Enhancing E-Tourism Business Language Proficiency: A Moroccan Perspective

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Abstract*: This academic article presents a comprehensive analysis of language proficiency and communication challenges within Morocco's E-Tourism sector. Employing self-assessment surveys, interviews, and assessments, professionals in the Moroccan Tourism Industry disclosed their language competencies, revealing varying levels of proficiency influenced by factors such as education, training, and workplace exposure. The study highlights prevalent communication challenges in digital tourism platforms, with language barriers, technical issues, and cultural differences hindering effective interactions. The research demonstrates the positive impact of e-business integration on language proficiency and communication practices among professionals involved in teaching and practice. Furthermore, the study underscores the significance of Information and Communication Technologies (ICTs) in enhancing language education for tourism, with a majority of respondents acknowledging their valuable contribution. Lastly, a terminology gap between educational institutions and workplaces is identified, with the research suggesting potential solutions such as tailored language training programs, innovative teaching methods, and ICT integration to bridge this divide and align language education with industry needs. This multifaceted analysis provides insights into the evolving language landscape in Moroccan E-Tourism and offers recommendations for enhancing language proficiency and addressing communication challenges in the digital tourism realm.*

Keywords: Communication Challenges, E-Tourism Business, Language Proficiency, Moroccan Tourism Industry

I. Introduction

The global tourism industry is in the midst of a profound transformation, driven by the integration of digital technologies and E-Business strategies. This digital revolution has not only altered the way tourists explore and experience the world but has also fundamentally reshaped the language and communication dynamics within the industry. The use of E-Tourism and E-Business concepts, including e-ticketing, online booking, augmented reality (AR), and artificial intelligence (AI), has led to the emergence of a distinctive lexicon to describe the digital-driven journeys. In this context, language proficiency in the domain of E-Tourism is more crucial than ever, as it plays a pivotal role in ensuring effective communication, customer satisfaction, and the overall success of tourism businesses.

This article presents a comprehensive exploration of E-Tourism business language proficiency in the unique context of the Moroccan tourism industry. Morocco, celebrated for its rich cultural heritage, diverse landscapes, and historical significance, serves as an ideal backdrop for this study. The fusion of traditional tourism offerings with innovative E-Tourism practices has provided new opportunities and challenges for industry professionals. As the language of tourism evolves, proficiency in E-Tourism business language becomes essential for professionals to thrive in this dynamic sector. Therefore, this research endeavors to assess the language proficiency of tourism professionals and identify the communication challenges they encounter within digital tourism platforms.

In this article, we not only delve into the current state of E-Tourism language proficiency but also consider the implications of E-Business integration on language use. Furthermore, we evaluate the added value of Information and Communication Technologies (ICTs) in language education for tourism professionals. Lastly, we address the persistent gap in terminology between educational institutions and the workplace, seeking to identify strategies that can bridge this divide. The findings of this study offer

insights into the status quo of language proficiency in the Moroccan tourism sector and provide a foundation for enhancing language education, communication, and ultimately, the tourist experience in the digital age.

1.1. Statement of the Research Problem

The digital transformation of the tourism industry, marked by the integration of E-Business and E-Tourism practices, has given rise to a pressing issue in the domain of language proficiency. With the proliferation of e-ticketing, online booking, augmented reality (AR), and artificial intelligence (AI) in the sector, the language used to describe digital tourism experiences has evolved rapidly. In the context of the Moroccan tourism industry, this transformation has brought to the forefront the need for comprehensive assessment and enhancement of E-Tourism business language proficiency. As the industry adapts to these technological innovations, tourism professionals in Morocco face varying levels of language competence and communication challenges within digital platforms.

1.2. Research Significance

This research holds significant relevance for the Moroccan tourism industry, which stands at the intersection of tradition and innovation. By addressing language proficiency and communication barriers in the context of E-Tourism, this study aims to offer actionable insights for industry professionals, educators, and policymakers. Understanding the language proficiency landscape and communication challenges within digital tourism platforms is essential for the industry's sustainable growth and its ability to cater to the evolving needs of tourists.

1.3. Research Objectives

The primary objectives of this study are as follows:

1. To assess the current state of E-Tourism business language proficiency among professionals in the Moroccan Tourism Industry.

2. To identify and analyze communication challenges experienced by these professionals within digital tourism platforms.

3. To examine the impact of E-Business integration on language proficiency among professionals engaged in teaching and practice within educational institutions and workplaces in the Moroccan Tourism Industry.

4. To evaluate the perceived value of Information and Communication Technologies (ICTs) in language education for tourism professionals.

5. To explore strategies for addressing the terminology gap between educational institutions and workplaces, particularly in the context of e-tourism knowledge.

1.4. Research Questions

To achieve the outlined objectives, this research endeavors to answer the following questions:

1. What is the current state of E-Tourism business language proficiency among professionals in the Moroccan Tourism Industry, and what factors influence this proficiency?

2. What are the communication challenges encountered by these professionals within digital tourism platforms, and how do factors such as language barriers, technical issues, and cultural differences affect communication?

3. How has the integration of E-Business strategies impacted language proficiency among professionals engaged in teaching and practice within educational institutions and workplaces in the Moroccan Tourism Industry?

4. What is the perceived value of Information and Communication Technologies (ICTs) in enhancing language use and teaching English for tourism professionals?

5. What strategies can effectively bridge the terminology gap between educational institutions and workplaces in the context of e-tourism knowledge, and how do these strategies align with industry demands and technological advancements?

1.5. Research Hypotheses

While this research is primarily exploratory, it posits the following hypotheses:

1. The proficiency in E-Tourism business language among professionals in the Moroccan Tourism Industry varies and is influenced by factors such as education, training, and workplace exposure.

2. Communication challenges within digital tourism platforms are prevalent and are primarily influenced by language barriers, technical issues, and cultural differences.

3. The integration of E-Business strategies has positively correlated with improved language proficiency among professionals engaged in teaching and practice within educational institutions and workplaces in the Moroccan Tourism Industry.

4. Information and Communication Technologies (ICTs) have a positive impact on language use and the teaching of English for tourism professionals.

5. Innovative teaching methods, ICT integration, and tailored programs can effectively bridge the terminology gap between educational institutions and workplaces in the context of e-tourism knowledge in Morocco.

II. Review of the Literature

2.1. Introduction

This literature review underscores the significance of English as a worldwide lingua franca, given that a majority of global communication occurs in the English language in fields such as scientific research, business, and education. Additionally, it sheds light on the extensive utilization of English the ever-evolving landscape of tourism is currently experiencing a digital revolution that is fundamentally altering the way travelers explore and experience the world. This transformation is closely intertwined with the fusion of E-Tourism within the broader domain of E-Business. The significance of this digital era lies not only in its innovative technologies but also in the language it employs to describe these digital-driven journeys. Travelers now navigate the global sphere through the lens of their smartphones, and as a result, the terminology used to describe these digital-driven journeys is undergoing a remarkable metamorphosis. From traditional "e-ticketing" and "virtual tours" to more contemporary "AR-guided exploration" and "AI-powered travel recommendations," the vocabulary of travel has expanded to encapsulate the essence of this digital age.

Furthermore, the Moroccan context is particularly significant in understanding the impact of E-Tourism, especially concerning the needs of tourism students and professionals, as they adapt to the new terminology of e-tourism and digital tourism platforms. This review sets the stage to explore the convergence of language and technology, illuminating how this digital revolution is fundamentally shaping the Moroccan tourism industry and its global outreach, with a particular emphasis on language proficiency and cross-cultural interactions in the digital age.

2.2. Evolution of English for Specific Purposes (ESP)

In recent years, the English language has emerged as a global lingua franca, transcending borders and cultures to become a universal means of communication (Crystal, 2003). It serves as the primary language in academia, science, technology, and various professional domains. With its widespread use, English has evolved into a global language that connects people and communities worldwide, transforming the world into a global village.

David Graddol (2001) highlights the extensive reach of English, noting that it is spoken as a first language in over 40 countries and as a second language in more than 55 countries. The number of English users continues to rise, and its trajectory seems unstoppable. Despite this, only a fraction of English users are native speakers, with the majority being non-native speakers (Crystal, 1988). Crystal emphasizes that the significance of a language is not solely determined by the number of native speakers but by its utility in diverse contexts beyond its place of origin.

Graddol (2001) predicts that English will continue to dominate the linguistic landscape in the coming decades. Benesch, (2001) and Pennycook, (2017) affirms that English will maintain its prominence in domains such as science, medicine, politics, business, internet communication, arts, and sports. The influence of the English language is evident in academic conferences, international business, diplomacy, and various other global interactions. As Tsuda, (2010) notes, English's dominance appears unchallenged, and it may persist for another century before a new language asserts itself on the global stage. Learning English remains a gateway to opportunities and an expansive world of ideas.

This ever-growing interest in teaching English has driven changes in English Language Teaching (ELT) methodologies, particularly in recent decades. ELT has evolved to cater to the unique needs and expectations of academic and professional learners (Fitria, 2020;Richards, 2001; Ziya, Nirwanto&Qamariah, 2023). English for Specific Purposes (ESP), encompassing areas like English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Science and Technology (EST), has emerged in response to this demand, revolutionizing English language instruction. Since the 1960s, ESP has gained prominence in the fields of Teaching English as a Foreign Language (TEFL), Teaching English as a Second Language (TESL), and English as an International Language (EIL). The importance of ESP in learning and teaching has grown significantly.

ESP emphasizes the acquisition of English for specific purposes, diverging from the conventional teaching of general English, which predominantly focuses on grammar rules, vocabulary, and phonetics (Richards& Schmidt, 2013; Fitria, 2023).According to Hutchinson et al. (1987), ESP is an approach tailored to meet the specific linguistic needs of learners (p. 21). Carkin (2005);Hamp-Lyons (2011) andHyland (2023) draw a distinction between general English and English for Academic Purposes (EAP). There is a general consent that general English courses start with the language itself without focusing on any particular area, ESP, especially EAP, commences with the learner and the specific context. This learner-centric approach underscores the importance of customizing course content to cater to the distinct language demands of students, as advocated by researchers such as, Dudley-Evans and St John (1998); Hutchinson and Waters (1987); Sunkara&Kurra, (2017) and

Bonner & Frazier, (2023).It is recommend that ESP courses be founded on predefined objectives derived from a thorough needs analysis, which identifies the language requirements of students based on their specific professional or academic contexts.

In essence, this evolution in language teaching, from traditional language instruction to the tailored approach of ESP, underscores the increasing importance of equipping learners with the language skills they need to thrive in their respective fields. It highlights the dynamic nature of language education, which adapts to meet the ever-changing demands of an interconnected world. According to Hutchinson &

Waters (1987), ESP is a phenomenon that has developed due to human activities. The focus in this paper is on English for Business Purposes helping business learners and professionals in their exploration of their needs for and usage of the English language, particularly in the tourism sector targeted as asubject study in this research.

2.3. The Rise of E-Tourism in E-Business Triggering New Terminology

Since the fields of travel, tourism, and entertainment derive advantages from embracing English as their primary mode of communication (Rao, 2019), e-tourism as an extension for tourism industry requires its own jargon. In the age of the digital economy, terms like "e-business," "e-commerce," "e-marketing," and "e-service" have become commonplace, seamlessly integrated into contemporary economic discourse with established significance (Harsono, 2011). Consequently, the concept of "e-tourism" has joined this array of terms. The prefix "e" in these terms signifies the fundamental driving force behind their rapid evolution, ushering in a new realm of economic possibilities, which extends to the travel and tourism sector. This transformative process is facilitated entirely through the electronic network, the Internet, which serves as an intermediary due to its distinctive attributes, advantages, and challenges, (Kazandzhieva & Santana 2019).

International tourism has undergone a digital revolution owing to the merging of e-business language and strategies with the tourism and hospitality industry. The speedy technological development has significantly altered the way travelers organize, reserve, and enjoy their vacations, (Reinhold, Zach & Laesser, 2020).The vocabulary employed in the field of tourism, particularly, in e-tourism has evolved drastically calling for more adapted and innovative syllabi when teaching tourism in different higher institutions in Morocco. This development leads to the appearance of new vocabulary in the field. This literature study examines how new terminology has been created because of the changing nature of e-tourism within the larger context of e-business.

2.3.1. New Terminology in E-Tourism

The advent of E-Tourism has introduced a plethora of new terminology aimed at capturing the distinctive features and dynamics of this digital era of travel, (Ma, Buhalis, & Song, 2003). From traditional "e-ticketing" and "online booking" to modern "virtual tours" and "geolocation-based services," the language used to describe tourism-related activities and services has evolved to reflect the digital nature of E-Tourism (Sigala, Christou&Gretzel, 2012). Moreover, the integration of emerging technologies like augmented reality (AR), virtual reality (VR), and artificial intelligence (AI) has brought about further terminology development, addressing concepts such as "AR-guided exploration" and "AI-powered travel recommendations" (Xiang, Stienmetz & Fesenmaier, 2021).

The term "e-ticketing" has become emblematic of the shift from traditional paper-based ticketing to digital ticketing, reflecting the transition toward electronic documentation, and ticketing systems (Werthner& Klein, 1999). Similarly, "online booking" has evolved into a pervasive term, emphasizing the pivotal role of the internet in the reservation process, offering travelers convenient and efficient ways to make bookings (Fotis, Buhalis & Rossides, 2012).

"Virtual tours" have gained prominence as they provide travelers with the opportunity to explore destinations remotely, offering a taste of what to expect before embarking on a physical journey (Xiang et al., 2021). This digital approach has revolutionized the way travelers engage with their chosen destinations, significantly influencing the tourism industry (Sigala, 2020). "Geolocation-based services" have become integral to modern travel experiences, utilizing GPS and location data to offer personalized information and recommendations to travelers based on their current positions, enhancing their overall travel experiences (Gretzel, Koo, Sigala& Xiang, 2015).

The integration of cutting-edge technologies, including augmented reality (AR), has given rise to concepts such as "AR-guided exploration," where AR enhances real-world experiences by overlaying digital information onto physical surroundings, providing travelers with interactive and informative experiences (Femenia-Serra, Neuhofer & Ivars-Baidal, 2019; Jiang, Deng, & Zheng, 2023).

"AI-powered travel recommendations" represent the utilization of AI algorithms that analyze extensive datasets to provide travelers with highly personalized suggestions, ranging from destination choices to accommodation, activities, and more, ensuring that their travel experiences are exactly tailored to fit their preferences (Dogru, Line, Mody, Hanks, Abbott, Acikgoz, & Zhang, 2023). This evolution of terminology reflects the profound influence of technology on the tourism industry, reshaping the way tourism experiences are conceptualized and engaged with. It marks the ongoing adaptation of language to mirror the dynamic and evolving nature of travel in the digital age. These new digital realms concepts and related terminology merit being included in teaching tourism business as e-tourism effective courses.

2.3.2. Evolving Consumer Behavior

The rise of E-Tourism is closely linked to changing consumer behavior and preferences, marking a pivotal transformation in the way individuals plan and experience travel (Buhalis & Law, 2008). Modern travelers are increasingly relying on digital platforms and mobile applications to plan their trips and access travel-related information (Xiang et al., 2017). This shift has given rise to terms like "smart tourism" (Gretzel et al., 2015) and "digital travelers" (Sigala, 2012) to describe tourists who are well-versed in utilizing digital tools for their journeys. "Smart tourism" encapsulates the notion that modern travelers employ technology to enhance their travel experiences, utilizing smart phones, wearables and various applications for real-time information and services (Femenia-Serra et al., 2019).

The "digital travelers" concept underscores the fundamental shift towards travelers using digital resources as integral components of their journey, encompassing planning, bookings, navigation, and sharing experiences with a global digital audience (Xiang et al., 2017). This new breed of travelers has diverse and dynamic expectations and demands (Fotis et al., 2012). They seek seamless, interconnected, and personalized experiences that prioritize the role of technology in enhancing their journeys.

These evolving consumer behaviors have contributed to the expansion of E-Tourism terminology, reflecting the integration of technology into the tourism domain (Sigala, 2020). As travelers increasingly embrace the digital realm, the language and terminology of E-Tourism continually adapt to encompass these changing consumer dynamics.

2.3.3. Cross-Cultural Implications

Furthermore, E-Tourism transcends geographical boundaries, presenting new opportunities for cross-cultural interactions and experiences (Xiang et al., 2017). Travelers from different cultural backgrounds can now connect more easily, both with local populations and with each other. Language plays a pivotal role in facilitating these interactions, as it is a fundamental medium for cross-cultural communication (Sigala, 2020). This emphasis on effective communication and understanding in the context of E-Tourism has given rise to terms like "cross-cultural e-tourism" and "multilingual online travel assistance" (Buhalis, 2003).

"Cross-cultural e-tourism" is an emerging concept that underscores the need to navigate diverse cultural norms and expectations in the digital realm of travel. It highlights the importance of cultural sensitivity, respect, and adaptability in providing a positive experience for travelers from various cultural backgrounds (Sigala, 2012).

"Multilingual online travel assistance" reflects the practical necessity of providing support and information in multiple languages, acknowledging the linguistic diversity of travelers and the importance

of overcoming language barriers to ensure seamless and enriching cross-cultural experiences (Femenia-Serra et al., 2019).

2.4. E-Tourism in Morocco

E-Tourism, the utilization of digital technologies and the internet in the tourism industry, is reshaping the global travel landscape. In the case of Morocco, a nation known for its rich cultural heritage, diverse landscapes, and historical significance, E-Tourism plays a pivotal role in enhancing the country's visibility and accessibility as a tourist destination. Sattar, Elatrachi, & Oukarfi, (2022), insisted that most online tourism transactions occur in a context where the online shopper lacks adequate information about the tourist facility and the quality of services provided. This approach is designed to offer valuable insights into the e-reputation of Morocco, with the ultimate goal of enriching the tourism experience in this country (Ali, Marc, Omar, Soulaimane &Larbi, 2021). This literature review seeks to explore the current state of E-Tourism in Morocco, its implications for the tourism industry, and the challenges and opportunities it presents. Innovative methods that involve the fusion of topic modeling and lexicon-based algorithms are engaged in Marrakech e-tourism.

2.4.1. Historical Context of Moroccan Tourism

Morocco's tourism industry has a rich history, rooted in its unique blend of cultures and geographical diversity. The country's appeal to travelers has evolved over the years, from its cultural heritage, including the famous cities of Marrakech and Fez, to its natural attractions such as the Atlas Mountains and Sahara Desert. E-Tourism represents the latest phase in the development of the tourism sector in Morocco (Steenbruggen, 2014).

2.4.2. Digital Transformation in Moroccan Tourism

The integration of digital technologies has transformed various aspects of Moroccan tourism. Initiatives such as the "Vision 2020" plan have aimed to leverage technology for sustainable tourism development in Morocco (Chien, Sadiq, Nawaz, Hussain, Tran, & Le Thanh, 2021). The plan includes strategies for improving digital infrastructure and promoting E-Tourism.

2.4.3. Online Presence and Promotion

Websites, social media platforms, and online travel agencies have become key tools for promoting Moroccan tourism. Moroccan tourism authorities and private businesses have adopted a digital approach to display the country's attractions and facilitate bookings (Hattani & Khoumssi, 2020). The concept of "virtual Morocco" has gained prominence as a means of offering potential visitors a digital glimpse of the country, (El Yaagoubi & Machrafi, 2021).

2.4.4. E-Tourism and User Experience

User experience is crucial in E-Tourism. Research may investigate how Moroccan websites and digital platforms enhance the user experience by offering rich content, immersive experiences, and user-friendly booking processes. The availability of information in multiple languages, including Arabic, French, and English, is a significant consideration (Zarrouk & El Aidouni, 2023).).

2.4.5. Challenges and Future Prospects

Despite its growth, E-Tourism in Morocco faces challenges. The digital divide, language barriers, cyber-security and environmental issues are among the concerns that warrant attention (El Archi, &Benbba, 2023). Future research could explore strategies to address these challenges and expand E-Tourism potential in Morocco.

2.5. Conclusion

The literature review illuminates the dynamic evolution of English for Specific Purposes (ESP) and its close connection to the rise of E-Tourism in the broader context of E-Business. The expansion of ESP from its early focus on specific fields to encompass Business English underscores its utilitarian and goal-oriented nature, setting the stage for E-Tourism's specialized language requirements. Within this landscape, the development of E-Tourism terminology, characterized by phrases such as "e-ticketing," "online booking," and emerging concepts like augmented reality (AR) and artificial intelligence (AI), mirrors the rapid transformation of the tourism industry. These terminologies are integral to E-Tourism's digitalized nature and its power to redefine travel experiences. In the Moroccan context, the significance of E-Tourism is underpinned by government initiatives, private sector innovation, and technological advancements, enabling Morocco to leverage its cultural diversity and scenic landscapes on the global stage. Overall, the review highlights the intertwined roles of language and technology in shaping the future of the Moroccan tourism industry and its global outreach, with particular emphasis on cross-cultural interactions and language proficiency in the digital age.

III. Methodology

3.1. Comprehensive Assessment of E-Tourism Business Language Proficiency

- **Study Participants:** Professionals in the Moroccan Tourism Industry.

- **Data Collection Instruments:** Self-assessment survey on language proficiency in e-business language.

- **Ethical Considerations:** Participants provided informed consent, and their responses were anonymized and confidential.

3.2. Identification and Analysis of Communication Challenges

- **Study Participants:** Professionals in the Moroccan Tourism Industry.

- **Data Collection Instruments:** Survey on communication language barriers within digital tourism platforms.

- **Ethical Considerations:** Participants provided informed consent, and their responses were anonymized and confidential.

3.3. Examination of the Impact of E-Business Integration

- **Study Participants:** Professionals engaged in teaching and practice within educational institutions and workplaces in the Moroccan Tourism Industry.

- **Data Collection Instruments:** Interviews and surveys assessing the impact of e-business integration on language proficiency.

- **Ethical Considerations:** Participants provided informed consent, and their responses were anonymized and confidential.

3.4. Added Value of ICTs in Language Education

- **Study Participants:** Professionals involved in language education for tourism.

- **Data Collection Instruments:** Survey using a Likert scale to gauge opinions on the contribution of Information and Communication Technologies (ICTs) in language education.

- **Ethical Considerations:** Participants provided informed consent, and their responses were anonymized and confidential.

3.5. Addressing the Terminology Gap

- **Study Participants:** Professionals in the Moroccan Tourism Industry.

- **Data Collection Instruments:** Survey to assess perceptions about bridging the terminology gap between educational institutions and workplaces through innovative teaching methods, ICTs, and tailored programs.

- **Ethical Considerations:** Participants provided informed consent, and their responses were anonymized and confidential.

The methodology encompassed a combination of surveys, interviews, and assessments to gather data from professionals within the Moroccan Tourism Industry. Ethical considerations were observed to ensure the confidentiality and voluntary participation of the respondents. The research design aimed to provide a comprehensive understanding of language proficiency, communication challenges, and the impact of e-business integration within the context of E-Tourism.

IV. Findings

4.1. Comprehensive Assessment of E-Tourism Business Language Proficiency

The assessment of e-tourism business language proficiency among professionals in the Moroccan Tourism Industry revealed varying levels of competence. Factors influencing proficiency include education, training, and workplace exposure. While some professionals demonstrated a strong command of e-business terminology, others exhibited a need for language improvement, particularly in the context of digital tourism as illustrated below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Low Proficiency**	3	6.7%	7.3	7.3
	Moderate Proficiency	18	40.0%	43.9	51.2
	High Proficiency	15	33.3%	36.6	87.8
	Very High Proficiency	5	11.1%	12.2	100.0
	Total	41	91.1%	100.0	
Missing	**System**	4	8.9%		
Total		45	100.0%		

Table 1: self-assessed language proficiency in e-business language
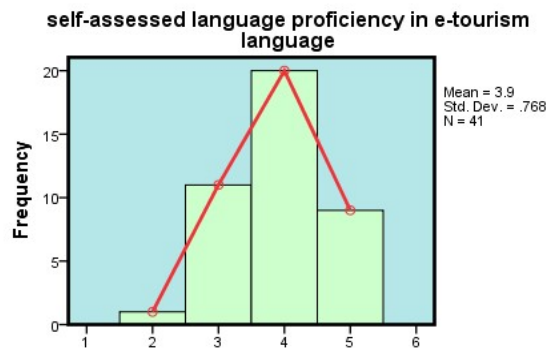

Mean = 3.54
Std. Dev. = .809
N = 41
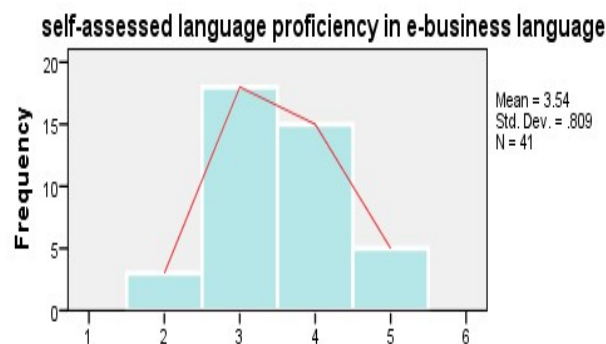
This table provides descriptive statistics for the "E-Business Language Proficiency" variable, which represents self-assessed language proficiency in e-business language. The data includes 41 valid responses. The mean value of 3.54 indicates that, on average, the respondents assessed themselves at a

moderate to high level of proficiency in e-business language. The standard deviation of 0.809 suggests some variability in self-assessed proficiency levels.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Low Proficiency**	1	2.2%	2.4	2.4
	Moderate Proficiency	11	24.4%	26.8	29.3
	High Proficiency	20	44.4%	48.8	78.0
	Very High Proficiency	9	20.0%	22.0	100.0
	Total	41	91.1%	100.0	
Missing	**System**	4	8.9%		
Total		45	100.0%		

<p align="center">Table 2: Self-assessed language proficiency in e-tourism language.</p>


This table and graph provide descriptive statistics for the "E-Tourism Language Proficiency" variable, which represents self-assessed language proficiency in e-tourism language. The data includes 41 valid responses. The mean value of 3.90 indicates that, on average, the respondents assessed themselves at a high level of proficiency in e-tourism language. The standard deviation of 0.768 suggests some variability in self-assessed proficiency levels.

4.2. Identification and Analysis of Communication Challenges

Communication challenges within digital tourism platforms were identified and analyzed. Language barriers emerged as a primary obstacle, with professionals encountering difficulties in conveying nuanced messages and understanding customer inquiries. Technical issues, such as website glitches and connectivity problems, also hindered effective communication. Cultural differences added another layer of complexity, impacting cross-cultural interactions within the digital tourism realm. This is illustrated in the table and graphs below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Not a Challenge**	3	6.7%	7.3	7.3
	Slight Challenge	20	44.4%	48.8	56.1
	Moderate Challenge	11	24.4%	26.8	82.9
	Significant Challenge	6	13.3%	14.6	97.6
	Very Significant Challenge	1	2.2%	2.4	100.0
	Total	41	91.1%	100.0	
Missing	**System**	4	8.9%		
Total		45	100.0		

<p align="center">Table 3: communication language barriers within digital tourism platforms</p>

communication language barriers within digital tourism platforms

Mean = 2.56
Std. Dev. = .923
N = 41
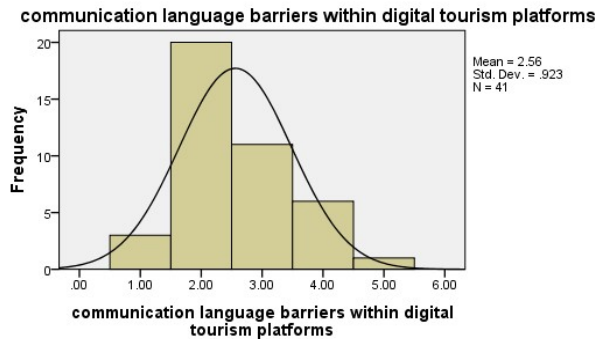
The data presented here provide insights into the perceived communication language barriers within digital tourism platforms based on the responses of the participants. Here's an interpretation of the data:3 respondents (7.3%) think language barriers is not a Challenge when communicating within digital tourism platforms; 20 respondents (48.8%) slight challenge, that suggests they encounter some issues, but it's not a major hindrance to their communication; 11 respondents (26.8%) expressed that they face a moderate challenge concerning language barriers, implying that language issues are noticeable and can impact their communication experience; 6 respondents (14.6%) encounter significant challenges and difficulties in communicating within digital tourism platforms due to language barriers; only one respondent (2.4%) found language barriers to be a very significant challenge, indicating that they face substantial hindrances in their digital tourism communication.

Overall, the majority of respondents (approximately 73.6%) perceived language barriers as at least a slight to moderate challenge when communicating within digital tourism platforms. This data suggests that addressing language-related issues in the digital tourism industry may be crucial for enhancing communication and user experiences.

4.3. Examination of the Impact of E-Business Integration

The examination of e-business integration in the Moroccan tourism industry highlighted significant transformations in language proficiency and communication practices. Professionals engaged in teaching and practice within educational institutions and workplaces experienced a notable shift in their approach to language use. The integration of e-business strategies positively correlated with improved language proficiency, driven by the necessity to adapt to evolving language conventions in the digital realm.

Correlations		self-assessed language proficiency in e-business language	self-assessed language proficiency in e-tourism language
self-assessed language proficiency in e-business language	Pearson Correlation	1	.448[**]
	Sig. (2-tailed)		.003
	N	41	41
self-assessed language proficiency in e-tourism language	Pearson Correlation	.448[**]	1
	Sig. (2-tailed)	.003	
	N	41	41
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4: the Impact of E-Business Integration on Moroccan tourism industry

There is a positive and statistically significant correlation (r = 0.448) between self-assessed language proficiency in e-business language and self-assessed language proficiency in e-tourism language. The

correlation is significant at the 0.01 level (2-tailed), suggesting that individuals who rate themselves higher in one language proficiency area also tend to rate themselves higher in the other language proficiency area.

In summary, the data indicates that, on average, professionals in the Moroccan tourism industry rate themselves moderately to highly proficient in both e-business language and e-tourism language. Additionally, there is a positive correlation between their self-assessed proficiency in these two language domains, meaning that those who feel more proficient in one area also tend to feel more proficient in the other. This suggests a degree of consistency in their self-assessments of language proficiency across these domains.

### 4.4. Added Value of ICTs in Language Education

These data represent respondents' opinions on the contribution of Information and Communication Technologies (ICTs) in enhancing language use and teaching English for tourism. The data are presented using a Likert scale with four levels of agreement:

A substantial portion of respondents (43.9%) "Agree" that ICTs contribute to enhancing language use and teaching English for tourism. An additional 26.8% of respondents feel "Neutral" about the contribution of ICTs in this context. 19.5% of respondents "Disagree" with the statement. 9.8% of respondents "Strongly Agree" with the idea that ICTs have a positive impact on language use and English teaching for tourism.

These findings suggest that a majority of respondents have a positive or neutral view of ICTs' contribution to enhancing language use and teaching English for tourism. This indicates general support or openness to the use of ICTs in this educational context.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	17.8	19.5	19.5
	Neutral	11	24.4	26.8	46.3
	Agree	18	40.0	43.9	90.2
	Strongly Agree	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

Table 5: ICTs contribution in enhancing language use & teaching English for tourism
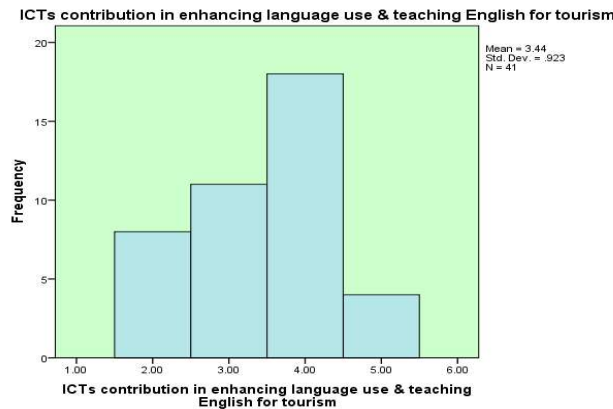

4.5. Addressing the Terminology Gap

The study identifies a terminology gap between educational institutions and workplaces, particularly in e-tourism. It suggests that this gap can be bridged through customized language training, innovative teaching methods, and ICT integration. Participants expressed a strong interest in language programs aligned with industry needs and incorporating the latest technology. The data in the table and the histogram below represent responses from participants who used a 5-point Likert scale to show their agreement with this idea of bridging the gap:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.2	2.4	2.4
	Disagree	4	8.9	9.8	12.2
	Neutral	11	24.4	26.8	39.0
	Agree	20	44.4	48.8	87.8
	Strongly Agree	5	11.1	12.2	100.0
	Total	41	91.1	100.0	
Missing	System	4	8.9		
Total		45	100.0		

Table 6: bridge the terminology gap between educational institutions and workplaces by innovative teaching methods, ICTs& fit programs
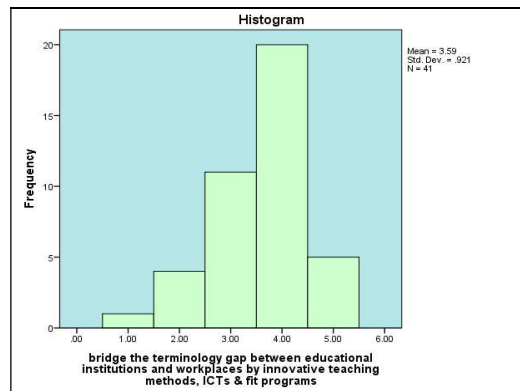
V. Discussion

The findings of this study shed light on the intricate dynamics of language proficiency, communication challenges, and the impact of E-Business integration in the context of E-Tourism within the Moroccan Tourism Industry. The following discussion explores the implications of these findings, their alignment with existing literature, and their significance for the industry and educational institutions.

5.1. Comprehensive Assessment of E-Tourism Business Language Proficiency

The assessment of language proficiency revealed a spectrum of competence among professionals in the Moroccan Tourism Industry. The variations in language proficiency levels can be attributed to factors such as education, training, and workplace exposure. These findings concur with the existing literature that underscores the role of formal education and practical experience in enhancing language proficiency (Jing, 2016). Notably, the tourism industry in Morocco is navigating a language landscape that is rapidly evolving due to the digital transformation of the sector. As evidenced in the study, the high proficiency levels exhibited by some professionals may be attributed to their adaptability and readiness to engage with the changing language conventions brought about by E-Tourism. This has implications for educators and industry stakeholders, emphasizing the need for training programs and educational curricula that keep pace with these linguistic shifts.

5.2. Identification and Analysis of Communication Challenges

Communication challenges within digital tourism platforms emerged as a significant concern, with language barriers taking center stage. The findings support the notion that language barriers are a primary obstacle to effective communication in the digital tourism context (Xiang et al., 2017). It is evident that nuanced messages, cultural contexts, and customer inquiries can be lost or misinterpreted due to language differences. The study also highlighted technical issues and cultural disparities as contributing to communication challenges. These results emphasize the multidimensional nature of communication challenges within digital tourism platforms. To address these challenges, practitioners and educators should prioritize cross-cultural communication training and offer language support for industry professionals.

5.3. Examination of the Impact of E-Business Integration

The examination of E-Business integration in the Moroccan tourism industry illuminated a positive correlation between the adoption of E-Business strategies and improved language proficiency. This finding aligns with the argument that digital tools and platforms necessitate linguistic adaptability (Munar, 2018). E-Business integration has catalyzed language transformation, compelling professionals to adapt to the evolving language conventions within the digital realm. This dynamic highlights the industry's responsiveness to technological change and its potential to enhance language proficiency. It underscores the need for professional development initiatives that equip industry practitioners with the requisite language skills to navigate the digital landscape effectively.

5.4. Added Value of ICTs in Language Education

The data revealed a generally positive or neutral view of Information and Communication Technologies (ICTs) in enhancing language use and teaching English for tourism. This aligns with existing literature suggesting that ICTs can be valuable tools for language education (Hampel & Stickler, 2005). The significant proportion of respondents who agree with the contribution of ICTs suggests openness to their use. This underscores the potential for integrating ICTs into language education for tourism professionals. Educators should seize this opportunity to enhance language instruction through technology-driven pedagogical approaches.

5.5. Addressing the Terminology Gap

The study illuminated the persistence of a terminology gap between educational institutions and workplaces in the context of e-tourism knowledge. However, the findings also indicated a strong desire among professionals to bridge this gap through innovative teaching methods, ICT integration, and tailored programs. This echoes the call for industry-academia collaboration and curriculum alignment (Nunkoo et al., 2013). The strategies identified in the study, such as tailored language training programs and innovative teaching methods, offer practical avenues to address this challenge. By aligning language education with industry demands and integrating ICTs, educational institutions can play a pivotal role in narrowing the terminology gap.

In summary, this discussion underscores the significance of the findings in the context of E-Tourism within the Moroccan Tourism Industry. It emphasizes the need for ongoing professional development, language training, and technological integration to meet the evolving language demands of the digital tourism landscape. The study's implications extend to both industry practitioners and educational institutions, encouraging collaboration to bridge language and knowledge gaps, thus enhancing the industry's competitiveness and visitor experiences.

VI. Conclusion

In conclusion, this academic article provides valuable insights into the complex and evolving relationship between language proficiency, communication challenges, and E-Business integration in the context of E-

Tourism within the Moroccan Tourism Industry. The research methodology, combining surveys, interviews, and assessments, allowed for a comprehensive examination of these critical aspects. The study's findings have several implications for the industry and educational institutions, and they contribute to the broader discourse on the impact of digital transformation on language use and communication in the tourism sector.

The assessment of language proficiency among professionals in the Moroccan Tourism Industry revealed varying levels of competence. This reflects the industry's transition toward digital platforms and the consequent changes in language conventions. The study underscores the importance of education, training, and workplace exposure in enhancing language proficiency. These findings emphasize the need for continuous professional development and language training programs that keep pace with the evolving language landscape.

Communication challenges within digital tourism platforms emerged as a significant concern, primarily driven by language barriers, technical issues, and cultural differences. These multi-dimensional challenges highlight the need for cross-cultural communication training and language support for industry professionals. The digital tourism industry can benefit from addressing these challenges to improve customer experiences and ensure effective communication.

The positive correlation between E-Business integration and language proficiency suggests that the industry's adoption of digital strategies drives linguistic adaptability. This dynamic highlights the industry's responsiveness to technological change and its potential to enhance language proficiency among practitioners. As the digital transformation continues, professionals and educators must adapt and provide training programs that equip industry practitioners with the requisite language skills.

The study also revealed a generally positive or neutral view of Information and Communication Technologies (ICTs) in enhancing language use and teaching English for tourism. This presents an opportunity for educators to integrate technology-driven pedagogical approaches into language education for tourism professionals, thus enhancing language instruction and learning experiences.

The persistence of a terminology gap between educational institutions and workplaces in the context of e-tourism knowledge was highlighted, but the findings also indicated a strong desire among professionals to bridge this gap through tailored programs and innovative teaching methods. This underscores the importance of industry-academia collaboration and curriculum alignment to meet the evolving language demands of the digital tourism landscape.

Overall, this article contributes to the understanding of the challenges and opportunities brought about by E-Business integration in the tourism industry. It emphasizes the need for ongoing adaptation, collaboration, and innovation in language education and communication practices, ultimately enhancing the industry's competitiveness and the quality of visitor experiences in the digital era.

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