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## **Linguocultural and didactic aspects of tourism discourse: issues in translation, cultural mediation, and teaching language for specific purposes (LSP)**

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**Annotation** *Tourism discourse represents a specialized communicative system designed to promote destinations, persuade potential travelers, and construct symbolic representations of places. This article investigates the linguistic, cultural, translational, and pedagogical dimensions of tourism discourse within the framework of Language for Specific Purposes (LSP). Drawing on corpus-based studies, discourse analysis, and linguodidactic research, the study explores how tourism texts function as tools of cultural mediation and how they can be effectively integrated into language teaching. The analysis demonstrates that tourism discourse combines persuasive language, multimodal communication, and culturally embedded meanings that require careful translation strategies. Findings also highlight the pedagogical value of authentic tourism materials such as travel blogs, promotional websites, and tourist guides in developing students' intercultural competence and professional communication skills. The study concludes that tourism discourse is not merely promotional language but a complex intercultural communicative practice requiring specialized translation training and innovative didactic approaches.*

**Keywords** *Tourism discourse, linguocultural mediation, translation studies, LSP, multimodal discourse, tourism language teaching*

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## **Turizm diskursining lingvomadaniy va didaktik aspektlari: tarjima, madaniy mediatsiya va maxsus maqsadlar uchun tilni o'qitish (LSP) masalalari**

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**Annotatsiya** *Turizm diskursi turistik yo'nalishlarni targ'ib qilish, potensial sayohatchilarni jalb etish hamda joylar va madaniyatlar haqida ramziy tasavvurlarni shakllantirishga qaratilgan maxsus kommunikativ tizim hisoblanadi. Mazkur maqolada turizm diskursining lingvistik, madaniy, tarjimaviy hamda pedagogik jihatlarini Maxsus maqsadlar uchun til (Language for Specific Purposes – LSP) doirasida tahlil qilinadi. Korpus tadqiqotlari, diskurs tahlili hamda lingvodidaktik yondashuvlarga tayangan holda turistik matnlarning madaniy mediatsiya vositasi sifatida qanday faoliyat yuritishi va ularni chet tillarini o'qitish jarayonida qanday samarali qo'llash mumkinligi o'rganiladi. Tahlil natijalari shuni ko'rsatadiki, turizm diskursi ishontiruvchi leksika, multimodal kommunikatsiya hamda madaniy jihatdan shartlangan ma'nolarni o'zida mujassam etadi va bu esa puxta ishlab chiqilgan*

*tarjima strategiyalarini talab qiladi. Tadqiqot natijalari shuningdek, sayohat bloglari, turistik veb-saytlar hamda sayohat qo'llanmalari kabi autentik turistik materiallarning talabalarda madaniyatlararo kompetensiya va professional kommunikativ ko'nikmalarni rivojlantirishdagi pedagogik ahamiyatini ham ta'kidlaydi. Xulosa qilib aytganda, turizm diskursi shunchaki reklama tili emas, balki murakkab madaniyatlararo kommunikatsiya shakli bo'lib, u tarjimonlar uchun maxsus tayyorgarlikni hamda innovatsion didaktik yondashuvlarni talab qiladi.*

**Kalit so'zlar** *Turizm diskursi, lingvomadaniy mediatsiya, tarjimashunoslik, maxsus maqsadlar uchun til (LSP), multimodal diskurs, turizm tilini o'qitish*

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**Лингвокультурные и дидактические аспекты туристического дискурса: проблемы перевода, культурной медиации и преподавания языка для специальных целей (LSP)**

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**Аннотация** *Туристический дискурс представляет собой специализированную коммуникативную систему, направленную на продвижение туристических направлений, убеждение потенциальных путешественников и формирование символических представлений о местах и культурах. В данной статье рассматриваются лингвистические, культурные, переводческие и педагогические аспекты туристического дискурса в рамках преподавания языка для специальных целей (Language for Specific Purposes – LSP). На основе анализа корпусных исследований, дискурсивного анализа и лингводидактических подходов исследуется, каким образом туристические тексты функционируют как инструменты культурной медиации и каким образом они могут эффективно использоваться в процессе обучения иностранным языкам. Проведённый анализ показывает, что туристический дискурс сочетает в себе убедительную лексику, мультимодальную коммуникацию и культурно обусловленные смыслы, требующие тщательных переводческих стратегий. Результаты исследования также подчёркивают педагогическую ценность аутентичных туристических материалов, таких как туристические блоги, рекламные веб-сайты и путеводители, для развития у студентов межкультурной компетенции и профессиональных коммуникативных навыков. В заключение отмечается, что туристический дискурс представляет собой не просто рекламный язык, а сложную форму межкультурной коммуникации, требующую специализированной подготовки переводчиков и внедрения инновационных дидактических подходов.*

**Ключевые слова** *Туристический дискурс, лингвокультурная медиация, переводоведение, язык для специальных целей (LSP), мультимодальный дискурс, обучение языку туризма*

## Introduction

Tourism has become one of the largest global economic sectors and one of the most significant forms of human mobility. As a result, communication in tourism has evolved into a specialized discourse aimed at attracting, informing, and persuading potential travelers. The language used in tourism promotion is therefore not neutral; rather, it constructs symbolic representations of destinations through persuasive linguistic and visual strategies. Scholars have emphasized that tourism discourse functions as a communicative tool designed to transform potential travelers into actual tourists through strategic language use (Dann, 1996).

Tourism discourse intersects with multiple disciplines, including linguistics, marketing, cultural studies, geography, and translation studies. It is characterized by a hybrid structure combining descriptive, narrative, and persuasive elements. Through rhetorical techniques such as hyperbole, metaphor, and evaluative language, tourism texts create idealized representations of places, cultures, and experiences (Grcic Simeunovic & Lukezic Storga, 2018).

The rapid development of digital platforms has further transformed tourism communication. Today, tourism discourse is increasingly produced and disseminated through websites, blogs, social media platforms, and online reviews. These digital environments combine textual and visual modes of communication, forming complex multimodal narratives that shape tourists' perceptions of destinations (Vuković Vojnović, 2020).

In addition, the globalization of tourism has intensified the need for effective translation and intercultural communication. Translating tourism texts involves more than transferring linguistic meaning; it requires mediating cultural representations and adapting information to the expectations of international

audiences. Translators must balance accuracy with persuasive effectiveness while preserving cultural authenticity (Gandin, 2013).

Tourism discourse also plays an important role in education, particularly in Language for Specific Purposes (LSP). Because tourism communication involves specialized vocabulary, cultural references, and professional genres, it offers valuable teaching material for students preparing for careers in tourism, hospitality, and international communication (Salim et al., 2012).

Research in linguodidactics highlights that tourism texts can help develop both linguistic competence and intercultural awareness. The objective of this article is therefore threefold: To examine the linguocultural characteristics of tourism discourse. To analyze the role of translation as cultural mediation in tourism communication. To explore the pedagogical potential of tourism texts in LSP teaching.

## Methods

This research adopts a multidisciplinary methodological framework combining discourse analysis, corpus linguistics, translation studies, and linguodidactic modeling. The study draws upon several scholarly sources and research articles that examine tourism discourse from different perspectives.

### Corpus-based analysis

Corpus linguistics methods have been widely used to examine linguistic patterns in tourism texts. Such analyses identify frequent lexical structures, evaluative adjectives, and rhetorical patterns commonly used in tourism promotion. Corpus-based research has revealed that tourism texts employ a high density of persuasive language and positive evaluative expressions (Gandin, 2013).

### Multimodal discourse analysis

Tourism promotion increasingly relies on multimodal communication that integrates text, images, and layout design. Multimodal

discourse analysis (MDA) allows researchers to examine how these elements interact to construct appealing destination narratives. Studies of tourism websites demonstrate that images, slogans, and textual descriptions work together to influence tourists' perceptions and decision-making processes (Vuković Vojnović, 2020; Zein et al., 2025).

### **Linguodidactic modeling**

To investigate the pedagogical potential of tourism discourse, this study also draws on linguodidactic research that analyzes tourism texts as teaching materials. Didactic modeling involves designing instructional modules based on authentic tourism documents such as travel guides, promotional brochures, and online travel narratives (Tighzert & Touak, 2018).

### **Digital discourse and computational analysis**

Recent studies have introduced Natural Language Processing (NLP) techniques to analyze tourism discourse on digital platforms. These methods enable researchers to examine large datasets of tourism-related content, including online reviews, social media posts, and travel recommendations, revealing patterns in tourist sentiment and destination representation (Karimalieva, 2024).

### **Results**

#### **Linguocultural features of tourism discourse**

Tourism discourse is characterized by a highly evaluative and persuasive lexical style. Promotional texts frequently employ adjectives such as spectacular, magnificent, authentic, and unique in order to create attractive representations of destinations (Dann, 1996). These evaluative terms are combined with metaphors and hyperbolic expressions that emphasize the emotional appeal of travel experiences.

In addition, tourism discourse often incorporates cultural references and realia – terms referring to culture-specific elements such as local cuisine, traditions, and historical landmarks. These elements contribute to the authenticity of destinations while

simultaneously emphasizing their cultural uniqueness (Goshkheteliani & Kalandia, 2022).

Research also shows that tourism discourse frequently constructs idealized images of destinations through narrative techniques, portraying locations as paradisiacal environments offering escape from everyday life (Zein et al., 2025). These narratives play a central role in shaping tourists' expectations and motivations.

#### **Multimodality in tourism communication**

Digital tourism promotion relies heavily on multimodal communication. Tourism websites combine photographs, videos, textual descriptions, and graphic design elements to create immersive representations of destinations. Visual images often serve as primary attention-grabbing elements, while textual descriptions provide detailed information and persuasive framing.

Studies have demonstrated that images and textual narratives work together to reinforce destination branding. Visual representations frequently emphasize landscapes, cultural heritage, and recreational activities, while textual elements highlight emotional and experiential aspects of travel.

#### **Translation and cultural mediation**

The translation of tourism discourse presents significant challenges due to the cultural specificity of tourism content. Translators must interpret culture-bound references and adapt them to the expectations of the target audience.

Corpus-based studies have identified several common translation patterns in tourism texts:

- *Simplification*: reduction of lexical variety in translated texts
- *Normalization*: adaptation to standard linguistic conventions in the target language
- *Interference*: influence of source-language structures on translation

While these patterns can improve readability, they may also reduce the

persuasive power of the original text. Effective tourism translation therefore requires balancing linguistic clarity with cultural authenticity.

### **Didactic implications for LSP teaching**

Tourism discourse offers valuable opportunities for language teaching within LSP contexts. Because tourism texts contain specialized vocabulary, descriptive language, and cultural references, they provide authentic material for developing professional communication skills.

Educational research suggests that tourism discourse can be used to teach several key communicative functions:

- *Describing destinations*
- *Providing information*
- *Persuading potential travelers*

Authentic digital materials such as travel blogs, tourism websites, and online forums allow students to analyze real-world communication practices. These materials expose learners to both professional and user-generated tourism narratives.

Didactic modules based on tourism discourse typically include activities such as:

- textual analysis of tourism guides
- vocabulary development related to tourism terminology
- translation exercises focusing on cultural mediation
- writing promotional texts for destinations

Such activities help students develop both linguistic competence and intercultural awareness.

### **Discussion**

The findings confirm that tourism discourse represents a complex hybrid genre combining elements of marketing, narrative storytelling, and cultural representation. This hybridity reflects the multifunctional nature of tourism communication, which simultaneously informs, persuades, and constructs cultural imagery (Dann, 1996).

One of the most significant features of tourism discourse is the tension between authenticity and commodification. Tourism

promotion frequently claims to offer authentic cultural experiences while simultaneously transforming these experiences into marketable products. This process often involves simplifying cultural realities and emphasizing attractive stereotypes.

From a translation perspective, tourism discourse highlights the importance of cultural mediation. Translators must decide whether to adapt cultural references to the target audience or preserve their foreignness in order to maintain the exotic appeal of destinations (Gandin, 2013).

In educational contexts, tourism discourse provides an effective tool for developing intercultural competence and professional communication skills in LSP learning environments (Salim et al., 2012).

Furthermore, tourism discourse offers valuable pedagogical potential in LSP education, as authentic tourism materials can enhance students' professional communication skills and intercultural competence (Salim et al., 2012). Future research should further explore tourism discourse across languages and digital platforms using corpus-based and multimodal approaches.

### **Conclusion**

This study explored the linguocultural and didactic dimensions of tourism discourse by examining its linguistic characteristics, translational challenges, and pedagogical applications within the framework of Language for Specific Purposes (LSP). The findings confirm that tourism discourse represents a specialized communicative genre that integrates promotional, descriptive, and cultural functions. Rather than simply conveying information, tourism texts construct symbolic representations of destinations through persuasive linguistic strategies and multimodal communication.

The findings confirm that tourism discourse represents a specialized communicative genre that integrates promotional, descriptive, and cultural functions. Tourism texts construct symbolic

representations of destinations through persuasive linguistic strategies and multimodal communication. From a translation perspective, tourism discourse requires careful cultural mediation to balance authenticity with accessibility for international audiences (Gandin, 2013).

The analysis demonstrates that tourism discourse functions as a form of cultural mediation. Linguistic elements such as evaluative adjectives, metaphors, and narrative structures shape how destinations are perceived by potential visitors. In digital contexts, these representations are further reinforced through multimodal communication, where textual descriptions interact with visual images and design elements to create compelling destination narratives.

From a translation perspective, tourism discourse requires careful cultural adaptation. Translators must balance the preservation of cultural authenticity with the need to ensure clarity and persuasive effectiveness for international audiences. Effective translation

therefore demands both linguistic expertise and intercultural competence.

The study also highlights the pedagogical value of tourism discourse in LSP education. Authentic tourism materials, including travel guides, promotional websites, and blogs, provide valuable resources for developing students' professional communication skills and intercultural awareness.

Furthermore, tourism discourse offers valuable pedagogical potential in LSP education, as authentic tourism materials can enhance students' professional communication skills and intercultural competence (Salim et al., 2012). Future research should further explore tourism discourse across languages and digital platforms using corpus-based and multimodal approaches.

Understanding the linguistic and cultural mechanisms underlying tourism communication can contribute to more effective translation practices, innovative language teaching methods, and more responsible representations of cultural heritage in global tourism.

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