



GERMAN AS LSP IN CULTURAL TOURISM

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Abstract:

Considering that in recent years cultural tourism has become one of the key determinants of the tourism development and that many cultural elements, such as material and non-material cultural heritage, represent a significant potential for the development of the tourism market, with multiple positive implications on the socioeconomic plan, this area has become the subject of study and research and from the aspect of didactic materials, textbooks, and therefore the language of the profession. If we look at the fact that the period of Germanization of the linguistic system of the Serbian language, as a consequence of the current political events and turmoil, left a trace in many areas of political, economic, social life, but also in the field of vocabulary used in everyday speech, the question arises as to the frequency Germanism in the language of the profession and to what extent the original terms have undergone modifications adapted to the lexical characteristics of the Serbian language. This topic is certainly closely linked to the expected competence of future professional staff on the use of appropriate terminology in L2. Studies in the field of language proficiency are becoming one of the more noteworthy topics of applied linguistics, therefore the question arises as to the possible reaction of the glottodidactics itself to the problems within this preventive discipline, i.e. language proficiency didactics, especially when it comes to professional terminology. In practice, L2 teachers often face the problem of translating professional terminology, especially with the lack of auxiliary literature and corresponding vocabulary or glossary.

Keywords:

German as LSP, cultural tourism, intercultural dialogue, terminology in L2, professional didactic materials

LANGUAGE FOR SPECIAL PURPOSES AND ITS POSITION IN THE FIELD OF CULTURE AND TOURISM

Lately, the field of language proficiency has been undoubtedly one of the most noteworthy areas of applied linguistics. Given that research in this field is increasingly taking place, it is very important to determine what actually the subject of research in the field of language proficiency is. If we proceed from the definition of Hoffman, who considers, under the language of profession, “all the linguistic means used in the professionally specific field of communication to enable understanding and communication among the experts of that field”

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(Hoffmann, 1985: 53), the conclusion is drawn that the purpose of language proficiency is to train students, i.e. students should become informed in a close, professional language, but within another dimension in a foreign language. Based on this, it is to conclude that the language of the profession is an abstract concept that covers a number of situations in the use of a language, which, however, does not define the exact subject of the research.

Culture and tourism can and should benefit one another insofar as tourist destinations can, through the development of their cultural focus, positively picture the public, and thus improve their competitiveness. In addition, cultural institutions have the opportunity to strengthen their economic viability, in addition to classical museum business tasks, they also respond to the demands of the tourism market, which, from a financial point of view, is not a negligible factor (Kulturtouristisches Potenzial erkennen und nutzen, 2018). Cultural tourism provides financial support for the preservation, revitalization and promotion of the cultural heritage. It also contributes to the financial independence of cultural institutions and organizations, as well as to the process of decentralization of the culture (Filipovic, 2018: 55). The unique potential of cultural tourism and its integral part in this sense are museums.

THE ORIGIN OF THE TERM AND ITS CONNECTION TO THE INTERCULTURAL CONCEPT OF LANGUAGE LEARNING AND TEACHING

The term cultural tourism was launched by Klemens Unger, the then director of the tourist organization Ostbundes e.V. After analyzing the image of East Bavaria, the cultural potential of the region was examined for the household as well as for guests, and a networked concept was developed. Among other things, the "Tour de Baroque", one of the first cycles of a long bike in Germany, was created. The concept of the success was continued in the coming years with new annual themes, and the term cultural tourism entered the official terminology (25 Jahre Kulturtourismus in Ostbayern – Pontifikalvesper in der Asamkirche Aldersbach – 1986 Asam-Ausstellung, 2011).

Richards (1999: 17) says that cultural tourism means the movement of people caused by cultural attractions outside their usual place of residence, with the intent of collecting new information and experiences in order to meet their cultural needs. According to Reisinger (1994: 2) it is genre of tourism of a specific interest based on a quest for participation in new and significant cultural experiences, either aesthetic, intellectual, emotional or psychological (Csapo, 2012: 204).

Cultural tourism is a form of tourism the purpose of which is, among other things, the discovery of monuments and sites. Therefore, it has positive effects on the same, insofar as it contributes to their maintenance and conservation. This form of tourism, in fact, justifies the efforts that these maintenance and conservation require from the human community because of the socio-cultural and economic well-being they bring to the population (Charter of Cultural Tourism, 1976).

Cultural tourism includes visits to museums, galleries, exhibitions, and visits to restaurants, concerts, bars and everything that makes up the contemporary culture of the city. For this reason, this form of tourism is quite complex in terms of the resources it encompasses (built objects, intangible heritage, city spirit, sub-culture). There is already cultural tourism in our country, however there is no concrete offer that would be thematically or territorially conceived and sold as a product. Cultural tourism is complementary to all forms of the tourism and some of their elements overlap, which is a mitigating circumstance for connecting and creating new products.

THE ROLLE OF INTERCULTURAL LANGUAGE COMPETENCE IN TOURISM

Hans-Jürgen Lüsebrink, an expert in culture and communication, also emphasizes that it will be necessary to adapt the ways of thinking and adopt a cosmopolitan view of the world in the 21st century, ethnocentric or exotic times. Therefore, the goal must be awareness of the importance of intercultural issues that create intercultural encounters (Lüsebrink 2012: 1). It is helpful to be aware that different cultures may have different approaches to hierarchy and power (Hofstede, 1993). As Lüsebrink stated 2012, having this awareness is part of developing intercultural competence (Dziatzko et al., 2017:9).



There are some examples in the literature in which tourism represents a positive impulse for a better intercultural understanding of society.

German tourism researcher Walter Freyer explains that institutionalized contact of tourists with local population, permanent meetings of residents of different countries; increase information in mass media, can increase understanding, enable more contacts and more peace between individuals, but also between states between north and south, as well as east and west (Freyer, 2011: 497)

Expert in tourism Astrid Kösterke (2000: 22) interprets intercultural meetings in tourism as personal encounters with people from other cultures. Kösterke (2000: 24) says that as part of a holiday abroad - whether there are classic holiday packages, study trips or self-organized individual travel, there are countless opportunities for encounters between people of different cultures, either in a restaurant, shopping, using public transport, in a discotheque or on excursions, either accidentally, spontaneously or intentionally controlled [...] interests for such intercultural encounters can be conditioned by different factors and at the same time lead to different results and consequences.

An inevitable segment of education in the field of the tourism is the teaching of foreign languages, which, besides communicative, should aim at acquiring intercultural competences. Numerous studies and research testify to the need for foreign language skills to work in tourism.

TEXTBOOKS FOR GERMAN AS A LANGUAGE FOR SPECIFIC PURPOSES IN A WIDER AREA OF TOURISM

One of the burning issues in GSP as a subject in high school and university education is the primary literature used in regular classes. The professional literature in German in the field of the tourism at higher education institutions in Serbia is viewed in the widest possible sense by including the areas that can be presented under the auspices of tourist services such as gastronomy, restaurant and hotel industry. There are several textbooks that we want to highlight which, in the context of the modern *glotodidactics*¹, provide students with opportunities to develop their communicative competences.

The volume and textbook “*Kommunikation im Tourismus*” from the “*Kommunikation im Beruf*” series was written by a team of authors led by Dorothea Lévy-Hillerich and is published by the Goethe-Institute in cooperation with the publisher Fraus (Pilsen) and the Cornelsen Verlag. It is supposed to be used by pupils and students in vocational and technical schools, specialized secondary schools, post-graduate classes and technical colleges and it serves as the basis for vocationally oriented teaching of German as a foreign language. It includes the following contents:

- ♦ At the reception
- ♦ In the kitchen
- ♦ In the restaurant
- ♦ Travel agency foundation
- ♦ Touristic fairs and exchanges
- ♦ Tourism and viticulture
- ♦ Staffing

“*Deutsch für Mitarbeiter im Tourismus*” (Mehmet Uysal, Mehmet Göcmen, Gerhard Wazel et al.) presents exercise material “German for Employees in Tourism” and is one of the most important products of the EU Innovation Transfer Project “Improving Linguistic Competencies for Incoming Tourism within the EU (IM-LIT)”, which was coordinated between 2011-2013 by the Department of German Studies Suleyman Demirel University and was developed with great success with the help of partners Technical University Košice / Slovak Republic, IIK Institute of Intercultural Communication Erfurt / Germany, College of Foreign Languages of Selcuk University Konya and Isparta Vocational College of Suleyman Demirel University.

¹ Glottodidactics is the area of the applied linguistic subject studying learning and teaching foreign languages. According to Vučo (2009) it is about interdisciplinary science that from the theoretical point of view, learns the mechanisms of the language adoption by defining approaches and operational components that determine methods and techniques in teaching foreign languages (p. 15)



The exercises printed here are basically not a traditional textbook for German lessons in secondary schools or at universities, but they are primarily intended for online self-study of employees in the field of tourism (Zerajic, 2018).

The specific needs, living and working conditions of the target group in the field of tourism suggested that the language course should be designed in the form of blended learning, as this flexible teaching methodology means the time-economic training during working hours.

Ja, gerne! A1 - Deutsch im Tourismus: Kursbuch (inkl. CD) is aimed at learners and employees in tourism industry. The course-bearing band for learners without prior knowledge trains communication in typical situations in restaurants, hotels and holiday resorts.

The series *Menschen im Beruf* conveys specialist German language skills for various occupational fields and interdisciplinary skills - lively, practical and success-oriented.

Table 1. Significant editions in the field of THE hotel industry, gastronomy and tourism
(Arbeitsbezogene Materialien, www.deutsch-am-arbeitsplatz.de)

Title and author	Target group	Level
„Das Langenscheidt Bildwörterbuch Gastronomie“, HamppVerlag, 2017	Those preparing for everyday work in Germany	A0/A1
„Berufsfeld Küche. Übungsheft“. (series: Einstieg Beruf - Erste Schritte in die deutsche Sprache) Albert, Ruth; Krauß, Susanne; Reisewitz, Judith u. a. Ernst Klett Sprachen, 2016	Those preparing for everyday work in Germany	A0/A1
„Deutsche Sprache in Hotel & Restaurant“, Prosonsoft GmbH / e-learning	The learning software prepares for the general use of the German language in hotels and restaurants in Germany.	Advanced and beginners with previous knowledge
„Deutsch im Hotel - Gespräche führen“, Barberis, Paola; Bruno, Elena Hueber, 2000	Apprentices in the hotel and tourism industry	Prerequisites are approximately 150 hours of the instruction in German
„Deutsch im Hotel – Korrespondenz“, Barberis, Paola; Bruno, Elena Hueber, 2001	Apprentices in the hotel and tourism industry	Prerequisites are about 150 hours of lessons in DaF
„Deutsch in der Gastronomie und Hotellerie“, Albrecht, Urte; Kostka von Liebinsfeld, Gerhard Hueber, 2015, Taschenbuch	Greek, Spanish, Polish and Romanian staff in the catering industry	
„Erfolgreich in Gastronomie und Hotellerie“ (series PluspunkteBeruf), Born, Kathleen; Tra Bui, Ly Hong; Burghardt, Sophia; Lehmann, Cornelia; Kupfer, Nora; Müller, Andreas; Than, Pham Dang; Wilsdorf, Nadja Cornelsen, 2015.	Learners who want to prepare for their daily work	A2/B1
„Menschen im Beruf - Tourismus (2 volumes)“, Schumann, Anja; Schurig, Cordula Hueber, 2015.	Learners who want to prepare for dealing with German-speaking tourists	A1 + A2
„Herzlich Willkommen Neu. Deutsch in Restaurant und Tourismus“. Cohen, Ulrike unter Mitarbeit von Christiane Lemcke Langenscheidt, 2001.	Apprentices in the gastronomy / tourism industry	A2-B1
„Ja, gerne! Deutsch im Tourismus“, Grunwald, Anita Cornelsen, 2014.	Learners who want to prepare for typical situations in dealing with tourists and hotel guests	A1



„Kommunikation im Tourismus“. Lévy-Hillerich, Dorothea Cornelsen Verlag, 2005.	Pupils and students in vocational schools, etc.	from B1/B2
Meet the need: Kapitel „Gastronomie“ www.meet-the-need-project.eu.	Learners who prepare for the work routine in the respective labor market sectors	A2/B1
„Projektarbeiten zum Berufsfeld Koch/Köchin“, Abdulaziz Bachouri, Abdulaziz; Otte, Stefanie; Köbis, Laura; Schäfer, Katrin; Schmidt, Julia Ma- reike; Dombrowsky, Janice; Keil, Juliane; Nemitz, Christiane; Topaloglu, Burak; Zäper, Sophie The work was created in 2012 in the project module “Deutsch für den Beruf – fachliche Hand- lungsorientierung” at the Herder Institute of the University of Leipzig.		
„Zimmer frei Neu. Deutsch im Hotel - aktuelle Ausgabe“, Cohen, Ulrike; Grandi, Nicoletta; Lemcke, Christiane Langenscheidt, 2012.	Apprentices from the hotel sector without prior knowledge.	from A1

Taking into account the growing interest in specialized language learners, which is nowadays reflected in rapid spread of the specialized languages, the assessment of technical language textbooks is of special importance. It also means special focus on the specialist vocabulary acquisition as it is the main content of the language teaching and one of the most important distinguishing features from general language teaching. A characteristic of the social development in modern time is above all increasing relevance of the communication in different areas of the human life. This is due to the fact that the need for technical and vocational education is always increasing, and people want to learn the foreign language mainly for practical reasons. In the field of the subject-related teaching, DaF (Deutsch als Fremdsprache/German as foreign language) has some shortages, such as qualified teachers, a uniform teaching concept, as well as well-organized textbooks.

The textbook must be within a well-defined subject and language framework regarding horizontal and vertical compartmentalization. The defined level of the subject and language specialization must be adhered to this concerns the lexicon, the text selection and the construction of exercises for speech production. Thus, with regard to the lexicon, there are textbooks that are exclusive with terms that they themselves explain or out of the context are clearly explicable or, in contrast, which are the explanation of the subject-specific lexicon either the teacher or the learner with the already achieved higher language level. The same applies to the placement of the subject-specific working strategies and the subject-specific text production (Imessaoudene, 2015: 67).

Arbeitsbezogene Materialien on the site www.deutsch-am-arbeitsplatz.de offers professors of the language profession the most current editions of textbooks and handbooks in the field of foreign languages in general, but also narrowly specific language professions. If we take into account that many topics in the field of the hotel industry, restorative and gastronomy can be brought into the wider context of tourism, the content of the cultural tourism is more or less contained in almost every textbook or manual. Students and learners of different courses closely associate the concept of the travel with the sightseeing of a particular site, getting to know the sights of the given area, and hence the contents and services that the journey and tourist attraction necessarily involve. Therefore, the above mentioned literature, starting from the basic forms of the communication characteristic for Level A1 to the sovereign use of language forms and expressions, is a useful lesson for learning German as a foreign language (especially German as the language of profession).

Each of the above mentioned titles in a communicative way (in concrete examples in the context of the profession) deals with linguistic situations in the field of the tourism and includes catering services and all of its subcategories. On the other hand, if we take into account that essential elements of the tourism are leisure and relaxation, adventure, culture, and therefore new and different experiences, cultural tourism is, if not obviously, then implicitly contained in all authentic speech situations and textbook discourses.



CONCLUSION

One of the questions which foreign language lecturers and subject professors of the narrowest professions often discussed about is, among other things, the position of professor of the language profession who is not always envious. First of all, the question arises whether and to what extent professors of foreign languages, as language professionals, need to know about the area of the faculty in which they teach; whether and to what extent the professor of languages should pass through possible additional methodical-didactic training for work in teaching the proficiency of the profession. Considering that the professor of the language profession is familiar with the material, he encounters an abundance of methodical, didactic and linguistic information and approaches that are often not transparent and it is difficult to estimate their use in teaching, how to approach the material to students and classify it substantially from irrelevant, and to what extent the teaching is based on the language of the profession. Also, one of the problems faced by glottodidactics and, in this particular case, teaching vocational languages in vocational studies in higher education is the fact that our higher education institutions do not have adequate textbooks, manuals, glossaries and materials that enable professors and students to deal with professional texts and professional terminology easily. The professors are those who are more or less creating a curriculum by adapting it to the student's level of knowledge, because we must take into account that this knowledge varies from individual to individual (Zerajic, 2011).

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