TAILORING NEEDS-DRIVEN ENGLISH CURRICULUM FOR TOURISM INDUSTRY IN ALGERIA

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Abstract. *Tourism is one of the fastest-growing industries in the world, and it is an important contributor to the national economies of many countries, especially those with rich cultural and natural heritage such as Algeria. English language competence among tourism practitioners, where English is the international tourism language, is therefore of the utmost significance. Thus, this paper discusses the role of English language teaching in Algeria's tourism sector and suggests a needs-based curriculum that can act as a theoretical model for its future implementation. For this purpose, the study adopts a mixed-methods research design, administering surveys to 100 tourism professionals and holding in-depth interviews with 15 respondents. Thus, the research uncovers the main language issues of these professionals and suggests incorporating task-based learning and immersive approaches in personalized curricula. Additionally, through the utilization of an extensive needs analysis involving the use of questionnaires and interviews, the language requirements of different occupations in the sector were determined. Areas of emphasis include task-based learning, immersive instructional approaches, and creating interactive curricula based on actual tourism environments. Finally, the study demonstrates that the integration of these approaches into tourism studies has the capacity to improve substantially language proficiency, which leads to better service delivery and higher international competitiveness in tourism. In conclusion, this work provides specific recommendations to the Algerian Ministry of Higher Education regarding the optimization of English language instruction and its alignment further with the needs of the tourism sector.*

Key words: *needs analysis, curriculum development, tourism education, English for specific purposes, task-based learning, immersive techniques, Algeria tourism industry*

1. INTRODUCTION

Tourism is a significant international industry that plays a great role in economic growth, job creation, and cultural exchange across the world. Algeria's tourism has a great potential because it boasts a rich cultural heritage, historical monuments, and varied landscapes, all of which draw international tourists. According to recent studies, the tourism sector can create over 10% of Algeria's GDP (Gross Domestic Product) and thousands of jobs, thereby

revealing its strategic position in the nation's economic growth. However, despite such potential, the Algerian tourism sector is faced with a critical challenge: the poor state of English language proficiency among its practitioners.

In addition, since English is the international tourism lingua franca, English communication is essential for providing quality services to foreign tourists. Regrettably, English language training offered to Algerian tourism professionals is not always specialized or sectoral to the needs of the profession. Thus, general language courses might not provide these professionals with the functional communicative competence needed in actual tourism contexts. This language training gap not only results in communication breakdown and lower service quality, but also lower competitiveness in the global tourism industry.

As a response to these issues, this research discusses how specialized English teaching can help improve language training for Algeria's tourism industry professionals. More specifically, it seeks to determine the language needs of workers in different occupations in the tourism industry and suggest effective ways of teaching English that address the needs. By designing a curriculum incorporating task-based learning and immersion pedagogy, tourism workers can be prepared to deal with authentic situations in their everyday interactions with foreign tourists.

1.1. Research questions

1. What are Algerian tourism professionals' specific language needs?
2. How could task-based learning and immersion teaching approaches be used in teaching the English language in the tourism sector?
3. In what ways could an English language curriculum that addresses the needs of the tourism sector be developed?
4. How could English language improvement among tourism professionals ensure better service delivery and Algeria's competitiveness in international tourism?

1.2. Significance of the study

This research is important on a number of levels. Firstly, it offers a detailed examination of the present status of English language teaching in the tourism industry in Algeria. Secondly, it determines areas of curriculum improvement and teaching methodology. Thirdly, it offers actionable suggestions that can be taken by Algeria's Ministry of Higher Education and tourism training institutions to improve the language competencies of tourism workers.

As tourism's contribution to the Algerian economy increases in significance, it is not only an academic necessity but also an economic one to enhance the linguistic abilities of the tourism workforce. Suggestions contained within this article can realistically have a concrete effect on the level of service offered by Algeria's tourism workers and hence on the overall experience of foreign tourists to the country.

2. LITERATURE REVIEW

In this chapter, we will be talking about the literature of English language teaching in tourism, namely task-based learning, immersion teaching methods, needs analysis, and curriculum development.

2.1. Task-based learning in language teaching

Task-based learning (TBL) is a method of teaching that aims at having learners perform actual tasks that they will be performing in their work environment. This method has been used widely in language instruction, particularly in areas where communication is paramount, i.e., the tourism sector. Ellis's (2003) study shows that TBL can help learners attain practical communication ability through the performance of the types of tasks that learners will be required to do in their workplace, such as responding to customers' queries, giving directions, or booking rooms.

In the field of the tourism sector, task-based learning is especially useful since it enables students to rehearse the exact language functions that they will require in their professional lives. TBL allows learners to utilize language in context, which is essential for the development of fluency and confidence in actual communication, as argued by Nunan (2004). The method is specifically suited to the requirements of professionals in the tourism sector, who need to be able to communicate proficiently and easily with foreign clients. For instance, recent research has shown the success of task-based language teaching (TBLT) in vocational and tourism-specific training contexts. Li and Walsh (2020) investigated the use of TBLT in vocational training for Chinese hospitality employees, with role plays and simulations as key teaching tools, which greatly enhanced the performance of participants in actual customer service interactions. They discussed how TBLT can enhance communication effectiveness and confidence among learners in real-life situations.

In the same way, Jeon and Hahn (2021) employed a TBLT approach to teaching English to South Korean tourism industry workers. They found in their study that exposing students to actual tasks, like booking and guiding tours, increased their English language competence and problem-solving ability significantly. In addition, a recent meta-analysis study conducted by Huang and Niu (2023) also highlights the efficacy of TBLT across different learning environments, with the implication that its application in tourism education can greatly enhance students' interactive ability and flexibility in dealing with different situations. All these studies highlight the usefulness of TBLT in the acquisition of communicative competence, which is also the concern of the present study in enhancing language competence for tourism professionals.

2.2. Immersive teaching methods

Immersive instructional methods, in which students are put into simulated or actual environments, have been shown to be very effective in language learning. Richards and Rodgers (2014) state that immersion enables students to use language skills in real situations, which makes it more likely for them to remember words and structures. In tourism, immersive methods can involve role-playing with customers, going on mock tours, or engaging in simulations of crisis management.

Research by Long (2015) highlights that experiential learning environments assist in closing the gap between classroom learning and practice, enabling learners to apply English with confidence in the workplace. In tourism, this is specifically crucial because professionals must be capable of responding swiftly and precisely to customers' demands. Current research, like that of Van den Branden et al. (2022), has proven that experiential methods, such as virtual reality experience and in-situ simulation, raise the level of learners' engagement and recall of language competences, thus easing interactions with tourists. Furthermore, Robinson and Coyle (2023) determined in a study that immersive

approaches had substantially raised students' empathy and cultural awareness, which further prepared them to manage the diverse demands of global customers in the tourism industry.

2.3. Needs analysis in language curriculum development

Needs analysis is an important step in language curriculum development aimed at meeting the special needs of the learners. For Hutchinson and Waters (1987), an effective needs analysis is one in which one identifies the language skills needed for various occupations in an industry and constructing a curriculum in accordance with the ascertained needs. For instance, in the tourism sector, a needs analysis might involve interviewing hotel staff, tour guides, and managers to determine what language functions are most important for their work.

Dudley-Evans and St John (1998) argue that effective needs analysis can result in the design of extremely focused language courses that address learners' most critical skills. Employees working in the tourism sector, for instance, might need to learn lexis for bookings, itineraries, and complaints, and how to speak under pressure.

Additionally, within the English for specific purposes (ESP) context, needs analysis is a central process to the development of specialized language teaching. Basturkmen (2010) further states that ESP courses should be set towards learners' short-term needs within occupational or professional contexts. This renders needs analysis a fundamental tool in matching curriculum content and professional life.

2.4. Curriculum design for English in the tourism industry

Designing a good curriculum for teaching the English language to tourism professionals should emphasize functional, as-it-is-in-life communication. Language curriculums are to be planned in such a manner as to involve the learners actively so that the learners become engaged in doing something, through interaction activities like role-play, simulation, and case study, as well put by Graves (2000). It is specifically required in the tourism sector, as the professionals will have to communicate with foreign customers confidently in various situations.

In addition, the application of specialized industry vocabulary and phrases is very important in tourism professional curriculum design. Tourism English curriculum, Hall (2011) argues, ought to be highly organized around typical scenarios in the tourism industry like dealing with customers' complaints, giving travel information, and managing reservations.

2.5. Teaching language and tourist competitiveness

Language proficiency is among the contributing elements towards the level of service quality delivered within the tourism sector. Crystal (2003) argues that English communication capability improves customer satisfaction, thereby generating repeat business and positive word-of-mouth referrals. In the case of Algeria, where the tourism sector is developing, developing the English language proficiency of Algerian tourism operators can directly affect the nation's appeal to foreign tourists.

Additionally, research by Graddol (2006) indicates that nations with high English proficiency among tourist workers attract more foreign tourists because tourists feel at ease when they are able to communicate easily with service providers. This would imply that developing teaching English in Algeria's tourism sector could bring economic gains in the long term.

2.6. Comparison with other countries

In considering Algeria's strategy towards tourism language training, it is interesting to contrast this with that utilized in other nations, namely Tunisia and South Korea.

Tunisia has embarked on programs for improving the level of English language proficiency of tourism industry workers, with particular emphasis on functional language usage in the service encounter. They typically have aspects of cultural communication and customer service that have been found to improve the encounter with overseas visitors. This positive step has facilitated smoother integration of tourism experts into global tourism, focusing on the necessity to tailor language training to specific industry needs.

Conversely, South Korea's embrace of task-based learning approaches has significantly enhanced the provision of services among tour professionals. The emphasis on real tasks and scenarios has enabled employees to acquire language skills that they can immediately apply to work. This approach builds confidence and communication fluency, allowing personnel to handle tourist interactions efficiently even under high stress levels. The success of task-based learning in South Korea indicates the potential success of similar approaches in Algeria.

These comparisons bring to the forefront the particular issues of Algeria in tourism language training programs. Whereas Tunisia and South Korea have introduced focused language training programs that address the specific demands of the tourism industry, Algeria's efforts have been less focused. Therefore, Algeria can benefit from the same strategies that emphasize task-based learning and cultural communication. By developing curricula that are sensitive to the country's linguistic and cultural realities, Algeria can make significant strides in strengthening its language training programs. Addressing the specific needs of its tourism professionals will also be imperative for creating an effective workforce that will be capable of communicating effectively with a multicultural foreign clientele.

3. METHODOLOGY

The research followed a mixed-methods design to offer extensive details about the language needs of Algerian tourism professionals. The research design included two main stages: a quantitative stage through surveys and a qualitative stage through in-depth interviews. The mixed-methods approach enabled a more complete picture of the needs of tourism practitioners because the quantitative data offered general patterns and trends, whereas the qualitative data enabled insight into individual experiences and particular challenges. The combination ensured that the curriculum design would be evidence-based but grounded in real contexts.

3.1. Phase 1: needs analysis through surveys

Needs analysis was carried out first to determine the particular language needs of tourism professionals.

3.1.1. Survey design and implementation

The survey covered areas pertaining to:
- Demographics (e.g., age, occupation, years of experience).
- Self-assessed English language proficiency (listening, speaking, reading, writing).

- Particular language skills are needed in their job (e.g., customer service encounters, handling complaints, giving information).
- Problems encountered when using English at work.

The survey questions were formulated based on the results of previous research in English for Specific Purposes (ESP) and subsequently validated through expert opinions. For instance, the questionnaire included questions such as, "Rate your comfort level in handling customer inquiries in English" on a scale of 1 to 5.

In order to ensure the survey was able to gather the experience and requirements of the participants, the questions for the survey were reviewed in advance using a pilot sample of tourism experts before being issued as the main survey. The pilot review greatly facilitated the refining of the questions as it allowed modification of questions depending on relevance and simplicity.

Moreover, the respondents were chosen by using purposive sampling to guarantee representation from different positions in the tourism industry, including front desk managers and tour guides. In so doing, the method not only guaranteed an extensive understanding of language needs but also guaranteed that the respondents had direct exposure to international visitors and some experience in working in customer contact positions. Consequently, their opinions would be relevant to the aims of the study. The questionnaire was then distributed to 100 tourism professionals from different sectors, such as hotels, tour operators, and travel agencies in Algeria.

3.1.2. Data collection

The questionnaires were conducted online for a high rate of response. 75 questionnaires were obtained, giving a response rate of 75%.

3.1.3. Data analysis

Descriptive statistics were computed to report the data, and thematic analysis of open-ended answers was carried out to elicit particular language needs and problems (Creswell & Plano Clark, 2011).

3.2. Phase 2: Qualitative needs assessment through interviews

Qualitative interviews were held after the survey to understand in-depth the tourism professionals' language needs and interests.

3.2.1. Interview design

Semi-structured interviews were carried out with 15 participants selected by virtue of the fact that they worked in the tourism industry (i.e., front desk managers, tour guides, and customer services staff). The participants were facilitated through the interviews with the assistance of a list of open-ended questions through which they were able to share their opinions on the following:

- Particular language scenarios they face in their work.
- The quality of current language training they had undertaken.
- Recommendations for the enhancement of English teaching in the tourism industry (Patton, 2002).

3.2.2. Data collection

Online questionnaires were used to carry out interviews to fit into participants' timetables and for ease of data collection.

3.2.3. Data analysis

Thematic analysis was used to examine the interview transcripts. The data were coded to look for patterns and similarities in relation to language needs and teaching preferences. Interviews were transcribed and coded with the help of NVivo software, and codes were developed based on the themes emerging from the data like "communication challenges," "vocabulary problems," and "cultural misunderstandings." This was done with a view to looking for patterns within occupations, e.g., tour guides and front desk managers. This qualitative data gave a deep insight into the specific challenges and needs of the tourism professionals in using English (Braun & Clarke, 2006).

4. FINDINGS

The mixed-methods design, with the quantitative needs analysis via surveys and qualitative evaluations via interviews, produced rich data regarding the particular language needs of Algerian tourism professionals. The research was meant to determine areas of language skill gaps and suggest focused pedagogical interventions.

4.1. Primary challenges in English competence

The results presented some primary challenges English tourism professionals experience in applying English. If you want more, just ask. Particularly, 80% of the 75 targeted tourism professionals indicated that they experienced challenges in handling customer complaints and inquiries in English. This challenge is profound considering the role of effective communication in facilitating quality service in the tourism industry. Qualitative interviews also depicted these challenges, with most of the participants showing signs of frustration and anxiety when handling customer inquiries. One front desk manager commented, "If the guest is upset, I have trouble calming them down or telling them how we can solve the problem in English. It's so stressful." This quote reveals the emotional burden of their job and the need for targeted language training to help them communicate better under stress. Such findings echo the imperative of specialized language instruction programs as a response to the specific communicative needs of Algerian tourism industry professionals.

4.2. Quantitative phase: needs analysis via surveys

Questionnaires gave a clear insight into the language problem of professionals serving in different segments of tourism. The 75 response data (response rate: 75%) yielded the following significant trends:

4.2.1. Demographics and roles

Table1 Job roles distribution

Age group	Majority of respondents were aged between 25 and 40 years
Job roles	Hotel staff: 40%
	Tour guides: 30%
	Travel agents: 20%
	Front desk managers: 10%
Years of experience	The average experience ranged from 3 to 15 years, indicating a seasoned workforce, but one that still struggles with English proficiency

- Most respondents were between 25 and 40 years old, with different positions including hotel employees (40%), tour guides (30%), travel agents (20%), and front desk managers (10%).
- The participants' average experience in the tourism industry was between 3 and 15 years, which signifies an experienced workforce but one that continues to grapple with English language skills.
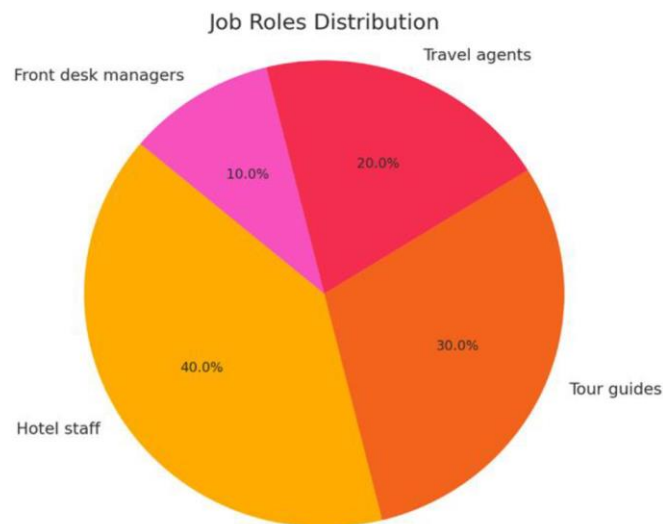

Fig.1 Job roles distribution

4.2.2. Self-assessed English proficiency

Table2 Self-assessed English proficiency

Skill level	Listening & speaking	Reading	Writing
Intermediate	70%	60%	50%
Advanced	15%	20%	10%
Basic	15%	20%	30%

Listening and speaking: 70% of the subjects rated their listening and speaking skills "intermediate" and only a humble 15% considered themselves "advanced" in these skills. This reflects that while the tourism professionals can manage routine communication, they struggle with more complex or sophisticated interaction, e.g., handling complaints or explaining thoroughly.

Reading and writing: 60% of them had marked their reading ability as "intermediate," and 50% had marked their writing ability the same. However, 30% of the participants had marked their writing ability as "basic," indicating a gap in terms of writing professional emails, reports, or itineraries in English.
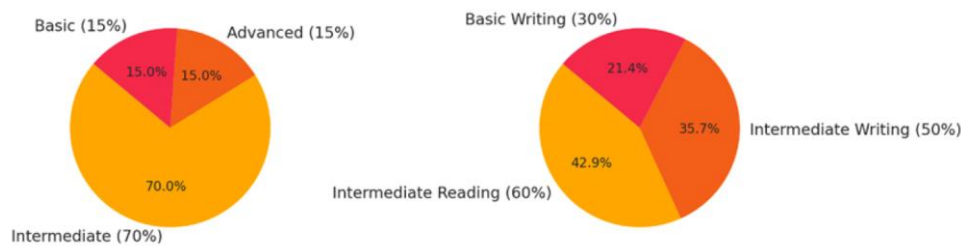

Fig. 2 Self-assessed English proficiency

4.2.3. Specific Language Needs

Table3 Specific language needs of tourism professionals

Customer service interactions	80% of respondents indicated that handling customer inquiries, complaints, and bookings posed the most frequent challenge
Providing information	65% reported difficulty in explaining local attractions, itineraries, and services in English, particularly problematic for tour guides and hotel concierges
Emergency situations	Only 10% felt confident in managing crisis situations (e.g., medical emergencies, safety concerns) in English

80% of the respondents indicated that handling customer inquiries, complaints, and bookings in English was the most frequent challenge. A majority indicated that they could understand simple customer requests but found it hard to answer complex questions or issues. 65% reported an issue in conveying local attractions, itineraries, and services in English. This was especially difficult for tour guides and hotel concierges, who might need to answer elaborately on the spot. Only 10% said they were confident at managing crisis situations (e.g., medical, safety issues) in English. This is a critical area of concern, as miscommunication during emergencies could have severe consequences for tourists.
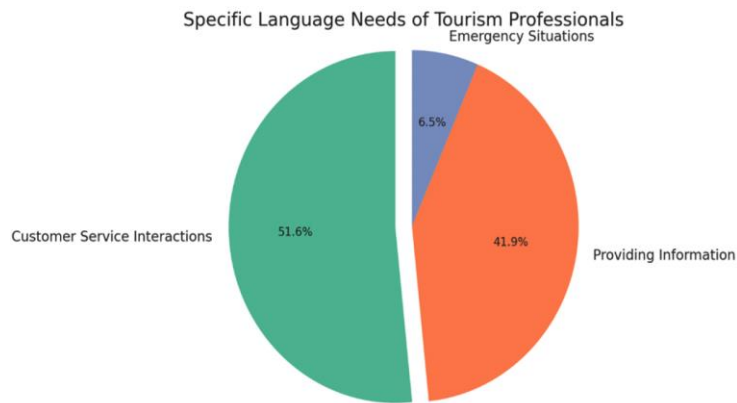
Fig. 3 Specific language needs of tourism professionals

4.2.4. Challenges in using English

Table 4 Challenges in using English

Complex vocabulary	60% of respondents reported difficulty understanding and using complex, industry-specific vocabulary.
Cultural Communication Differences	55% of participants struggled with understanding cultural nuances and indirect communication styles, often leading to misunderstandings with international clients.

60% of the respondents mentioned that the greatest challenge was to understand and use complex, technical vocabulary .55% of the respondents reported that they struggled to understand cultural nuances and indirect communication styles in English, which often led to misunderstandings with international clients.
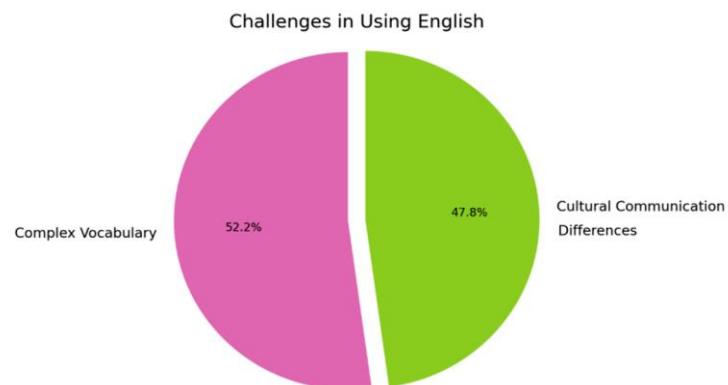

Fig. 4 Challenges in using English

4.3 Findings from the qualitative phase: in-depth interviews

The qualitative interviews with 15 participants representing different roles in the tourism sector provided deeper insights into their language needs and problems. Some of the prominent themes that arose from the data are:

4.3.1. Communication challenges

Participants reported great difficulty in communicating in English with foreign tourists. As one of them put it, "When tourists ask questions about local customs, I often find myself lost for the right words in English, and it causes me anxiety and impacts the quality of the tour." Others corroborated this by reporting the same experiences, highlighting the stress brought about by language problems.

4.3.2. Role-specific variations

Diverse challenges stemmed from the specific role participants performed within the industry. Tour guides emphasized the need for competency in describing historical facts and cultural contexts. As one tour guide explained, "I need to be fluent and assured to describe the rich history of our area; otherwise, I feel I'm not doing justice to the tour." Hotel personnel, in contrast, talked principally about the challenge of being capable of addressing customer complaints effectively in English. One of the hotel managers clarified, "It is extremely hard to handle complaints in English; one has to remain calm and instantly identify the correct language to resolve problems."

4.3.3. Vocabulary problems

Several participants pointed out the necessity of technical words pertaining to their routine activities. For instance, a front desk manager clarified, "I frequently have issues with technical terminology associated with booking systems in English, and it can make the check-in process slower."

4.3.4. Cultural misunderstandings

Several respondents mentioned that cultural miscommunication is a barrier in their engagement. One of the respondents stated, "Sometimes tourists have expectations based on their own culture which I don't fully understand, and there is confusion during our conversations."

4.3.5. Practical language contexts

Additionally, apart from the above themes, some of the interviewees touched on the significant challenges they face in managing customer complaints and providing emergency assistance in English, particularly under high-stress situations. A front desk supervisor at a well-known hotel explained the typical situation: "When a guest is angry about something, I find it difficult to calm them down or to explain how we can fix the problem in English. It's so stressful." This points to the emotional nature of the work, given that front desk personnel tend to be the initial contact for guests who are experiencing problems. In such cases, the urgency to address problems in a timely basis can be extreme, and weak

language abilities can further worsen the situation, with the possibility of causing more dissatisfaction to the visitor and more stress to the employees. Moreover, apart from complaint resolution, tourism professionals are likely to face situations involving competent communication in emergency situations. For instance, hotel employees may be required to assist visitors in a fire drill or give first aid directions in the event of a medical emergency. One staff member said, "If there is a fire, it is absolutely vital that I direct guests to the exit in English; however, I am not so certain if I can recall all the required phrases when in such a situation." The fear of possible errors or misunderstandings at crucial moments might hamper their capacity to act competently. A deficiency in confidence in their language skills can lead to delays or poor communication, which can jeopardize the security and satisfaction of visitors.

The tour operators also reiterated the necessity for competency and precision in delivering cultural and historical information regarding Algeria to visitors. One of the tour guides explained, "I know it; but to explain it briefly in English can be difficult, particularly when tourists pose complicated questions." This difficulty is what makes it important for guides to possess a thorough knowledge of the topic and the language proficiency to convey that information effectively. Failure to answer questions properly or to make detailed explanations can negatively impact the tourists' overall experience, leading to disappointment on both ends and lowering the tour quality.

4.3.6. Quality of existing language training

Interview respondents elucidated that the language training programs they had undergone tended to concentrate on general English at the expense of addressing the particular requirements of the tourism sector. One respondent wrote, "The English language training I underwent did not particularly prepare me with the types of conversation I must conduct on a day-to-day basis with tourists." This is typical of general disillusionment among working professionals in tourism who believe they are not properly prepared to address the special challenges inherent in the work. Discontinuity within the academic course and its applicability to work can lead to respondents believing time and effort in language training went to waste. Additionally, most of the participants reiterated the necessity of more practice-based training that would expose them to interaction with real-world scenarios, for example, role-playing and simulation. They advocated language curricula specializing in experiential learning experiences rather than conventional lecture-based learning. One participant noted, "It is important for us to do activities on how to deal with angry customers or explain sights, instead of just learning grammar and vocabulary in isolation." This desire for practical application points to the importance of including task-based learning approaches that allow active student engagement with the material in a relevant context.

The constraints of existing language training programs can lead to low confidence and readiness among tourism practitioners in communicating with foreign tourists. Without special practice geared to the particular contexts in which they find themselves in their line of work, such professionals may not be able to communicate efficiently, and this leads to misunderstandings and dissatisfaction among tourists. Therefore, there is a pressing need for training in languages specific to the reality of the tourism sector to provide workers with the knowledge required to perform well in their jobs.

4.3.7. Recommendations for change

Respondents universally requested learning methodologies that would allow them to practice realistic activities related to tourism, including booking management, itinerary construction, and responding to emergencies. Task-based learning is also aligned with the learners' aspiration to acquire usable language skills that can be applied directly to their workplace responsibilities. As one of the learners put it: "If we could do booking management practice in class, it would be very helpful to us." Not only does it improve their language but also gives them confidence in being able to carry out everyday tasks in their professional lives.A number of participants also recommended the inclusion of immersive approaches, including the utilization of virtual tours or simulations, for their English practice in a more dynamic and interactive manner. For a tour guide, "If we could simulate conducting a tour in English, that would work a lot." Immersive learning environments offer specialists the possibility to enhance language skills within real contexts, making the learning process more relevant and effective. This type of training can help make trainees more familiar with the language and increase their ability to deal with unexpected events, thereby refining performance.

Additionally, the incorporation of technology into language training, virtual reality, and online simulation, was frequently indicated as a helpful tool. Participants showed strong interest in the use of virtual environments simulating real interaction with tourists to enable them to develop their foreign language skills in a secure and non-threatening context. By providing a setting in which tourism professionals can learn through doing, such innovations can be able to forge a more competent workforce that can serve an ever-growing globalized tourism industry.

5. DISCUSSION

This section discusses the research findings and highlights their implications for the development of English language skills among Algerian tourism professionals. The discussion presents critical insights on the language needs of these professionals, the viability of task-based and immersion approaches, and a suggested curriculum design aimed at filling the gaps found.

5.1. Specific linguistic needs of tourism professionals

The results that have been obtained from the interview and survey procedures indicate that Algerian tourism practitioners encounter enormous challenges in the use of English in their day-to-day activities. One extremely pressing need that has been highlighted is in the area of customer service. Practitioners working in this area tend to have issues that require effective handling of guest inquiries and complaints and hence demand specialized competence in oral and written English. For example, when a patron communicates discontent with a service, it is imperative that the staff not only offers an apology but also provides reassurance by detailing the corrective actions that are being implemented. The failure to promptly express empathy and propose solutions may lead to heightened frustration among guests and could potentially harm the establishment's reputation. Furthermore, another important domain in which linguistic competencies are vital is the delivery of comprehensive information regarding local attractions and services. Practitioners in the tourism industry need

to communicate information about historical sites, cultural traditions, and logistical details with clarity and accuracy.

However, many indicated struggling to do this effectively, particularly when faced with complex questions from tourists. This highlights a significant gap in their ability to communicate Algeria's rich cultural heritage in a manner that is both engaging and informative. The proficiency levels that the participants themselves reported also suggest that although participants assessed their basic communication skills to be intermediate, they also conceded to having problems coping with more complicated interactions requiring a more advanced level of linguistic ability. Another complication is presented with emergency management. During situations like health emergencies or natural disasters, the ability to communicate clearly and persuasively in English becomes top priority. Field experts in the tourism industry indicated a sense of inadequacy in communicating essential information in times of crisis, hence a significant necessity for specialized training programs. It highlights the appropriateness of creating customized language training programs that explicitly tackle the specific communication challenges encountered within the tourism industry. Its implementation is required to provide professionals with the competencies required to offer high-quality services under diverse situations.

5.2. Efficacy of task-based learning and immersive approaches

The results that were elicited through the study strongly support the integration of task-based learning and simulation strategies in the teaching of English for tourism industry professionals. The evidence gathered, both qualitative and quantitative, highlights the overall top priority for language instruction that strongly aligns with the actual work tasks these professionals encounter daily. They incorporate such roles as the management of reservations, processing complaints from customers, and the provision of detailed information regarding local places of interest. Task-based learning offers the potential for learners to practice their linguistic skills in a meaningful context, a necessity for tourism professionals who deal with various situations on a daily basis. Moreover, research by Jeon and Hahn (2021) demonstrates that task-based learning drastically improves learners' engagement and motivation levels, an outcome that resonates with participants' stated preferences in this study for interactive and practical learning experiences.

5.3. Curriculum development for tourism industry

The curriculum was created as a model to be applied in the future, responding to the identified needs of tourism practitioners and informing of the creation of similar curricula within the industry. From the needs assessment and data obtained through the interviews, a structural framework for the curriculum was created, blending both task-oriented learning and experiential approaches. The format is organized into three key blocks: Customer Service Interactions, Tour Planning and Information, and Emergency Situations. Each block is designed to target the particular areas that have been identified by tourism professionals as having the most potential for improvement, thereby keeping the curriculum relevant and practical to their everyday work.

Module 1: Customer service interactions - The training is aimed at providing the participants with necessary linguistic ability to deal with customer complaints and inquiries effectively. Through role-playing exercises simulating typical customer service situations, the experts hone the ability to manage aggressive situations. The module also focuses on key

communication skills, including active listening, compassionate engagement, and effective problem solving. The exercises include activities aimed at providing them with skills in managing diverse queries, ranging from simple requests for information to complicated complaints. This practical methodology not only builds language proficiency but also creates a stronger awareness of client requirements and standards of service.

Table 5 Curriculum Development for the Tourism Industry

Module (s)	Title	Objectives	Activities
Module 1	Customer Service Interactions	▪ Equip participants with the language skills needed to handle customer inquiries and complaints effectively. ▪ Improve fluency and confidence in customer service settings.	- *Role-plays* Participants engage in simulated customer service scenarios, practicing responses to common inquiries and complaints. - *Group Discussions:* Explore strategies for dealing with difficult customers. - *Feedback Sessions:* Peers and instructors provide constructive feedback on performance during role-plays. - *Case Studies:* Analyze real-world customer service situations.
Module 2	Tour Planning and Information	▪ Develop the ability to provide detailed information about local attractions and plan itineraries for tourists. ▪ Enhance vocabulary related to local attractions and tourism services.	- *Interactive Workshops:* Participants work in groups to create sample itineraries for various types of tourists (e.g., adventure, cultural, family-oriented). - *Presentations:* Groups present their itineraries to the class, focusing on clear communication and engaging descriptions. - *Field Trips:* Visits to local attractions to practice providing information in real time.
Module 3	Emergency Situations	▪ Train participants on how to communicate effectively during crisis situations, including medical emergencies and safety concerns. ▪ Increase confidence in handling high-pressure communication situations.	- *Scenario Simulations:* Conduct role-playing exercises to practice responding to emergencies (e.g., medical emergencies, lost tourists). -*Emergency Vocabulary Workshops:* Introduce essential vocabulary and phrases used in emergency situations. - *Debriefing Sessions:* Analyze responses to simulated emergencies and discuss best practices.

Module 2: Tour planning and information focuses on giving comprehensive information about local sights and creating interesting itineraries for various tourist groups. This module

promotes the learning of extensive vocabulary related to Algeria's historical and cultural sites. Participants take part in interactive workshops in which they work in small groups to create sample itineraries, with a focus on the articulation of unique features of each attraction. This collaborative effort works to improve language skills while also building teamwork and communication skills of participants. By the end of this module, professionals are expected to competently provide tourists with informed and accurate information, thus improving their overall experience.

Module 3: Emergency situations is essential in equipping tourism professionals with the skills to communicate clearly in stressful situations. In this module, the students are taken through simulations that mimic emergency scenarios, including medical emergencies or natural catastrophes. They are taught essential words and phrases to help usher tourists out of such circumstances with grace and efficiency. The experiential nature of the training enables the professionals to rehearse their reactions to unforeseen circumstances in a controlled setup, thus enhancing their confidence and decision-making abilities. Besides, the focus on communication during crises guarantees that tourism professionals are adequately equipped to deliver much-needed assistance and comfort to tourists at the moment of need.

5.3.1. Assessment methods

Table 6 Assessment

Assessment type	Description
Formative assessment	▪ Ongoing assessments during modules through role-plays and group discussions to provide immediate feedback.
Summative assessment	▪ Final assessment at the end of the curriculum consisting of a written test and oral examination covering key vocabulary, scenarios, and communication techniques learned throughout the modules.

5.3.2. Teaching methods

Active learning is a recurring concept in the curriculum through task-based activities, wherein students rehearse real-life scenarios they will face in their profession (Littlewood, 2004). Immersive approaches such as simulation exercises and group projects are incorporated to allow students to practice their language in a secure environment.

Task-Based Learning: With a focus on real-world tasks in tourism.

Collaborative Learning: Encouraging teamwork and peer feedback within tasks.

Experiential Learning: Creating opportunities for practice through hands-on activities in simulated environments.

5.3.3. Materials

- Tailored handouts and worksheets for every module.
- Access to multimedia materials (videos, podcasts) related to tourism communication.
- Online resources for vocabulary enrichment and grammar drills

5.3.4. Expected outcomes

At the end of this curriculum, learners are expected to:
▪ Exhibit enhanced English language skills, specifically in speaking and listening.
▪ Manage customer interactions effectively, convey copious amounts of information, and deal with emergencies confidently.
▪ Demonstrate enhanced competency and precision in the application of tourism industry-specific terminology.

6. LIMITATIONS OF THE STUDY

A significant limitation of this study is that the suggested curriculum has yet to be implemented within a given population. Rather, it is a conceptual model arrived at through an intensive needs assessment to direct future course development in the tourism industry. The emphasis was on developing a curriculum that can be modified and applied in real contexts to address the language needs of Algerian tourism practitioners. Future studies should also aim at measuring the long-term effect of the curriculum after implementation. This would include evaluating its efficacy at enhancing language levels and service provision over time along with taking feedback from the participants for modification and customization of the curriculum for large-scale deployment.

7. CONCLUSION

The research findings unequivocally highlight the urgency for conceptualizing customized English language training that is specifically aimed at addressing the unique needs of Algeria's tourism professionals. As the tourism sector is experiencing sustained expansion, characterized by a rising flow of international tourists in pursuit of authentic experiences, the capacity of local practitioners to express themselves using English becomes a pressing issue. With this prospect in mind, by prioritizing the particular language needs ascertained through interviews and questionnaires, the curriculum devised here endeavors to resolve the tangible challenges that confront tourism practitioners. Thus, this specialized methodology guarantees that language instruction is both applicable and functional, enabling practitioners to transfer their ability directly to their daily communication with tourists. Moreover, the integration of task-based and experiential instructional pedagogies within the curriculum builds an active learning process that stimulates participation and engagement. These methods are highly appropriate for the tourism sector, where effective communicative ability is the key to providing outstanding service. Furthermore, the focus on role-play activities, simulations, and real-life scenarios allows practitioners to practice their linguistic abilities in contexts that most closely resemble their workplaces. While the suggested model is a foundation for implementing needs assessment and curriculum design, it has yet to be applied in an actual setting; therefore, outcomes are yet to be determined.

Additionally, the implications of better English skills are not limited to the individual practitioners but instead have the ability to uplift the Algerian tourism sector as a whole. In fact, better communication skills among tourism staff can lead to better customer care, hence enabling positive interactions with foreign tourists and creating memorable experiences. Thus, tourists who are content with their experiences will likely suggest

Algeria as a travel destination, thus promoting the economic development of the country through heightened tourist-related incomes. Further, through empowering tourism professionals with required linguistic competencies, the customized curriculum can promote Algeria's general economic objectives of diversifying the economy, generating employment, and building local enterprises that depend on tourism.

8. RECOMMENDATIONS

From the findings of the research, a number of recommendations are proposed to enhance English language teaching for tourism professionals in Algeria. The recommendations emphasize the creation of the functional use of language skills, refining curriculum design, and creating continuous improvement through constant evaluation and professional development activities.

1. It is advisable to conduct a pilot study of the suggested curriculum with a limited cohort of tourism professionals in order to assess its efficacy within practical contexts. This preliminary investigation may yield important information that could enhance the curriculum prior to its wider adoption.

2. The Algerian Ministry of Higher Education, in collaboration with language schools, should create and launch specialized English language courses for tourism professionals. The courses should cover areas like customer service, response to emergencies, and providing detailed information on local attractions.

3. The English courses should incorporate role-plays, case studies, and real-life simulations that mimic common tourism scenarios, such as handling complaints, emergency response, or managing bookings.

4. Immersion methods such as virtual simulations, live role-plays, and collaboration with international tourism companies where professionals learn to use English in actual situations need to be included by tourism training schools.

5. Language training for tourism professionals needs to be part of a continuous professional development program, with regular workshops, refresher courses, and on-the-job practice facilities.

6. Bi-annual needs analysis and review of English language courses should be conducted by the Ministry of Higher Education, with input from tourism industry stakeholders and players to revise and update the curriculum accordingly.

7. Tourism businesses and educational institutions need to collaborate and establish partnerships to create internship opportunities, guest lectures, and on-the-job training for tourism staff.

8. The Ministry of Higher Education, together with foreign language schools, can initiate a certification course that must be undertaken by tourism professionals to show their command of English.

Implementing these suggestions, the Algerian tourism industry will be able to improve its English language skills dramatically, ensure maximum delivery of services, and make the country even more appealing to international visitors. Furthermore, these programs will play a central role in guaranteeing the long-term stability and viability of Algeria's tourism sector by providing professionals with essential communication skills required to survive in a highly globalized economy.

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