities on language learning. By analyzing the case study findings, the research aimed to draw conclusions about how various tourism-related experiences contribute to language proficiency. Additionally, the study sought to identify specific factors within tourism activities that facilitate or hinder language development.

The research introduced the following research questions:

Main Research Question:

How do touristic activities in Ghardaia influence language learning among local residents?

Sub-questions:

1. What specific strategies do local residents in Ghardaia employ to enhance their language skills outside of traditional classroom settings through their engagement in touristic activities?

2. To what extent does intercultural communication during touristic interactions in Ghardaia contribute to the language learning process among local residents?

3. What factors, rooted in the tourism industry in Ghardaia, shape the language learning experiences of local communities?

To investigate the research questions above we have suggested the hypothesis that Tourism activities in Ghardaia can have positive influence on developing the English language especially listening and speaking skills through the usual interactions between local people and tourists.

The first theoretical chapter presents theories relevant to the field of study, including Behaviorism, Social Constructivism, and Cognitivism, 1. Krashen's Five Hypotheses About Second Language Acquisition.

The second chapter explores theories related to Second Language Acquisition (SLA) and the Theory of Motivation, both of which significantly influence language learning and acquisition. It delves into how motivational factors impact the process of acquiring a second language, examining different models and frameworks that explain this relationship. Additionally, the chapter defines tourism activities and analyzes their role in facilitating second language acquisition, highlighting how immersion and real-life interaction within tourism contexts can enhance language learning.

The final chapter focused on the data collection and analysis of participants' responses. It provided a detailed examination of the research findings, interpreting and discussing the results in relation to the study's objectives. Additionally, the chapter offered insights into the

implications of the data, drawing conclusions that contribute to a deeper understanding of the research topic.

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Appendices

Dear Participant,

Thank you for taking the time to complete this questionnaire on the impact of touristic activities on language learning. Your responses will contribute to our research in understanding the impact of touristic activities on language learning. Please answer the following questions to the best of your knowledge and experiences. Your participation is greatly appreciated.

1. Age:

2. On a scale of 1 to 4, please rate your proficiency level in English:

   a) Beginner

   b) Intermediate

   c) Advanced

   d) Fluent

3. How often do you take part in touristic activities?

   a) Several times a month

   b) Once a month

c) Occasionally (a few times a year)

d) Rarely (once a year or less)

e) Other: _____ (Please specify)

4. What are your primary motives for taking part in touristic activities? (Select all that apply)

a) Exploring new destinations

b) Experiencing different cultures

c) Relaxation and leisure

d) Adventure and outdoor activities

e) Learning opportunities

f) Socializing and meeting new people

g) Other: _____

5. Do you consider tourists to be an opportunity for practicing English?

a) Yes, definitely

b) Sometimes

c) Not really

d) Not at all

6. Is it bothersome not being able to speak fluently with tourists?

   a) Yes, very bothersome

   b) Occasionally bothersome

   c) Not really bothersome

   d) Not bothersome at all

7. Do you engage in conversations with tourists in English?

   a) Yes, frequently

   b) Sometimes

   c) Rarely

   d) Never

8. Do you actively try to learn English by conversing with tourists?

   a) Yes, always

   b) Sometimes

c) Rarely

d) Never

9. Do you think it is more beneficial to learn English through real-life experiences rather than in school?

a) Yes, real-life experiences are more beneficial

b) Both real-life experiences and school are equally beneficial

c) School is more beneficial

d) Not sure

10. Have you noticed any improvements in your English proficiency since taking part in touristic activities?

a) Yes, significant improvements

b) Some improvements

c) No noticeable improvements

d) My English proficiency has worsened

11. Have you observed any instances of cultural exchange resulting from interactions with English-speaking tourists?

a) Yes, frequently

b) Occasionally

c) Rarely

d) Never

12. How did working and interacting with tourists help you develop your English skills?

a) It greatly improved my English skills

b) It somewhat improved my English skills

c) It had no significant impact on my English skills

13. What do you advise students to do?

a) Focus on practicing speaking with tourists

b) Take English language courses

c) Engage in cultural exchange with tourists

d) Other: _____

14. In what ways do you believe tourism contributes to the evolution of the English language?

   a) Through exposure to different accents and dialects

   b) Through the adoption of English words and phrases by locals

   c) Through interactions with English-speaking tourists

   d) Other: _____

15. How do you think dealing with English-speaking tourists affects local people?

   a) It improves their English language skills

   b) It enhances their cultural understanding

   c) It boosts their confidence in communicating in English

   d) Other: _____

16. How do you think the tourism industry can further support language learning opportunities for locals?

   a) By providing language courses or workshops

b) By encouraging interactions between locals and tourists

c) By offering language exchange programs

d) Other: _____

17. In your opinion, what are the long-term effects of tourism on the linguistic landscape of our region?

a) Increased bilingualism/multilingualism

b) Language shift or loss of local languages/dialects

c) Influence of English on the local language

d) Other: _____

Thank you for your participation!

الملخص

تتمحور هذه الدراسة حول دور السياحة في تعلم اللغة وقد ركَّزت بشكل أساسي على مجموعة من المرشدين السياحيين والتجار الذين لديهم احتكاك مستمر مع السياح كموضوع للدراسة. تم جمع البيانات المتعلقة بالبحث من خلال استبيان وُزِّع على 30 تاجرًا و مرشدا سياحيًا، وتضمن الاستبيان 17 سؤالًا. أظهرت النتائج رؤى قيّمة حول تأثير الأنشطة السياحية على تطوير اللغة الإنجليزية بين السكان المحليين، وقد سلطت الضوء على الآثار الإيجابية التي تم التوصل إليها بعد جمع نتائج الدراسة. كما أكدت الدراسة كيف توفر السياحة فرصًا مهمة لتعلم لغة ثانية من خلال ما قدمه الممتحنون في هذا المجال. وقد تم إجراء الدراسة بالاعتماد على النظريات ذات الصلة لفحص هذه العلاقة بشكل شامل

الكلمات المفتاحية

السياحة, إتقان اللغة الانجليزية, المرشدون السياحيون, التجار, التحفيز