

3rd International Conference

FOREIGN LANGUAGES AND TOURISM

Conference Proceedings

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September 15 – 16, 2016**

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3rd International Conference

FOREIGN LANGUAGES AND TOURISM

September 15 – 16, 2016

CONFERENCE PROCEEDINGS

Papers are double blind reviewed. Authors have submitted their papers in final form. Editorial Committee disclaims any responsibility for content, language or printing errors.

Conference Programme at a Glance

Day 1: September 15, 2016

13.00 – 13.30	Registration
13.30 – 14.00	Opening Ceremony
14.00 – 14.15	UP IN THE AIR: A LINGUISTIC AND COMPUTATIONAL ANALYSIS OF ALITALIA IN-FLIGHT MAGAZINE Miriam Bait, Raffaella Folgieri
14.15 – 14.30	BESONDERHEITEN DER MORPHOLOGISCHEN INTEGRATION DER ANGLIZISMEN IN DER TOURISMUSFACHSPRACHE (TFS) Brigita Bosnar-Valković, Ana Kolić-Marković, Marin Mlacović
14.30 – 14.45	ONLINE TSCHJECHISCH – NICHT NUR FÜR MEDIZIN- STUDENTEN Ludmila Waschak
14.45 – 15.00	KOLLOKATIONEN IN DER BESCHREIBUNG EINER TOURISTISCHEN DESTINATION Nevenka Blažević, Nataša Košuta
15.00 – 15.30	Coffee break
15.30 – 15.45	WERBUNG FÜR DEUTSCH ALS FREMDSPRACHE Ljudmila Sinković, Marija Trdan Lavrenčič

15.45 – 16.00	ORAL PRESENTATIONS AS A STRATEGY FOR LEARNING A FOREIGN LANGUAGE Nina Lovec, Suzana Breclj
16.00 – 16.15	SILENCE IN A BUSINESS ENGLISH CLASS Slavica Čepon
16.15 – 16.30	UPDATING TOURISM LANGUAGE PROGRAMMES THROUGH CONTENT AND LANGUAGE INTEGRATED LEARNING IMPLEMENTATION Dolores Miškulin, Iva Peršić
16.30 – 16.45	NAMING IN THE DOMAIN OF TOURISM Ivana Lozo, Vlado Sušac
16.45 – 17.15	DISCUSSION
18.00	ORGANIZED DINNER

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09.15 – 09.30	APPLYING THE PEDAGOGICAL FRAMEWORK OF CONTENT AND LANGUAGE INTEGRATED LEARNING TO TEACH LANGUAGES FOR SPECIFIC PURPOSES Barbara Loranc- Paszylk
09.30 – 09.45	A CONTRASTIVE ANALYSIS OF CROATIAN-ENGLISH METADISOURSE USE IN TOURIST DISCOURSE Marina Peršurić-Antonić

09.45 – 10.00 VERWENDUNG DER DEUTSCHEN SPRACHE AUF DEN
OFFIZIELLEN WEBSEITEN DER REGIONALEN
TOURISMUSVERBÄNDE IN KROATIEN
Šime Vučetić, Dario Maršanić

10.00 – 10.30 **Coffee break**

10.30 – 10.45 TERMINOLOGIJA KULTURNOG TURIZMA U
NJEMAČKOM I TALIJANSKOM JEZIKU
Marijana Fabijanić, Tomislav Krpan

10.45 – 11.00 ÜBERSETZEN UND/ODER INTERPRETIEREN
Ksenija Stojaković, Alenka Plos

11.00 – 11.15 TESTING THE STUDENTS' AUTONOMY IN TEACHING
FOREIGN LANGUAGES FOR TOURISM PURPOSES
PROCESS
Tina Orel Frank

11.15 – 11.30 PSYCHOLOGICAL STRATEGIES AND THEIR
LINGUISTIC TOOLS IN ADVERTISEMENTS OF TOUR
AGENCIES
Vanda Papp

Book review and project presentation

11.30 – 11.45 **Book review**
BUSINESS COMMUNICATION IN TOURISM
Nevenka Blažević

11.45 – 12.00 Project presentation

LEHR- UND LERNTOOLS FÜR DEUTSCH IM
TOURISMUS (WEBPORTAL OF THE PROJECT
(WWW.FALINAR.TUKE.SK)
BLENDED LEARNING COURSE OF GERMAN IN
TOURISM)
Aneta Stojić, Petra Žagar-Šoštarić

12.00 -12.15 Project presentation and book review
ACADEMIC WRITING ONLINE (AWO)
Ksenija Stojaković

12.15 – 12.45 DISCUSSION AND CLOSING

Organization and scientific guidance:

Brigita Bosnar-Valković, PhD, Assist. Prof.

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Categories:

- Original scientific paper
- Preliminary communication
- Review
- Professional paper
- Conference paper

PREFACE

Challenged by the fact that tourism is the world's largest service industry which is rapidly growing both locally and globally, and that in this sector the foreign languages skills are of uttermost importance, the 3rd International Conference “Foreign Languages and Tourism” was held on 15th and 16th September 2016 in Portorož at the Faculty of Tourism Studies Turistica. The conference was organized by the Faculty of Tourism and Hospitality Management Opatija (Croatia), the Faculty of Tourism Studies Turistica Portorož (Slovenia) and the University of Applied Sciences Burgenland (Austria). The official languages of the conference included English, German, Italian, Slovenian and Croatian. The diversity of the conference organizers and participants was also evident in the multilingual form of their submissions – eight papers were written in English, five in German and three in Croatian.

Due to the fact that teaching foreign languages in tourism can only be successful if it follows the trends and challenges in teaching LSPs, scientists and practitioners were brought together aimed at exchanging their professional ideas, experience and knowledge as well as presenting their latest achievements in following the trends and challenges in the field of foreign languages in tourism.

It is our great pleasure to present this book of proceedings which encompasses a selection of sixteen papers presented at the 3rd International Conference “Foreign Languages and Tourism” in Portorož. The purpose of this conference proceedings is to serve as a forum for sharing policy and pedagogical issues in the area of foreign languages in tourism. In the proceedings the authors’ experience and reflections on issues of foreign languages in tourism fall into two major areas of investigation:

Presentation of distinctive features of the language of tourism, some of them as a consequence of the language contact with English. English is in fact regarded as a primary language of tourism because in general, tourism is accomplished in English. Accordingly, language of tourism constitutes a very special type of communication and diverse text types that combine different components from everyday language with elements belonging to specialized tourism terminology which makes it a (very special) language for special purposes.

Presentation of strategies relevant for successful learning and teaching of the language of tourism. Focus was on content and language integrated learning and online language acquisition aimed at increasing learners’ motivation and perfecting communicative competence in foreign languages as the key competence of tourism employees trying to achieve overall guest's satisfaction. The issue on either translating or interpreting was also tackled.

The closing section of the conference was organized for those participants who wanted to share and present their new books or teaching materials or projects they are taking part in, which proved to be a very useful and pleasant part and at the same time an advantageous conclusion of the whole conference.

We wish to express our gratitude to the hosts of the conference at the Faculty of Tourism Studies Turistica in Portorož as well as all organizers, authors, presenters and reviewers for making the conference a success.

We look forward to attending the next conference on Foreign Languages and Tourism in two years' time.

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UP IN THE AIR: A LINGUISTIC AND COMPUTATIONAL ANALYSIS OF ALITALIA IN-FLIGHT MAGAZINE

Bilingual in-flight magazines provide air travellers with “infotainment”, but also represent a primary instrument to build “brand awareness” for the carrier, selling products and strengthening relationship with their customers.

Our study is aimed at investigating the discourse features of Alitalia bilingual in-flight magazine, *Ulisse*, distributed on all routes throughout the network – in VIP lounges, at the main domestic and international airports, and in leading hotel chains. In order to carry out our analysis, we collected the English version of texts from 6 monthly issues, published between May 2015 and October 2016.

A combined framework of theoretical approaches and perspectives is used in this study in order to analyze the linguistic and multimodal (text classification and sentiment analysis) modes of communication in the text. More specifically, a qualitative Critical Discourse Analysis (Fairclough 2003, 2005; Wodak and Meyer 2001) approach was taken to examine textual elements, while a Discourse Analysis in the area of text evaluation (Hunston and Thompson 2001) was also brought together to provide an understanding of the meanings and social significance of texts.

Finally, we decided to detect feelings emerging from the contents, using sentiment analysis tools and some procedures for text classification. The tools derive from Artificial Intelligence (A.I.). Thanks to cloud-based tools and procedures based on Natural Language Processing A.I. algorithms (Nasukawa and Yi, 2003; Lohr, 2012), it is possible to extract sentiments from content and from the web and analyze them just as any human being would do.

Key words: Artificial Intelligence, Critical Discourse Analysis, Tourism, Evaluation, In-Flight magazines, Sentiment Analysis

INTRODUCTION AND BACKGROUND

In-flight magazines represent a peculiar but quite neglected genre. Neglected because few academic studies have examined this phenomenon, except (Thurlow / Jaworsk 2003, Maci 2012, Conradie 2013). Peculiar because in-flight magazines are directly published by airlines officially to inform and entertain their passengers, but they also represent an extraordinary marketing tool to build “brand awareness” for the carrier, to offer products apparently at lower prices and, last but not least they strengthen the relationship with their customers who feel safer being guided by who has full expertise. The reach of in-flight magazines is interestingly broad, both from a qualitative and quantitative point of view. Qualitatively, the target readers are all travellers, from different countries, who find their personal complimentary copy in their seat pocket, or at airport lounges. Quantitatively, an average of 2.1 million passengers fly with Alitalia every month, with readership of 180,000 for each issue¹.

¹ <http://www.mediaplanned.it/mediakiting.pdf>

1. AIMS AND DATA

Our study is aimed at showing the most salient discourse features and analysing terms used to elicit positive or negative moods (sentiment analysis) of Alitalia bilingual in-flight magazine, *Ulisse*. Six issues of Alitalia magazine, published during the period May 2015 to October 2015 (inclusive) were selected to carry out our analysis on the English version.

Our work will be organized around the following research questions:

- 1) Are texts 'ideologically innocent' or do the text producers project cultural and ideological values to which travellers should adhere, and whose values might these be?
- 2) How and to what extent are evaluative expressions used as manifestations to establishing identity?
- 3) Does the dataset show the presence of other devices employed by the writers to establish identity?
- 4) What is/are the common sentiment(s) elicited by the texts and what are the most recurrent words?

2. METHODOLOGICAL FRAMEWORK

The discourse of tourism is a discourse of identity construction, promotion, recognition, and acceptance. It is a discourse created through the creation and manipulation of linguistic and visual texts. Thus, in our study, two different approaches are combined in a multi-method analysis: a qualitative Critical Discourse Analysis (Fairclough 2003, 2005; Wodak and Meyer 2001) is used to examine textual elements to provide an understanding of the meanings and social significance of texts; moreover, a multimodal analysis, including text classification and sentiment analysis, is also used to evaluate modes of communication in the text.

3. DISCUSSION

3.1. Textual organization

As mentioned before, linguistic and visual texts present meanings on both denotative and connotative levels. In a denotative interpretation, the mode depicts the scene itself, the literal reality. In a connotative interpretation, the mode, instead, transmits the manner in which the society communicates what it thinks, symbolically transforming reality, remaking ordinary places into extraordinary worlds. These texts do not simply communicate, they represent and mediate, therefore they are negotiative and dialogic.

Glancing at the text making up our dataset it is easy to recognize the standard mix of editorial content and advertising making it an example of "travel-style" glossy publication characterized by a homogenous structure which includes:

- Lifestyle/cultural articles (fashion, celebrities, culinary, film/book reviews);
- Business information (information about investments);
- Games/'psychological' quizzes;
- Travel and destination information (travelogues, guides, articles on specific cities);
- Passenger and inflight information (airports, visas, local climate, currency, transfer facilities);
- Airline news (destinations, new routes, company mergers or takeovers).

It is interesting to note that the dominant sections of *Ulisse* are not made up of airline-specific, inflight information or destination content, but mostly by the lifestyle/culture section constantly appealing to a global identity. In Thurlow and Jaworki's words, these magazines are textually 'global' and thematically 'global'.

3.2 Language choices and identity representations

The reason for choosing English for this bilingual magazine is obvious as English is the present lingua franca for global communication and this helps the airline position itself as global, while granting the same status to their passengers. But the kind of English used is what Brown (1990) calls 'cosmopolitan English' constructed on the basis of:

A materialistic set of values in which international travel, not being bored, positively being entertained, having leisure and, above all, spending money casually and without consideration of the sum involved in the pursuit of these ends, are the norm. (Brown 1990: 13)

It is an unreal language because the main aim is to market distinctive idealized images of travel experiences and lifestyles. The readers are offered a pleasing sense of belonging to an imagined community of tourists and cosmopolitan global citizens. Therefore, the use of English as the lingua franca of non-English inflight magazines is the result of this perception of the social status and prestige endowed to the company represented by the inflight magazine and the passengers who read it. And also, the choice of *Ulisse* as the name for Alitalia inflight magazine confirms the prestige strategy adopted by airlines. It is both cosmopolitan and gives the idea of free movement and the crossing of national borders so as to achieve globality (cf. also Thurlow and Jaworski 2003: 592):

Just as Ulysses, the most celebrated traveller of all time, has taught us, travel always means affirming one's own independence, tenaciously fighting against anything standing in the way of freedom and the desire for knowledge. Happy landings to all! (JULY 2015)

In the articles on destinations, what emerges is that the reader is targeted as a global traveller characterised by sophistication and curiosity, in other words, a tourist who dislikes mass tourism, a sophisticated reader who can wisely select the chosen destination, which is always described in terms of extraordinary and chic:

Some roads you measure in miles, others in marvels. Like those of the Emerald Coast, that between the northern 'confines' of Porto Rotondo and Baja Sardinia cross places - Cala di Volpe, Porto Cervo, Liscia di Vacca – that just saying their names conjures vacation & the Dolce Vita. (July 2015)

Unmissable Sunday evenings with impeccably chic selections. (May 2015)

For those who like being at the centre of attention (June 2015)

You run the a risk of brushing shoulders with royalty and VIPs (July 2015)

By choosing this type of itinerary, these travelers live the most luxurious and exclusive experience possible, where their highest expectations and wishes are met and surpassed.

It feels like the centre of the world: incredible villas, 'Hollywood people' seduced by the local beauty... this is the ideal lake for star-spotting. (September 2015)

Private villas and equipped with all comforts, and each with its own personal butler to grant your every wish. (May 2015)

3.2.1 Pronouns

We and *you* carry special status as far as the individual and group identity construction is concerned, thus forming an ideal identity marker. Our dataset, resorts to *you* as the key discourse technique to highlight that the focus is on the potential tourist-traveler who is empathically involved and strategically persuaded to take advantage of the experience offered. *You* is used to create what Fairclough calls synthetic personalization (Fairclough 2001) referring to the manipulation of interpersonal meanings and forms for strategic purposes. In the following examples, directly addressing the readers with *you* contributes to simulating a relationship of "equality, solidarity and intimacy" in a conversational relationship:

You walk amongst the century-old trees and believe for a moment that time stands still, and though everything seems different now the olive keeps on singing its song of peasants and fatigue, rural trades long forgotten and dawns spent working, never sleeping. (September 2015)

Inclusivity of *we* pronoun contributes to personalization helping construct an intimate tone between text producers and readers thus creating a favourable impression of shared social identity:

Every time we go away this moment has to come. The shadow of the dreaded return is already lurking from the day we depart, printed like a reminder on our return tickets, intrinsically implied in our very departure. The perception of our travels is always modelled by our expectations, which explains

perfectly why our outbound journeys, with our minds full of sea, sun and sand, always seems endless. (September 2015)

You is often replaced by *we* when traveller/reader and writer coincide. The text producers are far from being just information suppliers and do play an active role often identifying themselves with the traveller/reader thus becoming travellers themselves:

...travel becomes the instrument for understanding others, but at the same time and perhaps even more so, for understanding ourselves... (July 2015)

It wouldn't be so bad if the way we spend our vacation reacquired a little of that 'spontaneity lost' and vacationers went back to enjoying even just the simple pleasure of a break for precisely what it is, a break. (August 2015)

3.2.2 Verbal phrases

The most prominent forms of the verb phrase are those expressed either with the present simple or the imperative. The simple present is used to describe the tourist destination to convey authoritativeness and a concept that is permanently valid and always true, as in the following:

Our country is above all a collection of incredible wonders (May 2015)

Sicily is far more than this dazzling array of natural beauty and beaches. Our archaeological heritage is quite unique. (October 2015)

The use of the imperative mode on the other hand mark the presence of the text producer who urges the reader to visit that particular destination thus enhancing the dialogic component as in these example:

Observe elegant flamingos feeding in the shallows; encounter schools of flying fish and uncover unique experiences as you paddle through a habitat rich in wildlife (May 2015)

3.2.3 Modals

In our case-study modality usually prompts an action. Through the frequent use of *can* and *will* tourists are given the possibility - and certainty - to explore the places described or to experience an extraordinary evening out, as in the following examples:

Where you can pass through mediaeval villages and pristine historic centres, whether you're on your way down to crystal-clear seas lapping white sandy beaches, or to a nature reserve where the Mediterranean vegetation provides a backdrop of colour and fragrance to the nests of breeding flamingos. (July 2016)

(The guests) can spend the evening with a VIP among celebrities of showbusiness, culture and television (June 2016)

The modal *must* is not frequent, but it is frequently used in nominalizations such as *a must-see*, *must-do*, *a must*.

Mount Etna is a must for trekking enthusiasts, with trails where nature first explodes with the beauty of lush forests. (October 2015)

An absolute must for fun and adventure seekers is a ride on the world's biggest roller coaster (May 2015)

...this is another must-see for art lovers. (May 2015)

The text producer points out something that cannot be missed creating empathy with the reader but also lowering any defensive (financial) walls the potential consumer may have built (Maci 2013).

3.2.4 3.2.4. Adjectives

Our dataset is strongly characterized by evaluative adjectives reflecting the target audience's desires and aimed at influencing the reader's choice as to the selection of destinations to visit. The most recurring adjectives are: *top*, *exclusive*, *unique*, *fabulous*, *legendary*, *sophisticated*, *expensive*, as in the following:

An exceptional location offering a unique experience (August 2015)

Sophisticated simplicity and elegant functionality, the small but exclusive wellness centre. (September 2015)

The adverbial comparative more and the superlative most, and best help convey once more the exclusive quality of the destination, highlighting the strongly evaluative and therefore promotional character of texts:

Milan, as the best place to visit in 2015 (May 2015)

The use of attributes, expected benefits, and the symbolic meanings or psychological characteristics associated with a specific destination, seem to empower potential tourists to take autonomous decisions about their travel choices. Conversely, texts are aimed "to woo, seduce, inform, project, and sell in one operation" (Dann, 1993:893) and seem to confirm the concept of 'staged authenticity' introduced by McCannell, a commoditized identity of a place reflecting highly desirable experiences, for tourism consumption.

With a view to confirming our linguistic analysis also from a quali-quantitative point of view, we explored the possibility to use a technological tool to obtain an evaluation of the texts, as objective as possible.

3.3 Sentiment analysis

To complete our analysis, we performed a sentiment analysis (Pang and Lee, 2008; Godbole, Srinivasaiah and Skiena, 2007) on the contents of the selected magazine, specifically related to the Expo event.

Obviously, individuals have an innate sense in determining sentiments, therefore we could simply read the text delivered on the two websites and decide if the general mood was positive, neutral or negative. In spite of this human ability, we are often influenced by personal opinion or one's own life experiences, therefore this approach risks to be not objective. For this reason, we have chosen to detect feelings emerging from the contents, using sentiment analysis tools.

However, an extensive analysis of the texts would have resulted in an excessive, time-consuming and probably inconsistent effort. That is where tools from Artificial Intelligence (A.I.) comes in (Nasukawa and Yi, 2003; Lohr, 2012). Thanks to cloud-based tools and procedures based on Natural Language Processing A.I. algorithms, it is possible to extract sentiment from content and from the web just as an individual would do, but much faster and allowing to obtain more consistent results, considering that humans hardly come to an agreement.

3.3.1 The Sentiment Analysis tools

To perform the sentiment analysis of the content of the magazines, we used the online free tools consisting in three sentiment analysis engines.

These engines are cloud-based tools adopting a Natural Language Processing algorithm to perform the analysis. Following the software technical specification, the algorithms operate on the selected text through the following steps:

1. break the sentences of the document into their structural elements (e.g. nouns, adjectives, verbs, and adverbs), on the basis of the selected language;
2. identify sentiment-bearing phrases (for example "extraordinary experiences" or "a truly breathtaking place");
3. each of the identified phrases gets a logarithmic score, ranging from -10 to 10
4. the software combines the obtained scores and determines the overall sentiment of the text, assigning a score in the range from -2 to 2.

The knowledge base of the tools take advantage from Wikipedia, creating a Concept Matrix containing the indication of the closeness of the considered terms.

We can obtain several outputs out of the sentiment analysis:

- the general sentiment of the document (positive, negative or neutral).
- a text summarization, extracting the most significant sentences and giving a concise synopsis of the original text.
- sentiment: positive, negative or neutral mood of all the items of an entity (a single word or a sentence)

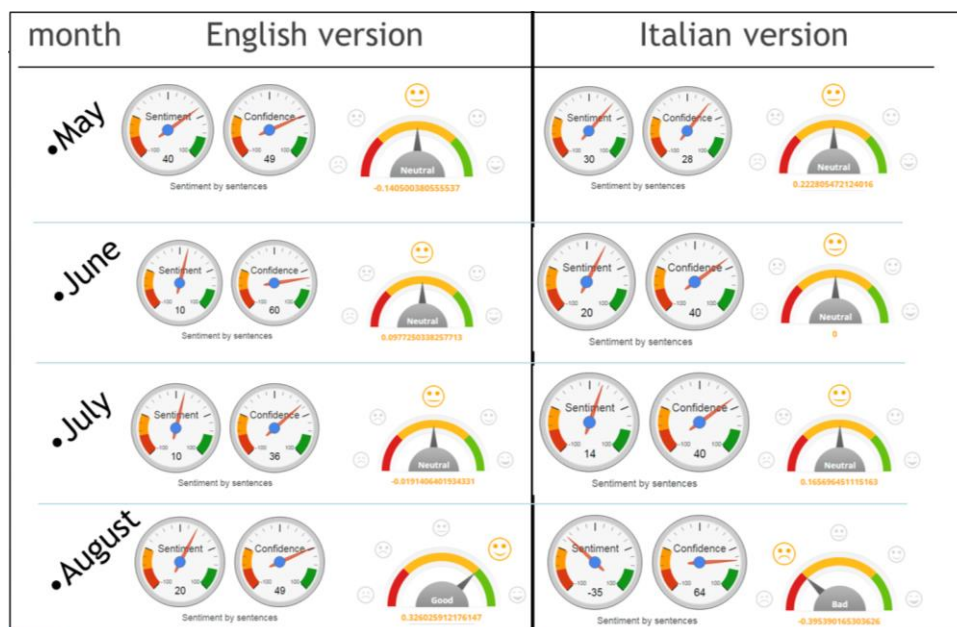
3.3.2 Sentiment analysis outcomes

In this paragraph, we will summarize the results obtained by the sentiment analysis performed on the contents using the sentiment analysis engines.

What is worth noting is that from May to October the positive mood is increasing, if we look at the English version of the text, even if the event “EXPO” is the main topic only in the first two magazines (May and June).

Interestingly enough, the Italian versions of the magazines, don’t show an overall positive mood. In fact, the Italian terms used in the text recall negative sentiments in readers. Therefore, copywriters should select more carefully words in order to elicit positive sentiments (figure 1).

Figure 1: The results by months, from May to August



As you can see in figure 1, the English versions always present a more positive mood than the Italian version, with a peak in August.

As an example, let’s look at the September issue (figure 2). You can see a significant difference between the positive mood elicited by the English text and the Italian version which generates an overall negative .



Figure 2: Outputs from September

CONCLUDING REMARKS AND FURTHER RESEARCH

From the perspective of CDA, although the texts may appear ideologically innocent, they are in fact tremendously powerful in representing and reconstituting areas of social life (Thurlow / Jaworski 2003: 581) as they construct ideologies and values by encouraging certain interpretations or readings. They sell an elite lifestyle addressing both the jet-setter and the globe trotter providing them with an opportunity to step outside their “everyday” identities and slip into a way of life and a lifestyle which is international, fashionable, and sophisticated. In line with Maci’s conclusions, our analysis suggests that Ulisse texts offer global topics and make what is local global.

When a person reads the airline magazine, this points to a specific social identity or indicates that the reader belongs to a certain social community, especially when the mother-tongue is not English. The rights and obligations deriving from this social identity are negotiated through the speaker’s language. Such identity is ideologically constructed, in the sense that inflight magazines propose idealized models, images and social relationships (cf. also Piller 2001).

The sentiment analysis showed that the predominant feeling was positive over time in the English version of the magazine, with a greater emphasis on the positive feeling in the stages immediately before the end of the EXPO event. On the contrary, the Italian version shows a negative sentiment over time, due to the words chosen by the copywriter.

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Original scientific paper

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KOLOKACIJE U OPISU TURISTIČKE DESTINACIJE

Predmet ovoga rada je kontrastivna analiza kolokacija u tekstnoj vrsti „opis turističke destinacije“ s posebnim obzirom na imeničke kolokacije s pridjevskom sastavnicom.

Pod pojmom kolokacija podrazumijeva se reducirano i selektivno kombiniranje leksema na sintagmatskoj osnovi pri čemu nastaju leksički sklopovi koji se mogu razlikovati među pojedinim jezicima. Navedeno se najbolje očituje njihovim prevođenjem s materinskoga na strani jezik, pri čemu između polaznoga i stranoga jezika može doći do odstupanja kako na formalnoj, tako i na sadržajnoj razini.

Cilj je istraživanja bio utvrditi nekongruentne kolokacije s obzirom na odabranu tekstnu vrstu na primjeru hrvatskoga kao polaznoga i njemačkoga kao stranoga jezika kako bi se zaključilo o eventualnim implikacijama za prevođenje promidžbenih materijala u turističke svrhe te za ovladavanje kolokacijama u njemačkome jeziku kao jeziku turističke struke.

Na temelju rezultata ovoga istraživanja utvrđeno je da imeničke kolokacije s pridjevskom sastavnicom pokazuju dominantna odstupanja na formalnoj, te samo sporadično na sadržajnoj razini, što pomaže u određivanju pristupa poučavanju i učenju kolokacija u nastavi njemačkoga jezika na temu turističke ponude destinacije.

Ključne riječi: kolokacije, imeničke kolokacije s pridjevskom sastavnicom, kontrastivna analiza, opis turističke destinacije, nastava njemačkoga jezika turističke struke

The subject of this paper is a contrastive analysis of collocations in the text type „description of a tourist destination“, with special reference to nominal collocations with an adjectival component.

The concept of collocations refers to reduced and selectively combined lexemes on the syntagmatic basis so as to form lexical sets, which may vary among different languages. The aforementioned is best reflected during translations from the mother tongue into a foreign language, whereby discrepancies may occur between the source and target language both on the formal and on the content level.

The aim of this research was to determine incongruent collocations with respect to the selected text type on the example of Croatian as the source and German as the foreign language in order to conclude on the possible implications for translating promotional materials for tourism purposes and mastering collocations in the German language as the language of the tourist profession.

The results of this research indicate that nominal collocations with an adjectival component show dominant variations on the formal and only sporadic variations on the content level, which helps in determining the approach to teaching and learning collocations in German language classes on the subject of tourist offers of destinations.

Key words: collocations, nominal collocations with adjectival component, contrastive analysis, description of tourist destinations, teaching German for tourism

UVOD

O kolokacijama se u relevantnoj stručnoj i znanstvenoj literaturi govori kao o složenome jezičnom fenomenu koji već duži niz desetljeća zaokuplja pažnju jezikoslovaca, a u posljednje vrijeme posebice u području učenja stranoga jezika. Jedan od razloga je i uloga kolokacija u svakodnevnoj komunikaciji jer one, kako se navodi u relevantnoj literaturi, omogućuju tečnu i ekonomičnu uporabu jezika nalik onoj izvornih govornika što znači da je kolokacijski kompetentan govornik ujedno i komunikacijski kompetentan (npr. Valentić, 2005; Petrović, 2007; Reder, 2013). S tim u vezi ističe se potreba razvijanja kolokacijske kompetencije kao sposobnosti uočavanja, razumijevanja i korištenja kolokacija (Reder, 2011:63).

Što su zapravo kolokacije? Britanski kontekstualist John R. Firth, koji se smatra začetnikom kolokacijske teorije (Stojić, 2012:21), kolokaciju definira kao uobičajenu, očekivanu svezu leksema na sintagmatskoj razini (Firth, 1957:195). Kao osnovna karakteristika kolokacija nadalje se ističe reducirano i selektivno kombiniranje njihovih sastavnica, što znači da pri odabiru jednoga leksema treba znati s kojim drugim leksemima on može ući u kolokacijsku svezu (Stojić i Barić, 2013:80). Kombiniranjem leksema na sintagmatskoj razini tako nastaju leksički sklopovi ispod rečenične razine (Bahns, 1993:31) koji se sastoje od najmanje dviju riječi, dok je način kombiniranja sastavnica specifičan za pojedini jezik te se upravo kontrastiranjem dvaju jezika mogu utvrditi razlike među njima, kao npr. engl. *to lay the table*, njem. *den Tisch decken* i hrv. *postaviti stol*. Na temelju navedenih primjera može se zaključiti o različitim realizacijama glagola *postaviti* u engleskome i njemačkome jeziku tj. o nepodudarnosti jedne kolokacijske sastavnice polaznoga jezika u sadržajno ekvivalentnim kolokacijama nekih drugih jezika, što znači, kako navodi Hausmann (1984:405), da je ekvivalencija moguća na razini kolokacijske sveze, ali ne i na razini njezinih pojedinačnih sastavnica. Nadalje, zbog svoga relativno transparentnog značenja kolokacije ne predstavljaju problem na razini primanja jer jedna sastavnica kolokacije zadržava svoje značenje koje ima i izvan kolokacijske sveze, već na razini proizvodnje i to posebice u području prevođenja te u procesu ovladavanja stranim jezikom (npr. Nesslhauf, 2003; Borić, 2004; Reder, 2006a i 2013). Navedena obilježja karakteristična su ne samo za kolokacije općega jezika, već i za kolokacije jezika određene struke, iako potonje pokazuju izvjesne posebnosti na pragmatičnoj i konceptualnoj razini (Caro Cedillo, 2004:77), zbog čega se u posljednje vrijeme i u Hrvatskoj provode lingvistička istraživanja kolokacija s aspekta jezika struke, npr. engleskoga jezika medicinske struke (Miščin, 2009 i 2012; Pavičić Takač i Miščin, 2013) te s aspekta njemačkoga jezika turističke struke (Blažević i Miškulin, 2012 te Stojić i Barić, 2013), što je slučaj i s ovim istraživanjem.

1. TEORIJSKA RAZMATRANJA

1.1. Pojmovno određenje kolokacija

U okviru teorijskih razmatranja kolokacijske problematike razlikuju se dva osnovna pristupa – statistički i frazeološki pristup proučavanju kolokacija (Bergerová, 2012:68). Statistički se pristup temelji na postavkama britanskoga kontekstualizma i fenomenu kolokacije pristupa s aspekta čestotnosti određujući ju prema načelu učestaloga supojavljivanja dviju riječi u svezi. Međutim, čestotnost nije dostatan kriterij za određivanje neke sveze kao kolokacije jer primjenom samo statističkoga kriterija u određivanju kolokacija postoji mogućnost da se kao kolokacije identificiraju i slobodne sveze riječi koje karakterizira velika zamjenjivost sastavnica, ali i kolokacije koje su rijetke u jezičnoj uporabi tako mogu ostati nedetektirane (Stojić, 2012:45-47). Za razliku od statističkoga pristupa i njegovoga, prema mišljenju nekih stručnjaka, prilično širokoga poimanja kolokacija, frazeološki pristup kolokaciju promatra kao posebnu kategoriju sintagmatskih sveza u koju se riječi udružuju po principu semantičke snošljivosti (Stojić, 2012:48). Frazeološki pristup kolokaciju definira smještajući ju između slobodnih sveza s jedne i frazeoloških sveza s druge strane s kojima kolokacije dijele zajednička svojstva. Svojstvo kompozicionalnosti tj. mogućnost da značenje kolokacijske sveze proizlazi iz značenja njezinih pojedinačnih sastavnica zajedničko je kolokacijama i slobodnim svezama (Stojić, 2012:54). Uz navedeno, kolokacije karakterizira stabilnost sveze i mogućnost reprodukcije, što znači da se kolokacija ne mora stvarati u govornome procesu, već se reproducira u gotovome obliku, a to svojstvo kolokacije dijele s frazeološkim svezama. No, iako kolokacije i frazeološke sveze odlikuju ista svojstva (višečlana struktura, leksikaliziranost, mogućnost reprodukcije, idiomatičnost i čvrstoća), ona kod kolokacija nisu prisutna u potpunosti. To se prvenstveno odnosi na načelo idiomatičnosti i čvrstoće, kako navode Stojić i Košuta (2012:366), što otežava razgraničavanje kolokacija od drugih frazeoloških sveza. U razgraničavanju kolokacija od slobodnih sveza i frazeoloških sveza može pomoći stupanj semantičke kohezije među sastavnicama jer što je stupanj semantičke kohezije veći, to neku svezu lakše možemo odrediti kao kolokaciju (jer su njezine sastavnice čvršće povezane), za razliku od slobodnih sveza koje karakterizira najniži stupanj

semantičke kohezije, odnosno slaba povezanost njezinih sastavnica (ibidem). Ipak, kolokacije predstavljaju izrazito stupnjevit fenomen leksika čije granice nije moguće jasno odrediti i zbog toga sve do danas ne postoji općeprihvaćena definicija kolokacija, što posljedično otežava primijenjenolingvistička istraživanja. S tim u vezi novija proučavanja kolokacija apostrofiraju potrebu kontrastivnoga istraživanja kolokacija kako bi se kontrastiranjem određenih jezika utvrdile nepodudarne, a time i problematične strukture (npr. Will, 2005:52; Konecny, 2010:628), što bi pozitivne implikacije imalo posebice na nastavu stranoga jezika.

Uz gore opisani frazeološki pristup vezuje se ime Franza Josefa Hausmanna, kao jednoga od njegovih najznačajnijih predstavnika, te njegova tipologija kolokacijskih sveza koju u svojim radovima o kolokacijskoj problematici navodi većina autora, dok neki od njih razmatraju primjenjivost Hausmannove tipologije u poučavanju kolokacija u okviru nastave stranoga jezika (npr. Siepmann, 2004:109; Stojić i Murica, 2010:118). Budući da se istraživanje u ovome radu također temelji na Hausmannovu shvaćanju kolokacija, ono će se u nastavku podrobnije prikazati.

1.2. Hausmannovo shvaćanje kolokacija

Hausmann (1984:401) kolokaciju određuje kao hijerarhijsku strukturu u kojoj jedna sastavnica ima ulogu osnove tj. baze, a druga kolokatora. Riječ je dakle o binarnoj strukturi koju obilježava hijerarhijski odnos među sastavnicama pri čemu baza nosi temeljno značenje i autonomna je, dok kolokator modificira značenje baze, ali i cjelokupne kolokacijske sveze. Produkcija teksta kreće od baze kao autonomne sastavnice prema kolokatorima kao zavisnim sastavnicama u svezi. Hausmann (1990:vi-vii) u svojoj tipologiji navodi šest osnovnih struktura te razlikuje sljedeće kolokacijske strukture: glagol + imenica u funkciji objekta (baza) npr. njem. *ein Formular ausfüllen, ein Buch aufschlagen*, pridjev + imenica (baza) npr. njem. *schlechte Erfahrung, wahre Liebe*, imenica u funkciji subjekta (baza) + glagol npr. njem. *der Hund bellt, das Herz pocht*, imenica + imenica (baza) npr. njem. *eine Tafel Schokolade, eine Priese Salz*, prilog + pridjev (baza) npr. njem. *bitter enttäuscht, tödlich verwundet* te prilog + glagol (baza) npr. njem. *heftig kritisieren, heimlich folgen*. Najčešća vrsta riječi u ulozi baze su imenice jer upravo njima opisujemo (imenujemo) svijet koji nas okružuje, dok glagoli i pridjevi ulogu baze preuzimaju samo uz priloge kao kolokatore.

Prema Hausmannovu shvaćanju kolokacije su u osnovi binarne strukture, no u kasnijim radovima spominje mogućnost kombiniranja dviju binarnih struktura i njihovoga spajanja u jednu širu, tročlanu strukturu *Kritik üben + massive Kritik = massive Kritik (an etwas/jdm.) üben* (Hausmann, 2004:316)

Kao najčešće zastupljene kolokacijske sveze Hausmann (1990:vi) navodi tip glagol + imenica u funkciji objekta te pridjev + imenica, dok su u hrvatskome jeziku primjerice najčešće kombinacije pridjev + imenica, glagol + imenica te prilog + glagol, kako navodi Petrović (2007:32-33). Razlike među jezicima obično su vidljive na razini kolokatora, a ne na razini baze (Hausmann, 1984:405) kao npr. u kolokaciji njem. *den Tisch abräumen*; eng. *to clear the table*; hrv. *raspremiti stol*, što se ne može objasniti ni morfološkim, ni sintaktičkim pravilima (Friederich, 1994:107). Kolokatori se također, kako navodi Reder (2006b:161) mogu koristiti u prenesenome značenju, a njihova se realizacija također može razlikovati od jezika do jezika npr. njem. *die Schule besuchen* (*besuchen* u značenju *posjetiti, posjećivati*); hrv. *pohađati školu*. Upravo zbog toga što najbolje oslikavaju razlike među kontrastiranim jezicima, uloga su i značenje kolokatora zanimljivi s kontrastivnoga aspekta jer se usporedbom kolokatora polaznoga i ciljnoga jezika očituju međujezična odstupanja, kako na sadržajnoj tako i na formalnoj razini, iako usporedbom dvaju jezika možemo utvrditi i istovjetne strukture (Hausmann, 1993:476).

1.3. Kontrastivni pristup i vrste podudarnosti

Kontrastivni pristup proučavanju kolokacija zasigurno može imati značajne teorijske implikacije na razradu učinkovitih modela za kontrastiranje kolokacija, ali i ukazati na konkretne probleme prilikom prevođenja te u okviru ovladavanja stranim jezikom. U praksi to podrazumijeva osvještavanje prevoditelja te nastavnika i učenika stranoga jezika za kolokacijski fenomen, odnosno za činjenicu da se određena značenja realiziraju ne samo na razini pojedinačne riječi, već i u obliku višerječnih sveza, u koje se ubrajaju i kolokacije (Stojić i Štiglić, 2011:277).

Kontrastiranje kolokacija za cilj ima utvrditi karakteristična obilježja kolokacija kontrastiranih jezika, te polazeći od semantičke podudarnosti i formalne strukture kolokacija utvrditi vrste podudarnosti između kolokacija polaznoga i ciljnoga jezika. S obzirom na moguća odstupanja na sadržajnoj i formalnoj razini moguće je razlikovati potpunu, djelomičnu i zamjensku podudarnost (Stojić i Štiglić, 2011:268-269). Potpuna se podudarnost očituje u nepostojanju razlika među ispitivanim jezicima, ne samo na sadržajnoj, već i na formalnoj razini, što znači da su obje sastavnice kolokacije u oba jezika kontrastivni korespondenti i izvan kolokacije te da je riječ o istim vrstama riječi npr. njem. *Antwort geben* – hrv. *dati odgovor*. Za razliku od potpune podudarnosti,

kod djelomične je podudarnosti riječ o odstupanju na jednoj od promatranih razina, što na sadržajnoj razini znači da kolokatori izvan sveze imaju drugo značenje, dok je na formalnoj razini riječ o različitim vrstama riječi ili pak o posve drugačijoj strukturi (ibidem) npr. njem. *Sport machen* – hrv. *baviti se sportom*. Kod zamjenske se podudarnosti značenje jedne kolokacije u nekome jeziku obično izražava drugim jezičnim sredstvima. Tako npr. kolokaciji u jednome jeziku odgovara monoleksem, složenica ili pak parafraza u drugome jeziku npr. njem. *Angst bekommen* – hrv. *uplašiti se*.

Usporedbom kolokacijskih sveza u različitim jezicima, nerijetko se mogu utvrditi sveze koje potvrđuju idiosinkrastički karakter jezika (Stojić i Murica, 2010:113), odnosno činjenicu da ne postoje pravila prema kojima bi se određene riječi u nekome jeziku mogle kombinirati u prihvatljive kombinacije (Borić, 2004:65) jer je obrazac formiranja kolokacija imanentan svakom jeziku.

2. EMPIRIJSKO ISTRAŽIVANJE

2.1. Cilj istraživanja

S obzirom na to da se kolokacijski odnos kao važan princip organizacije leksika smatra ne samo ekonomičnim i kreativnim strukturiranjem leksičkih odnosa, već i takvim korištenjem jezika te da pridjev kao vrsta riječi igra važnu ulogu u jeziku promidžbe, koja za razliku od ostalih vrsta riječi ima značajan utjecaj na potrošače i stvaranje imidža turističke destinacije (Blažević i Barac, 2006:29), cilj je ovoga rada kontrastivna analiza kolokacija u opisu turističke destinacije između hrvatskoga kao polaznoga i njemačkoga kao ciljnoga jezika s osobitim obzirom na imeničke kolokacije s pridjevskom sastavnicom. Pritom se imeničke kolokacije s pridjevskom sastavnicom promatraju u skladu s prethodno opisanom Hausmannovom tipologijom kolokacijskih sveza u kojoj pridjev ima ulogu kolokatora, a imenica ulogu baze te se s obzirom na navode u teorijskome dijelu rada pretpostavlja da će se razlike među kontrastiranim jezicima očitovati prvenstveno na razini kolokatora koji ulaskom u kolokaciju mijenja značenje, za razliku od baze čije značenje u kolokaciji ostaje nepromjenjivo. U razmatranju sličnosti i razlika u odabranoj tekstnoj vrsti između ispitivanih jezika određuju se vrste podudarnosti, kako bi se zaključilo o eventualnim implikacijama za prevođenje promidžbenih materijala u turističke svrhe te za ovladavanje kolokacijama u njemačkome jeziku kao jeziku turističke struke.

2.2. Korpus i postupak

Korpus u ovome istraživanju čini 48 tekstova na hrvatskome jeziku s opisima pojedinih turističkih destinacija u Primorsko-goranskoj županiji objavljenih na službenim stranicama Hrvatske turističke zajednice te u turističkome vodiču pod naslovom *Hrvatski Jadran*. Tekstovi obuhvaćaju četiri tematska područja – prirodne ljepote, klimu, gastronomiju te pružanje usluga uključujući sportske i zabavne sadržaje.

Iz navedenih su tekstova ručno ekstrahirane sve binarne i višeečlane strukture tipa pridjev + imenica (baza). Ekstrahirane su kolokacije potom analizirane s kontrastivnoga aspekta radi utvrđivanja razlika među kolokacijama u kontrastiranim jezicima, odnosno vrste podudarnosti.

3. PRIKAZ I INTERPRETACIJA REZULTATA

Iz analiziranih tekstova ekstrahirano je ukupno 170 imeničkih kolokacija s pridjevskom sastavnicom, od toga 121 binarna struktura i 49 višeečlanih struktura koje se sastoje od dvaju kolokatora i jedne baze. U kategoriju višeečlanih struktura ubrojene su one koje su nastale spajanjem dviju binarnih kolokacija u jednu širu tročlanu strukturu npr. *tirkizno plavo more* (*tirkizno plavo* + *plavo more*), ali i kombinacije dvaju pridjeva u ulozi kolokatora i jedne baze npr. *glatki bijeli šljunak*, *veliki ukusni škampi*, *blagotvoran svjež zrak*, *ugodna sredozemna klima* itd. Vezano uz spomenute strukture zapravo samo uvjetno možemo govoriti o višeečlanim strukturama u smislu u kojem ih objašnjava Hausmann, već prije svega možemo govoriti o ekonomičnosti i prirodi jezika koja teži eliminaciji zalihosnih jezičnih elemenata, što se u ovome konkretnom slučaju odnosi na uporabu jedne baze s dvama kolokatorima koji s njome mogu tvoriti kolokacijsku svezu.

U popisu ekstrahiranih kolokacija utvrđena je i najproduktivnija baza, a to je imenica *plaža* koja se u korpusu pojavljuje 27 puta npr. hrv. *gradske*, *šljunčane*, *opuštajuće*, *spektakularne*, *pješčane*, *raznovrsne*, *romantične*, *skrivena*, *lijepe*, *obiteljske*, *stjenovite*, *prekrasne*, *prirodne*, *idilične*, *divlje* i *netaknute plaže*. Većina se navedenih kolokacija u njemačkome jeziku realizira u obliku složenica npr. njem. *Stadtstrände*, *Kiesstrände*, *Sandstrände*, *Naturkiesstrände*, *Familienstrände* itd. Osim imenice *plaža*, kao frekventnije baze pojavljuju se imenica *klima* (8), *more* (6) te imenica *vegetacija* (4).

S obzirom na razlike između hrvatskoga kao polaznoga i njemačkoga kao ciljnoga jezika, odnosno tri vrste podudarnosti utvrđeno je kako većina kolokacija ne pokazuje razlike ni na formalnoj ni na sadržajnoj

razini, što znači da je riječ o potpunoj podudarnosti (120 utvrđenih slučajeva). U utvrđene su slučajeve ubrojene i kolokacije s kolokatorima koji imaju svoje sinonimske parnjake npr. hrv. *blago sunce* – njem. *milde/sanfte Sonne*, hrv. *mekana janjetina* – njem. *weiches/zartes Lammfleisch* i dr. Preostale su dvije vrste podudarnosti zastupljene u manjem broju slučajeva. Zamjenska podudarnost utvrđena je kod 21 kolokacije, pri čemu se u svim navedenim slučajevima kolokacija polaznoga jezika u ciljnome jeziku realizira kao složenica, što znači da se radi o razlikama na formalnome planu npr. hrv. *kvalitetan sir* – njem. *Qualitätskäse* ili npr. hrv. *pješčana uvala* – njem. *Sandbucht*, hrv. *rekreacijski ribolov* – njem. *Freizeitfischerei*, hrv. *riblje delikatese* – njem. *Fischspezialitäten*. Na razini djelomične ekvivalencije utvrđen je svega jedan slučaj i to hrv. *neponovljivi razlozi* – njem. *einmalige Gründe*, a ne **unwiederholbare Gründe*. Prilikom određivanja pojedinih vrsta podudarnosti utvrđena je i jedna posebna skupina u koju se ubrajaju višečlane strukture polaznoga jezika koje se u ciljnome jeziku realiziraju kao binarne strukture, odnosno kombinacije pridjeva i složenice koja zamjenjuje binarnu strukturu kao dio višečlane kombinacije u polaznome jeziku (28) npr. hrv. *jedinstveni životinjski svijet* – njem. *einzigartige Tierwelt*, hrv. *prekrasan gorski kraj* – njem. *wunderschöne Gebirgsgegend*, hrv. *ugodna sredozemna klima* – njem. *angenehmes Mittelmeerklima* itd.

Dobiveni rezultati iznenađuju utoliko što je analizom utvrđen samo jedan slučaj djelomične ekvivalencije na sadržajnoj razini. S druge strane postoji mogućnost da je takva pojava karakteristična za tekstnu vrstu opis turističke destinacije, što bi valjalo utvrditi daljnjim istraživanjima. S obzirom na veliki broj slučajeva potpune podudarnosti utvrđenih u korpusu, može se pretpostaviti da je riječ ili o kongruentnim kolokacijama ili pak u izvjesnom broju slučajeva o slobodnim svezama dvaju leksema, s obzirom na kolokacijski potencijal nekih riječi u funkciji kolokatora. Kao primjer se može navesti pridjev *lijep* (*lijepa plaža*) u funkciji kolokatora koji može ostvariti kombinacije s velikim brojem leksema, za razliku npr. od pridjeva *zart* (*zartes Lammfleisch*) čiji je kolokacijski potencijal uži.

Činjenica da se kod svih primjera zamjenske podudarnosti radi o realizaciji kolokacije polaznoga (hrvatskoga) jezika kao složenice u ciljnome (njemačkome) jeziku ne iznenađuje, s obzirom na to da njemački jezik po svojoj prirodi obiluje složenicama.

Što se tiče frekventnosti pojedinih baza, moglo se pretpostaviti da će imenica *plaža* biti jedna od najfrekventnijih, no pomalo iznenađuje da je imenica *more* zabilježena kao baza samo u manjem broju slučajeva, a imajući u vidu da je Primorsko-goranska županija omiljeno turističko odredište u ljetnim mjesecima upravo zbog svojih plaža, ali i svoga *kristalno čistog* i *tirkizno plavog* mora.

4. ZAKLJUČNA PROMIŠLJANJA

Iako se u brojnim radovima o kolokacijskoj problematici naglašava njihova prisutnost u svakodnevnoj komunikaciji te njihov idiosinkrastički karakter tj. obilježje da su imanentne svakome pojedinom jeziku na temelju čega se u međujezičnoj usporedbi mogu utvrditi određena odstupanja između polaznoga i ciljnoga jezika, ovo je istraživanje kolokacija u opisu turističke destinacije na razini hrvatskoga kao polaznoga i njemačkoga kao ciljnoga jezika pokazalo da su u navedenome korpusu prvenstveno utvrđene kongruentne kolokacije.

S obzirom na navode u literaturi prema kojima se status kolokacije zapravo najučinkovitije može odrediti prevođenjem s materinskoga na ciljni jezik i utvrđivanjem razlika među njima (Caro Cedillo, 2004:95), može se zaključiti kako je s aspekta frazeološkoga poimanja kolokacija kod ekstrahiranih primjera u ovome istraživanju zapravo u većini slučajeva riječ o slobodnim svezama čije se sastavnice mogu proizvoljno kombinirati. No, s aspekta statističkoga pristupa poimanju kolokacija može se donijeti zaključak kako je kod ekstrahiranih sveza zapravo riječ o frekventnim kombinacijama određenih pridjeva i imenica.

Međutim, oba se pristupa mogu smatrati komplementarnima u proučavanju kolokacija, a time i jednako važnima u određivanju neke sveze kao kolokacije. U konačnici za proces je ovladavanja stranim jezikom važno usvojiti kako frekventne riječi i strukture, tako i one razlikovne.

Iako je u ovome istraživanju na primjeru kolokacijske strukture pridjev + imenica (baza) utvrđeno kako se u određenome broju slučajeva radi o razlikama na formalnoj, a ne sadržajnoj razini, odnosno o zamjenskoj podudarnosti između hrvatskoga kao polaznoga i njemačkoga kao ciljnoga jezika u kojem se hrvatske kolokacije realiziraju kao složenice, spomenuto svakako ima svoje implikacije za nastavu njemačkoga kao stranoga jezika u smislu osvještavanja učenika za postojanje navedenih razlika, ali i za kolokacijski fenomen uopće s ciljem što uspješnijega ovladavanja stranim jezikom.

Daljnja kontrastivna istraživanja na drugim korpusima te u okviru drugih ciljnih jezika svakako su poželjna kako bi se utvrdile ne samo razlikovne kolokacije, već i one karakteristične za pojedinu struku, a koje bi svoju primjenu u prvome redu našle u prevođenju te u okviru nastave stranoga jezika.

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OBILJEŽJA MORFOLOŠKE INTEGRACIJE ANGLIZAMA U NJEMAČKOM JEZIKU TURIZMA

U ovom se radu analizira morfološka integracija angлизama u njemačkom jeziku turizma (JT) s težištem na integraciji imenica, pridjeva i glagola. Polazišna hipoteza da integracijska moć njemačkoga jezika turizma slabi, pa umjesto da se angлизmi integriraju u njemački kao jezik primatelj vrlo često se njemački kao jezik primatelj prilagođava engleskom kao jeziku davatelju, pokazala se djelomično točnom. Analiza morfološke integracije je većim dijelom potvrdila integracijsku moć njemačkoga. U skladu s time se imenički angлизmi dekliniraju prema njemačkom modelu, jedan dio pridjevskih angлизama u funkciji atributa se u potpunosti integriraju u njemački morfološki sustav budući da preuzimaju njemačke sufikse. Većina pridjevskih angлизama ipak zadržava svoj originalni oblik. Glagolski angлизmi su također integrirani u njemački morfološki sustav i konjugiraju se prema njemačkom modelu. Do integracijskih problema dolazi kod nekolicine prefigiranih glagolskih angлизama koji svoj oblik u participu perfekta tvore prema engleskom modelu.

Ključne riječi: morfološka integracija, imenički angлизmi, pridjevski angлизmi, glagolski angлизmi

This paper analyzes the morphological integration of anglicisms in German language of tourism focused on the integration of nouns, adjectives and verbs. The starting hypothesis that the integration power of German language of tourism is getting weaker, so that instead to integrate in German as a recipient language, German as a recipient language adapts to English as a donor language, proved to be partially correct. Analysis of the morphological integration has largely confirmed the integration power of German language of tourism. Accordingly, the nominal anglicisms follow the German inflexional model, a part of the adjectival anglicisms used as attributes are fully integrated into German morphological system as they take on the German suffixes. Most adjectival anglicisms still retain their original form. Verbal anglicisms are also integrated in the German morphological system and are conjugated according to the German model. Integrational problems were identified in some prefixed verbs whose perfect participle form is based on the English model.

Key words: morphological integration, nominal anglicisms, adjectival anglicisms, verbal anglicisms

Uvod

Analiza morfološke integracije potaknuta je dvama polazištima. S jedne strane na morfološkoj razini jezici ne utječu jedan na drugi u onoj mjeri u kojoj utječu na leksičkoj razini, budući da je morfološki sustav najzatvoreniji i prema tome najotporniji na strane utjecaje, međutim, s druge strane pri trajnijim jezičnim dodirima i na ovoj razini može doći do preuzimanja stranih morfema. U slučaju kada dolazi do preuzimanja stranih morfema vrlo često se njemački kao jezik primatelj prilagođava engleskom kao jeziku davatelju, umjesto da se angлизmi integriraju u njemački kao jezik primatelj, što govori u prilog hipotezi o slabljenju integracijske moći njemačkoga jezika. Jedan od uzroka za takvu stanje u njemačkom jeziku turizma je u činjenici da se turizam ostvaruje kroz engleski jezik jer engleski je jezik turizma na globalnoj razini. U skladu s time dolazi do vrlo izraženog preuzimanja angлизama u njemački jezik turizma.²

Prilagodba posuđenice na morfološkoj razini polazi od osnovnoga oblika modela, a transfer modela iz jezika davatelja u jezik primatelj ovisi o formaciji modela prema vrsti morfema koji može biti slobodan ili vezan. Posuđivanje slobodnih morfema vrši se bez ograničenja jer je leksički sustav otvoren, dok vezani morfemi nemaju slobodan transfer i vrlo se rijetko prenose u jezik primatelj ako označavaju fleksiju. Kad se neka riječ preuzme, ona se prilagođava morfološkom sustavu jezika primatelja. U daljnjem tekstu analizirat ćemo na

² Ova se činjenica ne odnosi ekskluzivno na njemački jezik turizma, međutim, u ovom radu je on predmet istraživanja i kao takav pokazuje vrlo snažnu izloženost engleskome utjecaju.

reprezentativnom korpusu teksova iz njemačkog jezika turizma³ morfološku integraciju angлизama u njemačkom jeziku turizma s posebnim naglaskom na integraciju imeničkih, pridjevskih i glagolskih angлизama. Analizu ćemo započeti morfološkom integracijom imeničkih angлизama koji su najbrojnija vrsta riječi u istraženome korpusu.

1. Morfološka integracija imeničkih angлизama

Da bismo opisali morfološku integraciju imeničkih angлизama moramo odrediti njihov osnovni oblik, rodnu pripadnost i način na koji se dekliniraju.

1.1. Određivanje osnovnoga oblika

Osnovni oblik angлизma rezultat je integracijskoga procesa koji se odvija kroz tri stupnja transmorfemizacije (Filipović, 1997: 83). Prvu i najbrojniju skupinu čine imenički angлизmi koji nemaju vezani morfem. Ovi angлизmi preuzimaju se u njemački jezik bez formalnih morfoloških promjena, što ih svrstava u nultu transmorfemizaciju.

Primjeri iz korpusa:

- *Sein **Team** hat Guido Laukamp in letzter Zeit auf 20 Mitarbeiter eingedampft* (FVW, 18/10/64);
- *Sollte der **Deal** aber wie geplant über die Bühne gehen, hätte allein der LAN-Hauptaktionär, einen Anteil von 30 Prozent* (FVW, 18/10/71);
- *Ein **Job**, der nur mit höchster Drehzahl zu bewältigen ist* (AHGZ, 20.11.10/1).

Drugu skupinu čine imenički angлизmi koji se integriraju prema kompromisnoj transmorfemizaciji, zadržavajući vezani morfem iz jezika davatelja koji je fonološki adaptiran, ali nije zastupljen u morfološkom sustavu jezika primatelja. Ovakav djelomično integrirani oblik modela na morfološkoj razini predstavlja kompromisnu repliku. Najzastupljenije primjere kompromisne transmorfemizacije predstavljaju angлизmi s vezanim morfemima *-ing*, *-ness* i *-ment*, što ilustriraju sljedeći primjeri iz korpusa:

- *Ob Nobelherberge oder Pilgerstätte, das gemeinsame **Marketing** durch die BYTM hilft den einzelnen Hotels, ihre Auslastung zu steigern* (AHGZ, 20.02.10/21);
- *Das Thema **Pricing** spielte im Gastgewerbe schon immer eine wichtige Rolle* (AHGZ, 20.11.10/5);
- *Auch Henning Franz wird das **Qualitäts-Management** in seinem Unternehmen einführen und...* (AHGZ, 20.11.10/17);
- ***Selfness** ist ein aktiver Prozess zur Vermeidung von Krankheiten und will sich von passiven **Wellness**-Behandlungen abgrenzen* (AHGZ, 15.05.10/31);

Treća skupina imeničkih angлизama integrira se prema potpunoj transmorfemizaciji, tijekom koje se vezani morfem jezika davatelja, koji se ne uklapa u morfološki sustav jezika primatelja, zamjenjuje vezanim morfemom iste funkcije i značenja iz inventara jezika primatelja. U njemačkom jeziku hotelijerstva i turizma takve potpuno integrirane imeničke angлизme najčešće čine angлизmi koji označavaju ženska zanimanja sa sufiksom *-in*, koji su izvedeni od angлизama za muška zanimanja koji završavaju sufiksom *-er* (npr. *Managerin*, *Touristin*, *Surferin*, *Trekkerin*), kao i angлизmi na *-en* izvedeni iz infinitiva glagolskog angлизma (npr. *Diven*, *Chillen*, *Relaxen*, *Grillen*), što ilustriramo sljedećim primjerima iz korpusa:

- *Jeder Gast wird laut Stefanie Dittmann, Spa-**Managerin** in München, dabei individuell betreut* (AHGZ, 15.05.10/9);
- *Sport: Boccia, Joggingpfad, **Windsurfen**...* (KR/2008/297);
- *Im Angebot sind **Snowboarden**, Heli Skiing...* (FVW, 15/10/31);
- ***Picknicken** ist wieder angesagt* (AHGZ, 26/06/10/3);
- *Zum **Relaxen** taucht der Gast in den Spa-Bereich ein* (AHGZ, 26/06/10/123).

³ Korpus je sastavljen od tri potkorpusa: potkorpusa turističkih brošura, stručnih časopisa i znanstveno-stručnih publikacija s pripadajućim karakterističnim tekstnim vrstama.

1.2. Određivanje rodne pripadnosti

Za razliku od njemačkoga, engleski je suvremeni jezik bez gramatičkoga roda. Dok se u njemačkome rodna pripadnost određuje različitim oblikom određenoga člana za muški (*der*), ženski (*die*) i srednji (*das*) rod, u engleskome se za sva tri roda koristi određeni član *the*. Prilikom preuzimanja u njemački jezik imeničkim anglizmima se dodjeljuje rodna pripadnost, koja, ukoliko se ne radi o prirodnom rodu, ovisi o brojnim integracijskim čimbenicima. U velikom broju slučajeva anglizmu se nesvjesno dodjeljuje rodna pripadnost koju ima njemačka leksička istoznačnica (npr. *the business* → *das Geschäft* → *das Business*). U nekim slučajevima dodijeljena rodna pripadnost ne nailazi na dosljednu primjenu, pa se u rječniku bilježe dvije varijante roda istog anglizma.⁴

Schulte-Beckhausen (2002: 225) navodi sljedeća pravila za dodjelu rodne pripadnosti, koja se podudaraju s kriterijima Carstensena (1980: 55) i Yanga (1990: 153).

1. Anglizmi koji označavaju osobe preuzimaju rodnu pripadnost prema njihovom prirodnom rodu (muškom ili ženskom).
2. Anglizmi koji završavaju određenim sufiksom dobivaju u njemačkom rodnu pripadnost koja se povezuje s dotičnim sufiksom.
3. Ako anglizam glasovno nalikuje njemačkoj imenici, dodjelit će mu se rod slične njemačke imenice.
4. Ako se anglizam piše slično kao njemačka imenica, postoji vjerojatnost da se preuzme rodna pripadnost te imenice.
5. Anglizmi koji nisu formalno motivirani, dobivaju rod prema njemačkoj imenici koja ima isto ili slično značenje.

U daljnjem ćemo se tekstu usredotočiti na neke od iznimki od gore navedenih pravila.

1) Određivanje rodne pripadnosti prema prirodnom rodu

Imenički anglizmi koji označavaju osobe dobivaju rodnu pripadnost koja odgovara njihovom prirodnom rodu.

— *Seine Mannschaft unterstützt **den ausgesprochenen Teamplayer**, wo sie nur kann* (AHGZ, 20.02.10/6);

— ***Die Produkt-Managerin** von Tork über Handhygiene...* (AHGZ, 20.02.10/11);

2) Određivanje rodne pripadnosti prema istoznačnici u njemačkom jeziku

Ukoliko preuzeti imenički anglizam ima istoznačnicu u njemačkom jeziku, njegov rod se najčešće određuje prema gramatičkom rodu te istoznačnice, što potvrđuju sljedeći primjeri iz korpusa:

a) Muški rod

— *Ein weiterer **Tipp** von Nungesser: waren originelle Packages* (AHGZ, 26.06.10/3)

der Tipp = der Wink, der Hinweis

Ovo pravilo ima i iznimke:

— *Nungesser hob als **einen aktuellen Trend** das Revival der Hotelgastronomie hervor* (AHGZ, 26.06.10/3)

der Trend = die Entwicklung, die Neigung, die Richtung

— *... wird später **einen adäquaten Job** finden* (AHGZ, 26.06.10/28)

der Job = die Arbeit

b) Ženski rod

— *Akzeptanz einer **Meeting-Solution-Card*** (AHGZ, 26.06.10/3)

die Card = die Karte

⁴ V. DUW: *Poster, das Poster ili der Poster; Pub, das Pub ili der Pub; Event, der Event ili das Event i Striptease, der, odn. das Striptease.*

— Schick **eine E-Mail** mit Deinem Namen und **Deinem Statement** an... (AHGZ, 26.06.10./A2)

e-mail = E-Post

c) Srednji rod

— Verunsichert **ein neues Label** nicht mehr, als dass es aufklärt? (AHGZ, 26.06.10/8)
das Label = das Etikett

— ... oder **ein Flatrate-Package**, das zu einem bestimmten Zeitpunkt alle Leistungen in einem Preis inkludiert. (AHGZ, 26.06/10/3)

Iznimke:

— Nungesser hob als einen aktuellen Trend **das Revival** der Hotelgastronomie hervor. (AHGZ, 26.06.10/3)

das Revival = die Neubelebung, Wiedergeburt

Ovo pravilo odnosi se i na složene angлизme kod kojih se osnovna riječ, prema kojoj se određuje rodna pripadnost, ne pojavljuje, kao npr.: *die Holding* (-company, -gesellschaft), *der Intercity* (-train, -zug). U ovim slučajevima radi se o prikrivenoj semantičkoj analogiji (Schlick 1984, Yang 1990).

3) Određivanje rodne pripadnosti prema broju slogova

Dosadašnja su istraživanja pokazala da postoji mogućnost određivanja rodne pripadnosti na osnovi broja slogova, te se tako među angлизmima bilježi veliki broj jednosložnih riječi muškoga roda, dok se jednosložni angлизmi srednjega i ženskoga roda vrlo rijetko pojavljuju (Carstensen, 1980: 64), što ilustriraju sljedeći primjeri iz korpusa:

der Lunch	So wird beim Lunch der bretonische durch kanadischen Humor ersetzt (AHGZ, 15.05.10/21);
der Job	... wird später einen adäquaten Job finden (AHGZ, 26.06.10/28);
der Fan	Sie sind ein bekennder Mallorca-Fan (FVW, 15/10/11);
der Club	Der Club Berghain, 2009 vom britischen Fachmagazin Djmag noch zum besten Club der Welt gekürt... (AHGZ, 26.06.10/23);

U korpusu su zabilježeni i primjeri jednosložnih imenica koje su srednjega ili ženskoga roda. Međutim, njihova je rodna pripadnost posljedica djelovanja drugih utjecaja, kao npr. leksičke sličnosti (*die Lobby*, *die Bar*) ili prirodnoga roda (*der Star*).

4) Morfološka analogija kao kriterij za određivanje rodne pripadnosti

Kod nekih angлизama koji u procesu morfološke integracije dobivaju njemački sufiks rodna pripadnost se određuje prema dotičnom sufiksu. U korpusu su zabilježene sljedeće skupine imeničkih angлизama koje pripadaju ovoj skupini:

1. Imenički angлизmi na -er

Angлизmi koji pripadaju ovoj skupini su muškoga roda, a mogu označavati:

a) Muška zanimanja ili djelatnosti

Primjeri iz korpusa:

Manager, Partner, Best Ager, Boeing-Dreamliner, Caterer, Designer, Barkeeper, Broker, Director, Globetrotter, Reisebüro-Finder, Shopper, Honeymooner, Einchecker, Surfer, Windsurfer, Teamplayer, Touristik-Kicker, Trainer, Travel Arranger.

b) Tehničke naprave ili uređaje

U korpusu su zabilježeni sljedeći primjeri: *Computer, Player, Decoder, Luxusliner, Shaker, Carrier.*

2. Imenički anglizmi na *-or*, *-ik*, *-ist* i *-ster* (npr. *Sponsor*, *Investor*, *Economist*, *Gangster*) su muškoga roda. U korpusu se pojavljuju samo primjeri *Investor* i *Reisemobilist*.

— *Neuer **Investor** gesucht* (FVW, 7/10/12);

— *Der Premierminister wünschte dem Unternehmen des bulgarischen **Investors** eine gute Entwicklung* (AHGZ, 26.06.10./18);

— *Deutlich mehr Kurzurlaub machen 70,8% der **Reisemobilisten** gegenüber 42% der Wohnwagenurlauber.* (DM, 2008/48).

3. Imenički anglizmi na *-ing* su srednjeg roda. Radi se, naime, o engleskome gerundu koji odgovara njemačkome supstantiviranom infinitivu (*das Lesen*, *das Reden*). Iznimku predstavlja anglizam *Holding*, koji je zbog prikrivene analogije ženskoga roda. U korpusu su zabilježeni sljedeći primjeri: *Außenmarketing*, *Benchmarking*, *Beobachtungstraining*, *Bord-Meeting*, *Catering*, *Show-Cooking*, *Coaching*, *Cross-Selling*, *Cross-Ticketing*, *Camping*, *Controlling* itd.

4. Imenički anglizmi na *-ment* su srednjeg roda. U korpusu su zabilježeni sljedeći primjeri: *Apartment*, *Arrangement*, *Bauty Deluxe-Arrangements*, *Destination Management*, *Beschwerdemanagement*, *Bodytreatment*, *Business Travel Management*, *Customer Relationship Management*, *Engagement*, *Entertainment*, *Event-Management*, *F&B Management*, *Gala-Entertainment* itd.

5. Imenički anglizmi na *-ness* su ženskog roda. Jedina iznimka je anglizam *Business*, čiji rod je, kao što je već prethodno spomenuto, određen prema njemačkoj istoznačnici *das Geschäft*. U korpusu su zabilježeni samo primjeri *Fitness*, *Selfness* i *Wellness*.

6. Imenički anglizmi na *-ion* i *-ity* su ženskog roda. U korpusu su zabilježeni sljedeći primjeri: *Community*, *Action*, *Destination*, *Golfdestination*, *Innovation*, *Location*, *Hotelkooperation*, *Managementposition*, *Reise-Community*, *Anty Trust Immunity*, *Expansion*.

7. Anglizmi sastavljeni od glagola i prijedloga su srednjega ili muškoga roda. Zabilježeni su sljedeći primjeri: *Feedback*, *Check-In*, *Check-Out*, *Check-up*, *Comeback*. U određenim slučajevima moguća su dva roda (*das/der Take-off*), a odabir roda u tom će slučaju zavisiti o dotičnoj njemačkoj istoznačnici (*the take-off* = *der Start* = *der Take-off*) ili (*the take-off* = *das Abheben* = *das Take-off*).

8. Manji broj imeničkih anglizama može imati dvojaku rodnu pripadnost, koju Schulte-Beckhausen (2002: 75) pripisuje u prvom redu konkurenciji između faktora forme i značenja i konkurenciji različitih njemačkih baza identifikacije s jedne strane i određenoj prijelaznoj fazi u postupku integracije s druge strane. Prema Dudenu (DFW, 2001) dvojaku rodnu pripadnost imaju sljedeći primjeri iz korpusa: *der/das Deal*, *der/das Input*, *der/das Voucher*, *der/das Service*, *der/die Charter*, *der/die Couch*.

Možemo zaključiti da oko 60% imeničkih anglizama otpada na one muškoga roda, s oko 25% zastupljeni su anglizmi ženskoga roda, a oko 15% ih otpada na anglizme srednjega roda, što prikazuje sljedeća slika.

1.3. Deklinacija imeničkih anglizama

Deklinacija imeničkih anglizama, prema dosadašnjim istraživanjima (Yang 1990: 161, Carstensen 1980, Fink 1980), slijedi njemačka pravila. U jednini se razlikuju tri tipa deklinacije, a u množini pet. U genitivu jednine su mogući nastavci *-(e)s*, *-(e)n* i $\emptyset$. Nastavak *-(e)s* dobivaju imenice muškoga i srednjega roda, nastavak *-(e)n* samo imenice muškoga roda, a bez nastavka su isključivo imenice ženskoga roda, što ilustriraju sljedeći primjeri:

— *Die Sommer-Spezialität **des Caterers** ist die Eisshow* (AHGZ, 26.06.10./21);

— *Auch die Spezialauswertung **des Rankings** der Top-200-Einzelhotels bestätigt diesen Trend* (AHGZ, 26.06.10./1);

— *Die Präsentation **des Hotelguides** enthält ein Foto des Hauses und...* (HM/1997/219).

Anglizmi koji u nominativu jednine završavaju na *-s* ne dobivaju nastavak *-s* u genitivu jednine (Duden, 1995: 183). U istraženom korpusu nije registriran niti jedan primjer s anglizmom muškoga roda koji završava na *-s*, što se može pripisati činjenici da se umjesto oblika koji bi mogao stajati u genitivu vrlo često upotrebljava oblik u dativu:

— *Nun verwirklicht er sich und seine Visionen **von einem Business**, das auf Offenheit aufbaut* (FVW, 15/10/101).

Prema nastavku koji dobivaju u množini razlikujemo sljedeće grupe anglizama:

1. Većina anglizama zadržava englesku tvorbu množine za koju je karakteristično dodavanje nastavka -s, odnosno -(e)s. U analiziranom korpusu oko 70% anglizama zadržava engleski oblik za množinu.

Primjeri:

- ... sei das Drucken **von Flyern** erforderlich (AHGZ, 15.05.10/17);
- Die beiden **Coaches** sind voll des Lobes (FVW, 10/10/32);

Anglizmi koji tvore množinu s nastavkom -s ne dobivaju u dativu množine njemački nastavak -(e)n, dok ga anglizmi s drugim nastavcima dobivaju.

- Das Stadtmagazin Prinz hat sich unter Frankfurts **Barkeepern** nach den angesagtesten Sommerdrinks in **den Bars** der Mainmetropole umgehört (AHGZ, 26.06.10/21).

Prije stupanja na snagu novoga pravopisa u njemačkom jeziku je vrijedilo pravilo da imenički anglizmi koji završavaju na -y tvore množinu s nastavkom -s, što se može smatrati djelomičnom integracijom, budući da ne zadržavaju engleski oblik za množinu -ies (npr. *Party* → engl. *parties*). Ovo pravilo, međutim, više ne vrijedi, već je moguća tvorba množine dodavanjem oba nastavka (Busse i dr., 2001). S tim u vezi Adler (2004) iznosi stav da kod starijih anglizama prevladava množina s nastavkom -s.

Primjeri iz korpusa:

- Die unterschiedlichen Locations boten in diesem Jahr schon für 300 Veranstaltungen die perfekten Rahmenbedingungen für **VIP-Partys**... (AHGZ, 20.11.10./25);
- Nach solchen **Erfolgsgeschichten** lechzen Investoren (FVW, 5/10/134);
- ... die sich auf Blogs, Foren, sowie **Communities** befinden... (FVW, 5/10/10).

2. Anglizmi koji završavaju na -er i -en u množini, kao i njemačke imenice, ne dobivaju nastavak.

Primjeri iz korpusa:

- Und mit dem Einstieg **der Discounter** stiegen die Probleme... (AHGZ, 15.05.10./8);
- Die 40 größten **Caterer** Deutschlands erwirtschafteten im vergangenen Jahr 3,1 Mrd. Euro (AHGZ, 15.05.10./7);

Ovaj se oblik množine bilježi rjeđe nego oblik s nastavkom -s.

3. U malom broju slučajeva množina se tvori pomoću njemačkih nastavaka -(e)n (npr. *die Stewardess* → *die Stewardessen*) i -e: (npr. *der Boß* → *die Bosse*), za što nisu zabilježeni primjeri u ovom korpusu.

4. Nekolicina anglizama ima dva oblika množine (njemački i engleski), poput *Clan* (-s,-e), *Lift* (-s,-e), *Lunch* (-s,-e), *Start* (-s,-e), *Test* (-s,-e), što Eisenberg (2001: 200) objašnjava analogijom s njemačkim riječima koje završavaju sa suglasnikom -t i tvore množinu pomoću nastavka -e, kao što je slučaj s *Manifest* (-e), *Protest* (-e).

Primjeri iz korpusa:

- In der Schweiz gab es 1999 insgesamt 2 371 Bergbahnen und **Skilifte** (TR, 2001/24);
- ... mit umfassendem Know-how aus der Praxis für die Praxis, spannenden **Tests** und tollen Gewinnchancen (FVW, 7/10/50).

2. Morfološka integracija pridjevskih anglizama

S obzirom na sintaktičku funkciju u korpusu se pojavljuju dvije vrste pridjevskih anglizama, i to pridjevi koji se koriste kao atribut i pridjevi koji čine dio predikata. Neki pridjevi koriste se u jednoj i drugoj funkciji, a neki samo kao dio predikata.

Pridjevi koji se koriste u funkciji atributa predstavljaju najbrojniju skupinu. Neki od njih su se dobivanjem njemačkih sufiksa u potpunosti integrirali u njemački morfološki sustav.

Primjeri iz korpusa:

engl. *spacious* → njem. *spacig*

— ... oder die **spacige** Brücke von Stararchitektin Zaha Hadid, die ans Raumschiff Enterprise erinnert (FVW, 10/10/69);

engl. *trendy* → njem. *trendig*

— ... bietet auch die **trendigen** Mixes Grapefruit und – seit letztem Jahr – Kaktusfeige... (AHGZ, 15.05.10/11);

engl. *booming* → njem. *boomend*

— Die **boomenden** Kreuzfahrten hat Traveltainment bisher noch nicht integriert (FVW, 5/10/100);

engl. *efficient* → njem. *effizient*

— Die **effiziente** Zuteilung von Mitarbeitern und... (HM/1997/157);

engl. *stylish* → njem. *stylisch*

— ... ein Ramada (337 Zimmer) und das erste Haus der **stylischen** Marke (FVW, 5/10/161).

Većina pridjevskih anglizama je zadržala izvorni oblik, što ilustriraju sljedeći primjeri:

— Aus der Destination darf kein **all-inclusive** Ziel werden (FVW, 5/10/88);

— Wir streben für nächstes Jahr ein **profitables** Wachstum an (FVW, 15/10/19);

— **Cleveres** Marketing oder läuft da die große Abzocke? (AHGZ, 20.11.10/8);

Pridjevi koji se koriste u funkciji predikata predstavljaju slabije zastupljenu skupinu, u koju ubrajamo i načinske priloge, budući da se često koriste u svojstvu pridjeva i priloga.

— Dabei ist er **fair**, freundlich... (AHGZ /26. 06. '10/ 20);

— Denn die TV-Geräte sind zwar meist **HD-ready** oder sogar Full-HD-fähig (AHGZ, 26.06.10./11);

— ... bei der die tragische Geschichte **live** und in Farbe nachgespielt wird (FVW, 10/10/67);

— Das Herzstück des innovativen Konzepts ist die Payback Karte, mit der sowohl im Handel als auch **online** beim Einkaufen im Internet Punkte gesammelt werden können (FVW, 15/10/55);

2.1. Deklinacija pridjevskih anglizama

Pridjevski anglizmi koji se koriste u funkciji atributa dekliniraju se kao njemački pridjevi, što potvrđuju sljedeći primjeri iz korpusa:

— Wir streben für nächstes Jahr ein **profitables** Wachstum an (FVW, 15/10/19);

— Der **designte** Partner Continental Airlines sprang kurzfristig ab (FVW, 15/10/9);

— Einst mit zwei **geleaste** Jets gestartet, will Emirates nun größte Airline weltweit werden (FVW, 5/10/95);

Pridjevi koji se koriste kao dio predikata se ne dekliniraju:

— Die Einrichtung ist **top** (AHGZ, 26.06.10./26);

— Dass sie so **fit** auf dem Wasser ist, kommt nicht von ungefähr (FVW, 10/10/88).

2.2. Komparacija pridjevskih anglizama

Pridjevski se anglizmi kompariraju prema njemačkom modelu, što potvrđuju primjeri iz korpusa:

Pozitiv: **Cooler** Start ins Eis-Jahr 2010... (AHGZ /20. 02.10/15);

*Preis für ein **fares** Produkt* (AHGZ, 15.05.10/8).

Komparativ: *Das gilt selbst dann, wenn die Reisesaison in Indien mit vier kurzen Worten zu charakterisieren ist – **closer, shorter, cheaper, later**. ... (AHGZ /20. 11.10/ 9)*
*Gabriel Daun von der Biancalani bar empfiehlt seinen „Sommer **Cooler**“ mit drei, vier*

Apfelscheiben, Noilly Prat und Ginger Ale, die im Weinglas serviert werden

(AHGZ, 26.06.10/21).

Samo četiri gore navedena pridjevska anglizma se pojavljuju u komparativu. U korpusu nismo zabilježili niti jedan pridjevski anglizam u superlativu, što ne čudi obzirom na vrlo visoku zastupljenost anglizama s prefiksima *-mega*, *-top* i dijelom *-super*, koji zamijenjuju oblike u superlativu.

3. Morfološka integracija glagolskih anglizama

Glagoli se u potpunosti integriraju u njemački morfološki sustav i konjugiraju prema modelu pravilnih glagola. To potvrđuju svi primjeri iz korpusa (*boomen* - *boomte* - *geboomt*; *shoppen* - *shoppte* - *geshoppt*), a isto je zabilježeno i u ranijim istraživanjima (Yang, 1990: 162; Wehrli, 2002: 13; Adler, 2004: 88).

Na glagolsku osnovu anglizma dodaju se njemački infinitivni nastavci *-(e)n* ili *-ieren*. Nastavak *-en* se dodaje jednosložnim glagolima čija osnova završava suglasnikom (npr. engl. *to grill* → njem. *grillen*, a nastavak *-n* jednosložnim i višesložnim glagolima čija osnova završava samoglasnikom, kao i višesložnim glagolima na *-er* i *-el* npr. *charter* → *chartern*). Nastavak *-ieren* dobivaju glagolski anglizmi latinskoga ili grčkog podrijetla (*expandieren*, *perfektionieren*), kao i glagoli s engleskim infinitivnim nastavkom *-ize* i *-ate* (npr. *to computerize* → njem. *computerisieren*). Ponekad dolazi do geminacije krajnjeg suglasnika kao kod *shoppen*.

Primjeri:

- Azubis **casten** den Nachwuchs (AHGZ /16. 10. '10/ 5);
- Ein Drittel der Passagiere werde künftig an diesen Kiosken **einchecken** (FVW, 5/10/191);
- Die Catering-Küche **perfektionieren**? (AHGZ, 15.05.10/20);

U prezentu se glagolski anglizmi konjugiraju prema njemačkim pravilima, što ilustriraju sljedeći primjeri:

- Sechs Schiffe **chartert** Geschäftsführer Thomas Götten von den Franzosen inzwischen exklusiv (FVW, 23/10/89);
- Thalys **sponsert** City Trips für zwei Personen nach Paris und Brügge... (FVW, 18/10/1);
- Zwischen London-City und New York **testen** wir Mobiltelefone an Bord (FVW, 15/10/82);
- Wann **starten** Sie den Vertrieb von Extraleistungen auf breiter Basis? (FVW, 15/10/82);
- Der Hotel-Repräsentant **tourt** mit... (FVW, 5/10/119);
- Diebe **checken** leise **ein** (AHGZ /20. 11. '10/ 36);
- Ein Geschäftsreisender **checkt aus** (AHGZ /20. 02. 10/ 28).

Također i u preteritu glagolski anglizmi slijede njemačka konjugacijska pravila slabih glagola. U korpusu se u preteritu pojavljuje samo glagol *starten*:

- Vor 50 Jahren **startete** das Royal Hotel mit 2000 Mitarbeitern (FVW, 15/10/69).

U perfektu se u istraženom korpusu pojavljuju glagoli *starten*, *durchstarten* i *mixen*:

- 20010 **ist** die Stuttgarter Gastronomin Birgit Grupp richtig **durchgestartet** (AHGZ /20. 11. '10/ 6);
- Einst mit zwei geleasten Jets **gestartet**, will Emirates nun größte Airline weltweit werden (FVW, 5/10/95);
- Dort **habe** ich bereits in den Achtzigern viele Drinks mit Eiscreme **gemixt** (AHGZ, 15.05.10/15).

Ovi primjeri potvrđuju da glagolski anglizmi i u perfektu slijede njemačka konjugacijska pravila u odnosu na upotrebu pomoćnih glagola *haben* i *sein* i u odnosu na tvorbu participa perfekta. Na primjeru složenoga glagolskog anglizma *durchstarten* evidentno je da je preuzeta njemačka tvorbena morfologija.

Oblici participa perfekta se kod nekih glagolskih anglizama koriste i u pridjevskoj funkciji, kao npr.:

- Die Stadt bietet neben modernen Shopping Malls und **top gestylten** Hotels einen aufregenden Kultur-Mix (FVW, 23/10/72);
- Einst mit zwei **geleasten** Jets gestartet, will Emirates nun größte Airline weltweit werden (FVW, 5/10/95).

U istraženom korpusu nismo zabilježili primjere glagolskih anglizama u futuru, a u imperativu smo zabilježili sljedeći primjer:

- **Stoppen Sie** beim Üben die Dauer Ihrer Rede (AHGZ /18. 12. 10/ 13).

U pasivu smo zabilježili samo sljedeći primjer koji također slijedi njemački model tvorbe:

- Unsere Therapeuten **wurden** in serviceorientiertem Denken **trainiert** (AHGZ /18. 10. '10/ 9).

Iako smo na početku ovog potpoglavlja istaknuli da se glagoli u potpunosti integriraju u njemački morfološki sustav i konjugiraju prema modelu pravilnih glagola, u njemačkom se jeziku u slučaju glagolskih anglizama bilježe integracijski problemi (Eisenberg 2001: 193) kao *recyceln* i *managen* koji oblike u participu perfekta tvore prema engleskom modelu s nastavkom *-ed* (*recycled*, *gemanaged*). Osim toga primjer glagola *upgraden* pokazuje da postoje nejasnoće u upotrebi gdje se s njim istovremeno postupa kao s glagolom s naglašenim (*upgegradet – ich grade up*) i nenaglašenim prefiksom (*geupgradet – ich upgrade*). U korpusu nisu zabilježeni navedeni primjeri.

4. Zaključak

Polazišna hipoteza da integracijska moć njemačkoga jezika turizma slabi, pa umjesto da se anglizmi integriraju u njemački kao jezik primatelj vrlo često se njemački kao jezik primatelj prilagođava engleskom kao jeziku davatelju, pokazala se djelomično točnom.

Provedena analiza obilježja morfološke integracije anglizama pokazala je da deklinacija imeničkih anglizama slijedi njemačka pravila, te se u skladu s time u jednini razlikuju tri tipa deklinacije, a u množini pet. Prema nastavku koji dobivaju u množini kao najbrojnija skupina (70%) se pojavljuju anglizmi za koje je karakteristično dodavanje engleskoga nastavka *-s*, odnosno *-(e)s*. Anglizmi koji u množini završavaju na *-er* i *-en* poput njemačkih imenica, ne dobivaju nastavak i bilježe se dvostruko rjeđe nego oni koji tvore množinu dodavanjem nastavka *-s*. U istraženom korpusu zabilježen je zanemariv broj anglizama koji množinu tvore na dva načina: s tipičnim engleskim nastavkom *-s* i s njemačkim nastavkom *-e*. Dodjela rodne pripadnosti može biti problematična stoga što engleski ne poznaje tu kategoriju.

Istraživanje integracije pridjevskih anglizama pokazalo je da pridjevi koji se koriste u funkciji atributa predstavljaju značajno brojniju skupinu nego pridjevi koji se koriste u funkciji predikata. Također smo na osnovi primjera utvrdili da su se neki od pridjeva koji se koriste u funkciji atributa dobivanjem njemačkih sufiksa u potpunosti integrirali u njemački morfološki sustav, što znači da se dekliniraju kao i njemački pridjevi, međutim većina je pridjevskih anglizama zadržala svoj izvorni oblik. Analiza komparacije pridjevskih anglizama pokazala je da se oni kompariraju prema njemačkom modelu. U korpusu nismo zabilježili niti jedan pridjevski angлизam u superlativu, što ne čudi obzirom na vrlo visoku zastupljenost anglizama s prefiksima *-mega*, *-top* i dijelom *-super*, koji zamjenjuju oblike u superlativu.

Analiza integracije glagolskih anglizama pokazala je da se zabilježeni glagoli u potpunosti integriraju u njemački morfološki sustav i konjugiraju prema modelu pravilnih glagola. Integracijske probleme predstavljaju glagoli kao *upgraden* koji pokazuje da postoje nejasnoće u upotrebi gdje se s njim istovremeno postupa kao s glagolom s naglašenim (*upgegradet – ich grade up*) i nenaglašenim prefiksom (*geupgradet – ich upgrade*). Ovaj primjer ilustrira nedovršeni integracijski proces za koji je neizvjesno hoće li se dovršiti, budući da je upitno hoće li takvi primjeri naći trajno mjesto u njemačkome leksiku.

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USING THE PEDAGOGICAL FRAMEWORK OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) TO TEACH LANGUAGES FOR SPECIFIC PURPOSES

This article addresses some of the challenges that the instructor of English for Specific Purposes (ESP) may face when dealing with learners who are non-experts and whose needs encompass both target language and background knowledge in a given professional field. Within such a learning context, typical lexico-grammatical features of specialist discourse in English, as well as cultural otherness and complexity of content issues may pose significant cognitive and linguistic challenges to learners whose background knowledge and expertise is limited. To overcome these challenges, Content and Language Integrated Learning (CLIL) framework may be considered a suitable pedagogical approach, as it allows a dual focus on both subject matter and linguistic aims (Marsh, 2002). The results of the action research study that involved a group of undergraduate students majoring in Polish-English translation, who have completed a 60-hour course on Legal English, demonstrated in the self-reported data, suggest that transferring some elements of the CLIL methodological framework to the ESP context may contribute to more positive perceptions of the course among students who are non-experts and may indicate possible enhancement of the ESP course effectiveness.

Key words: English for Specific Purposes, Legal English, Content and Language Integrated Learning

1. INTRODUCTION

Content and language are relevant and substantive concerns of stakeholders and researchers involved in both educational paradigms: Content and Language Integrated Learning and teaching languages, especially English, for specific purposes. However, while in the CLIL context, the focus is maintained on integration of the two, the discourse in ESP evolving around the terms language and content, often attends to their separability (Brunfaut, 2014, p.216).

In Johnson and Swain's (1994, p. 212) view that illustrates second language development and conceptual development as intersecting continua, the learning environment of a typical ESP class will be classified as "conceptually familiar, linguistically new". It means that students usually know the concepts, as they have already been covered in L1 curriculum; what poses the biggest challenge for such learners is acquiring the repertoire of linguistic tools to communicate about the concepts in L2. However, it may often happen at universities that students who enroll for ESP courses have not built up their specialist, background knowledge yet. The ESP teacher whose main task will be to introduce these students to the professional discourse in L2, may thus face challenges in instructing them. Such non-expert students are novices not only with regard to occupational or disciplinary language, i.e. typical lexis and grammatical structures, but also with regard to concepts. When both content and language need to be learned, the learning environment will be representative of CLIL, and applying the pedagogical framework of CLIL to such a context might turn useful. Therefore, the aim of this article is to indicate the ways in which the pedagogical framework of CLIL could facilitate meeting the requirements of such a challenging learning context of the ESP class and allow the participants to take a fuller advantage of the course. It also attempts to discuss the potential of the pedagogical framework of CLIL with respect to the ESP context.

2. CONTENT AND LANGUAGE INTEGRATED LEARNING

Content and Language Integrated Learning is defined as a pedagogical method to combine two subject areas: content and language (Coyle, Holmes, King 2009). The language of instruction is not the students' native language. The duality of CLIL assumes that students are not taught language just to for the sake of gaining

necessary linguistic competence, but they learn how to apply it immediately in a natural environment when dealing with content they need to know (Mehisto, et.al.,2008).

Successful CLIL implementation is based on four key 'building blocks' known as the 4Cs methodological framework (Coyle, 1999), which entails including into the teaching and learning process course objectives related not only to content and communication, but also those related to cognition and culture. Therefore, the conceptual framework of CLIL is based on the four Cs curriculum, that is, Content, Communication, Cognition and Culture (Coyle,1999).

CLIL learning objectives typically focus on the following: (Content dimension), learning and using a foreign language to learn about content (Communication), “self’ and ‘other’ awareness” achieved through the learners being exposed to the local and global context and consequently acquiring alternative perspectives (Culture) and finally, Cognition, which contributes to development of high order thinking skills but also fostering independent analysis and students’ own understandings with respect to culture and content (Coyle et al, 2010, p. 56-57).

Content has been defined as" the subject or CLIL theme" (Coyle, et al. 2010, p.54) and it is related to academic achievement: progress in knowledge, skills and competences related to subject curriculum. The content dimension aims at introducing CLIL students into the discourse community of a given academic discipline outside the classroom through the integration of broader culture-based curriculum (Mehisto, et.al 2008).

Communication, another objective in the CLIL methodological framework is focused on learning and using a foreign language to learn about content. It is related to achieving functional proficiency in the language of instruction in the CLIL classroom, with regard to all language skills: listening, reading, speaking and writing. The Communication objective in CLIL has also been described as: "learning not to use language" but "using language to learn" (Coyle et al. 2010, p.54). The language model, the CLIL Triptych suggested by Coyle, et.al. (2010) differentiates among the three different types of language perspectives. The first one, *language of learning* is related to the pragmatic level and encompasses a linguistic repertoire that is included in the typical professional discourse and allows the learner to acquire and consolidate the new expertise knowledge. Such a type of CLIL language can be introduced explicitly through presenting and practising key vocabulary, phrases, typical grammatical structures etc. The second type of language indicated in the CLIL Triptych suggested by Coyle, et.al. (2010), 'language for language' is linked with the level of language which the learner needs to possess in order to skillfully operate in the learning environment. Such competence can be shown for example in the process of presenting arguments, expressing disagreements, writing a simple research report. The third type of language described in the–, the CLIL Triptych is 'language through learning'. It relates to more incidental, unassisted learner's developments of linguistically-based strategic skills improving students' overall language competence (Coyle, et al. 2010).

A further pillar of the 4Cs pedagogical framework is Cognition, an information-processing thinking skill, described as "the mental faculty of knowing, which includes perceiving, recognizing, conceiving, judging, reasoning, and imagining" (Mehisto, et.al 2008). Drawing on their existing background knowledge and experience, students in the CLIL classroom are encouraged to make use of new knowledge and skills through adopting lower-order and higher-order thinking skills enumerated in Bloom's Taxonomy (Coyle et al. 2010: 56). Thanks to the appreciation of the Cognition element in the CLIL context, active construction of knowledge and stimulation of students' critical thinking (Mehisto et.al 2008) as well as fostering students' own and independent understandings can be assured (Coyle, Hood and Marsh 2010, p.56).

Last, but not least, Culture defined as" 'Self'" and 'other' awareness" (Coyle, Hood and Marsh 2010: 57) draws on the students identity and aspirations to become members of a professional and learning community (Mehisto et.al 2008). Further, it can also work as a link between linguistic and cultural identity since it is through the cultural perspective that students in the CLIL classroom may explore behaviours, values and plurilingual attitudes (Coyle et al. 2009).

To sum up, the focus on the 4C elements of the CLIL pedagogical framework can help assure proper application of CLIL-based framework can serve as a reference for lesson planning processes as well as it can contribute to achieving succesful outcomes in the CLIL classroom.

3. ESP

English for Specific Purposes (ESP) is a pragmatic solution to teaching English, aiming both at developing communicative competence in given academic or occupational disciplines (Johns and Dudley-Evans, 2001) and being a tailored, goal-oriented approach (Swales 1990). Many researchers emphasize the learner – centered focus of ESP, underlining the fact that it is designed to address the individual and specific language needs of students (Belcher 2009), describing it as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson and Waters, 1987, p.19).

Since genre-based approach is central to ESP writing pedagogy (Bhatia, 1991), introducing lexico-grammatical and structural analysis aiming at recognizing textual patterns of genres typical to a given discipline should be considered essential to any ESP course. Studies report however, that "a teaching approach focusing on rhetorical organization can be successful in an EAP/ESP teaching situation with reasonably advanced learners" (Henry and Roseberry, 1998, p.148).

There may be however some overlap between the ESP and CLIL context. For example, Dalton-Puffer (2011) stresses that the relationship between language for specific purposes and CLIL has to be explored further especially with respect to identifying subject-specific language use in terms of lexicon and genres characterizing various content disciplines and areas of expertise.

It is important to note that there has been an ongoing debate between ESP theorists on the interplay and possible separateness between content and language knowledge in the ESP settings. For example, Cripser (1981) claims that discipline background knowledge and linguistic competence should be treated separately when testing the students, similar views are held by Douglas (2000). On the other hand, Elder (2001) denies the possibility of drawing any clear-cut distinction between content and language knowledge.

The following description can be applied to both CLIL and ESP context: "L2 speakers are often challenged or even overwhelmed by having to attend to several demanding tasks simultaneously: trying to get hold of the ropes of the discourse, working with incomplete topic knowledge, and operating in an imperfectly known language code". (Dalton-Puffer, 2011, p.195). Drawing on the interplay between language and content Dalton-Puffer (2011, p.184) also admits that CLIL could be interpreted as "a foreign language enrichment measure packaged into content teaching". Therefore, the linguistic inadequacies when dealing with professional or content discourse may be part of the learning experience shared both by the CLIL and ESP learners.

However, it seems clear that although pragmatic communication is considered the principal focus of the ESP classroom development, functional proficiency may not be the only gain in the learning process. McGrath and Kaufhold (2016) suggest that accepting the discourse features of the given ESP disciplinary communities entails 'acculturation'. Therefore, the elements of culture may also be considered in the ESP learning context. This alone signals certain links between the ESP and CLIL learning context.

The rationale for incorporating the CLIL methodological framework into the teaching languages for specific purposes may be therefore based on several levels where areas of interest of CLIL and ESP overlap, particularly with respect to language, content and culture.

4. THE CASE STUDY

4.1. Focus of the study

The aim of this action research study was to examine the ways in which incorporating CLIL components, such as: content, culture, cognition and communication may enhance the learning gains within the context of the language for specific purposes class. Furthermore, it also aimed at exploring students' views on selected activities created by the course instructor on the basis of the CLIL components, such as: content, culture, cognition and communication.

.2. Participants

The action research study was carried out at University of Bielsko-Biala, a medium size university located in southern Poland. Twenty two participants took part in the course. They all were undergraduate students of English with Polish as their L1, aged 20 or 21, with a proficiency level in English ranging from B2 to C1 with respect to the Common European Framework of Reference for Languages. The group was therefore homogenous with relation to age and L1. The course in legal English lasted for 2 semesters 60 hrs . It was a classroom-based, action research study, carried out in natural settings, as a regular university course.

4.3. Procedure

The action research study involved a group of 22 undergraduate students majoring in Polish-English translation, who have completed 60-hour course on Legal English. It is important to stress that the subjects were not experts in law and their legal knowledge was limited. The course was a part of the module aiming at familiarizing the students with specialist and professional discourses. With the aim of enhancing the effectiveness of the course, certain procedures to incorporate the CLIL components, such as: communication, content, culture, cognition and were undertaken.

An integral part of the course was development of writing skills through genre –based approach. In order to develop their formal knowledge of the exemplary legal genres, the students were introduced to move analysis (Swales 1990).

Following the principles of genre-based writing instruction that constitutes an essential part of ESP methodology, the students worked with authentic examples of sales contracts. Their task was to identify some typical lexico-grammatical features of the genre of sales contract, as well as to dissect the rhetorical stages that enable the author to achieve their communicative goal. The tasks enabled the students to develop their discourse skills so that they were able to discuss rhetorical patterns and engage with the texts (Johns 1997).

Therefore, with respect to communication, both simplified and authentic texts on legal content and genre analysis exercises were incorporated into the course. It was expected that, as a result, the students would be able to provide the grammatical and lexical features required by legal discourse in the target language and develop their receptive and productive language skills.

In order to include other components of the CLIL methodology into the legal English course, activities that require taking contrastive and cross-cultural perspectives on content were introduced. For example, the students were asked to define the legal terms that are typically used in the sales contract and characterize the elements of the valid sales contract. As for culture, it was anticipated that the students would develop their intercultural competence by creating awareness and respect for cultural differences between one's own and foreign cultures, attitudes and values.

With respect to the cognition component, it was expected that the students would develop their research skills while looking for materials, develop critical thinking by selecting necessary information from the resources, as well as draw conclusions on the similarities and differences between Polish and English legal documents.

Other examples of classroom techniques aiming at incorporating the CLIL methodological framework components, such as *Communication, Content, Culture, Cognition* into the ESP course include:

- reading comprehension of simplified informative texts on a given topic;
- answering questions related to content;
- carrying out small research tasks and web quests on implementation of given aspect of law in another culture;
- reading authentic texts in the target language;
- translation exercises (from English to Polish and from Polish to English)

Several issues were identified by the researcher in the course of carrying-out genre activities. For example, while examining the pattern of the structural organization of a genre, comprehensibility problems were identified. It was concluded that content analysis may be possible in case of easier types of legal documents, such as spoken testimony, witness statements, etc. While identification of lexico-grammatical features of Legal English turned out to be very effective, constructing the genre based on the conventions and the linguistic features identified turned out to be possible only in case of simpler text forms, such as a testimony or a will.

4.4. Results

At the end of the course, the participants were requested to complete an evaluation questionnaire that consisted of a few 4-point (Likert) scale close-ended questions and rate various tasks and elements of the Legal English course with reference to their difficulty and also with reference to their usefulness. The participants responded on a scale of 1–4 with 1 (not at all), 2 (slightly difficult/useful), 3 (difficult/useful) and 4 (very difficult/useful). At the end of the questionnaire there was also one open-ended question, in which the subjects were requested to indicate how much they have learnt about Polish and British legal systems.

With respect to the results obtained on students' self-perceived difficulty of particular exercises, it was revealed that reading comprehension of simplified informative texts on a given topic was most frequently described as "slightly difficult" (mode:2, mean:2,4). Answering questions related to content was evaluated at a very similar level (mode:2, mean:3,2). When it comes to the activity that involved carrying out some small research tasks and web quests on implementation of given aspect in another culture, the students' answers indicated that the tasks were perceived as "difficult" (mode:3, mean:3,1). Results obtained with respect to the following three activities suggest they were perceived by the students as "very difficult": reading authentic texts in the target language (mode:4, mean:3,73), making genre analysis (mode:4, mean 3,8), and translation exercises (mode:4, mean:3,9).

With respect to the results obtained on students' self-perceived usefulness of particular exercises, it was revealed that reading comprehension of simplified informative texts on a given topic was most frequently described as "very useful" (mode:4, mean:3,4). Similarly, answering questions related to content was evaluated as "useful" (mode:3, mean: 3,2), carrying out small research tasks and web quests on implementation of given aspect in another culture was described most frequently as "useful" (mode:3, mean:3,7). Interestingly, the activity of reading authentic texts in the target language was evaluated most frequently as "not useful at all" (mode:1, mean:2,3). Making genre analysis to develop writing skills was evaluated as "slightly useful" (mode:2, mean:2,8), while translation exercises (from English to Polish and from Polish to English) were evaluated as "very useful" activity (mode:4, mean:3,8).

Some additional results were obtained when analyzing the students' answers given to the open-ended question, in which the participants were asked how much they have learnt about Polish and British legal systems. The answers provided suggest that applying the CLIL methodological framework in the Legal English course may have contributed to building up the participants' knowledge with regard to Polish and British law systems respectively. Most frequently the students admitted that they have learnt a lot on the topic – 19 out of 22 respondents pointed to this gain. For example, Student 7 wrote: "What I liked most in the course was that we didn't focus only on the Anglo-Saxon system, we kept referring to our legal system and through comparisons we could structure our knowledge better". Another representative quote, an answer provided by Student 12: "I think that I learnt many useful things about how law functions in the UK and also in Poland".

Furthermore, it might be important to notice that only few participants admitted that using the comparative perspective on Polish and British legal documents carried out through genre-based analysis was beneficial as it enhanced their writing performances and contributed to development of their translation skills. For example, Student 10 wrote: "I liked the analysis in which we compared the sales contracts in English and in Polish, and the fact that we learnt about structures of those documents in both languages and could compare their typical phrases- it is very useful for developing translation skills." The majority of students' answers, however, indicated that the task involving genre analysis to develop writing skills was "very difficult", and only 'slightly useful'.

5. Conclusion

As a conclusion, it can be stated that this action research study provides some indications of advantages to be gained by including into the ESP course the following CLIL components: communication, content, culture, cognition. Content related activities which have been evaluated as particularly useful by the participants of this study included: reading comprehension tasks based on the use of simplified informative texts on a given law-related topic, answering comprehension questions related to content and, finally, carrying out small research tasks and web quests on implementation of given legal aspect in another culture. These tasks may have helped students to become more acquainted with the legal discourse outside of the classroom and allowed them to integrate with broader culture-based curriculum (Mehisto et.al, 2008). These were also cognitively demanding activities which required the students to perform tasks related to high order thinking skills, such as: analysis, synthesis, evaluation (Bloom and Krathwohl,1977) by selecting necessary information from the various

resources, as well as by drawing conclusions on the conceptual, structural and linguistic similarities and differences between Polish and English legal documents.

Furthermore, the results of this study reveal that tasks exemplifying genre-based writing instruction, which constitutes an essential part of ESP methodology have been evaluated by the participants as “very difficult” and only “slightly useful”. One possible reason for such feedback might be linguistic and conceptual complexity of legal discourse, which posed a significant challenge to students, even though they were advance learners of English. However, these findings are in line with Dalton-Puffer’s (2011, p.195) words suggesting that linguistic inadequacies and incomplete content knowledge may be often challenging or even overwhelming for the learners. Interestingly, the language-related activity, which has been, in fact, perceived by the participants as ‘very difficult’, but at the same time ‘very useful’ involved translating sentences or short passages of both Polish and English.

It can be argued then that through cognitively demanding and content-related activities, as well as carefully selected, language-related activities, the effectiveness of the learning process in the ESP context may be enhanced, and consequently, the pedagogical framework of CLIL may serve as a useful tool in selecting the types of activities to make the ESP class more effective.

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ORAL PRESENTATIONS AS A STRATEGY FOR LEARNING A FOREIGN LANGUAGE

Tourism is a multi-faceted discipline where human components play a big role. Professionals working in tourism must be prepared to respond to the consumers needs not only by providing but also with right means of communication. One of the most necessary skills to be developed concerns competence and oral skills in

foreign languages that must be taught making use of appropriate didactic approaches.

The results of this study seem to show that the students' presentations of their own country in a foreign language is proved to be one of the most effective methods of learning a foreign language for specific purposes. A high level of motivation is implicit in this approach and the fear of making mistakes is overcome by the desire to communicate the content. While preparing, the students get accustomed to the different typology of texts (geography, art history, etc.). Teaching oral presentation as a genre is a means of motivating students to communicate appropriately in the target language, and a means for teaching lifelong skills that students as future professionals will extend to a professional context.

Key words: tourism, oral presentations, foreign language, evaluation, learner centred

INTRODUCTION

The Bologna Process set educational guidelines according to which students are expected to learn specialised content and also communication techniques in order to interact properly in their future working environment. Due to an increasing number of teachers emphasising the importance of communication skills in the classroom, students, especially in tourism studies, are well aware of the importance of effective presentation skills in a foreign language for their future careers.

In oral presentations learners adopt the role of experts, transmitting knowledge to their target audience (in this case to colleagues) and therefore exercising some of the key competencies advocated by the European Framework for Lifelong Learning (2006): communication in the mother tongue and in foreign languages, cultural awareness and expression, learning autonomy, and a sense of native, digital, social and civic skills. Developing the communication competence is a very complex task. It entails grammatical, sociolinguistic and strategic knowledge. Teaching oral presentation enables students to function successfully in future professional surroundings. The activity must be planned carefully and scaffolded. If it is executed properly (with the teacher preparing guidelines, guiding the research and providing feedback), oral presentations (King 2002) provide a rewarding and stimulating experience both for the teachers in developing facilitation skills, and for the students in training themselves to present confidently in public. The present paper concentrates on oral presentations designed for university students of tourism, to help them improve communicative skills, presenting an example of an oral presentation activity, and research about some peer reviewing categories from the students' perspective.

1. ORAL PRESENTATIONS AND THE TEACHERS' ROLE

If oral presentation in the classroom is found within the framework of socio-cultural theories of language acquisition, the learner is seen from the perspective of a social context. Socio-cultural theories arise from Vigotsky's writings (1978). He asserts that the most important factor in second language acquisition is that learners are able to use the language that they are learning in meaningful activities. Language is seen as a social phenomenon and therefore learning cannot occur without social interaction. The teacher is seen as a mediator that coaches and encourages students to formulate their own level of understanding. Oral presentations provide

teachers with a learner-centred activity that can be used as a tool to improve students' communicative competence.

Teaching oral presentation is one of many options for a task-based activity that is compatible with learner-centred educational philosophy. It consists of particular components such as goal, procedure, specific outcome, and it advocates content-oriented meaningful activities rather than mere linguistic forms (Hovane 2004). Conceiving, preparing and performing a presentation is a synthesis of various skills and knowledge areas like vocabulary, research, note taking, confidence building, body language etc. A teacher using oral presentation as a task can have broad objectives that go from developing communicative competence to developing an oral presentation that will be peer evaluated. Learning is a developmental process promoting communication and social interaction, rather than a product acquired by practicing language items (ibid.). Being based on Vygotsky's theory of social constructivism, active learning as a student-centred approach, inquiry-based and experiential learning, the teacher's role has changed. Bruner (1986) sees the teacher as an instructor who should engage in an active dialogue with students to encourage them to discover principles by themselves. King (2002) claims that the teacher is not only a guide, an organiser or an instructor, but he comments, provides feedback and evaluates students' performance. The author claims that the teacher's role in this kind of task is being involved in preparing detailed guidelines, helping students to select topics, guide their research and help them to use visual aids, providing feedback for ideas, evaluating their performance. The teacher is no longer perceived as the decision maker, but he is a facilitator of learning and is responsible for leading and coordinating the work process and make learning easier.

2. AN EXAMPLE OF ORAL PRESENTATION ACTIVITY

As King (2002) points out, oral presentations can be a threatening activity for the students. Therefore is the teacher's responsibility to create a safe learning environment so that the acquired skills could be beneficial for the students in a life-long period. That is one of the reasons why we have asked students about the first association that comes in mind when someone mentions oral presentations. In the questionnaire answered by some students from the Faculty of Tourism Studies in Portorož, almost 20% of them wrote *stage fright*. Nevertheless, students generally are well aware of the benefits of the method. In the survey they mention increasing self-esteem, and developing rhetoric and language skills. Webster (2002) argues that learners must be given explicit explanations how the language works as a genre, i.e. in specific social contexts and that their activities must be scaffolded by the teacher. King (2002) emphasises that if the difficulty of the presentation assessed is beyond students' language knowledge, or if the activity is not properly scaffolded, students will not be successful in oral presentations. Otsu and Heffernan (2008) argue that students must be taught the skills involved in giving a presentation (e.g. how to connect with the audience, the proper use of body language, time management etc.). King (2002) claims that oral presentations require students to use writing, speaking, listening and reading skills in a naturally integrated way. For this reason presentations encourage students to be active and autonomous learners. The teacher should introduce micro and macro skills (from genre specific items as vocabulary and grammar to gestures, signposting, paraphrasing, chunking, stressing etc.). If this is not planned carefully, students can feel insecure and frightened. We think that oral presentations should not be a monologue, but an active dialogue. Students of Turistica are asked to separate the content into meaningful sections (introduction, main body, and conclusion) and are taught (via examples of presentations and templates) how to introduce the topic, outline main points, move to a point, state main ideas, introduce examples and visual aids, summarize main points and invite questions. Furthermore, they get to know how to use body language, speak clearly, pause periodically, engage the audience, emphasise key points, and respond politely to questions.

The procedure of setting the activity of oral presentations in our course of language starts with the planning. Students are given detailed information about what the presentation should look like, what content to include and how to deliver it. After that, they are asked to think about the presentation. The topic is therefore determined in accordance with the teacher. Students write and prepare their presentations outside the class. The oral presentation evaluation includes the guidelines for effective speeches, and students are scored on a scale from 1 to 5 in language, content, visual aids and performance. The oral presentation rubric is given ahead of time so that students know and understand what they will be scored on. While preparing, the students acquaint themselves with the different typology of texts (tourism, geography, art history etc.) an oral presentations as a genre. The presentation of the vision of growth of their country and a discussion about it additionally stimulates the development of linguistic competence. Students' presentations of their country in a foreign language have proved to be one of the most effective methods of learning a foreign language for specific purposes for us. A high level of motivation is typical of this approach, and the fear of making mistakes is overcome by the desire to communicate the content. The students that responded to our survey graded with 4.3 (46% responding with

grade 4 and 39% with 5) the question *If I present a topic that I feel close to I have less stage fright*. Before the presentation it is shown to be effective if they are given the chance to practice. The technique is similar to the one described by Martinez (2008). Students are divided into pairs in which one of them presents the draft of the presentation, and the other listens and expresses his opinion about it. After that they change roles and consequently they change partners. The technique, similar to the logic of speed dating helps reducing anxiety as the presenters gain competence by repeating the presentations.

The second phase is the presentation phase. In turn, some of their colleagues are chosen to play the role of critical friends. At the end, during the post-presentation phase, their role is to express their thoughts about the presentation in accordance with the pre-established criteria, and to express what their colleague could improve and highlight what was good. After that, the teacher has the role of giving some feedback. We believe that multisource feedback is the most appropriate and that positive feedback or that given with the “sandwich method” are useful to increase students’ self esteem.

On the basis of our observations during classroom work, we have come to the same conclusion that many other researchers have reached. Cheng and Warren (2005) found out that students’ peer assessment does not always coincide with the teacher’s assessment. Otoshi and Heffernan (2008) researched the importance of involving students in creating assessment criteria for more effective learning. The authors also claim that if learners are challenged to define and create the evaluation sheets together with the teacher, they will gain more responsibility for their learning. In the present article a small research study has been conducted among the students of Turistica on the basis of their study. One of the major benefits of oral presentations in combination with peer assessment (as opposed to teacher-only assessment) is that students take responsibility for their active learning. There is a general consensus that involving students in their correction is helpful both in developing skills useful in academic and business life and in enhancing interpersonal relationships between learners. Furthermore, students can achieve a higher level of learning through interaction with their peers and instructors (Earl, 1986). It is useful to explore students’ views on which aspects of oral presentations are the most effective. As a result, these aspects become the criteria of peer assessment activities. In our survey students were asked to grade on a scale from 1 to 5 the following statements: a - *It is better if the feedback at the end is given only by the teacher* and b - *It is better if the feedback at the end is given by the teacher and the student's peers*. The first statement has an arithmetic mean of 3.04, the second of 3.72. The result could suggest that students don’t agree and don’t disagree with the statements. But the frequency distribution shows that in a 44% of students evaluated with 3 and 20% graded as 4. While in b 44% of the answers was given the grade 4 and 23% gave a 5. Therefore, it could be concluded that they agree more and therefore prefer b.

3. PEER ASSESMENT AND SURVEY AMONG STUDENTS OF TOURISM STUDIES

At the beginning of the academic year, we asked the students to respond to the questionnaire presented below in order to identify which aspects of oral presentations they consider important and consequently which to include in the evaluation sheet. The participants were 43 students from the Faculty of Tourism in Portorož, Slovenia taking Italian language as one of its courses. Of these students, 3 were males, the others were females, with an age range from 19 to 23 years. The intention of the questionnaire was to explore how students perceive the importance of some aspects of oral presentations. Considering the small number of participants, the results cannot be generalised and applied as guidelines for any oral presentation evaluation. However, results were used to support the teacher when creating the evaluation sheet for oral presentation. Then students will act as critical friends giving feedback to their colleagues. The questionnaire is composed of 4 main categories concerning oral presentations such as language, visual aids, presentation and content. It was developed on the basis of literature review (Otoshi and Heffernan, 2008) and improved with students’ ideas. The statements were categorised using a Likert-style scale from 1 to 5 (1 meaning I strongly disagree, 5 meaning I strongly agree). The statements and results (without the results that have already been commented) with the arithmetic mean and the frequency distribution in table 1

Table 1. **Results of the survey (N=43)**

Category	Statement	grade /frequency distribution in %					AM
		1	2	3	4	5	
Content	Good presentations include examples.	-	6.98	11.63	37.21	46.51	4.27
	The content of the presentation must be interesting for the audience.	-	-	2.33	37.21	60.47	4.58
Performance	The presenter must have eye contact with the public.	-	-	4.65	32.56	62.79	4.58
	The presentation must be clear (well organised, with a logical sequence).	-	-	-	41.86	58.14	4.09
	The presenter must be aware of the time that is available.	2.33	-	6.98	69.77	20.93	4.09
Language	The presenter should not use difficult terms.	9.30	13.95	30.23	32.56	13.95	3.32
	I do not mind grammatical mistakes when someone is presenting.	11.63	39.53	34.88	11.63	4.65	2.53
Visual aids	Visual aids are not necessary for a good presentation.	2.33	11.63	39.53	23.26	23.26	3.53
	Good visual aids include pictures.	2.38	2.38	30.95	28.57	38.10	3.83

Source: survey among students of tourism studies

While assessing the criteria with the questionnaire presented, we have found out which aspects of oral presentations students consider important and have included them in the evaluation sheet, as teachers tend to focus mainly on form and accuracy when marking. On the other hand students tend to be too tolerant of grammatical mistakes. The respondents in our survey graded with 2.53 the statement *I do not mind grammatical mistakes when someone is presenting*, but the relative frequency shows that 34% of them do not agree but neither do they disagree with the statement.

On the basis of the results, we decided on which categories to focus. The frequency distribution shows that the majority of students graded with 5 (meaning I strongly agree) the following statements: *the content of the presentation must be interesting for the audience* (AM 4.58) and *must be clear* (AM 4.03), *good presentations include examples* (AM 4.27), *the presenter must have eye contact with the public* (AM 4.58) and *good visual aids include pictures* (AM 3.83). The mentioned results are not surprising. But, on the other hand, students don't agree and don't disagree with the statement *visual aids are not necessary for a good presentation* (AM 3.53) as the frequency distribution shows that almost 40% of them graded the statement with 3. A similar result is in the statement *the presenter should not use difficult terms* (AM 3.32). A vast majority of students gave a 4 to the statement *the presenter must be aware of the time that is available*.

After debating the results of the questionnaire, we have come to the decision that regarding performance students should also pay attention to the oral presentation techniques presented in the preparatory phase. Therefore, they will be scored in 4 main categories: content (how interesting it is, if it is properly structured and clear, knowledge of the topic, examples), performance (interactivity, checking comprehension, body language including eye contact and time management), language (lexical and grammar choice, emphasising important points) and visual aids.

CONCLUSION AND DISCUSSION

The positive sides of such presentations are that students have a high level of motivation. The fear of making mistakes is overcome by the desire to communicate content that they feel more familiar with, they study different typology of texts. The involvement of students as peer reviewers of their is another strength of this method.

The negative sides are that the method is suitable only for small groups, their knowledge of the L2 must be at least at an intermediate level and among other weaknesses and threats there is a friendship bias that may exist when learners evaluate their peers. But if learners are given the correct tools to undertake peer-evaluation

activities, this problem can be remedied quite easily. Another threat is that students tend to be more tolerant towards grammatical mistakes.

The method has been proven to be effective and is well-known to students in the Bologna process of academic study, but it requires a lot of time, which in the Bologna process sometimes we do not have as the study is very concentrated and a lot of independent study by the student is required. As Carroll (2006) claims, teaching students oral presentation implies imparting insightful and well-trained strategies. Improving the quality of presentation improves the quality of thought and vice versa.

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Review

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NAMING IN THE DOMAIN OF TOURISM IN THE COUNTY OF ZADAR

In this paper we tried to examine modern tendencies in the tourism brand names, as well as motivation in their creation. Our hypothesis is that the names of hotels and restaurants are mainly motivated by toponyms, anthroponyms and other words associated with the cultural and historical heritage of the researched area, in this case of Zadar County. We were also interested in different linguistic tools applied on phonetic, morphologic, semantic and orthographic level in order to increase the memorability and effectiveness of a name. Such tools might be assonance, alliteration, onomatopoeia, affixation, blending, unusual spelling and so on.

Key words: brand names, semiotics of advertising, naming, language of tourism

INTRODUCTION

Brand names are one of the newest fields within onomastics, or the study of proper names. Onomastics is interested in the composition of brand names, in the process of naming and motivation of such names. According to the eminent Croatian onomastic scholar Petar Šimunović (2009), brand names or chrematonyms are “proper names appointed to the products of cultural and social activity, to objects, things and occurrences of everyday life. They enable unambiguous identification of the occurrences, objects and products resulting from cultural, historical, artistic and material activities of humankind.” He considers that chrematonyms are the names at the edge of propriality, because they are mostly attributed to identical things and products made in big series. Considering the increased production of material and intangible goods and services, the need for the study of brand names is constantly growing. According to Šimunović, brand names should be studied in view of their typology and structure and he considers that names consisting of more than one word are typical for cultural and artistic products of human activity and those consisting of only one word are more typical for material products.

A brand name has an important role in the re-recognition of a product, while an easily memorable and creative name is considered to be one of the key factors in successful business, given that the name provides the first image of a product or it defines the identity of a promoted service. During the process of naming, the name creators (individuals of specialised agencies) take into consideration the connotations which will be linked to the name, relevance and the transparency of the link between the name and the product or service, as much as memorability, sonority and distinctiveness compared to other similar products in the market.

A brand name should attract consumers’ attention and convince them of its credibility, while the rhetoric of a brand can use figures of speech in order to accomplish its goal. Furthermore, while naming the brand intended for foreign market, it is necessary to choose linguistic solutions which will have consistent pronunciation in the largest number of languages with a positive meaning in accordance with the characteristics of the product and to avoid graphemes typical for one language and which do not exist in other languages.

Chrematonyms assume three main functions: identification (the function of distinguishing a product among many similar ones), representation (where the purpose of a product is transparent from the name which is often descriptive) and aesthetic function (where the emphasis is on the orthographic and phonic image of a name). To those functions we can add two more, persuasive and appellative, which are widely recognized among semioticians.

1. MOTIVATION IN NAMING

Regarding the motivation for brand names, Šimunović recognizes the ones that were motivated by toponyms and anthroponyms. Vjekoslav Ćosić (2001) carried out research on the company names in Zadar region and the results have shown that the majority of them was motivated by anthroponyms (name, family name, nick name), toponyms, kind of product (product or service itself, descriptive names) and by what he calls “free associations” (common names, names of movies or other cultural products of human activity).

According to Ćosić (ibid.), when the brand name is motivated by a proper name it does not change its linguistic nature, but it is simply transferred to another identity instead. Therefore, a brand name can by its origin be the name of the owner, the name of a family member (which was very often the case in Zadar County), a nick name, a family name or the name of a mythological or literary figure. In the second case, brand names have a form of an already existing toponym. Ćosić's research has shown that in the case of Zadar, the name corresponds mostly to the name of the place where a facility or a company are located (e.g. *Hotel Kolovare*, *Restaurant Pet Bunara*), and so on.

Miškuljin-Saletović and Virč (2008) researched the motivation for the names of agricultural farms and of campsites in Istria. Regarding the names of agricultural farms, they came to the conclusion that most of them are motivated by anthroponyms and toponyms, while the category 'other' comprised elements related to the culture, tradition and customs of their location area. The anthroponyms used in names are mostly the proper names of the owners or their family members. According to the authors, their function is to express proprietorship. By frequency, they are followed by toponyms used to name some geographical locations and, in this case, the most common are the names for the fields and bays. Based on the analysis, the authors made a conclusion that the names of these kinds of objects in Istria reveal the point of agricultural and rural tourism, because they reflect the

importance of the direct contact of the owner with his or her clients and the connection with the environment and customs of the given area.

On the other hand, the names of campsites were mostly motivated by microtoponyms, i.e. the names of bays, by phytonyms and common names for the objects related to the sea (Miškulin Saletović & Virč 2010). In this case, anthroponyms were less common. It is important to mention that anthroponyms used as brand names do not have to express proprietorship systematically, but those can also be the names of mythological creatures (*Hermes*, *Gea*), historical figures (*Napoleon*), literary figures and similar. In this case, owners or name creators are trying to attribute characteristics typical for a certain creature or a figure to their brand.

2. CONSUMERS' PERCEPTION OF BRAND NAMES

Numerous studies dealing with the influence of brand names on consumers' perception have been conducted so far. Some of them examined consumers' connotations generated by brand names, while others other studies focused on the linguistic factors which influence their memorability, various effects of foreign branding, interlinguistic transfers of brand names, etc. Some researchers have shown that consumers have an idea of what is considered to be an "appropriate" brand name in dependence of the product category and that they have more positive attitude towards the product with such an appropriate name. Therefore, a certain name can be acceptable for a perfume, while on the other hand it can be completely unacceptable for a food product which can turn customers away from buying it. Also, alphanumeric names are considered to be more appropriate for technical and chemical products, while they can be completely inappropriate for other categories. (Lowrey et al. 2003)

France Leclerc and a group of authors (1994) conducted a research to find out how the use of foreign branding affects the perception of a product among customers. The results of their research have shown that consumers have a more positive attitude toward hedonistic products with a French name, and also toward utilitarian products with an English name. The concept of "frenchness" creates a whole range of associations related to aesthetics, refined taste, sensual pleasures, elegance and sophistication. „Frenchness“ is traditionally associated with the culture of hedonism. Foreign branding can therefore be an effective instrument of the influence on the perception and attitudes of consumers both in direct and indirect experience with the product.

Jean-Claud Usunier and Janet Shaner (2002) dealt with the transfer of brand names between various languages. This sort of transfer can sometimes be a risky process because in a target market an unwanted meaning can appear, while the source denotative meaning can be lost. Therefore, they consider the brand names composed of "global" words to be advantageous in the markets where people speak different languages, because neither denotative nor connotative meaning will be lost. Global lexemes are the words borrowed from different languages, but familiar to almost everyone especially due to their frequent use in the advertising discourse such as *lady*, *go*, *job*, *kinder*, etc. They can evoke certain preferred features, like the word "*magnum*" which evokes greatness (ibid.) In order to be implemented successfully to a foreign market, it is not necessary for a brand name to contain such a global word, but it is preferable to use universal orthography (and to avoid specific letters typical for certain languages) and global phonemes in order to be easily pronounced while enhancing its memorability.

3. STRUCTURE AND MOTIVATION IN HOTEL NAMING (ZADAR COUNTY)

The corpus for our analysis consisted of 42 hotel names in Zadar County found at reservation web site www.booking.com. Our hypothesis is that the names of hotels will be mainly motivated by the toponyms and words associated with cultural and historical heritage of the researched area. In a case of smaller, family owned hotels, we believe that anthroponyms will be frequently used as a mean to express the proprietorship.

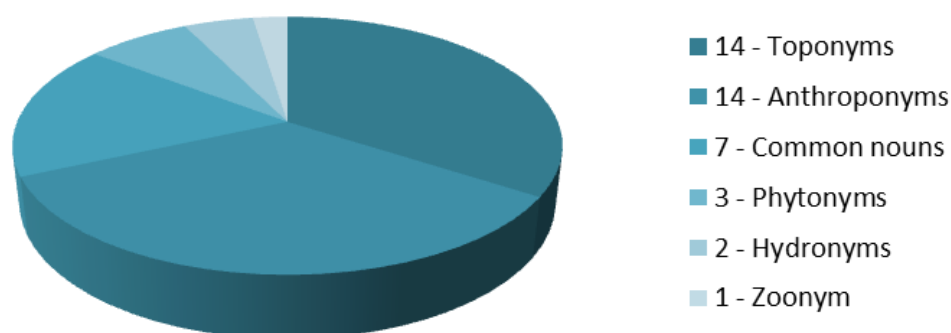
Firstly, we analysed them regarding the number of words in their name. Among 30 objects classified as hotels on [booking.com](http://www.booking.com) whose name consists of two words, in 27 cases the first word is 'hotel'.

Table 1. **Hotel names in Zadar County by number of lexemes.**

Number of lexemes	Hotels
5 words	1
4 words	6
3 words	4
2 words	30
1 word	1

Regarding languages used in the names of analysed hotels, only 2 of them have a completely foreign name (Falkensteiner Family Hotel Diadora and Falkensteiner Hotel & Spa Iadera). Both contain the name of the Austrian hotel brand Falkensteiner, words 'hotel' and 'spa' which determine the category and antique names for Zadar (Diadora – Greek and Iadera – Latin). Eighteen names use combination of two or even three languages (the case of Bastion Heritage Hotel - Relais & Chateaux, Falkensteiner Club Funimation Borik) and 22 of them use only Croatian words. Among foreign languages English prevails. There are three cases of Italian words (Porto, Belvedere and Bastion, which can be explained by a significant Italian influence on Zadar region during the history) and three Latin names (Iadera, Castrum Novum and Pagus).

Figure 1. **Motivation of hotel names in Zadar County**



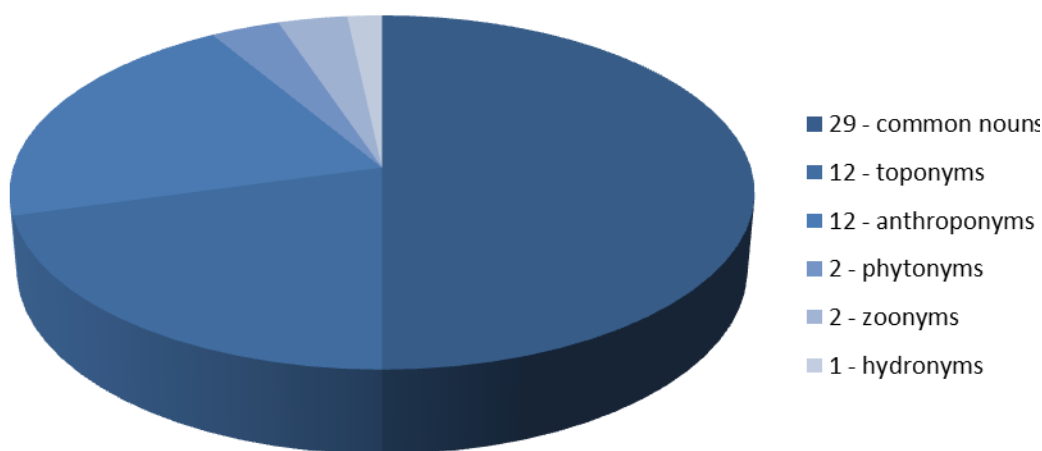
- 1) TOPONYMS (14): *Diadora, Kolovare, Borik, Zadar, Petrčane, Iadera, Levant, Crvena Luka, Kornati, Pagus, Croatia, Ilirija, Sali, Kalelarga;*
- 2) ANTHROPONYMS (14): *Niko, Nico, Marinko, Joso, Adriana, Lucija, Donat, Vicko x 2, Alan, Maxim, Mirta, Luka, Ražnjevića Dvori;*
- 3) COMMON NOUNS (7): *Bastion, Porto, Castrum nostrum, Punta, Meridijan, President, Belvedere;*
- 4) PHYTONYMS (3): *Pinija, Agava i Lavanda;*
- 5) HYDRONYMS (2): *Mediterranean i Adriatic;*
- 6) ZOONYM (1): *Delfin.*

Hence it results that there is an equal number of hotels whose names have been motivated by toponyms and anthroponyms. As expected, hotels whose names were motivated by toponyms were mostly named by their location. On the other hand, the function of anthroponyms in hotel names was to express proprietorship. Fourteen hotels were named by anthroponyms, out of which 13 are proper names (including *Donat*, which is the name of a local bishop, who was an important figure in the history of the city) and only one was named after a family name. Phytonyms, hydronyms and zoonyms used as names are typical for the area, and their role was to emphasize the authenticity and connection of the object with natural heritage of the area.

4. MOTIVATION IN THE NAMING OF RESTAURANTS (ZADAR)

Second part of the analysis was conducted on 58 names of restaurants in Zadar. Our hypothesis was that the major part would be named after owners (motivated by anthroponyms), but the results of the analysis have shown that basically 50% of them contained a common noun or a collocation in their name. Common nouns used as restaurant names were mostly the terms related to gastronomy, among which we found numerous examples of loanwords from Italian, either in their original form or in a form adjusted to the Croatian language (*Salsa Rossa, Pjat, Pašta & Svašta, Bruschetta...*) Regarding hotels, an equal number (12) of restaurants were motivated by toponyms and anthroponyms. Again, toponyms are the names of locations in Zadar (*Foša, Pet Bunara, Diklo, Stomorica...*), of a region (*Dalmacija*) or the city itself (*Zadar Jadera*).

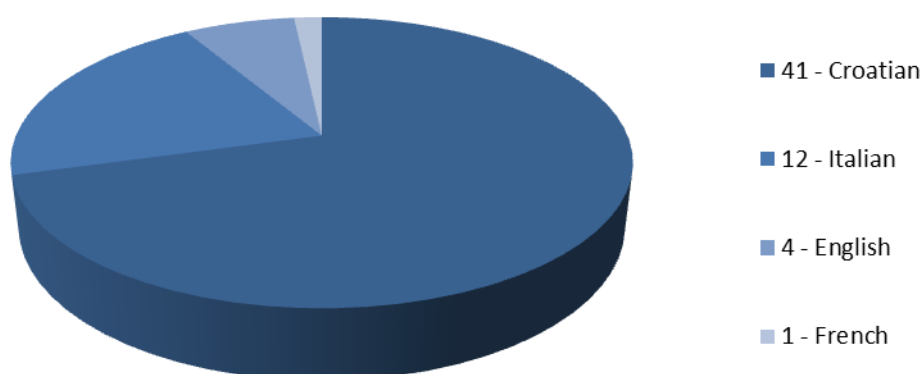
Figure 2. Motivation in naming of restaurants



- 1) **common nouns / collocations (29):** *Mamma Mia, Konoba Bonaca, Restaurant Bruchetta, 2 Ribara, La Famiglia, Bistro Pjat, Pašta & Svašta, Tinel, Restaurant Kaštel, Gladne oči, Konoba Malo misto, Punta, Trattoria Canzona, Bon Appetit Restaurant, Salsa Rossa, Konoba Misterija, Harbor, Konoba Na po ure, Restaurant Lungo Mare, Bife More, Zlatni Vrtić, Giardin, Restaurant Sunshine, Il Piccolo, Providenca, Konoba Amore, Konoba Tu mi je lipo, Tramonto, Restaurant Špajz*
- 2) **Toponyms (12):** *Pet Bunara, Kornat, Zadar Jadera, Konoba Dalmatina, Restaurant Groppo, Pizzeria Tri Bunara, Foša, Konoba Dalmacija, Restoran Stari most, Taverna Diklo, Konoba Stomorica, Shanghai House*
- 3) **Anthroponyms (12):** *Pizzeria Šime, Konoba Rafaelo, Koniba Martinac, Konoba Mario, Restaurant Niko, Restoran Roko, Sabunjar, Kod Stipe, Restaurant Mijo, Konoba Mičić, Konoba Skoblar*
- 4) **Phytonyms (2):** *Restaurant Tamaris, Balancana*
- 5) **Zoonyms (2):** *Konoba Galeb, Restaurant Flamingo*
- 6) **Hydronyms (1):** *Restaurant Mediteran (20)*

We were also interested in the use of foreign languages in restaurant names. As mentioned before, consumers already have an idea of what is and what is not appropriate product or brand name, but also they are used to associate certain connotations and attributes to certain foreign languages. Leclerc stated that 'frenchness' is commonly associated to refined taste and elegance, so the use of the French language is often a case with the naming of hedonistic products, even when the origin of the product has nothing to do with France. 'Frenchness' is therefore traditionally associated with the culture of hedonism, while 'italianicity' (as Barthes named it in his analysis of the Panzani pasta) is associated with cuisine. If we except the terms related to categorisation (such as *pizzeria, restaurant* and similar), the languages used in restaurant names are as follows:

Figure 3. Languages used in naming of restaurants



In the category 'Croatian' we also counted adjusted loanwords from Italian, which entered into local speech due to historical and cultural reasons. Such words were registered in *Pjat*, *Providenca*, *Bonaca*... Foreign naming showed to be a common instrument in owners' attempts to create associations with Italy and good food even in cases where they serve typical Dalmatian dishes. On the other hand, the use of anthroponyms here (proper names in most of the cases) has a function to create associations with authenticity and homely atmosphere, and as usual in advertising, proper names serve as a guarantee of quality and some sort of signature.

5. CONCLUSION

On phonetic, orthographic, morphological and semantic levels, the names of hotels and restaurants in Zadar County seem not to be innovative in general. The exception is one hotel: *Falkensteiner Club Funimation Borik*, where the word *funimation* was created by the blending of words *fun* and *animation*, because the concept of this hotel relies on various sports and entertainment programs they offer to their guests. The name of a restaurant called *Gladne oči* also attracts attention: it is actually an idiom, whose equivalent in English would be *to have bigger eyes than the stomach*. Other hotels or restaurants were named by already existing common nouns or proper names, so we can make a conclusion that linguistic tools usually applied in advertising to attract consumers' attention were not used in the naming of hotels and restaurants in Zadar County. Assonance, alliteration, onomatopoeia and the use of plosives are effective tools used on phonetic level, which can increase memorability or effectiveness of a name. On the morphological level it would be blending, clipping and affixation, while unusual or incorrect spelling showed to be a very popular instrument in advertising, which affects the effectiveness of a name.

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FÖRDERUNG DER REFLEXIONSFÄHIGKEIT (NICHT NUR) IM SPRACHUNTERRICHT

Learning is both an active and reflective process. This confluence of experiences (action) and thought (reflection) combines to create new soft skills, they are necessary for our life in the global knowledge society. Self-reflection is the process of examining the impact of personal values, beliefs, styles of communication, and experiences. Self-reflection is a process that can be used to maximize personal satisfaction and to manage his own life-project. The question is what can teacher do – should he/she develop the reflection competence of the students?

Key words: reflection ability, competence development, learning methods, self-support, life project

1. EINFÜHRENDE GEDANKEN

Die Bedeutung der Reflexion für das Lernen gewinnt in den aktuellen didaktisch-methodischen Überlegungen an Bedeutung. Reflexionsfähigkeit kann weder bei den Lehrenden noch bei den Lernenden vorausgesetzt werden, also es ist von den Lernenden nicht zu erwarten, dass sie sich der eigenen Lernprozessen bewusst sind, und folglich die tatsächliche Verantwortung für das eigene Lernen in die Hand nehmen. In diesem Beitrag werden grundlegende Fragestellungen und einige Ideen und Methoden vorgestellt, wie die Reflexionsfähigkeit der Lernenden gefördert werden kann. Den Ausgangspunkt des Beitrages bildet die dialogische Didaktik, mit deren dreistufigen Modell von Wolf Hilzensauer. Hilzensauer (2008) betont die Wichtigkeit der regelmäßigen Rückmeldung über den Lernprozess auf den folgenden drei Ebenen:

- Reflexion über den Lerngegenstand (Klarheit über die Lernziele bzw. Lernerfolge)
- Reflexion über die Lernhandlung (Klarheit über die Lernplanung und Organisation, Lernmethoden und Strategien, Lernsetting, Vorwissen und soziale Eingebundenheit)
- Reflexion über das Lernvermögen (Klarheit über die Lernprozesse und über den Sinn der Reflexion)

2. BILDUNGSPOLITISCHE ASPEKTE DER PROBLEMATIK

Die Betonung der Wichtigkeit des lebenslangen Lernens, einer der Leitgedanken der Bildungspolitik der Europäischen Union scheint durch die Förderung von emanzipatorischen Lehrmethoden immer mehr an Bedeutung zu gewinnen. Das Wissen an und für sich, sowie der Erwerb von Lernstrategien bilden die Basis für unsere Wissensgesellschaft, in der das Wissen nicht mehr als eine angehäuften und strukturierte Masse unbezweifelbarer Fakten, sondern viel mehr bloß als eine Art „Ausgangs- oder Bezugsposition“ (Schüßler, 2008) verstanden wird. In diesem Sinne soll die Wissensarbeit immer wieder durchdacht, verbessert, korrigiert, ergänzt, den aktuellen Anforderungen angepasst werden: d.h. das relevante Wissen fungiere nicht mehr a priori als Wahrheit und ist untrennbar mit Nichtwissen gekoppelt (ebd.).

Letzten Endes bedeute dies eine in dieser Form gesellschaftlich bisher noch nicht erlebte kognitive Freiheit, sowie einen breiten Bewegungsraum an Chancen und Möglichkeiten. Andererseits müssen parallel mehr Entscheidungen selbstständig getroffen werden und man sei gezwungen, sich selbst managen zu können. Entscheidungs- und Selbstförderungsfähigkeit setzen eine durchaus starke Reflexionsbereitschaft voraus, wodurch der Wert von Reflexionskompetenzen gesellschaftlich – wissenschaftlich – soziokulturell erheblich vertieft wird.

Hauptmerkmal der Reflexivität ist in diesem Sinne vor allem das kritische Befreiungsvermögen von „eigenen Prämissen und Handlungsprogrammen“ (vgl. Moldaschl, 2010). Zum anderen ist sie aber auch eine Haltung, „Dinge von einem anderen Standpunkt oder aus einem anderen Blickwinkel zu betrachten“ (Hilzensauer, 2008),

wobei die Fähigkeit, die Annahmen und Konsequenzen des eigenen Denkens und Handelns zu durchblicken ebenfalls vorausgesetzt wird.

2.1. Identität und Reflexivität

Geht es also um Reflexion jeder Art, wird daher eine ständige Selbstbeobachtung und Analysebereitschaft sehr stark verlangt. Die Identität jedes einzelnen Menschen hängt nämlich mit dem kulturellen, gesellschaftlichen und wirtschaftlichen Kontext der gegebenen Gesellschaft eng zusammen, wobei man mit weitgehend vielfältigen, einander oft auch widersprechenden Werten konfrontiert wird, wodurch die Gestaltung einer kohärenten und kontinuierlichen Identität bedeutend erschwert wird. Die Herausforderung der modernen Gesellschaft und damit verbunden die Wichtigkeit der Reflexionsbereitschaft liegen im Paradoxon begründet, dass es einerseits eine beinahe unendliche Palette an Identitätsmöglichkeiten und eine enorme Wahlfreiheit gibt, andererseits fehlt es zudem an sicheren Stütz- und Orientierungspunkten, so muss man auf die Stabilität und Berechenbarkeit der Außenwelt zwangsweise verzichten. Die eigene Reflexionsbereitschaft und Reflexionsfähigkeit kann die Grundlage der Orientierung und Handhabung des eigenen Lebensprojektes bilden.

2.2. Arten der Reflexion

Wie es aus den oben ausgeführten Gedanken hervorgeht, wird man in der Wissensgesellschaft mit völlig neuen Anforderungen konfrontiert. Während beim Erwerb inhaltlich-fachlichen Wissens eine vorgegebene Wissensstruktur schematisch gelernt und bestätigt werden muss, braucht man beim Lernen in reflexiver Perspektive eher die Kompetenzen zu stärken. Kompetenzförderung lässt sich in diesem Kontext mit dem Modewort Nachhaltigkeit in Zusammenhang bringen, indem es dabei nicht um Aneignung von einem bestimmten Wissensmaterial, sondern viel mehr um Strukturen geht. Struktursicht, kognitive Flexibilität und Respekt sind die Schlüsselwörter beim nachhaltigen Lernen. Daher bedarf man der Bereitschaft, sich über die eigene Persönlichkeit weitgehend im Klaren zu sein, sowie die eigenen Wertvorstellungen und Einstellungen zu hinterfragen.

In der gängigen Fachliteratur werden bei der Grundtypologie zwei Formen der Reflexion unterschieden: Reflection-in-action zunächst, ein Kernbegriff im Ansatz *double loop learning* von Donald A. Schön (Schön, 1983) der sich auf die unmittelbaren Bewertungen unserer Aktionen, die spontan während der Aktion stattfinden, bezieht. Schön behauptet, bestimmte Situationen können auf der Basis unserer Erfahrungen gemeistert werden: Erfahrungen knüpfen sich an unsere Gefühle an und werden dann ins praktische Handeln umgesetzt. Reflection-on-action als Begriff ist das Gegenpol des ersten: die Reflexion vollzieht sich nach der Situation, setzt eine Art Nachträglichkeit, Systematik und Professionalität voraus (ebd.).

3. AUF DEM WEG ZU NEUEN HANDLUNGSMUSTERN

Im Mittelpunkt des nachhaltigen Lernens steht die Einsicht, dass man zweifeln und widersprechen soll, um sich zu entwickeln und zu neuen Einsichten zu gelangen. In der Philosophie wurde dies von Hegel bezüglich des wissenschaftlichen Denkprozesses in der These gedeutet, dass die Voraussetzung aller Entwicklung im Widerspruch und in der Wechselwirkung der Gegenstände zueinander liegt, weil der Widerspruch „die Wurzel aller Bewegung und Lebendigkeit ist; nur insofern etwas in sich selbst einen Widerspruch hat, bewegt es sich, hat Trieb und Tätigkeit“ (Hegel, 1968).

In den pädagogischen Überlegungen heißt das, dass neue Erkenntnisse erst auf Kosten von Enttäuschungen, negativen Erfahrungen, Irritationen und Hindernissen erworben werden können (vgl. Schüssler, 2006). Mit anderen Worten ist nachhaltiges Lernen die Förderung von reflexiven Kompetenzen betreffend auf Nichtwissen, auf Emotionalität und auf authentische positive oder negative Erlebnis zu beziehen. Bildung ist in diesem nach Sinne nach Schäffter (1997) mit (authentischem) Kontextlernen identisch.

3.1. Aufgaben der Unterrichtenden

Auf der Lehrendenseite kommt also dabei vor allem darauf an, möglichst authentische und situative Lernsituationen zu schaffen, um nachhaltiges Lernen zu ermöglichen. Ohne um jeden Preis auf ein zuvor festgelegtes kognitives Lernziel zu konzentrieren, besteht die Verantwortung der Lehrenden viel mehr darin, den Lernenden die Möglichkeit und die Voraussetzungen dafür zu schaffen, sich auf ihre Handlungsprobleme zu fokussieren, über ihren Lernprozess nachzudenken, zu reflektieren und die gelernte Erfahrung ins eigene Handlungsschema zu integrieren. Dies wird zum Beispiel durch authentische herausfordernde Aufgaben, Selbstbeurteilungen, wirkliche Spiele, durch die Methode Lernen durch Lehren, durch die Förderung der soft skills, durch den Einsatz von diversen Portfolios und die Erweiterung des Entscheidungsspielraums im (Sprach)Unterricht gefördert. Der Erfolg auf dem Weg zu neuen Handlungsmustern kann durch die Vielfalt an Anschlussmöglichkeiten für selbstorganisierte Lernprozesse und durch die Unterstützung zum Perspektivenwechsel ermöglicht werden.

„Die Initiierung von Differenzerfahrungen oder auch die Thematisierung von Irritationen bzw. das Aufgreifen aktueller Handlungsprobleme ist dabei von der Vorstellung getragen, dass erst in der Phase der Labilität, wenn vertraute Deutungs- und Handlungsmuster nicht mehr greifen, eine Bereitschaft gegeben ist, sich auch alternativen Denk- und Handlungsformen gegenüber zu öffnen. Denn der Lernende bemüht sich in einem solchen Zustand um emotionale Stabilität, um die Wiedergewinnung biographischer Kontinuität und Kohärenz. Genau an diesem Punkt wird reflexives Lernen bedeutsam“ (Schüßler, 2008).

Reflexionsebene	Reflexionsinhalte	Reflexionsimpulse
Selbstreflexion	-Reflexion des eigenen Denkens und Lernens (routinierte Deutungsmuster, Lernstrategien, -stile und -schwierigkeiten) -Reflexion von Gefühlen (routinisierte Wertmuster, Ängste, Rekonstellierungen, Affekte)	-Innerer Dialog (begleitet durch den Lehrenden oder in Form einer Alter-Ego-Übung) -Angeleitete Selbstevaluation des eigenen Lernprozesses (z.B. Lerntagebuch)
Prozess-/Gruppenreflexion	-Reflexion von Störungen im Lernprozess auf der Sach- und Beziehungsebene -Reflexion (Evaluation) des gemeinsamen Lernprozesses	-Metakommunikation (z.B. angeregt durch einen Blitzblicht) -Gruppendynamische Übungen -Evaluation und Feedback des Lernprozesses
Problemreflexion	-Reflexion subjektiver Handlungsprobleme in ihrem individuellen und gesellschaftlichen Kontext	-Fallarbeit -Initiierung konkreter Handlungsaufgaben und deren Bearbeitung auf mehreren Handlungsebenen

(Schüßler, 2006)

4. SCHLUSSBEMERKUNGEN

Reflexives Lernen als Lernhaltung setzt voraus, dass das Lernen selbst zum Lerngegenstand wird: Vorwissen, Soziales, Stil, Motivation, Blockaden, Lernmethoden und –Umstände usw. sollen hinterfragt werden. Lerngegenstand und Lernvermögen (psychisch, kognitiv und theoretisch) sind dabei voneinander nicht abzutrennen. Die Mittel zur reflexiven Sichtweise sind seitens der Unterrichtenden, wie zum Teil oben bereits ausgeführt, vielfältig. Ohne Anspruch auf Vollständigkeit sei hier die Rolle der sogenannten sokratischen Fragetechnik hervorgehoben, die einem möglich macht, ohne Vorgabe jeder Art zur Selbstaufklärung zu kommen, zu den eigenen abgelagerten Emotionen und Erklärungsmustern vorzudringen. Indem der Unterrichtende z. B. bestimmte Inhalte wiederholt, hilft er dem Lernenden dabei, sie stellvertretend zu deuten. Die Lernenden können durch geschicktes Nachfragen schrittweise zur Verbalisierung seiner Absichten, Erkenntnisse geführt werden.

Die abwechselnde Variierung der geschilderten Spiegelungsrolle und der klassischen Trainerrolle der Unterrichtenden schaffen sozusagen ein bequemes Feld des lauten Denkens. Die Verknüpfung der Fragetechnik mit den ausformulierten Gedanken der Lernenden eröffnen gegebenenfalls alternative Handlungs- und Kommunikationsformen, die letzten Endes den Lernenden die Freiheit geben, über sich selbst, über den Prozess und über die Inhalte vielfältig zu reflektieren. Konfliktreiche Situationen, ihre reflexive Bearbeitung durch Supportstrukturen (Bewusstheitgestaltung, Konfrontation, Blockierungsaufösungen usw.) auf den unterschiedlichen Handlungsebenen geben einen Rahmen der Förderung des Perspektivenwechsels.

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VERWENDUNG DER DEUTSCHEN SPRACHE AUF DEN OFFIZIELLEN WEBSEITEN DER REGIONALEN TOURISMUSVERBÄNDE IN KROATIEN

Die Bedeutung von Fremdsprachen im Tourismussektor steht außer Frage und muss nicht weiter erörtert werden, da Fremdsprachen eine Notwendigkeit sind, ohne die der Tourismus nicht funktionieren kann. Für den Tourismus in Kroatien spielen vor allem Englisch, Deutsch und Italienisch eine große Rolle, während andere Sprachen als weniger wichtig erachtet und somit zu Unrecht „benachteiligt“ werden. Dieser Beitrag analysiert die Verwendung der deutschen Sprache auf den offiziellen Webseiten der regionalen Tourismusverbände in Kroatien. Das Ziel dieses Beitrages ist es, die Bedeutung der deutschen Sprache im kroatischen Tourismussektor zu erforschen, indem mithilfe ausgewählter Kriterien eine Analyse der offiziellen Webseiten der regionalen Tourismusverbände durchgeführt wird, um den Zusammenhang hinsichtlich der Verwendung der deutschen Sprache (auf den offiziellen Webseiten) in Bezug auf die Besucherzahlen deutschsprachiger Touristen zu erforschen.

Schlüsselwörter: Tourismus, Deutsch, Tourismusverbände, offizielle Webseiten

The importance of foreign language skills in tourism is beyond discussion because it is simply crucial for the functioning of tourism. In Croatian tourism English, German and Italian language are in the first place, while other languages are considered as being "less important" for tourism and so they are unfairly put in a subordinate position. This paper deals with the usage of German language on the official web sites of the County Tourism Boards in the Republic of Croatia. The aim of this paper is to show the importance of German language usage in Croatian tourism by analysis of selected criteria of the German language on the official web sites of the County Tourism Board in Croatia in order to research the correlation between German language usage and the number of incoming tourists in Croatia.

Key words: tourism, German language, tourist boards, official web sites

1. ZIEL UND AUSGANGSLAGE

Die Bedeutung von Fremdsprachen im Tourismussektor steht außer Frage und muss nicht weiter erörtert werden, da Fremdsprachen eine Notwendigkeit sind, ohne die der Tourismus nicht funktionieren kann. Für den Tourismus in Kroatien spielen vor allem Englisch, Deutsch und Italienisch eine große Rolle, während andere Sprachen als weniger wichtig erachtet und somit zu Unrecht „benachteiligt“ werden. Die Kommunikation in einer Fremdsprache einen gemeinsamen Ausgangspunkt für alle Arten von Berufen im Gastronomie- und Tourismussektor dar. Diesbezüglich sind Informationen in der jeweiligen Muttersprache des jeweiligen Touristen außerordentlich wichtig. Infolgedessen lässt sich folgende Behauptung aufstellen:

Mithilfe einer Analyse ist es möglich festzustellen, dass die deutsche Sprache auf den offiziellen Webseiten der regionalen Tourismusverbände in Kroatien häufig verwendet wird, den Touristen dadurch wertvolle Informationen auf Deutsch zur Verfügung stehen und als indirekte Konsequenz davon hohe Besucherzahlen aus deutschsprachigen Ländern generiert werden können.

Anhand der Analyse, die durch einen Vergleich aller Webseiten durchgeführt wird, soll in der Schlussfolgerung die oben erwähnte These entweder belegt oder verworfen werden.

Das Hauptziel der Untersuchung ist es, festzustellen ob und in welcher Weise Deutsch auf den offiziellen Webseiten der regionalen Tourismusverbände verwendet wird und welche Informationen potenzielle Touristen somit erhalten können.

2. DIE BEDEUTUNG VON FREMDSPRACHEN IM TOURISMUS VON HEUTE

Unabhängig davon, wie alt der lateinische Ausspruch „quot linguas calles tot homines vales“ bzw. „So viele Sprachen du sprichst, so oft bist du Mensch“ auch sein mag, weist dieser umso mehr auf die Bedeutung der Fremdsprachen hin. Das Bedürfnis Fremdsprachen zu sprechen und zu erlernen haben nicht nur kleinere Nationen deren Sprache nur von einer kleineren Anzahl von Sprechern gesprochen wird, sondern auch Nationen deren Sprachen zu den Weltsprachen zählen. Da der Tourismus als Wirtschaftszweig in der Regel stärker auf den ausländischen Markt ausgerichtet ist, ist die Voraussetzung für eine erfolgreiche Kommunikation vor allem das Beherrschen von einer oder mehr Fremdsprachen. Dabei ist es nicht wichtig, ob es sich um schriftliche oder mündliche Kommunikation handelt, da sich in beiden Fällen bei den Touristen ein Gesamturteil des Reiseziels bildet. Wenn der Reiseveranstalter bzw. Anbieter des touristischen Angebots der Kommunikation keine Beachtung schenkt, oder sie vernachlässigt, besteht die Möglichkeit, dass keine zufriedenstellende Leistung erbracht wird, was zur Folge hat, dass Touristen nicht zufrieden sind und dies zu einem schlechten Image führt, welches wiederum geringe Einnahmen zur Folge hat.

Zur erfolgreichen Kommunikation im Tourismus gehört nicht nur, dass die Angestellten im Tourismus Fremdsprachen beherrschen, sondern auch die übrigen Bewohner eines Tourismusortes. Denn in einem Fremdenverkehrsort ist es notwendig dass alle Einwohner mit den Touristen sprechen können falls nötig – z. B. vom Taxi- oder Busfahrer, im Supermarkt oder im Krankenhaus, bis hin zu den Bürgern die den Touristen bei der Orientierung im Ort helfen. Länder, deren Wirtschaft zum großen Teil auf dem Fremdenverkehr basiert, sollten die Bedeutung der Kommunikation nicht vernachlässigen und das Erlernen von Fremdsprachen nicht nur im Lehrplan in den Schulen fördern, sondern auch unter der Bevölkerung Anreize schaffen, Fremdsprachen zu erlernen, damit wenigstens Grundkenntnisse beherrscht werden. Die Angestellten im Tourismus sollten Fremdsprachen so gut wie möglich beherrschen, besonders diejenigen, bei denen der direkte Kontakt mit den Touristen zum unmittelbarem Tätigkeitfeld zählt (Rezeptionist, Kellner, Fremdenführer, Angestellten in Tourismusbüros usw.)⁵

3. OFFIZIELLE WEBSEITEN DER REGIONALEN TOURISMUSVERBÄNDE IN KROATIEN

Die Informationstechnologie und die neuen Medien verändern die Welt heute mehr als die meisten Menschen angenommen bzw. erwartet hätten. Erste Analysen sehen den Hauptgrund dafür im Einfallsreichtum und der Beharrlichkeit der Personen und Firmen, die an ihrer Entwicklung beteiligt waren und diese später einem breiten Publikum zur Verfügung angeboten haben.⁶ Das Internet ist heute keine ausgefallene „Laune“ mehr, sondern ein fester Bestandteil unseres alltäglichen Lebens. Die virtuelle Welt ist nicht nur mehr ein Spielplatz für Computerfans sondern eines der wichtigsten Medien unserer Zeit. Diese virtuelle Welt spielt besonders für die Wirtschaft und Unternehmen eine große Rolle. Die Verbraucher von heute haben größere Erwartungen. So ist es heute z.B. für Unternehmen undenkbar keine Webseite zu haben, unabhängig davon, ob es sich dabei um Sportartikelhersteller oder um Hersteller von Verpackung handelt. Reiseveranstalter und Beförderungsunternehmen haben als erste die Flexibilität und Zugänglichkeit des Internets genutzt. Die Hotel- und Tourismusbranche war zuerst durch Reiseveranstalter im Internet vertreten. Die heutigen Webpräsenzen von Reiseveranstaltern gehören zu den informativsten und praktischsten Seiten im Internet.⁷ Das Internet oder das Netz aller Netze wie es gerne auch genannt wird bietet dem Hotel- und Tourismussektor neuartige Möglichkeiten auf dem heutigen turbulenten Tourismusmarkt. In den letzten zwei Jahrzehnten hat sich der Tourismussektor in der globalisierten Welt stark verändert. Die Branche ist „international“ geworden, als Folge davon entstehen neue Unternehmen während alte vom Markt verschwinden. Einer der wichtigsten Gründe dafür ist das schnelle und starke Wachstum des Internets, welches in seiner freien Form überall und zu jeder Zeit Informationen zu jedem beliebigen Thema bietet.

Mit Blick auf die kroatische Internetszene unterscheidet Ružić (2003) die folgenden Tourismus-Webseiten⁸:

- Webseiten von Unternehmen (Hotelketten, Hotels, Restaurants, Reiseveranstalter)
- Reservierungsportale (Seiten auf denen Reservierungen getätigt werden können)
- Destinationswebseiten
- Touristische Megawebsites

⁵ Blažević, N: Strani jezici i turizam, Turizam1, Zagreb, 1991., Seite.13-20.

⁶ Srića, V.: Menadžerska informatika, M.E.P. Consult, Delfin, HITA Poslovna akademija, Zagreb, 1999., Kapitel 12.1.

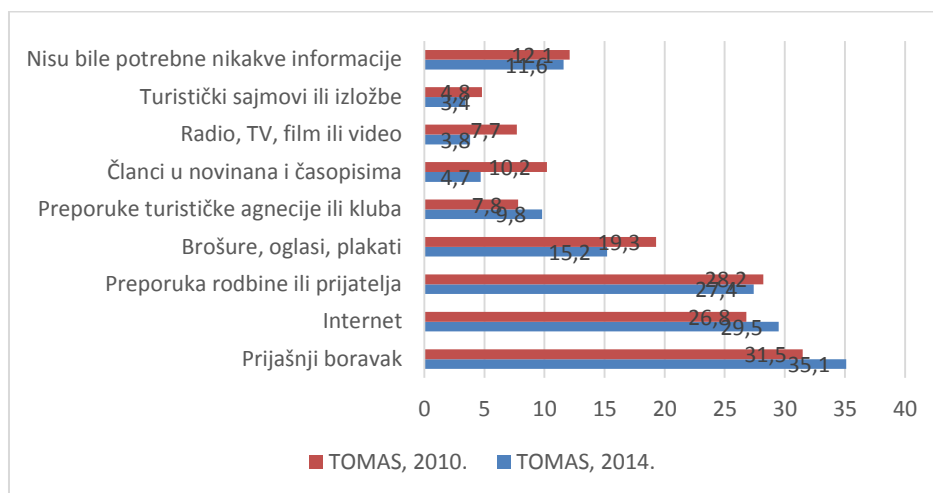
⁷ Cox, B., Koelzer, W.: Internet marketing za hotele i restorane i turizam, M Plus, Zagreb, 2005., Seite 1

⁸ Ružić, D.:e-Marketing, Sveučilište J.J. Strossmayer u Osijeku, Ekonomski fakultet u Osijeku, Osijek, 2003., Seite 291.

- Touristische Suchmaschinen und Informationskataloge
- Touristische Informationsseiten

Die folgende Grafik veranschaulicht die Wichtigkeit von Webseiten in der kroatischen Tourismusbranche. Aus ihr ist ersichtlich, dass das Internet als Informationsquelle vom Jahr 2010 im Vergleich zum Jahr 2014 an Bedeutung gewonnen hat. Benutzten im Jahr 2010 noch 27% der Befragten das Internet als Informationsquelle betrug die Zahl im Jahr 2014 schon 30%. Dies deutet darauf hin, dass sich das Konzept, Touristen zu informieren und anzuziehen grundlegend verändern muss. Der Grafik zufolge verdanken die meisten Touristen ihre Informationen über ein Reiseziel in Kroatien einem früheren Besuch und nicht aus Quellen im Internet (35,1%).

Grafik 1: **Genutzte Informationsquellen von Touristen vor dem Kroatienurlaub**



Die Entwicklung neuer Dienstleistungen in der Tourismusbranche und im Restaurantbereich wird hauptsächlich vom Verbraucher bestimmt. Heute gehört es zur Grundvoraussetzung nicht nur alte Methoden zu benutzen, sondern auch auf neue Technologien zurückzugreifen, die auf interaktiven Medien und bidirektionaler Kommunikation fußt, um die Wünsche und Bedürfnisse der heutigen modernen Touristen zu erforschen und zu befriedigen.

Nachfolgend ist eine tabellarische Übersicht aller regionalen Tourismusverbände (nach Gespanschaft) und deren Webseiten in Kroatien aufgeführt.

Tabelle 1: **Auflistung der kroatischen Gespanschaften und deren Tourismusverbände**

Gespanschaft	URL-Adresse	E-Mail-Adresse
Gespanschaft Bjelovar-Bilogora	http://www.tzbbz.hr/	info@tzbbz.hr
Gespanschaft Brod-Posavina	http://www.tzbpz.hr/	turisticka-zajednica.bpz@sb.htnet.hr
Gespanschaft Dubrovnik-Neretva	http://visitdubrovnik.hr/	info@visitdubrovnik.hr
Gespanschaft Istrien	http://www.istra.hr/	info@istra.hr
Gespanschaft Karlovac	http://www.tzkz.hr/	info@tzkz.hr
Gespanschaft Koprivnica-Križevci	http://www.tz-koprivnicko-krizevacka.hr/	ured@tz-kckz.com
Gespanschaft Krapina-Zagorje	http://www.tzkzz.hr/	info@tzkzz.hr
Gespanschaft Lika-Senj	http://www.lickosenjska.com/	info@lickosenjska.com
Gespanschaft Međimurje	http://www.tzm.hr/	info@tzm.hr
Gespanschaft Osijek-Baranja	http://www.tzosbarzup.hr/	info@tzosbarzup.hr
Gespanschaft Požega-Slawonien	http://www.tzzps.hr/	kontakt@tzzps.hr
Gespanschaft Primorje-	http://www.kvarner.hr/	kvarner@kvarner.hr

Gorski kotar		
Gespanschaft Sisak-Moslavina	http://www.turizam-smz.hr/	tzsmz@email.t-com.hr
Gespanschaft Split-Dalmatien	http://www.dalmatia.hr/	info@dalmatia.hr
Gespanschaft Šibenik-Knin	http://www.sibenikregion.com/	info@sibenikregion.com
Gespanschaft Varaždin	http://www.turizam-vzz.hr/	info@turizam-vzz.hr
Gespanschaft Virovitica-Podravina	http://www.tzvpz.hr/	ured@tzvpz.hr
Gespanschaft Vukovar-Srijem	http://visitvukovar-srijem.com/	turisticka-zajednica@vk.t-com.hr
Gespanschaft Zadar	http://www.zadar.hr/	tz-zd-zup@zd.t-com.hr
Gespanschaft Zagreb	http://www.tzzz.hr/	info@tzzz.hr
Stadt Zagreb ⁹	http://www.zagreb-touristinfo.hr/	info@zagreb-touristinfo.hr

Quelle: von den Autoren angefertigt

Der Tabelle ist zu entnehmen, dass alle regionalen Tourismusverbände Kroatiens eine offizielle Webseite und eine E-Mail-Adresse haben. Nach Angaben des Autors Ružić (2003)¹⁰ war dies vor 10 Jahren nicht der Fall, da die Gespanschaften Karlovac, Bjelovar-Bilogora, Brod-Posavina, Međimurje, Požega-Slawonien, Varaždin und die Gespanschaft Vukovar-Srijem keine offiziellen Webseiten hatten, auf welchen potenzielle Besucher Informationen hätten erhalten können.

4. UNTERSUCHUNG ZUR VERWENDUNG DER DEUTSCHEN SPRACHE AUF DEN OFFIZIELLEN WEBSEITEN DER REGIONALEN TOURISMUSVERBÄNDE IN KROATIEN

Webseiten, die für den Tourismus gemacht sind, sollen in erster Linie eine wichtige Funktion erfüllen: Den potenziellen Touristen (wenn möglich in der entsprechenden Muttersprache) möglichst viele Informationen über eine bestimmte Region bzw. Destination bieten. Außerdem sollte sie so gestaltet sein, dass sie möglichst viel Lust auf Urlaub macht und einen Anreiz schafft, die Region auch wirklich zu besuchen. Ein ansprechendes Design, die entsprechende Muttersprache des Touristen, aussagekräftige Bilder und eine Möglichkeit zur sofortigen Unterkunftsbuchung sollten heute zur Standardausstattung einer jeden touristischen Webseite gehören.

Zum Zwecke der Antwortfindung auf die oben genannte Leitfrage bzw. Behauptung, ist es notwendig, folgende **Forschungsfragen** zu beantworten.

- Haben alle Tourismusverbände in Kroatien Webseiten auf Deutsch?
- Gibt es eine Möglichkeit zur direkten Buchung von Unterkünften?
- Gibt es weiterführende Links zu Hotels, Privatunterkünften, Autocamps usw.?
- Erhalten die Seiten ausreichende Informationen über die entsprechende Region/Destination?
- Sind die Seiten in einem zeitgemäßen bzw. modernen Design aufgebaut?
- Gibt es aussagekräftige multimediale Inhalte in deutscher Sprache?
- Gibt es auf den jeweiligen Webseiten eine oder mehr Kontaktpersonen die speziell auf Anfragen von deutschsprachigen Besuchern ausgerichtet sind?
- Bietet die Webseite Informationen über aktuelle Veranstaltungen in der Region auf Deutsch?

4.1 Untersuchungsmethode

Als Forschungsmethode wurde ein Vergleich aller regionalen Webseiten der kroatischen Tourismusverbände gewählt. Mithilfe des Vergleichs sollen zunächst allgemeine Fragen zu den Webseiten beantwortet werden. Desweiteren wird untersucht ob und wenn ja welche deutschsprachigen Inhalte den potenziellen Touristen zur Verfügung gestellt werden und ob diese anschließend die Möglichkeit haben sich direkt eine Unterkunft zu buchen oder zumindest Links erhalten, die auf Unterkünfte verweisen. Außerdem soll erforscht werden ob es Kontaktpersonen gibt die speziell auf Anfragen von deutschsprachigen Touristen abtworten, multimediale Inhalte auf Deutsch vorhanden sind, ob Informationen zu aktuellen Veranstaltungen zu finden sind und das Design der Website zeitgemäß ist.

⁹ Die Stadt Zagreb stellt als Hauptstadt Kroatiens eine eigenständige, territoriale Verwaltungseinheit dar (siehe Gesetzblatt Zakonu o područjima županija, gradova i općina u Republici Hrvatskoj, (Pročišćeni tekst) NN 86/06, 125/06, 16/07, 95/08, 46/10, 145/10, 37/13, 44/13, 45/13.

¹⁰ Ružić, D.: e-Marketing, Sveučilište J.J. Strossmayera u Osijeku, Ekonomski fakultet u Osijeku, Osijek, 2003., Seite 303.

Tabelle 2: Vergleich aller Webseiten der regionalen Tourismusverbände nach ausgewählten Kriterien

Gespanschaft	Webseite auf Deutsch	Direkte Buchung einer Unterkunft möglich	Informationen über aktuelle Veranstaltungen auf Deutsch	Multimediale Inhalte auf Deutsch	Kontaktperson die speziell auf Anfragen von deutschsprachigen Besuchern ausgerichtet sind	Zeitgemäße Design der Webseite
Gespanschaft Bjelovar-Bilogora	Ja	Nein , aber weiterführende Links zu Hotels und Privatunterkünften	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen und zukünftigen Veranstaltungen	Bilder mit Beschreibung auf Deutsch, Videos auf Kroatisch, traditionelle Rezepte der Region auf Deutsch, Reiseführer für die Gespanschaft auf Deutsch im PDF-Format	Kontaktformular auf Deutsch	Ja , Website ist mit einem Content-Management-System erstellt.
Gespanschaft Brod-Posavina	Nein	Nein , aber weiterführende Links zu Hotels und Privatunterkünften	Nein , da keine Webseite auf Deutsch	Nein , da keine Webseite auf Deutsch	Nein	Ja , Website ist mit einem Content-Management-System erstellt.

Gespanschaft Dubrovnik-Neretva	Ja	Nein , aber weiterführende Links zu Hotels und Privatunterkünften, Möglichkeit zur Prüfung der Verfügbarkeit. Bewertung der Hotels mit Sternen.	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen und zukünftigen Veranstaltungen	Bilder mit Beschreibung auf Deutsch, 14-seitiger Stadtführer auf Deutsch im PDF-Format zum Herunterladen	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Istrien	Ja	Ja , Weiterleitung zur gebuchten	Ja , Veranstaltungskalender auf Deutsch mit Informationen	PDF-Reisebrochüren für jede größere	Kontaktformular auf Deutsch, E-Mail Adresse	Ja , Website ist mit einem Content-Management-System erstellt

		Unterkunft und Bestätigung	zu aktuellen und zukünftigen Veranstaltungen	Stadt in Istrien auf Deutsch, Videos in deutscher Sprache, Fotos mit deutscher Erklärung	verfügbar	nt-System erstellt
Gespanschaft Karlovac	Ja	Nein , ausschließlich weiterführende Links zu Privatunterkünften	Nein	PDF-Broschüre der Gespanschaft in Deutsch verfügbar	Lediglich Standard E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Koprivnica-Križevci	Nein	Nein	Nein	2-seitiges PDF-Dokument auf Deutsch verfügbar	Nein	Nein , Webseite ist zwar mit einem CMS erstellt, ist jedoch nicht mehr zeitgemäß
Gespanschaft Krapina-Zagorje	Ja	Nein , aber weiterführende Links zu Hotels und Privatunterkünften	Nein , auf Deutsch nicht verfügbar	PDF-Broschüre der Gespanschaft in Deutsch verfügbar	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Medimurje	Ja	Ja , Weiterleitung zur gebuchten Unterkunft und Bestätigung	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen und zukünftigen Veranstaltungen	Mehrere PDF-Broschüren in Deutsch verfügbar, 2 mobile Apps für Android zum Download bereit	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Osijek-Baranja	Ja	Nein , aber weiterführende Links zu Hotels und Privatunterkünften	Nein , auf Deutsch nicht verfügbar	Nein , auf Deutsch nicht verfügbar	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Požega-Slawonien	Ja	Nein , aber weiterführende Links zu Hotels und Privatunterkünften	Nein , auf Deutsch nicht verfügbar	Mobile App für Android zum Download bereit, Video zur Schwarzwidljagd auf Deutsch, Broschüren als PDF zu Fahrradwegen und	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt

				Infos zu Region auf Deutsch		
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Gespanschaft Primorje-Gorski kotar	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen und zukünftigen Veranstaltungen	PDF Broschüren zu Hotels, Gastronomie, Gesundheitstourismus, Videos nur auf Englisch abrufbar	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Sisak-Moslavina	Nein	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Nein , da keine Webseite auf Deutsch	Nein , da keine Webseite auf Deutsch	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Split-Dalmatien	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen und zukünftigen Veranstaltungen	Videokanal auf Youtube gelinkt (auf Englisch), Reiseführer und Broschüren auf Deutsch, Mobile App für OS und Android	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Šibenik-Knin	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Ja , Veranstaltungskalender als PDF zum Downloaden	Videokanal auf Youtube, Mobile App für OS und Android verfügbar	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Varaždin	Nein	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Nein , da keine Webseite auf Deutsch	Nein , auf Deutsch nicht verfügbar	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt

Gespanschaft Virovitica-Podravina	Nein	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Nein , da keine Webseite auf Deutsch	Nein , auf Deutsch nicht verfügbar	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
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Gespanschaft Vukovar-Srijem	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen Veranstaltungen	PDF-Broschüre der Gespanschaft in Deutsch verfügbar	Lediglich Standard E-Mail Adressen verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Lika-Senj	Nein	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Nein , nicht vorhanden	PDF-Broschüre der Gespanschaft in Deutsch verfügbar	Lediglich Standard E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Zadar	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Nein , nicht vorhanden	Nein , auf Deutsch nicht verfügbar	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Gespanschaft Zagreb	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Nein , nicht vorhanden	Mobile App für OS und Android, PDF-Broschüren über die Stadt und Umgebung	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt
Stadt Zagreb	Ja	Nein , aber weiterführende Links zu Hotels und Privatunt erkünften	Ja , Veranstaltungskalender auf Deutsch mit Informationen zu aktuellen Veranstaltungen	PDF-Broschüren über die Stadt und Umgebung, Mobile Apps, Videomaterial	Kontaktformular auf Deutsch, E-Mail Adresse verfügbar	Ja , Website ist mit einem Content-Management-System erstellt

Quelle: von den Autoren angefertigt

4.2. Analyse und Interpretation der Untersuchung

Die durchgeführte Analyse hat gezeigt, dass die meisten regionalen Tourismusverbände in Kroatien eine deutsche Version ihrer Webseite zur Verfügung stellen. Von 21 Gespanschaften haben lediglich 6 keine Webseite auf Deutsch. Dabei handelt es sich aber um Webseiten von Tourismusverbänden, die sich eher im Landesinneren und nicht an der Küste befinden, was die Vermutung nahe legt, dass diese Gespanschaften weniger auf deutschsprachige Touristen ausgerichtet sind, als beispielsweise Gespanschaften, die an der Adria liegen. Leider bieten, wie die Untersuchung gezeigt hat, nur zwei Gespanschaften eine direkte Buchung von Unterkünften bzw. Hotels direkt von ihrer Webseite an. Vorbildlich sind in diesem Falle die Webseiten der Gespanschaft Istrien und Primorje-Gorski kotar, auf welchen die Besucher die Möglichkeit haben, sofort die gewünschte Unterkunft zu buchen, ohne auf andere Webseiten weitergeleitet zu werden. Interessant sind auch die Ergebnisse zu Informationen über aktuelle Veranstaltungen auf Deutsch, da nur 7 Webseiten einen Veranstaltungskalender mit aktuellen und zukünftigen Informationen anbieten, während auf den restlichen Seiten keine Informationen auf Deutsch zur Verfügung stehen. Im Bereich der multimedialen Inhalte ist im Großen und Ganzen festzustellen, dass die meisten regionalen Tourismusverbände mit der Zeit gehen. So gibt es lediglich 6 Tourismusverbände, die keinerlei Multimedialinhalte auf Deutsch anbieten. Die verbleibenden Tourismusverbände bieten aber reichlich Informationen an, wie z.B. Kochanleitungen (auf Deutsch) über traditionelle Gerichte der Region und deren Zubereitung, Reiseführer zum Herunterladen als PDF-Broschüren,

Videos auf Deutsch z.B. zur Schwarzwildjagd oder Fotos und Wegbeschreibungen auf Deutsch. Vier von 21 Gespanschaften bieten auf ihren Webseiten auch Mobile Apps für Android an, mit deren Hilfe man sich auch bequem auf dem Smartphone mit einem Touch Informationen besorgen kann, ohne extra die Webseiten aufrufen zu müssen. Im Falle von Fragen oder zusätzlichen Informationen, bieten zehn von 21 Webseiten Kontaktformulare auf Deutsch an, die verbleibenden elf lediglich eine Standard E-Mail Adresse. Keine der Seiten bietet jedoch den direkten Kontakt mit einer Person an, die speziell auf Anfragen deutschsprachige Besucher ausgerichtet ist, es bleibt der umständlichere Weg über das erwähnte Kontaktformular. Alle Webseiten, außer die der Gespanschaft Koprivnica-Krizevci bieten ein zeitgemäßes Design an, welches mit einem CMS erstellt ist.

5. Schlussfolgerung

Da der Tourismus als Wirtschaftszweig in der Regel stärker auf den ausländischen Markt ausgerichtet ist, ist die Voraussetzung für eine erfolgreiche Kommunikation vor allem das Beherrschen von einer oder mehr Fremdsprachen. Um potenzielle Touristen zu erreichen und zu einem Urlaub zu bewegen, gehört die Kontaktaufnahme. Diese geschieht in unserer Zeit, in der das Internet immer mehr an Bedeutung gewinnt über touristische Webseiten. Wie so oft im Leben zählt der erste Eindruck. Deshalb ist es wichtig sich auch im Internet zu präsentieren und Informationen und Multimedia Inhalte in möglichst vielen Sprachen zur Verfügung zu stellen. Die durchgeführte Untersuchung hat deutlich gezeigt, dass –bis auf wenige Ausnahmen– die regionalen Tourismusverbände in Kroatien diesem Trend folgen. Das Informationsangebot, das vor allem die Gespanschaften an der kroatischen Küste anbieten ist reichhaltig und reicht von Bildern, PDF- Broschüren bis hin zu Videomaterial in deutscher Sprache. Für die Zukunft wäre es gut, wenn mehr Tourismusverbände dem Beispiel der Region Istrien folgen würden, indem sie beispielsweise eine direkte Buchung von ihrer Webseite aus ermöglichen oder noch mehr Videomaterial in Deutsch anbieten. Dies könnte sicherlich dazu führen, noch mehr Menschen für einen Urlaub in Kroatien zu bewegen. Abschließend kann man jedoch feststellen, dass die Webseiten der regionalen kroatischen Tourismusverbände modern sind, häufig aktualisiert werden und viele Informationen auf Deutsch bereitstellen.

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OSUVREMENJIVANJE JEZIČNIH NASTAVNIH PROGRAMA HOTELIJERSKO-TURISTIČKE STRUKE KROZ PRIMJENU CLIL PRISTUPA POUČAVANJA JEZIKA

Content and Language Integrated Learning (**CLIL**) involves teaching a curricular subject through the medium of a language other than that normally used. That way it increases students' motivation in both the language and the subject being taught. CLIL has been identified as a priority area in the EU Action Plan for Language Learning and Linguistic Diversity due to its effectiveness in all sectors of education and its ability to motivate learners. Aimed at reaching higher standards of language proficiency in foreign language courses in tourism, we analyzed the possibilities of CLIL implementation in updating our foreign language programmes. Furthermore, we wanted to find out whether it is possible to improve students' learning motivation and proficiency by content and language integrated courses.

Key words: content and language integrated learning (CLIL), natural use of language, instrumental value, dual-focused methodological approach, motivation, attitudes

Content and Language Integrated Learning (CLIL) predstavlja integrirano učenje sadržaja i jezika, te podrazumijeva poučavanje predmeta kroz medij jezika drugačijeg od onoga koji se uobičajeno koristi za poučavanje. Na taj se način povećava motivacija učenika za učenje bilo jezika, bilo predmeta koji se uči. CLIL je, ne bez razloga, identificiran kao prioritarno područje u Akcijskom planu EU za učenje jezika i jezične raznolikosti zbog svoje učinkovitosti u svim sektorima obrazovanja i njegove sposobnost motiviranja učenika. S ciljem postizanja viših standarda jezičnih znanja i kompetencija na kolegijima turizma i hotelijerstva, analizirali smo mogućnosti provedbe CLIL pristupa kod osuvremenjivanja naših jezičnih studijskih programa. Nadalje, željeli smo saznati je li kod studenata hotelijerstva i turizma moguće poboljšati motivaciju za učenje jezika i jezične kompetencije putem CLIL pristupa učenja stranog jezika.

Ključne riječi: CLIL (Integrirano učenje sadržaja i jezika), prirodna uporaba jezika, instrumentalna vrijednost, dvojako-usmjeren metodološki pristup, motivacija, stavovi

UVOD

Kao posljedica povećane virtualne i fizičke mobilnosti u Europi, komunikacijski kanali poprimaju sve veći značaj uz istovremenu naglašenu potrebu za učinkovitim korištenjem znanja stranih jezika. Odatle proizlazi i potreba za europskim CLIL / Emile pristupom kao interdisciplinarnim, višestrukim i inovativnim "dvojako-usmjerenim metodološkim pristupom koji istovremeno obuhvaća

jezične i nejezične sadržaje, fokusirajući se uglavnom na *značenje*, te razlikujući se od drugih pristupa koji se uglavnom fokusiraju na *formu*".¹¹

Unatoč procjeni da od ukupnog broja, tek 3% škola u Europi primjenjuje navedeni pristup, CLIL se brzo i vješto uklopio u određene oblike redovnog obrazovanja. Postoje mnogo jači argumenti za, u odnosu na one protiv uvođenja CLIL / Emile pristupa u redovnom obrazovanju (CLIL / Emile: 84). Stoga je to bio glavni razlog zašto smo odlučili da taj pristup primijenimo kod jezičnih kolegija u sklopu našeg fakultetskog kurikuluma.

Naime nastojeći osuvremeniti nastavne planove FMTU na području poučavanja stranog jezika struke, nakon proučavanja različitih suvremenih pristupa učenju stranih jezika, odlučili smo proučiti CLIL pristup (Integrirano učenje sadržaja i jezika) prvenstveno stoga što je upravo taj pristup zbog svoje učinkovitosti u svim sektorima obrazovanja i njegove sposobnost motiviranja učenika, identificiran kao prioritetno područje u sklopu Akcijskog plana EU za učenje jezika i jezične raznolikosti.

Neosporno je da stavovi studenata prilikom učenja imaju važne implikacije prilikom poučavanja stranog jezika, te istraživanja ukazuju na činjenicu da su pozitivni stavovi kod učenika upravo proporcionalan njihovom postignuću u usvajanju jezičnih vještina i kompetencija. Stoga je naš glavni cilj bio analizirati učinak CLIL pristupa na stavove studenata Fakulteta za menadžment u turizmu i ugostiteljstvu Opatija, kao i motivaciju za učenje engleskog kao stranog jezika (EFL), za razliku od ostalih stranih jezika koji se poučavaju u nastavnim programima FMTU Opatija. Nadalje, željeli smo saznati je li moguće poboljšati motivaciju za učenje stranih jezika kod naših studenata putem CLIL pristupa (Integriranog učenja sadržaja i jezika), kako bismo uključili taj pristup u poučavanje svih stranih jezika na razini fakulteta, te time osuvremenili naše jezične nastavne programe hotelijersko-turističke struke.

1. TEORIJSKO POLAZIŠTE CLIL PRISTUPA UČENJU STRANOG JEZIKA

Definiciju pojma CLIL osmislio je David Marsh sa Sveučilišta Jyväskylä u Finskoj.¹² CLIL je specifičan obrazovni kontekst u kojem se strani jezik koristi kao medij, *sredstvo* prilikom poučavanja nelingvističkih sadržaja. On se dakle odnosi na situacije u kojima se nastavni predmeti ili dijelovi predmeta uče kroz ili putem stranog jezika. Na taj način nastavni cilj je dvojako usmjeren; s jedne strane je to je učenje nastavnih sadržaja, dok je to i istovremeno učenje stranog jezika.

U suvremenim uvjetima CLIL je zapravo skupni pojam koji pokriva desetak ili više obrazovnih pristupa (npr. Urađanje, dvojezično obrazovanje, višejezično obrazovanje, tzv. jezične tuševе ili „language showers“ i obogaćene jezične programe). Novina u CLIL pristupu je upravo ta da sintetizira i pruža fleksibilan način primjene znanja stečenih kroz ove različite pristupe.

Različita znanstvena istraživanja daju nam detaljni uvid o načinu stjecanja jezičnih znanja i vještina, te nam istovremeno pružaju bolje sagledavanje razlika prilikom „usvajanje jezika“ (acquiring language) u odnosu na „učenje jezika“ (learning language). Kod „usvajanja jezika“ vrlo dobar primjer su nam mala djeca koja u realnim, svakodnevnim životnim situacijama postepeno usvajaju, odnosno savladavaju jezik, koristeći ga za udovoljavanje svakodnevnih potreba. To je jedan od razloga zbog kojih je uvriježeno mišljenje da je rano učenje jezika zapravo najuspješnije. Za razliku od takvog ranog učenja, starija djeca i odrasli izloženi su klasičnom načinu učenja jezika, obično u učionicama za učenje jezika.

¹¹ CLIL /EMILE – *The European Dimension, Actions, Trends and Foresight Potential*, Strasbourg, European Commission, 2002: 65

¹² "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with **dual-focused aims**, namely the learning of content and the simultaneous learning of a foreign language." (Marsh,2000.)

Uspješno usvajanje jezika postiže se u situaciji prilikom koje učenici imaju priliku istodobno iskusiti svakodnevne životne situacije i pri tom koristiti jezik na prirodan način. Premda postoje razlike u tome kako mozak funkcionira kako dijete odrasta i postaje odrasla osoba, ključno pitanje kod 'usvajanja' jezika odnosi se na mogućnosti za učenje jezika, a upravo to je segment gdje bi se CLIL mogao uspješno uključiti. Naime, jedan od razloga zašto vrlo mala djeca tako uspješno usvajaju jezik često je povezan s prirodnosti njihovog okruženja. Jezična učionica ili laboratorij, u kojoj učenici prolaze kroz često mukotran proces dekodiranja zvukova, struktura, gramatike ili vokabulara, vrlo se rijetko može doimati prirodnim okruženjem. Jezična učionica je studentima korisna da bi shvatili i savladali arhitekturu jezika, ali je u takvom slučaju rijetko dovoljno vremena da bi nastavnici jezika prevladali ovaj bitan dio procesa učenja.

Za razliku od toga, CLIL može ponuditi učenicima bilo koje dobi prirodniju situaciju za razvoj jezika koji se temelji i nadograđuje na druge oblike učenja. Takva prirodna uporaba jezika može potaknuti motivaciju i entuzijazam mladih za učenje jezika. Upravo takva prirodnost predstavlja jedan od glavnih platformi za značaja i uspjeh CLIL pristupa u odnosu na jezik i na nejezične sadržaje predmeta.¹³

2. EUROPSKA OBILJEŽJA CLIL PRISTUPA

CLIL posjeduje izrazito europsko obilježje, a dokazi za takvu tvrdnju i rezultati istraživanja koji su dostupni za CLIL su uglavnom pozitivni. Usprkos tome, tek se u novije vrijeme CLIL sustavno uvodi u redovno obrazovanje. Poboljšanje ukupne jezične kompetencije u prošlosti je bio jedan od najčešćih razloga za uvođenje CLIL pristupa u Europi. Ostali razlozi ovise o kulturnim, društvenim, jezičnim, nejezičnim sadržajima i ciljevima učenja. Osim tih pet glavnih razloga, razrađeno je čak osamnaest sekundarnih razloga kako bi dokazali njegovu učinkovitost.¹⁴

Jedno od ključnih pitanja je uloga CLIL / Emile kao "... pospješitelja, naime kao obrazovno iskustvo koje omogućava učenicima da savladaju način kako da nauče bilo jezike, bilo ostale predmetne sadržaje."¹⁵

Osim toga, CLIL pristup nudi istovremeno ostvarivanje učenja jezika i nejezičnih sadržaja, a ta je neposrednost upravo naglašena kao jedan od glavnih čimbenika uspjeha tog pristupa, pozitivno ocijenjenog sa strane učenika mlađe generacije. Međutim, takav pristup od nastavnika zahtijeva mnogo promišljanja i priprema, kako o prezentaciji teme, tako i o usvajanju interdisciplinarnog razmišljanja.¹⁶

3. OSUVREMENJIVANJE JEZIČNIH NASTAVNIH PROGRAMA HOTELIJERSKO-TURISTIČKE STRUKE

Fakultet za menadžment u turizmu i ugostiteljstvu Opatija već dugi niz godina, čak i prije službenog ulaska Hrvatske u EU, razvija svoju jezičnu politiku u skladu s Akcijskim planom za učenje jezika i jezične raznolikosti EU, planom mobilnosti EU u nastavnim pitanjima, zajedno s najboljom CLIL praksom. Uveli smo brojne CLIL tečajeve na engleskom, ali i na njemačkom, talijanskom i francuskom jeziku (Hrvatska kao turistička destinacija, Turističke destinacije u Hrvatskoj, Kulturna i povijesna baština Hrvatske) i Međunarodni menadžmenta na engleskom jeziku. Ovaj je rad prvi pokušaj ka saznanju hoće li naša početna iskustva s CLIL pristupom opravdati njihovo uključivanje u kurikule našeg Fakulteta.

Da bi se usporediti svoja iskustva s analognom europskom praksom, analizirali smo slične studije s ciljem povećanja motivacije za učenjem i uspješnijim postizanjem znanja i kompetencija, kako bi

¹³ This natural use of language can boost a youngster's motivation and enthusiasm for learning languages. It is this naturalness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning. (Marsh, 2000)

¹⁴ Marsh, 2002

¹⁵ "an enabler – as an educational experience that enables learners to learn how to learn both languages and other subjects." (Marsh 2002:65)

¹⁶ Marsh, 2000

implementirali rezultate takvih istraživanja prilikom osuvremenjivanja jezičnih nastavnih programa hotelijersko-turističke struke.

Na temelju sličnih istraživanja¹⁷ iznijeli smo dvije hipoteze:

1. Studenti upisani u CLIL kolegije imat će pozitivnije stavove prema engleskom kao stranom jeziku od onih koji prate opći engleski jezik kao obvezni kolegij.
2. CLIL studenti će imati pozitivnije stavove prema drugim obveznim jezicima u nastavnom programu u usporedbi sa svojim kolegama koji uče engleski kao opći strani jezik.

4. METODOLOGIJA

Uzorak istraživanja je bio sastavljen od 245 studenata s Fakulteta za menadžment u turizmu i ugostiteljstvu Opatija, dobne skupine od 20 do 23 godine, a preduvjet je bio da uče engleski jezik. Studenti su bili podijeljeni u dvije kontrolne skupine, ovisno o tome da li su slijedili metodologiju CLIL ili ne. Prva skupina (EI / EA) sastojala se od 197 studenata sa EFL kolegija, tj. izloženih tradicionalnom poučavanju stranog jezika, a podskupine su sačinjavali studenti trogodišnjeg studija (E1) i petogodišnjeg studija (EA).

Druga skupina (CLIL) sastojala od 48 studenata upisanih u CLIL program, podskupine su bili studenti kolegija Croatia as a Tourist Destination i International Tourism. Što se tiče zastupljenosti po spolovima, 32% je bilo muških, a 67,7% ženskih sudionika.

Instrument koji smo koristili bio je upitnik semantičke diferencijacije razrađen po sedam točaka, temeljen na Gardneru (1985.), koji su sudionici popunjavali kako bismo mogli precizno odrediti njihove stavove prema jeziku kojeg uče. Da bi to ostvarili, ponuđeni su im antonimi kojima smo opisali obilježja pojedinog jezika: potreban-nepotreban, lijep-ružan, lagan-težak, privlačan-neprivlačan, ugodan-neugodan, značajan-beznačajan, koristan-beskoristan, zanimljiv-nezanimljiv. Studenti su trebali ocijeniti jezik koji su učili na skali od 1 do 7 bodova.

5. ANALIZA STAVOVA STUDENATA PREMA UČENJU ENGLESKOG JEZIKA

Tablica 1. Stav prema učenju engleskog jezika po različitim skupinama

Varijabla	English A	English 1	Croatia as a T.D.	International tourism	Prosjek
1.potreban	6,69	6,57	6,83	6,85	6,73
2. lijep	6,04	5,53	6,05	5,81	5,85
3. lagan	5,43	5,18	5,46	5,22	5,32
4.privlačan	6,03	5,50	6,06	5,81	5,85
5. ugodan	5,86	5,31	6,08	6,04	5,82
6.značajan	6,65	6,37	6,45	6,70	6,54
7. koristan	6,75	6,66	6,52	6,63	6,64
8.zanimljiv	6,09	5,43	6,25	5,70	5,86

Bodovi za svaku varijablu su pribrojeni kako bismo dobili opću sliku o stavovima. U općoj slici možemo uočiti da je najveći opći rezultat (6,73) dobio prvi parametar, što znači da su sudionici ocijenili engleski jezik vrlo *potrebnim* jezikom u sklopu svoje edukacije. U tom smislu studenti koji pripadaju dvjema CLIL skupinama prikazali su veći rezultat od ostalih studenata Fakulteta: Međunarodni turizam (IT) je polučio najviše bodova (6,85), a CTD neznatno manje (6,83), ali u svakom slučaju znatno iznad prosjeka.

¹⁷ Lasagabaster, 2009

Kod studenata možemo zamijetiti da predstavnici podskupine E1 vrednuju jezičnu osobinu *potreban* znatno niže od studenata EA skupine (6,69), štoviše, prva skupina dodjeljuje najnižu ocjenu toj osobini, između svih kontrolnih skupina (6,57). Taj nas podatak ne iznenađuje budući da znamo da E1 studenti pohađaju trogodišnji programa koji je uglavnom usmjeren ka praktičnim, stručnim predmetima u turizmu i ugostiteljstvu, dok njihovi kolege, EA studenti, pohađaju petogodišnji studij i dio njih zasigurno želi koristiti engleski za akademske svrhe.

Najnižu prosječnu ocjenu zabilježila je jezična osobina *lagan* (5,32). Kod studenata najniži je postotak zabilježila kontrolna skupina E1 (5,18) u usporedbi s drugim studentima Fakulteta, no moramo imati na umu da velik dio njih dolazi iz trogodišnje srednje strukovne škole, što znači da su u zaostatku jezičnog fonda od 60-tak sati u odnosu na skupinu EA, čime je za pretpostaviti da je fakultetski jezični nastavni program nekima od njih prezahajan. S druge strane, CLIL studenti smatraju engleski jezik laganim, pogotovo studenti CTD koji su postigli najvišu vrijednost (5,46), a na sličan način procjenjuje skupina međunarodnog turizma (IT) uz nešto niži prosjek od 5,22. Također EA studenti ovu osobinu vrednuju podjednako (5,43), što potvrđuje činjenicu da veća izloženost stranome jeziku doprinosi njegovom boljem savladavanju, te osjećaju ugođe prilikom nastave gdje se engleski koristi kao sredstvo komunikacije.

Engleski se jezik općenito smatra *lijepim* jezikom (5,85) s ocjenama u rasponu od 5,53 do 6,05; najniža percepcija dolazi od skupine E1, dok najviši rezultat pokazuje skupina CTD (CLIL) studenata. Studenti skupine EA i CTD CLIL kolegija smatraju engleski jezik podjednako lijepim (s prosjekom 6,04 i 6,05), te su njihovi prosjeci znatni viši od ostalih skupina studenata. To možemo pripisati dvojakim razlozima. Jedan od njih je činjenice da su njihovi programi zanimljiviji, a drugi je da je njihovo znanje jezika veće nego u ostalim skupinama. Ne smijemo smetnuti s uma da je CTD izborni predmet kojeg su izabrali studenti s visokom razinom znanja i kompetencija što je, u pravilu, slučaj s EA kolegijem.

Čini se da je engleski jezik studentima *privlačan*, što dokazuje relativno visok prosjek od 5,85. Možemo zamijetiti da su studenti CLIL kolegija postigli vrlo visoke postotke (6,06 za CTD i 5,81 za IT), što nam govori u prilog tezi da CLIL pristup čini percepciju učenja stranog jezika zanimljivijom. Usporedimo li parametre za opći engleski jezik, uočavamo nesrazmjer kod dviju kontrolnih skupina. Naime, značajno je viši prosjek kod skupine EA (6,03) nego kod skupine E1 i (5,50). Time je ponovno potvrđena činjenica da veće jezično znanje i stručnost (EA skupine) rezultira naglašenijom sviješću o privlačnosti jezika koji se uči.

CLIL studenti postigli su najveći postotak s obzirom na ideju da je jeziku *ugodan*. Naime, CTD je pokazao prosjek od 6,08, a IT 6,04. Ta nam činjenica ponovno dokazuje da CLIL tečajevi pružaju ugodnije i opuštenije okruženje za učenje jezika, kao što smo spomenuli u prvom dijelu članka. Kao što znamo iz iskustva, te iz prethodnih istraživanja,¹⁸ opuštenija atmosfera u razredu tijekom nastave jezika u pravilu rezultira boljim usvajanjem jezika i samim time, boljim razinama jezičnih kompetencija. Uzmemo li u obzir da je kod ovog parametra prosjek 5,82, kod skupina koje uče klasičnom metodom možemo uočiti da su studenti EA postigli znatno više (5,81) od E1 skupine (5,31), ali najuočljiviji je nesrazmjer između rezultata skupina koje uče klasičnom metodom, od onih koje uče metodom CLIL. Time smo poduprli i dokazali našu prvu tezu.

Što se tiče parametra *značajan*, sve se skupine više ili manje slažu s tom tvrdnjom na prosječnoj razini od 6,54, što je, ukupno gledajući, vrlo visok postotak (na trećem mjestu iza parametra *potreban* i *koristan*). Prosjek IT CLIL kolegija znatno odudara od prosjeka u pozitivnom smislu (6,70), što je i razumljivo s obzirom na značaj kolegija u širem međunarodnom kontekstu. Nešto je niži prosjek CLIL kolegija CTD što tumačimo pretpostavkom da CTD kolegij i stečena znanja možda neće biti tako značajna za studente koji možda ne namjeravaju nastaviti ugostiteljsku karijeru.

Slično tome, pridjev *koristan* za opis jezika osvojio je, kako smo ranije naveli, drugu najveću vrijednost među svim ostalima (6,64). Oba CLIL kolegija postigla su ispodprosječne razine (CTD 6,52, a IT 6,63) što će

¹⁸ Miškulin Čubrić, D. (1997.) "STAVOVI I MOTIVACIJE STUDENATA HOTELJERSKOG FAKULTETA OPATIJA ZA UČENJE STRANIH JEZIKA", *Tourism and Hospitality Management*, Volume 3, number 1, Wien /Opatija, str. 73-86

reći da studenti navedena dva kolegija s CLIL pristupom dvoje hoće li imati priliku koristiti jezik u svom budućem radnom okruženju. Mnogo je vjerojatnija hipoteza da mladi studenti uočavaju koliko je za suvremenu komunikaciju korisno poznavati engleski i zbog Interneta, društvenih mreža, Facebooka, Twittera i sličnih sredstava komunikacije.

Posljednji, ali ne manje važan je parametar pod nazivom *zanimljiv*. Uvriježeno je mišljenje među studentima da je engleski jezik zanimljiv (5,86). Najmanje je zanimljiv kontrolnoj grupi E1 (5,43), dok je najzanimljiviji studentima CTD (6,25). Razlog tome nalazimo u činjenici da je CTD kao CLIL kolegij, dvojako-usmjeren metodološki pristup: ovdje je nastavni sadržaj (zemljopis, umjetnost, povijest, kultura) isprepleten i usko povezan s učenjem jezika. Odvija se u prirodnijoj situaciji za razvoj jezičnih vještina, temeljeći se na drugim oblicima učenja i takav jezik korišten na prirodni način, odnosno *prirodni jezik* može potaknuti motivaciju mladih. Na taj način studenti ne doživljavaju teškoće stjecanja znanja učeći gramatiku ili pravila, već uče kroz primjere i prezentacije prirodne, kulturne i povijesne baštine Hrvatske. Ponavlja se slučaj da od svih kontrolnih grupa samo E1 studenti pokazuju manju zainteresiranost prema engleskom jeziku (5,43) iz razloga koje smo ranije naveli.

6. ZAKLJUČAK

Naši rezultati pokazuju da su sve kontrolne skupine pokazale najpozitivnije stavove prema trima jezičnim osobinama izraženima pridjevima koji označavaju razloge za učenje engleskog jezika: potreban, značajan i koristan. Ta činjenica neosporno dokazuje da gotovo svi studenti pridaju *instrumentalnoj vrijednosti* jezika najveći značaj. S druge strane, najniže rezultate pripisuju pridjevima *lagan* (5,32) i *privlačan, lijep* (5,85), što znači da studenti percipiraju učenje konvencionalnim načinom kompliciranim i ne baš privlačnim.

U CLIL su skupini, naprotiv, znatno više vrijednosti kod pridjeva *ugodan*. Štoviše, CLIL skupina smatra strani jezik znatno lakšim od njihovih kolega. Može se zaključiti da je kod oba pristupa poučavanju jezika (tradicionalnog naspram CLIL pristupa) instrumentalna orijentacija jasno naglašena. Međutim, prva skupina percipira učenje engleskog složenijim ili manje atraktivnim od druge skupine. Prva od naših dviju hipoteza time je i dokazana, jer su studenti upisani u CLIL kolegije imali znatno pozitivniji stav prema engleskom kao stranom jeziku od onih s kolegija općeg engleskog jezika. To nam sugerira da CLIL pristup s autentičnim situacijama pruža prirodniju situaciju koja pogoduje učenju jezika, te istovremeno jača motivaciju studenata.

Činjenica da CLIL pristup pomiče fokus s učenja jezika na postizanje nečega uz pomoć jezika, istovremeno pogoduje razvoju svijesti o jeziku. Ovo istraživanje je pokazalo da su CLIL skupine također ocijenile učenje engleskog jezika lakšim nego što su to ocijenili njihovi kolege. CLIL pristup mogao bi na taj način doprinijeti poboljšanju motivacije putem aktiviranja povoljnijih stavova prema učenju engleskog jezika.¹⁹ Međutim, isto bi se to moglo analogijom preslikati i na učenje ostalih stranih jezika, a time bi se teoretski potvrdila i naša druga hipoteza.

Naši rezultati pokazuju da CLIL kolegiji zbog njihove metodologije i povoljnog okruženja predstavljaju važan čimbenik u određivanju stavova prema učenju stranih jezika. CLIL pristup je prerastao u gotovo najznačajnije sredstvo za podržavanje napora Europske komisije ka poboljšanju jezičnih znanja i kompetencija njenih građana. Šire uvođenje CLIL pristupa zasigurno će pomoći istraživačima i obrazovnim ustanovama kako bi temeljile svoju jezičnu politiku na koherentnom i čvrstom teorijskom okviru. Stoga se naša odluka da se uvede CLIL pristup u nastavne planove i programe Fakulteta pokazala opravdanom i dugoročno mudrom, a sljedeću fazu će predstavljati praćenje, uspoređivanje i procjena jezičnih znanja i kompetencija CLIL i EFL skupina.

¹⁹ Lasagabaster, 2008

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Preliminary communication

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TESTING LEARNER AUTONOMY IN ENGLISH FOR TOURISM PURPOSES CLASSROOM

Student or learner autonomy has become a widely discussed topic among debates of learning and teaching processes. The role of teachers is evidently changing and the traditional methods of language teaching and acquisition has been made from teachers on to students. New methods, such as communicative language teaching and learner oriented teaching, made the teacher less likely to dominate the communication in and outside the classroom whereas forced students to become less passive and more involved in learning activities. This paper intends to investigate the learner autonomy inside and outside classroom activities among the students participating in subjects on foreign languages for tourism purposes. For this objective the students taking English, Italian and German course for Language for specific purposes at The Faculty for Tourism Purposes – UP FTŠ Turistica have been chosen.

Keywords: words: learner autonomy, English for tourism purposes

INTRODUCTION

In the past decades there have been numerous debates on pedagogical processes suitable for language courses in general and those directed to language courses for specific purposes. One of the most discussed has been dealing with changes in the centre or stress of the classroom that seems to be moving further but still not completely away from the teacher onto students. A number of authors dealt with whether to give some, all control to students. For example, Brown (in Wang, 2010) compared teacher-centred to learner-centred classrooms and concluded there is a paradigm shift needed in order to promote learner-centred approach and thus more control should be given to students. Autonomous students become more motivated and it leads to better, more effective work (Dickinson 1995). It is a simple fact that students who work a lot on their own tend to be more successful but the questions arising are:

1. Whose responsibility is that (to motivate to work on their own) and to what degree? It is solely dependable on students' capabilities and characteristics or are teachers the ones with whole responsibility for their students' success?
2. How to achieve, motivate students to work on their own? If we assume that teachers carry the responsibility what are the techniques to do that? If we assume that the responsibility is on both parties involved in the learning process then how to find a balance? And lastly, if we assume that the responsibility is solely on students' then what is the role of the teacher.

These questions touch upon the main topic of this paper that deals with student autonomy or rather deals with whose responsibility is to achieve success at learning a foreign language for specific purposes. The paper will try and answer the questions as much as possible. It especially deals with learning English as a foreign language for tourism purposes, as the research was conducted at the University of Primorska, Faculty of Tourism Studies.

First, theoretical, part of the paper tries to define what learner autonomy is and present the shift from teacher to learner centered classrooms. The methodological part presents a study done at the University of Primorska, The Faculty of Tourism Studies – Turistica with the aim to find out what in students opinions are the answers to the questions raised above and how much do the currently actually work on their own. In the last part we present the results and findings of the research and uncover some of the techniques literature review suggests on teaching the teacher how to achieve learner autonomy inside and outside classrooms.

1. ON DEFINING AUTONOMY

The topic of learner autonomy has been widely discussed for many decades now and it has been widely promoted in the literature. It has attracted interest of teachers, especially language ones, who desired to make a move in their approach to teaching and communicating with their students. Inside the discussion on this topic a shift toward a more communicative pedagogical approach which encourages students to participate in their learning more fully has been made (Miller, 2009). To promote learner autonomy syllabuses have been designed with the focus clearly put on student-centered approach (Gardner and Miller 1999). Davies and Williamson (1998: 10), who investigated whether “teacherless” programmes are really possible, claim that this shift of responsibility helps motivate students in their learning process. Inside this process teachers do not lose their role but they are still very much involved in assisting learners in their learning process (Schweinhorst 2003) and creating “opportunities for learners to exercise their capacity for autonomy by providing environment in which they can negotiate new roles as learners” (Hafner and Miller 2001: 69). Whereas the role of students change as they are encouraged to reflect on their learning and ways to improve it (Little 1997) but still choose to be more or less independent at different points inside their learning processes (Dickinson 1987). Therefore, many authors are prone to this shift of responsibility inside classroom and propose it to be an important goal in language education, reached only by adopting appropriate learner-autonomy-based pedagogy.

1.2. What is learner autonomy?

Learner autonomy implies that the learner is autonomous but the term seems to be a problematic one and difficult to define precisely. Little (2003) noticed that literature has debated about learner autonomy as being a capacity or a behaviour, characterized it by learner responsibility or learner control, seen it as psychological phenomenon with political implications or as apolitical right with psychological implications and discussed whether the development of learner autonomy depends on a complementary teacher autonomy. In this range of perspectives on defining learner autonomy the most broader define it as “the ability to take control over one’s learning” Holec (1988), “a capacity for detachment, critical reflection, decision-making, and independent action” (Little 1991: 4), characterized “by readiness to take charge of one’s own learning in the service of one’s needs and purposes”. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person” Dam (1995: 1). Whereas by the definition of an autonomous learners, they seem to have seven attributes characterising his/her autonomy (Omaggio, 1978 in Wenden 1998: 41-41). They: (1) have insights into their language styles and strategies; (2) take an active approach to their learning tasks; (3) are willing to take risks, to communicate in the target language at all costs; (4) are good at guessing; (5) attend to form as well as content; (6) develop the target language into a separate reference system and are willing to test and change rules if they do not apply; (7) are tolerant and outgoing in terms of approach to the target language. Benson (1997) in his work presents three types of autonomy. He talks about the technical, the psychological and the political autonomy. The technical autonomy is, in his view, associated with positivism and it emphasises learning-to-learn with the goal to promote life-long learning. The psychological one is, in his view, associated with constructivism and stresses the inner transformation of the individual regarding attitudes, behaviours and personality with the aim to take charge of their own learning. It also emphasises authentic and real learning environments, negotiation and social mediation, self-awareness and self-regulation, and the role of the teacher as facilitator or guide. All are according to the constructivist principles. The last, political one, stresses the control of learners learning process and the content of learning. According to this version, associated with critical theory, students need to become aware of the context of learning, its purpose and implications of learning a foreign language, as well as the potential for personal and social change.

There has been a lot of debate whether learning autonomy is a capacity (Little 1991: 4) or a skill, whether students should take control or take charge (Benson 2001), whether could it be compared to collaboration (Vygotsky in Little 2004), if it is a behaviour or an attitude; a right or a responsibility (Duruk and Kecik 2014) etc. For example, Benson (2001) prefers the idea of *control* over *taking charge*. In his terms, the construct of control is more amenable to being observable as those kinds of behaviours provide better guidelines for teachers’ actions in order to promote autonomy. It has also been criticized that the concept of learner autonomy as we know it is based on the model of the independent learner that is masculine and a Western one (Duruk and Kecik 2014).

Even though the literature review offers us many similar definitions of what the capacity or ability of autonomous learner should be there is still some confusion among authors on the subject. It is not rare that the learner autonomy is considered merely as the process of learning that can happen only outside the classroom, solely with work of an individual without any support of a mentor or a teacher. In this perspective, a learner has no need of support. Anyhow, learner autonomy can become a part of a structured learning environment inside a classroom by which it can become a part of the pedagogical objectives of a language course (Hafner and Miller 2011: 67).

To simplify and avoid the confusion this paper takes the stance of learner autonomy simply as the autonomy of learners to accept responsibility for their own learning. We therefore see an autonomous learner as one who “understands the purpose of their learning programme, explicitly accepts responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness” (Holec 1981, Little 1991 in Little 2003).

1.3. Why learner autonomy?

Learner autonomy works in favour of efficiency and motivation of learners. As such, Little (2003) proposes two general arguments for making learners autonomous. Firstly, they are likely to be more efficient in the case they are actively engaged with their learning and secondly, they are likely to be more motivated in the

case they are proactively committed to their learning. The speciality of foreign language learning environment adds the third argument. Effective communication develops only through use and by gaining the autonomy in social interactions students are generally likely to master the full range of discourse roles.

2. PRACTICES/MATERIALS TO BE USED

Learner autonomy is far from being another teaching method (Little, 1991:4). Teachers should “create and maintain a learning environment in which learners can be autonomous and become autonomous” Little (2003). In how to achieve that Little (2004, 22) speaks about three pedagogical principles that, in his view, are “universally applicable to formal language learning” (Little 2004, 22). They are learner empowerment, learner reflection and appropriate target language use. Learner empowerment requires learners to take responsibility for their own learning which gives them the control over the learning process. It results out of a continuous process and it cannot be solely achieved by one act of the teacher. In this case the role of teacher is to “initiate, support and direct the processes of negotiation that help learners at every stage to identify new learning goals, new learning activities and materials, and thus new areas of responsibility (little 2004, 22). The second principle, learner reflection, helps learners think about their learning at two levels: macro (review of what has been done during the year) and micro (review of what has been done in one activity). It should be taken to the extent that it is impossible for students to take responsibility for anything without thinking about it. The third principle, appropriate target language use, requires teachers to manage classroom discourse in a way that enables students to use the target language in genuine communicative purposes from the very beginning. Similar to this principle Dam (1995) believes that the only way for a teacher to achieve the goal of learner’s proficiency in the target language is to involve students from the very beginning in target language use that is spontaneous and authentic. Spontaneous in the sense that it is triggered by and responds to the unpredictable demands of communication in the classroom and authentic in the sense that it arises but also speaks of the experience, interests, needs, priorities and concerns of individual learners.

Schweinhort (2007) explained the learner-autonomy-based pedagogy should support reflection, interaction, experimentation, and participation of learners. As one of such activities he proposes the use of technology. Hafner and Miller (2011), who claim that technology and pedagogy are inter-related, add to this that it is necessary to consider potential benefits of the technological environments our students engage with and consider how effective technologies can be a learning tool. One of the activities they (Hafner and Miller 2011) mention in his paper is to utilize the same kind of media and technological environments learners are engaged with outside the class. Next to that they designed the technological learning environment for their undergraduate university science students to use and it involved a learning management system for course administration, course Weblog for weekly reflective discussions, video production and a YouTube channel for sharing the videos created. Orel Frank and Čeh (in Stojković 2015) also report of YouTube video use in practice inside a ESP course. Hafner and Miller (2011) stated that the students involved in their technological learning environment reported of two kinds of independent learning. They independently practiced and used the English language as well as independently searched for information related to the content of materials or the use of technological tools.

In terms of direct advice on activities to use in the classroom there has been a lot written about the use of project work in foreign language courses. Villa and Armstrong (2004) claim that project work promotes autonomy. They believe that project work is an appropriate strategy that develops learner autonomy due to the fact that it functions as a teaching practice that is supported by principles but it also puts students in charge of their learning process. Legutke and Thomas (1991) describe project work as a “theme- and task- centered mode of teaching and learning which results from a joint process of negotiation between all participants”.

Dam also (1995) as well as Beckett and Slater (2005) reported of project-based approaches, where the stress is no longer on the teacher but the lessons become student-fronted by the use of many activities, e.g. learner diaries, group work, poster presentations, etc. By that the students adopt different ways of thinking about language learning as they in collaboration with others. These authors claimed that the students involved in the project-based work invested more time and effort into their language learning and often reported of being proud of their own work and achievements.

Thanasoulas (2000) also elaborated on many practices to be employed inside a classroom to help students achieve the autonomy. He spoke about self-reports that Wenden (1998: 79-95) described as being a good way for collecting information about students on their learning tasks in order to help them become aware of their learning strategies. As the second Thanasoulas (2000) mentions diaries and evaluation sheets that offer the

possibility to plan, monitor, and evaluate their learning, and also help identify any problems they run into and suggest possible solutions. The third mentioned is using persuasive communication as a means of altering learner beliefs and attitudes. This is a type of discussion that presents information and arguments to change a learner's evaluation of the topic, situation, task, and so on. Similarly to Thanasoulas also Nunan (2000) discussed four ways to encourage autonomy inside the learning process. He proposed (1) to integrate language content and learning process through learner strategy training; (2) to incorporate reflective lessons, (3) to draw up learning contracts, and the same as Thanasoulas (2000), he suggested (4) using learner diaries.

2.1. On Teaching the Teacher

Much of the disciplinary knowledge has not yet entered into the classrooms and remained largely dysfunctional to teachers themselves (Clarke, 1994). One might perceive learner autonomy as a trait or a characteristic of learners but teacher still play their role in the process, an important role in the process. Learners have to follow a certain path to attain autonomy and teachers are the ones to show the way. Learner autonomy is therefore by no means "teacherless learning" (Thanasoulas 2000) and it does not mean teacher should give all the control to students (Duruk, Kecik 2014). The process of changing their roles is a very difficult one from the teachers' point of view. Especially because in the case of learner autonomy we are not dealing with just employing one single activity or new material but changing the whole process of teaching. And the starting shift can only be made by the teacher. Therefore teachers are the first that must be taught on the subject. And Honson (2001) claims that "learning to teach can be conceptualized as a long-term, complex, developmental process that is the result of participation in the social practices and contexts associated with learning and teaching."

Teachers are not only to be taught on how to teach students to select their activities and materials as well as not how to take control over the learning process. They also have to be able to teach students on how to evaluate their learning processes, how to identify their weaknesses and strengths, which has in the past been usually solely teacher's job.

3. TESTING THE STUDENTS' AUTONOMY IN AN ESP CLASSROOM

According to all the theory reviewed so far we have taken the stance that learner autonomy is autonomy of a student to take their own responsibility in the learning process. This research intends to test just that. It was focused merely on testing the students perception of their autonomy in a English for tourism purposes classroom at the University of Primorska, The Faculty of Tourism Studies – Turistica and leaves the view of the teacher out, which should in the future research come as the main focus point. It tested the view on learner autonomy among three first year courses in three different study programmes. The reason why only first year students were selected was that this is the only year that English for tourism purposes course is offered on different programmes. The method we used was a online questionnaire and it comprised 98 students, out of which 57 completed the questionnaire. The questionnaire was designed to measure their autonomy in the process of learning the English language and consisted of three parts with 38 items and was adapted from a questionnaire that Duruk and Kecik (2014) used for investigating teacher and learner autonomy in Turkish EFL setting. First (14 items), intended to gain their general view on learner autonomy, the second (11 items) measured their autonomy inside the classroom, and the third (13 items) measured their autonomy outside the classroom. Students had to answer the questions on a three-point Likart scale. It was administered to the students in the fall semester of 2015-2016 academic year. In more detail, the first segment the students had to decide on a three-point Likart scale (1 – me, as a student, 2- both, 3- the teacher) whose responsibility is to manage the process of learning, to decide on the objectives, materials, encourage learning, etc. By that their basically showed their perception of their teacher. The second part asked the students to decide on a Likart scale (1- never, 2- sometimes, 3-often) how often do they do certain activities that encourage learning inside a classroom, e.g. look through the materials before coming to class, plan their own objective in learning, try to learn on their mistakes, etc. An the third part asked the students to decide on a Likart scale (1- never, 2-sometimes, 3-often) how often do they do certain activities to encourage learning outside the classroom, e.g. read books in English, find possibilities to talk in English, visit extra courses, etc.

3.1. Results

The Figure 1 shows the results from the first part of the questionnaire that measures the students' perception of the role of the teacher in comparison to their own role in the learning process in English for tourism purposes classroom. It shows that 71.9% of students believe that both, students and the teacher encourage learning in general. It clearly suggests that students do perceive themselves as parts of the learning process in some way. Whereas they believe (in 63.2%) that inside the class the teacher is the one who encourages learning and also evaluates the learning outcomes (82.1%). That clearly states that they feel more in control of their learning processes outside than inside the classroom, as for 63.2% also believes that outside class they encourage learning. But on the other hand, only 33.3% believes they decide what to study outside classroom. In terms of defining weaknesses they mostly (in 50.9%) believe that they are equally responsible for defining their weaknesses as their teacher. Surprisingly only 22.8% of students take care they study more. Their role in setting the objectives for the English course, only 3.5% of students believe they are a part of this process. Which is also proven by the fact that 86% of them believe that the teacher decides on what is needed to be learnt and 91.2% of students decided that the teacher chooses the activities to be done inside the classroom and 66.7% feel they do not play a part in setting the time to be spent on every activity. As well as only 3.5% believe that they contribute to materials for the course.

In general this part shows that students do feel some kind of general control over their learning processes but in specific segments, as for choosing the materials inside and even outside the classroom, evaluating themselves and setting the objectives, they still feel the teacher is in charge.

Figure1. First part, measuring students' perception of the teacher and student role

PART - focus	Likart scale 1	Likart scale 2	Likart scale 3
FIRST PART – “students’ perception of the teacher”	Me, as a student	Both	The teacher
Who encourages learning in general	15.8%	71.9%	12.3%
Who encourages learning inside the class	5.3%	31.6%	63.2%
Who encourages learning outside the class	63.2%	22.8%	14%
Who notices your weaknesses	15.8%	50.9%	33.3%
Who takes care you study more	22.8%	49.1%	28.1%
Who sets the objectives for the course	3.5%	12.3%	84.2%
Who decides on what is needed to be learned	0%	14%	86%
Who chooses the activities to be done inside the classroom	1.8%	7%	91.2%
Who sets the time spent on every activity inside the classroom	5.3%	16%	66.7%
Who chooses the materials	3.5%	21.1%	75.4%
Who evaluates your process of learning	3.5%	14%	82.5%
Who sets what to study outside the classroom	33.3%	43.9%	22.8%
Who talks most of the time	3.5%	56.1%	40.4%

As from the first part we mainly got the information that students feel that the teacher has most of the control in the classroom as well as, surprisingly, also outside the classroom, it will be interesting to observe the next two parts that focused on the learning process inside and outside classroom separately.

The Figure 2 shows results of the second part of the questionnaire that measured the learner autonomy in the learning process inside the English for tourism purposes classroom. Before coming to class students only sometimes (64.9%) take a look at the new content and only 10.5% often decides in advance to observe special aspects of a language. These results show that students pay little attention to the learning process outside classroom and practically wait for the instructions when the lesson begins. Even during the lessons only 38.6% often focuses only the person speaking without thinking of anything else. Students are not really eager in finding new options to speak in the foreign language and only a half of them does that sometimes. Students tend to study generally at the end of semester as only 17.5% of students rearrange their schedule so they can study constantly not just before exams. It is not in their common habit to make their own notes, only 45.6% of students do that regularly. Only a half of them often feel responsible of finding new possibilities to speak English. Despite not showing a lot of effort in making their own notes, or arranging study time, almost two thirds (76.4%) tries to learn English from their own mistakes, and a half of them (50.9%) often measures and evaluates their own progress in learning the English language. These last two findings clearly indicate that students have some sort of feeling of autonomy, nevertheless they lack in knowledge how to employ it.

Figure 2. **Second part, measuring learner autonomy in the learning process inside the English for tourism purposes classroom**

<i>PART - focus</i>	<i>Likart scale 1</i>	<i>Likart scale 2</i>	<i>Likart scale 3</i>
<u>SECOND PART – Learning process inside the classroom</u>	<u>Never</u>	<u>Sometimes</u>	<u>Often</u>
I take a look at the new content before coming to class	31.6%	64.9%	3.5%
When somebody is speaking I focus merely on him/her and try not think of anything else	7%	54.4%	38.6%
I decide in advance to observe special aspects of language use, e.g. intonation	61.4%	28.1%	10.5%
I try to find all the options to speak and use the foreign language more.	17.5%	49.1%	33.3%
I arrange my schedule in a way to allow me to study constantly and not just before exams.	38.6%	43.9%	17.5%
I spend a lot of time preparing for special tasks (e.g. presentations).	22.8%	54.4%	22.8%
I make my own notes.	22.8%	31.6%	45.6%
I plan my own objectives.	14%	50.9%	35.1%
I am responsible of finding new possibilities to speak English.	3.5%	43.9%	52.6%
I try to learn English from my own mistakes.	1.8%	21.8%	76.4%
I measure and evaluate my	7%	42.1%	50.9%

own progress in learning the English language.			
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The third part measured the learner autonomy in the learning process outside the English for tourism purposes classroom. The results are shown in the Figure 3. It shows that not even a half of students (43.9% and 45.6%) only sometimes reads newspapers or books in English, but they tend to watch TV programmes and films in English often (94.6%) and sometimes send emails and messages in English (62.5%). This findings on one hand show that they do use English in their free time never mind if they use it with a clear pre-set purpose of learning the language or not and on the other hand point to the fact that today's youth is more fond of TV and internet media (68.4%) than any other. Even though that more than a half of the students (59.6%) sometimes speak English with their families and friends they rarely use the benefits of groups for studying the language. This again points out that they do tend to use the language outside the classroom but almost never with the purpose of studying. They rarely look up for new words by themselves, almost never take an extra course for studying and only 5.3% of them often chooses to do extra activities and exercises in English.

Figure 3. **Third part, measuring learner autonomy in the learning process outside the English for tourism purposes classroom**

<i>PART – focus</i>	<i>Likart scale 1</i>	<i>Likart scale 2</i>	<i>Likart scale 3</i>
<u>THIRD PART - Learning process outside the classroom</u>	<u>Never</u>	<u>Sometimes</u>	<u>Often</u>
I read magazines/newspapers in English.	10%	43.9%	38.6%
I read books in English.	28.1%	45.6%	26.3%
I watch TV programmes and films in English.	0%	5.4%	94.6%
I send emails and messages in English.	14.3%	62.5%	23.2%
I listen to (e-)radio in English.	31.6%	40.4%	28.1%
I speak English with my friends or family.	22.8%	59.6%	17.5%
I study English in a group.	40.4%	40.4%	19.3%
I take an extra course in English.	87.7%	12.3%	0%
I chose and do extra activities and exercises in English.	52.6%	42.1%	5.3%
I write a diary in English.	80.7%	12.3%	7%
I use the internet in English language.	5.3%	26.3%	68.4%
I speak English with a native speaker.	38.6%	50.9%	10.5%
I look up new words by myself.	3.6%	46.4%	50%

3.2. Discussion

The final finding of the research seems to be that students see both teachers and students responsible of the learning process – teachers inside classrooms, students outside classrooms. The solution in this case would

be to bring as many outside-classroom activities, like the internet and other tools students use in their free time, inside the classroom and incorporate them into activities spreading outside classroom hours.

According to the findings from the research students tend to use the English language outside classroom a lot through the media that they find themselves close to – TV, the internet. But they rarely set an objective to do an activity outside classroom in order to study or learn something extra in English language. On one side this shows that the environment we live in forces them to use the language but that they tend to use without feeling they are learning it and without setting an objective to learn, but on the other side it could also show us that teachers tend to assign to many activities to them not allowing them to find their own, the ones they would connect with learning the language and perhaps be more focused on the language itself which could foster the learning process. In terms of studying process they claim they generally study at the end of semester. On one side this could show us that they are unaware that every time they use or listen to the language they are learning but sadly, on the other side, it could show us that they mostly are fully present in the classroom and they tend to do and think of any other matter than the activities they are doing. Teachers could motivate them in this way by allowing the students to choose their own activities as the research has shown that they tend to use the English language outside classrooms a lot. That means giving students their autonomy in the learning process. It is interesting that when students were asked if they had the autonomy they mostly stated they feel autonomous inside classrooms but the problem might be that they are unaware of what having the autonomy means and what is it that they really want to do or achieve in the first place.

The results direct us into a state to which many various solutions could be assigned. For instance, the learning process should spread outside the classroom and teacher could provide more exercises that involve activities in which students already feel autonomous, e.g. the use of internet and other technology that they tend to use mostly outside the classroom and are in their minds not associated with learning. On the other hand, the technology could as well be brought to the classroom. In conclusion, the activities in which students feel they have the autonomy and they already use in their free time without being aware they are actually learning, should enter the pedagogical processes of the new age.

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Original scientific paper

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LINGUSITIC TOOLS OF MANIPULATION IN ADVERTISEMENTS ON WEBSITES FOR TOURISTS¶

"Persuasion is a big business: according to Klamer and McClosky (1995), about 25 percent of the nation's economy is involved in persuasion. That includes you." – states J. Scott Armstrong, university professor at the University of Pennsylvania. But how can we recognize and identify persuasion and manipulation strategies employed on us through the language? What linguistic tools are used to influence us?

The paper deals with some psychological strategies of persuasion which are commonly used in the advertisements of tour agencies and their realization in langue.

Based on the findings of social psychologists Pratkanis and Aronson, and of the psychology and marketing expert, Robert Cialdini, the most common strategies which are used to influence customers are discussed and analyzed in the study. A special emphasis is placed on the linguistic tools which indicate the presence of these persuasive – or sometimes manipulative – strategies.

These strategies include Pratkanis and Aronson's minimal group paradigm, threats, the psychology of the rare, and personal experience. Social proof, liking, authority and scarcity, are examined from Cialdini's six principles.

Key words: influence, manipulation, psychological strategies, linguistic tools

1. INTRODUCTION

"Persuasion is a big business: according to Klamer and McCloskey (1995), about 25 percent of the nation's economy is involved in persuasion. That includes you." – states J. Scott Armstrong, university professor at the University of Pennsylvania. Life is full of situations calling for a decision. But how do we make our choices? What influences us? Influence can come in several forms: from persuasion to manipulation.

This paper deals with the different psychological strategies and, accordingly, the linguistic tools in advertisements of tour agencies and websites for tourists which aim to influence us in making our decisions. Based on the findings of social psychologists Pratkanis and Aronson, and of the psychology and marketing expert, Robert Cialdini, the most common strategies which are used to influence customers are discussed and analyzed in this study. A special emphasis is placed on the linguistic tools which indicate the presence of these persuasive – or sometimes manipulative – strategies. These strategies include Pratkanis and Aronson's minimal group paradigm, threats, the psychology of the rare, and personal experience. Social proof, liking, authority and scarcity are examined from Cialdini's six principles. The dataset comes from a collection of online advertisements of tour agencies (www.budapesthotelstart.com, www.skagerrak.hu, www.budapest-tourist-guide.com, www.shermanstravel.com) and different websites recommending Hungary and Budapest as tourist destinations.

2. INFLUENCE, PERSUASION AND MANIPULATION

Definitions for communication are many, and are based on the field of interest of the researcher: from *social psychology*, where communication is seen as interpersonal influence, through *cybernetics*, where communication equals information processing, and *rhetoric*, where seen as a well-structured public speech, to *semiotics*, where the process of communication transmits meaning with signs (Griffin 2001). These definitions can serve as a starting point for us, since many of them underpin that besides transmitting information, the aim of the communication process is to influence the receiver. As Bärnkopf (2002) defines, we can talk about

communication if the speaker changes the behavior of the other people in a way that it becomes favorable for him/her. So communication is a tool for embodying our thoughts and intents for the outside world, thus influencing our environment. While according to Simig & Simigné (2009), communication does not only aim to share information, but also to “influence the receiver, so both persuasion and manipulation are included in this process”. As Árvay (2007) states, language in communication can be defined as an intent to make the receiver internalize the speaker’s opinion, or to change their already existing views on, or attitudes to a given question. In case of advertisements, it is extremely important to stabilize this newly formed attitude, and to internalize it. Attitudes involve feelings, views, beliefs, intents to act, which are organized in a certain mental representation (Siklaci 1994, also see Kelman 1979 on attitude changes). If the receiver’s attitude has successfully been changed, he/she will automatically choose the option which was suggested by the sender. According to what extent the receiver is aware of the intent of the sender to influence him/her, we can distinguish persuasion from manipulation. If this intent and aim to influence is overt – in case of persuasion, – the receiver holds the option to resist, depending on his/her own attitudes and views on the situation and the speaker (persuader) himself/herself. Thus hereinafter we consider any act of communication (verbal as well as nonverbal) which aims to induce behavior (in the receiver) which is favorable for the communicator an *act of influence*. This includes *persuasion* and *manipulation* as well. Both are strategic acts of communication with the ultimate aim of changing the opinions, views or attitudes in the receiver, and, accordingly, inducing a certain behavior. However, the connotation of persuasion is generally positive, while manipulation carries a strong negative meaning. In case of persuasion, the receiver also has the opportunity to convince the sender. As a result, this is a two-way process (on evidence-based advertising see Armstrong 2011). On the other hand, manipulation is a one-way act, where logic plays no role at all, feelings mainly dominate and the process is covert. However, the terms used for discussing *influence*, *persuasion* and *manipulation* is not consistent, they are often interchangeable. In many cases the receiver’s personal responsibility in the act of manipulation is questioned: he/she is considered a victim (see Harré, Breton, Zentai, Sas, Árvay, and Aczél). While other scholars (Chilton, Siklaci) state that manipulation is a mutual act, where the receiver also plays an active role.

In this paper the author considers an act of communication *manipulation* when the following features apply to it:

- the sender is willing to influence the receiver, and wants him/her to react accordingly,
- the tools of manipulation cannot be, or are hard to identify,
- the receiver cannot, or can only partly process and decode the message.

Advertisements can be regarded as special cases of manipulation, where the intent of the communicator is overt (the receiver is fully aware of it, and even expects to be manipulated), but the tools are hard to discover.

3. PSYCHOLOGICAL STRATEGIES

Advertisements are typically designed and planned to induce a certain kind of behavior – buying. To this end, they use several psychological strategies, which were identified and described by Pratkanis and Aronson (2001). This paper deals with four of them (the minimal group paradigm, threat, the psychology of rare / hard to obtain items and personal endorsement), some of which also comply with Cialdini’s (2006) principles of influence (liking, social proof, authority, scarcity). As Pratkanis and Aronson suggest: “touch the heart and persuade the mind”, and there are many ways to do so. Although Pratkanis and Aronson examine how propaganda works, and Cialdini deals with influence in marketing, the strategies described are similar: the minimal group paradigm and liking operate the same way: if people like us do something, we will copy them; the psychology of rare / hard to obtain items and scarcity refer to the fact that we all like to feel unique either by obtaining something special or by participating in something that is available only for a small, exclusive group, while in case of social proof and personal endorsement we follow the recommendation of famous people. The following part of the paper enlists these strategies and illustrates them with advertisements from the field of tourism.

3.1 Minimal-group paradigm

The minimal-group paradigm was first described by Henri Tajfel, the Polish-born British psychologist in the 1970s. He conducted researches with boys on intergroup discrimination and found that the subjects of the study, who were assigned to groups at random, started to show liking to people who were in the same group, and prejudice and even discrimination against those who belonged to another group. This technique is frequently used in advertising: a brand new group is created and the ad targets this newly created group. Belonging to a group helps us find direction in the world, and at the same time, group members will be proud to belong to that group and help each other and protect the in-group people. According to Cialdini, “we like people who are similar to us (Byrne, 1971). This fact seems to hold true whether the similarity is in the area of opinions, personality traits, background, or lifestyle” (2006: 150).

3.2 Threat (fear appeals)

This strategy makes the ad's receiver believe that not choosing this particular product (or choosing a different one) will result in unacceptable or harmful consequences or causes embarrassment or inconveniences. At the same time, it shows directions/solutions to avoid the above mentioned results. In most cases receivers see this option acceptable and viable, so they will choose it. The fear of loss or missing out on something also results in taking actions. Threats, feeling threatened surpasses rational thinking. "All other things being equal, the more frightened a person is by a communication, the more likely he or she is to take positive preventive action." state Pratkanis and Aronson (1991).

3.3 Personal endorsement

In magazines readers often encounter famous people, celebrities or just ordinary people ("a girl next door") advertising a certain product and sharing their opinion or experience connected to it. These people have already become "cult leaders" (in Pratkanis and Aronson's terminology) and have their followers. As long as their credibility is not undermined, this kind of advertising can be really effective. People feel closely connected to them, believe them, so due to their personal recommendation, readers will choose that particular product. This effect is particularly strong if the advertiser is a celebrity. His or her personal experience in itself is enough to support a certain standpoint. Celebrities in a certain way can be regarded as authorities – if they recommend us something, we act without thinking, following a mechanical pattern (see Cialdini 2006: 17), but the social proof ("the tendency to see an action as appropriate when others are doing it") also influences the receiver's decision here – if a well-known person does it, I will do it too.

3.4 Psychology of the rare / hard to obtain items

"Almost everyone is vulnerable to the scarcity principle in some form" – says Cialdini (2006: 203). Everything is more valuable if it is scarce. The more the scarcity of the item increases, the more valuable it gets and the more we want to obtain it, since having it makes them feel special and more valuable. "When scarcity enters the picture and you feel that the availability of the product, the timing, or even the price is bound to change without notice, the mental trigger of scarcity begins to operate. You are driven to acquire something to alleviate the threat of potential loss." (Rohn) This item can be a product, or, in case of tourism, a special experience.

4. LINGUISTIC TOOLS

Average language users are not aware of the grammatical rules they use, or of the process of encoding a message while speaking. In our everyday speech we do not separate form and content, and do not think how the form modifies the content (Bárházi, n.a.). However, we must state that none of the following linguistic tools in itself is suitable for the act of manipulation. Their presence in a text or speech does not imply that we are being manipulated or any of the above described strategies is being used on us. They can simply trigger those strategies. Language and strategies-together are suitable for manipulation.

4.1 Linguistic tools used in the minimal-group paradigm

Minimal groups can be created by making the receivers feel that they belong to the same group. And group members would never suppose that another member of the same group would not want the best for them, do not have the best intent. Thus, if a speaker uses the **first person plural** in their speech, he or she involves the listener into the situation, supposing that they have the same wishes, so if something is desirable for the speaker, it will be desirable and useful for the listener as well.

*„After a brief stroll, **we shall enjoy** the view of Budapest by night from Halászbástya, where photos can be taken. Next, the view of floodlit public buildings along the river Danube can be enjoyed as **we pass** across Lánchíd. After driving along Andrásy út, the famous Budapest boulevard, we shall reach Hősök tere where **we shall stop** again for taking photos. The tour ends in downtown, in Jam Pub where you can get a glimpse into the nightlife.” (www.budapesthotelstart.com)*

The inclusive “**we**” can refer to the organizers, to the writers of the advertisement, to tourists who choose this offer or to anyone reading the ad. An indefinite group of people is created here, which the receivers – the readers of the advertisement – can define for themselves, defining “us” according to their own liking.

In the following extract from skagerrak.hu we can discover two minimal groups: those who feel young – the writer failed to define who “**youngsters**” are – and wheelchair users. This latter category can be clearly defined, still, it might attract those who are not in a wheelchair but have difficulties in walking or would like to take part in the tour with friends or relatives who are wheelchair users, so the target group is already larger.

*Budapest is an exciting big city with tremendous entertainment facilities also **for youngsters**. **Try it**, come and spend a week in Hungary’s capital! Fiery wines, concerts, festivals – for the active ones: paintball or caving (tour for wheelchair users and special guided tour in the caves under Budapest), relaxation in a spa and a lot more. All these programs are accessible for **wheelchair users**, too. (www.skagerrak.hu)*

Another example of an inclusive, indefinite “**we**” from an online brochure:

***We** start the tour at the Chain Bridge, pass by the Parliament, cross the Danube on Margaret Bridge and drive over to Buda. **We** stop in the Castle District and during a short walk we show you the main attractions of the area. Next, **we** drive to the Gellért Hill from where you can enjoy a gorgeous view to the city. **We** return to the city centre, where the tour ends, close to the well-known pedestrian street ‘Váci utca’. (www.bo18hotelbudapest.com)*

Another possible tool for creating a minimal group is using the imperative. It suggests that a group has already been established, possibly an exclusive one – and the psychology of the rare also appears here – and if the reader wishes to become one of its members, they must take part in the program.

*Budapest panorama was added to the World Cultural Heritage List by UNESCO. **Join us** for a unique Budapest experience, and while admiring this panorama you can enjoy a delicious meal on our ship. (www.budapest.com)*

This intercommunion of “you and I” (“**us**”) makes the reader feel that they belong to a group.

4.2 Linguistic tools used in threats

A basic rule in this strategy is that immediately after drawing up the possibility of something harmful happening, the solution to avoid it must also be presented (dandruff on your shoulder will embarrass you – so to avoid this, you must use a certain shampoo). In the first phase – when describing the uncomfortable, embarrassing or painful event – objective, generic sentences or hyperboles are used (“greasy hair reduces your self-confidence, but dandruff will make you inhibited”). This technique is obviously not too often used in tourism advertisement, since it might frighten potential guests away. Still, the objective, generic sentences (“**there are**”, “**can occur**”) make the story impersonal, objective and less frightening.

*Although Budapest is safer for tourists than most big cities there are some common **tourist traps**, and **inconveniences** that you have to know about and take some precautions to ensure your **safety in Budapest**. (www.budapest-tourist-guide.com)*

In this case, the description starts with a positive comment on the city’s safety, then immediately the possibility that something negative might happen is mentioned (tourist traps and inconveniences). They also offer the solution: take precautions and these can be avoided. The generic “**there are**” makes the sentence objective and impersonal; consequently the feeling that the problems might be eliminated is evoked in the reader.

An example from viraltravel.com also illustrates how these threats work:

*There are also certain bars and clubs in the country’s capital that may **try to trick** you into **paying exorbitant prices**. These **scams can occur** near the hotels in the business district, and usually include **adding a surcharge** per drink or meal to the final bill. You should also be aware that some taxi drivers participate in the **fraud**, so it’s not advisable to ask them to recommend a bar or club. Also, it’s always safer (and cheaper) to phone for a taxi from a local company that has good reputation. (www.viraltravel.com)*

Again, in this extract a threat is described: certain places might trick the tourists into paying extremely high prices, and some taxi drivers also charge higher amounts than they should, even a hyperbole is used (paying

exorbitant prices, surcharge per drink – we can imagine the final bill). However, since nobody wants to scare visitors away, we get to know the way these inconveniences can be avoided.

4.3 Linguistic tools used in personal experience or endorsement

This technique is quite popular with advertisers in the field of tourism. Famous people are often requested to take part in a travel sponsored by the travel agency then to recommend it to the public. A good example of it is the appearance of the Hungarian-born Hollywood actor, Tony Curtis in a video ad about Hungary, saying the famous slogan “Some like it hot”. It is even more credible if the person endorses a country or place without being remunerated for it, as you can read in the following extract from the New York Times:

*Irons made “Nijinski,” his first movie in the capital, in 1980, and returned to make “M. Butterfly,” “Being Julia” and Showtime’s “The Borgias.” When not on set, Irons explores the city’s “wonderful crumbling faded beauty” on his motorcycle. “It’s very hard to find the soul of a city,” **he says**, but **he suggests** starting at the Dohany Street Synagogue, the Hungarian State Opera and the Western Railway Station, designed by the Eiffel Company of Paris. (<http://tmagazine.blogs.nytimes.com/tag/the-place-budapest/>)*

Credibility is also given to people who make comments on websites. As Nielsen’s report on global trust in advertising 2015 shows, 83% of people trust in recommendations from people they trust, while 66% of them believe consumer opinions posted online. (Conversely the proportion of people trusting ads in magazines is 58%, and in ads on social networks is 46%.) The episodic parts (boating on the Danube) evoke a picture in the reader’s mind, and contribute to bringing the story closer.

*„**We** whiled away a lovely hour and a half on a riverboat trip up the Danube which was a perfect introduction to this beautiful, fascinating and truly amazing city. (...) Budapest, **I** don’t know what you did to **me** but **I** love you.” (Budapest tourist from Gloucestershire, UK – Visited Budapest in May 2012)*

In these forms the main linguistic tools are personal statements, comments, episodic parts and subjective sentences. The use of the personal pronoun “**I**” can also be observed to increase subjectivity, which at the same time, also increases credibility.

*„**For me**, Budapest was not on any of **my** top list of places to travel to within the next year or so, but was on a list of places **I** would definitely want to visit whenever **I’d** be inspired to during one of my many travels around this wonderful world... (Gypsytravels)*

4.4 Linguistic tools used in the psychology of the rare / hard to obtain items strategy

Pratkanis and Aronson call this strategy a “psychology of the rare / hard to obtain items”, while Cialdini refers to it as “scarcity”. In these cases advertisements try to sell the receiver a unique, once-in-the-lifetime experience, the opportunity to be part of an exclusive holiday. Scarcity, rarity, exclusivity is reflected in language, mainly in the choice of adjectives. If the language is elegant, so must be the content it describes and it is transmitted to the target group. The demand to belong to this exclusive community is created in the receiver, and the only way of realizing that is to buy the product. These advertisements contain a large number of expressions, rare or surprising word partnerships, terms of Latin origin to evoke the feeling of “not-being-ordinary” (“**beautiful**”, “**break-worthy**”).

*Budapest delivers all that you’d expect from Europe’s best big cities: **beautiful** monuments, busy museums, **bustling** nightlife, **break-worthy** bathhouses. Wait a minute, back up: bathhouses?! That’s right – Budapest is a straight-up spa city, bubbling over with more than a hundred natural underground hot springs that have been **luring** visitors since Roman times. (www.shermanstravel.com)*

The extracts from the Lonely Planet and Viator also emphasize exclusivity and uniqueness:

*There is **no place like** Hungary (Magyarország). Situated in the very heart of Europe, this kidney-shaped country can claim a **unique** place in the continent’s **soul**. Doubters need only listen to the music of Franz Liszt and Béla Bartók, view the **romantic** Danube River as it **dramatically** splits Budapest in two or taste the nation’s **unique** (and paprika-infused) cuisine to be convinced. (www.lonelyplanet.com)*

*Take a stroll through Budapest, Paris of the East, on this relaxing evening walking tour, then cruise for an hour on the **legendary** River Danube. Your **private** guide will show you the **best** of the city, **rich in UNESCO World heritage** sites. **Numbers are limited** to 20 people on this small-group walking tour of Budapest, ensuring you'll receive **personalized attention** from your guide... (www.viator.com)*

The Sziget – a world famous summer music festival – also emphasizes the fact that participation is limited, so if the reader wants to take part, has to take steps immediately. As Cialdini states, “people seem to be more motivated by the thought of losing something than by the thought of gaining something of equal value” (Cialdini 2006: 207).

*You might have to **hurry up** or **you could miss** the biggest beach party this year! Now **only 3000 passes are available** for the 7th Balaton Sound. So, buy your mid-priced passes and tickets **as soon as possible**, as **they are only available** until 2nd June! (<http://www.sziget.hu>)*

The words are carefully selected (**legendary, impressive, majestic**, etc.) indicating the exclusiveness of the experience, and that it is only available for a carefully selected group of people (so the strategy of scarcity also appears here).

*Budapest has a **rich** and **complex** history. Explore the fall of the communist regime at Memento Park, an open-air museum built to remember Hungary's communist period, featuring many statues torn down at the end of the regime. Meanwhile, **impressive** architecture can be found in the **intricate** decorations of St Stephen's Basilica or the **majestic beauty** of the Great Synagogue. (<http://www.lastminute.com>)*

5. CONCLUSION

The study introduced the most frequent linguistic tools through which manipulation might take place in certain psychological strategies: the first person plural and the intercommunion of “you and I” are typical tools for creating a minimal group, while objective, generic sentences characterize the fear appeal. Episodic remarks make personal recommendations experiential and plastic. The most popular strategy is the psychology of rare or hard to obtain items, where a set of unique adjectives and unexpected word partnerships express scarcity, thus increasing the value of the item. We must also note that the strategies in many cases are combined: personal experience and the strategy of scarcity often come hand in hand: for example *Jamie Malcolm* (Australian TV host/actor) on *Kerrie-Anne Show* uses the following adjectives and word partnerships when he describes his vacation in Budapest:

- **hidden gems, can't be missed**
- **postcard-perfect**
- **stunning monuments**
- **absolutely beautiful**
- **the largest springwater bath in Europe**
- **absolutely exquisite city**

All these adjectives used in the video are carefully selected, and refer to a city which is worth visiting for those who would like to have an unforgettable vacation which is only for an exclusive group of people (including Jamie Malcolm, who shares this personal experience with us and we gladly follow him to Hungary – or anywhere else). And who would not like to have a life which celebrities live, at least for a short time? A trip to Budapest makes it available for ordinary people too.

As we could see from the above examples, the way these strategies work is rather simple: they rely on the receivers' cravings to be happy. As István Sas, Hungarian advertising psychologist and advertising director points out (2008), advertising takes us to the land of smiles and happiness. Advertisements using these strategies paint us a picture where everything is unique, beautiful and exclusive, and we – as every human being – wish to be part of it.

Psychological strategies and their linguistic tools in advertisements are worth examining, because – opposed to another forms of manipulation – here receivers expect the sender's intent to influence or even to manipulate them. The above described manipulative strategies were implemented through the language, but in most cases the average language user cannot identify them easily. Obviously, this paper could only examine a rather thin slice of this complex question, to get a fuller picture several other factors must be observed and analyzed.

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Review

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A CONTRASTIVE ANALYSIS OF CROATIAN AND ENGLISH METADISOURSE USE IN TOURIST DISCOURSE

Metadiscourse, as a rhetorical strategy, has an important role in attaining persuasion in a text. This is particularly important in tourist discourse: tourist brochures inform the reader, but also try to persuade him to do something. Previous research has shown that rhetorical strategies are language-dependent. The study thus analyses the use of metadiscourse in Croatian and English tourist brochures in order to determine possible differences. A model of metadiscourse in tourist discourse for both Croatian and English was developed from Hyland's and Tse's (2004) model of metadiscourse. The model has been applied to a corpus compiled of tourist brochures, consisting of three subcorpora: tourist brochures written in Croatian, tourist brochures written in English and tourist brochures translated into English from the Croatian brochures. First, manual discourse analysis was performed on selected brochures from both languages and subsequently the corpus was queried with the help of SketchEngine. The results show that both languages use metadiscourse. English brochures, however, use it in a greater measure. Moreover, metadiscourse in Croatian and English brochures differs in distribution and composition. Overall, it can be concluded that Croatian brochures are more indirect and do not explicitly refer to the reader, whereas English brochures are marked by a rather personal approach. English translations of Croatian brochures are somewhere in between; they seem to follow the Croatian pattern. This analysis indicates that the differences between languages and the failure to respect the rhetorical strategies typical for a language could have an effect on the reception of the texts.

Key words: metadiscourse, tourist discourse, persuasiveness, discourse study, tourist brochures

INTRODUCTION

Along with the propositional content transmitting certain information to the reader, metadiscourse is an important part of any discourse. It is used not only to guide the reader through the text, but also to persuade him into the propositional content of the text. It is especially important in discourse characterised by a persuasive communicative function. Tourist discourse is marked by a hybridity between the informational and persuasive

communicative purpose (Kelly 1997). The aim of tourist texts is both to inform the reader and to persuade him into visiting a site or performing an activity. For this reason, metadiscourse has to be used carefully.

Due to differences in rhetorical traditions and patterns of a certain language, the use of metadiscourse differs among various languages and cultures. These differences in rhetorical patterns, as well as in the use of metadiscourse, between various languages and cultures have already been proven (for example Bruthiaux 2000, Mauranen 1993a), especially between Germanic and Slavic languages (Čmejrková 2007, Duszak 1994, Duszak 1997, Pisanski Peterlin 2005, Pisanski Peterlin 2008, Limon 2004 and Limon 2005). So far there was no such research including Croatian and English. This study thus analyses the use of metadiscourse in the two languages with the help of both manual discourse analysis and corpus analysis in order to determine similarities and differences in the use of metadiscourse with the persuasive function in tourist discourse.

The corpus used in the study has been compiled for this study and consists of three subcorpora: original Croatian brochures, original English brochures (originating from the UK) and English translations of Croatian brochures. The aim of the study was to test the hypothesis that the use of persuasive metadiscourse in tourist discourse varies between the two languages in the way that it is used more abundantly in English tourist discourse. Although metadiscourse used in the two languages and its distribution could be different, English translations were expected to follow the Croatian pattern: studies of English and Slovene research articles and English translations of Slovene originals of research articles showed that English translations correspond to the Slovene patterns rather than to the English one (Pisanski Peterlin 2008).

This pilot study thus attempted to address the following research questions:

- 1) What sort of differences occur between the Croatian and the English tourist discourse in terms of metadiscourse frequency and distribution?
- 2) Do the Croatian-English translations of tourist brochures follow the Croatian pattern of metadiscourse use?

1. METADISCOURSE

Initially, researchers dealing with metadiscourse focused on the role that linguistic categories play in the construction of discourse and on interpersonal values transmitted in it. Vande Kopple (1985:83) pointed out that people write on two levels: on the propositional level we give information and on the level of metadiscourse we help the readers organise, interpret and evaluate the material and react to it. He defined metadiscourse as “discourse about discourse” (Vande Kopple 1985:83). Later definitions started moving towards the rhetorical level. Dafouz Milne (2003) outlines that metadiscourse has a double function: it guides the reader through the text and builds a relationship with the reader, i.e. it has a textual and interpersonal function. Metadiscourse as a rhetorical strategy has the primary function of persuading the reader. As Dafouz Milne notes, writers have to present propositional material in the most convincing form for the potential audience (Dafouz Milne 2003:32). Metadiscourse can acquire its significance only in relation to the context, i.e. other parts of the text. The model of metadiscourse developed by Hyland and Tse’s (2004) highlights this division between internal and external relations and makes a distinction between interactive and interactional metadiscourse. The underlying model of metadiscourse for the tourist discourse for English and Croatian builds on their model of metadiscourse. The definition of metadiscourse here follows the rhetorical perspective and builds on Dafouz Milne’s definition of metadiscourse (2003) and thus states that it is a rhetorical strategy used by the writer (either the original author or the translator) to persuade the reader.

Metadiscourse includes words, but also entire sentences, several sentences or even a paragraph. Dafouz Milne (2003) includes also some punctuation devices and typographical markers (e.g. colons) in her model since they signal clarification, explanation or exemplification. Since metadiscourse is an open category, new items can be added depending on the situation. Moreover, depending on the type of discourse, specific instances of metadiscourse are more or less prominent. This is why no definite nor universal model of metadiscourse can be constructed, and analyses of different genres are needed.

The significance of metadiscourse has been proven in various discourses, such as academic discourse (Hyland 1998, Hyland and Tse 2004), newspaper discourse (Dafouz-Milne 2008) and the discourse of economics (Mauranen 1993a). Furthermore, it was proven it is an essential component of native speaker student writing (Cheng and Steffensen 1996), which is related to both cultural and professional norms and expectations and depends on rhetorical context (Hyland 1998). Although authors have similar rhetorical means at their

disposal in different cultures, the frequencies and uses of various metadiscourse items are different. Metadiscourse is significant as a means of explicating a context for interpretation that is typical for a certain social group (Hyland and Tse 2004:175). Hyland also suggests that metadiscourse is constrained by the disciplinary community within which it appears (Hyland 1998:452). Fuertes-Olivera et al. (2001) argued that genre constrains rhetorical choices, since the rhetorical strategies available to writers are limited by the value and belief systems of their community (Fuertes-Olivera et al. 2001:1302). Dafouz Milne (2003) also stresses that the choice of metadiscourse is influenced by both culture and genre. Some suggest that different attitudes towards metadiscourse are rooted in the educational system, in certain school system it has been favoured, while in certain it is considered it superfluous (Mauranen 1993a compares the American and Finnish school system).

All rhetorical strategies can be persuasive, depending on the reader's expectations. On the other hand, the use of a strategy that is in contrast with the reader's expectations can have powerful consequences: readers may find one strategy less appealing and less persuasive if their learned expectations favour of a different strategy (Mauranen 1993a:17). Implicit rhetoric could be seen as arrogant while the inexplicit can suggest the writer is superior to the reader. The typical strategy of a certain culture will be probably interpreted in that culture as positive and polite and the untypical as negative and impolite (Mauranen 1993a, Mauranen 1993b). Hyland (1999:5) warns that writers have to be aware of their audience (i.e. readers) as well as of the social purpose of the text. They have to anticipate their readers' knowledge, possible interpretation problems and reactions to the text by making numerous assumptions.

This study explores metadiscourse in the Croatian and English language, i.e. languages of two different cultures and two different rhetorical traditions. Previous research has confirmed that there are considerable differences between the use of rhetorical strategies in Germanic languages (especially English) and in Slavic languages due to different traditions (see for instance: Čmejrková 2007; Duszak 1994 and 1997; Pisanski Peterlin 2005, 2008 and 2013 and Limon 2004, 2005 and 2008). Differences between Slovene and English related to writer-responsibility have also been confirmed: Limon (2005) describes English as a 'writer responsible' and 'addressee oriented' language that has a low information load, while Slovene is a 'reader responsible' or an 'author oriented' language that has a high information load.

Cross-cultural differences in the use of rhetorical strategies, especially rhetorical differences in achieving persuasion, can be problematic in translation. Williams (2009) found that translators working from English into Spanish make significantly different rhetorical choices from those of native Spanish authors. Interference in translation occurs both at the lexico-grammar level and at the level of discourse, but it is much more difficult to detect it at the level of discourse (Pisanski Peterlin 2013), which can then have serious consequences on the communicative purpose of a text. Translators should thus be aware of rhetorical patterns of the language they are translating into if they want to produce a translation following the target language rhetorical conventions.

As has already been pointed out, several taxonomies of metadiscourse have been proposed (among others: Hyland 1998 and Dafouz Milne 2003). They mostly make the distinction between textual and interpersonal metadiscourse, such as Hyland (1998). Hyland and Tse (2004), later revised the model and suggest that all metadiscourse is interpersonal and propose the division into interactive and interactional metadiscourse. Their model is based on three key principles, i.e. that metadiscourse differs from the propositional content of discourse, that metadiscourse incorporates writer-reader interactions and that it distinguishes relations outside the text and those among different parts of the text. Interactive metadiscourse organises discourse by anticipating readers' knowledge, while interactional resources attempt to involve readers in the argument.

2. CORPUS AND METHODOLOGY

In order to analyse metadiscourse in the Croatian and English tourist discourse, a corpus consisting of tourist brochures was compiled. First, brochures related to three different destinations in Croatia and three destinations in the UK were chosen, more precisely: one as an example of a coastal destination (Rovinj in Croatia, Woolacombe and Morteohoe in the UK), one represented the country (Baranja in Croatia, the valleys of the South Wales) and one city tourism (the capitals of both countries: Zagreb and London). Various types of tourism were represented due to the fact that the topic of the text may influence the type and occurrence of metadiscourse (Hyland 1999). Tourist brochures from Croatia were published by tourist boards, the Rovinj and Zagreb brochures were published by the tourist boards of the Rovinj and Zagreb, respectively, while the

brochure on Baranja was published by the Croatian National Tourist Board. The Woolacombe and Mortehoe brochure was published by the Woolacombe and Mortehoe Tourism Association, the brochure on South Wales was published by Valleys Consortium consisting of six county borough councils and *The London Planner* is issued monthly by London & Partners (the official promotional company for London), and is a member of VisitBritain, a non-departmental public body funded by the Department for Culture, Media & Sport. All the brochures (the test corpus) were downloaded from the websites of the respective tourist board issuing the brochure, but were in pdf format and intended for print. The length of the brochures ranges from 40 to 112 pages. The number of words per subcorpus was approximately 46,000 words.

The layout of the brochures itself is quite different. English brochures tend to follow the layout of a magazine, especially *the London Planner*, which is issued monthly and is written in the form of a magazine. They revolve around suggestions for the readers and scarcely refer to historical events, within the suggested activities. Croatian brochures, on the other hand, accentuate more the historical aspect and often give detailed historical overviews. We could compare English brochures can to a magazine and Croatian ones to a textbook.

The test corpus was first manually analysed with the aim of identification and categorisation of metadiscourse items. The results obtained from different brochures were then compared. Metadiscourse items were categorised with the help of Hyland's and Tse's model (2004) which was applied to the tourist discourse. Their main distinction between the two macro categories, i.e. interactive and interactional metadiscourse, was respected in this study, too. This study also used most of the categories Hyland's and Tse's model (2004) used. Metadiscourse has been assigned to a certain category depending on its function (e.g. metadiscourse with a boosting function was assigned to boosters). For the purpose of additional differentiation between metadiscourse items, categories from Hyland's and Tse's model (2004) were further divided into subcategories, which include some of the subcategories proposed by Dafouz-Milne (2008). Subcategories comprise linguistic devices that are used to carry out a certain function (e.g. hedges include epistemic modal verbs, probability adverbs and epistemic expressions). Since tourist brochures authors use much less means of text organisation, several categories of interactive metadiscourse were not relevant, they were either not used at all or did not carry any persuasive weight. Metadiscourse items were categorised by taking multifunctionality into consideration, since one language utterance can have multiple functions, and the primary function of each metadiscourse element was analysed.

The final step was to test the potential model of metadiscourse for tourist discourse in English and Croatian and to compare the use of metadiscourse in the two languages not only qualitatively, but also quantitatively. Therefore, additional Croatian and English tourist brochures and websites were collected by using the WebBootCaT tool and uploaded to Sketch Engine for the purpose of querying the corpus for selected metadiscourse items. The expanded corpus, along with the two subcorpora of Croatian and English subcorpora, included a subcorpus of English translations of Croatian tourist brochures. The subcorpora were of the following size:

Table 1: Number of words in the expanded subcorpora

	Words
Croatian originals	299,379
English originals	315,880
English translations	333,286

One metadiscourse element was selected per subcategory for the quantitative analysis. The two English subcorpora (English originals and English translations) were PoS-tagged and lemmatised so they were queried for lemmata, while the Croatians subcorpus was neither lemmatised nor PoS-tagged. This is why combined simple queries of the Croatian corpus were performed and the results were added up. For example, a separate

query was performed for all morphosyntactic forms of the pronoun *ja* i.e. I (*moj, meni, mene, me, mnom*) and the numbers were added up.

4. RESULTS AND ANALYSIS

Manual discourse analysis has enabled the identification of two categories of interactive metadiscourse items with a persuasive function, i.e. evidentials and code glosses (see Table 2). Several categories of interactive metadiscourse as proposed by Hyland and Tse (2004) were either not used or their persuasive function was negligible and were thus omitted from the model. Table 2 lists three subcategories of evidentials identified in the corpus (quotation marks, reporting verbs and prepositional phrases) as well as examples of specific items belonging to the subcategory. The category of code glosses, with its three subcategories (parentheses, punctuation device and exemplifiers), also bears a persuasive function since it helps the reader perceive the ideas in the text. There were no significant differences in the range of interactive metadiscourse items used between the two languages. It has to be pointed out that interactive metadiscourse is a relatively small and closed macro category, limited by linguistic choices of a certain language that are available in order to achieve a certain function. Moreover, they do not bear a significantly persuasive function.

Table 2. **Model of interactive metadiscourse for tourist discourse**

Category	Function	Subcategory	Examples from English brochures	Examples from Croatian brochures
Evidentials	refer to source of information from other texts	Quotation marks	“”	””
		Reporting verbs	acknowledge, add, admit, advise, agree, assure, claim, conclude, define, describe, feel, find, guarantee, hope, know, reveal, say, show, suggest, tell	definirati, dodati, garantirati, jamčiti, nadati se, opisati, otkriti, predlagati, priznati, savjetovati, smatrati, tvrditi, vjerovati, zaključiti, znati
		Prepositional phrases	according to	prema kome/čemu,
Code glosses	help readers grasp functions of ideational material	Parentheses	()	()

		Punctuation device	...	...
		Exemplifiers	for example, for instance	primjerice, na primjer

Interactional resources are used much more frequently in tourist brochures. Table 3 shows the model of interactional metadiscourse, including a non-exhaustive list of examples of metadiscourse items identified in the two languages. For certain subcategories, instead of possible metadiscourse instances i.e. linguistic devices identified in the corpora, specific examples of sentences are given, such as is the case with rhetorical questions and proverbial phrases. In these cases, the specific examples are given in italics. The majority of categories is characterised by a wide range of subcategories available to achieve a certain function. Several subcategories are seemingly unlimited in its scope (for example imperatives, almost any verb could be used).

The subcategories of direct address to the reader and self-mentions are here again divided what the Croatian part of the model is concerned: in Croatian language, which is a highly-inflected language (as opposed to English) the writer can address the reader not only by using a certain pronoun, but also certain verb endings (1st person singular for self-mention, 2nd person singular or plural for direct address).

The category of imagery, with its subcategories, was added to Hyland's and Tse's model (2004). Imagery plays an important persuasive role in tourist discourse and it is favoured by authors for building images in the reader's minds by helping him visualise the propositional material, namely with metaphors, proverbs or references to familiar content (such as the song *The Green, Green Grass of Home!*).

Also, although Dafouz Milne (2003) excluded the subcategory of qualifying adjectives from her model of metadiscourse, as well as boosting expressions and classified it into the propositional content of a text, I have included it into the model. I believe the conscious choice of a certain qualifying adjective has the primary function of persuasion as part of metadiscourse.

If we compare Croatian and English, certain differences can be noticed in the linguistic means used to perform a certain function. For example, hedging is often achieved in English with the help of epistemic modal verbs, whereas the Croatian language prefers probability adverbs. Boosters and engagement markers are the most commonly used metadiscourse categories. Various subcategories are used to perform the function of boosting and engaging the reader in both languages: from various adverbs, adjectives to direct address to the reader, imperatives, suggestive expressions and rhetorical questions. Rhetorical questions are a particularly interesting subcategory that is often used in the English language, as opposed to Croatian. They both give force to the writer's argument and refer to the propositional content and build a personal bond with the reader by addressing him in a certain way, and in this way persuading him.

Table 3. **Model of interactional metadiscourse for tourist discourse**

Category	Function	Subcategory	Examples from English brochures	Examples from Croatian brochures
Hedges	withhold writer's full commitment to proposition	Epistemic modal verbs	can, could, may, might, must, would, should	moći, morati, trebati, valjati
		Probability adverbs	maybe, perhaps, possibly, probably	možda, moguće, vjerojatno
		Epistemic	it is likely	vrlo je vjerojatno

		expressions		
Boosters	emphasize force or writer's certainty in proposition	Adverbs of frequency	always, every day/ week/ year, often, regularly, usually	često, obično, redovito, svaki dan/tjedan, svaku godinu, uvijek,
		Adverbs of quantity	a lot, of, loads of, many, much	mnogo, puno, hrpa
		<i>Qualifying adjectives</i>	beautiful, impressive, magnificent, stunning, great	lijep, prekrasan, nezaboravan, upečatljiv, veličanstven,
		Superlatives	the best, the most interesting, the greatest	najbolji, najzanimljiviji
		Boosting expressions	be sure to, it is well-known, it is a fact, as we all know	jasno je, činjenica je, općepoznato je
Attitude markers	express writer's attitude to proposition	Deontic verbs	will, hope, shall, should, must	moći, morati, trebati, valjati, smjeti
		Deontic lexemes		Biti dužan
		Attitudinal adverbs	naturally, of course, obviously	naravno, očito, svakako, sigurno
		Attitudinal adjectives	extraordinary, delicious, surprising	izvanredan, iznenađujuć
		Cognitive verbs	believe, think	misliti, smatrati
Engage ment markers	explicitly refer to or build relationship with reader	Rhetorical questions	<i>...but when was the last time you visited?</i>	<i>poželite li ponekad odjenuti frak ili krinolinu...?</i>
		Imperative	try	posjeti, posjetite
		Suggestive expressions	how about	
		Direct address to reader (pronouns)	you, we	ti, mi, Vi
		Direct address to	/	poslušate,

		reader (verb endings)		pogledaš...
Imagery	build images in the reader's mind	Proverbial phrases	<i>it's never too wet for a great day out!</i>	<i>...još jedna karika u nizu...</i>
		Slang or regional language	“ hwyl ” (fun the welsh way)	u pokladnu nedjelju buše se kreću ulicama...
		Metaphors	...gave way to “black gold”...	...povezanih u lenucijevu “ zelenu potkovu ”, nazvanu tako po...
		References	The green, green grass of home!	... može nahraniti i hrani... Matko Peić
Self-mentions	explicit reference to author(s)	Personal pronouns	I, we	ja/me/ mene/ mi
		Verb endings	/	kažem, radim...

Manual discourse analysis showed significant differences in the use of metadiscourse in the two subcorpora. In English brochures, metadiscourse items could be found in almost every sentence. Often there are several instances of metadiscourse per paragraph. In Croatian tourist brochures, metadiscourse is used to a lesser degree, one cannot find metadiscourse in every sentence. The *Valleys of South Wales* brochure has the following paragraph on mountain biking:

Mountain Biking

Obviously – where there are valleys there are also hills. In The Valleys this *means* that *we* have *great* opportunities for Mountain Biking. There are tracks and paths linking the valleys and hills for all levels of expertise, but *the very best* facilities are found at the mountain bike centres. (Valleys of South Wales: 4)

The Rovinj tourist guide also has a paragraph on the same topic:

Izleti biciklom

Istražite bližu okolicu Rovinja biciklom. *Provozite* se kroz Zlatni rt, Cuvi, Cisternu, arheološko nalazište Monkodonja-Mušego, ornitološki park Palud, biciklom uz vodstvo profesionalnog vodiča. (Rovinj. Turistički vodič: 19)

Or in the English version:

Bike rides

Explore the closer vicinity of Rovinj by bike. *Go* on a bike ride through Golden Point, Cuvi, the archaeological site Monkodonja- Mušego, ornithological park Palud, with a professional guide. (Rovinj. Tourist guide: 19)

In the *Valleys of South Wales* brochure, with a brief description of mountain biking options in the area, several metadiscourse items are used (marked in italics): code glosses (*means*), attitude markers *obviously*, boosters *great* and *the very best* and self-mentions (*we*). On the other hand, the Croatian paragraph on the same topic both in the original, as in the translated brochure, uses only engagement markers, i.e. the imperative of the verbs *explore* and *go*. Although several toponyms are mentioned, no qualifying adjective or superlative was used to refer to it, as was the case with the brochure on South Wales. This example is a very good illustration of the differences in the use of metadiscourse between the two languages. Differences can be noticed in the subtitles too: English brochures often use subtitles such as *A cut above* or *Get out – have fun! (London Planner)*, Croatian brochures prefer the more formal *A must see* (even more formal than the original *Obavezno zastati...*) as in the *Zagreb – The capital of Croatia* brochure or *Attractions and activities (Atrakcije i aktivnosti)* as in the *Rovinj tourist guide*.

The quantitative corpus analysis confirmed these findings. One metadiscourse item was chosen per subcategory, as the most representative item of it and the corpus was then queried. The following results were obtained for interactive resources:

Table 4. Occurrence of selected interactive resources per 10,000 words

Category	English originals	Croatian originals	English translations
Evidentials	6.65	2.91	2.61
Code glosses	0.22	1.37	0.57
TOTAL	6.87	4.28	3.18

The numbers represent the approximate occurrence of metadiscourse instances since metadiscourse can include also several words or even sentences. However, we can say that it is clear that metadiscourse is used more frequently in English than in Croatian and in translations into English. Translated brochures not only follow the patterns of the original Croatian brochures, but use even less metadiscourse. The analysis of interactional metadiscourse was more complex since the corpus could not be queried for all the categories. Imagery, with its wide range of items could was not quantitatively analysed since the results would not be representative for the whole category, but of a specific instance. Since imperatives in English have the same form as the infinitive of the verbs, additional manual analysis was needed. Likewise, the corpus could not be queried for verb endings for certain persons in general, but specific verbs had to be chosen. The obtained results however also confirmed that there are differences between English and Croatian (see Table 5).

Table 5. Occurrence of selected interactional resources per 10,000 words

Category	English originals	Croatian originals	English translations
Hedges	2.43	3.98	1.41
Boosters	21.94	11.03	13.41
Attitude markers	8.48	14.16	3.93
Engagement markers	104.62	24.35	35.34
Self-mentions	17.98	2.24	5.31
TOTAL	155.47	56.04	59.41

The occurrence differs across different categories. On one hand, Croatian brochures use more hedges and attitude markers than the English ones. On the other hand, boosters, engagement markers and self-mentions are used more frequently in English brochures. The most prominent difference is evident in the category of engagement markers and self-mentions. This proves that Croatian tourist texts are more indirect and do not explicitly refer to the reader whereas English tourist brochures are characterised by a rather personal approach.

The values for metadiscourse use in English translations are mostly somewhere between values for English and Croatian. It seems that translators try to respect English rhetorical patterns, but remain faithful to rhetorical patterns of the Croatian originals. The question is also what instructions the translators are given.

4. CONCLUSION

The differences in the use of metadiscourse between the two languages and the discrepancy in the use of metadiscourse in original English and translated English brochures could have an effect on the communicative purpose of the brochures since its communicative purpose is essentially persuasion (along with information). Researchers have already proven the significance of metadiscourse as a strategy of persuasion (Hyland 1999, Hyland and Tse 2004, Dafouz-Milne 2008). Tourist brochures rely much on persuasiveness; they thus use metadiscourse extensively. The underlying analysis has also shown that metadiscourse plays an important role in achieving persuasion, although the use of metadiscourse differs between languages, in this case, between Croatian and English. English and Croatian, as Germanic and Slavic languages follow different rhetorical patterns and use metadiscourse in different ranges. Croatian tourist discourse is characterised by a much lower occurrence of metadiscourse than the English one. This is especially evident in the case of self-mentions, which are not so frequently used in Croatian, making it quite impersonal. English, on the other hand, uses self-mentions quite frequently and is characterised by a personal, friendly style.

It remains to find out how these differences are reflected on the communicative purpose of the brochures, i.e. on the readers and how can translators be trained to follow the rhetorical patterns of various genres and cultures (if they should be trained to do so).

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- <http://business.croatia.hr/hr-HR/Hrvatska-turisticka-zajednica/Promo-materijali/Brosure>

Professional paper

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ÜBERSETZEN UND/ODER INTERPRETIEREN

In dieser Arbeit werden Problemfelder des Übersetzens von Fachtexten aus dem Bereich des akademischen Schreibens bearbeitet, die den Inhalt des Online-Kurses „Academic writing online“ darstellen. Dieser Kurs wurde von der Fachhochschule Burgenland aus Österreich mit Erasmus+-Mitteln entwickelt und von Projektpartnern in mittel- und osteuropäische Sprachen übersetzt. Die zentralen Fragen sind, ob und inwiefern der Übersetzer dabei auch interpretieren kann, um nicht nur alle Informationen aus dem Ausgangstext wiederzugeben, sondern auch spezifische Informationen hinzuzufügen, damit die angesprochene Zielgruppe (Studierende) die Übersetzung vollkommen nutzen kann. Es handelt sich um zwei Typen von Textsorten (Präsentationstexte und Vorträge), die ins Kroatische und Slowenische übersetzt wurden. Interessant dabei ist, dass man aufgrund einer Online-Umfrage sowohl die Textverständlichkeit der Zielgruppe ausmass als auch wichtige Übersetzungsschwierigkeiten vermied und zu Interpretationen griff, wo sie rechtfertigt sind. Ausserdem kam es zu einer aufschlussreichen Diskussion im Deutschunterricht, da die Zielgruppe, unter anderem, auch deutschsprachige Studierende sind.

Schlüsselwörter: Übersetzen, Interpretieren, Spezifika, Textverständlichkeit,

This paper deals with the problem areas of the translation of academic texts, which are the content of the online course "Academic writing online". This course was developed by the University of Applied Sciences Burgenland from Austria with support from Erasmus+ resources and is translated into Central and Eastern European languages by project partners. The central issues are whether and how the interpreter can interpret in order not only to reproduce all the information from the source text, but also to add specific information so that the targeted target focus-group (student) can make full use of the translation. There are two types of texts (presentation texts and lectures) that have been translated into Croatian and Slovenian. It is interesting to note that an online survey avoided both the textual intelligibility of the target focus-group as well as the lack of translation difficulties and interpreted where justified. In addition, there was an informative discussion in German as the target group, among others, were also German-speaking students.

Keywords: translating, interpreting, specifics, textuality,

EINFÜHRUNG

In diesem Artikel wird die Problematik des Humanübersetzens eines deutschen Fachtextes über akademisches Schreiben ins Kroatische und Slowenische beleuchtet. So wird erklärt, welche theoretisch-wissenschaftlichen Kenntnisse dabei behilflich waren; welche theoretischen Ansätze verfolgt wurden; welche Übersetzungsprozesse sich dabei ergaben; wie man die Qualität des Übersetzungsproduktes (Translat) überprüfen konnte; wie man mit kulturellen Spezifika umgehen sollte bezüglich der zwei verschiedenen Textsorten und interkulturellen Unterschieden; wie das Übersetzen zur Wissenserweiterung des Übersetzers/der Übersetzerin beibrachte und zuletzt wie die Übersetzungstätigkeit im Fach-und Fremdsprachenunterricht eingesetzt wurde.

Das Ziel dieser Arbeit ist es sowohl die wichtigsten Übersetzungsschwierigkeiten vorzuzeigen als auch die übersetzerischen Eingriffe aufgrund authentischer Beispiele zu rechtfertigen und damit einen Beitrag der translatorischen Arbeit zu leisten.

1. FINDE DIE RICHTIGE STRATEGIE DES ÜBERSETZENS!

Der Übersetzungsprozess hat mit der Überlegung angefangen, was der Ausgangspunkt sei, um die richtige Strategie des Übersetzens auszuwählen. Dabei sind immer theoretisch-wissenschaftliche Kenntnisse behilflich wie beispielsweise Hans G. Hönigs und Paul Kußmauls (1982, S.12) Behauptung: „Die übersetzerische Leistung ist an der Wirkung zu messen, die der Übersetzer mit seinem ZS-Text bei seinen Adressaten erzielt. Ein Text und damit auch eine Übersetzung – ist also grundsätzlich als eine Kommunikation zwischen einem Sender und den Empfängern zu betrachten. Seine Bewertung muss von den Voraussetzungen und Interessen der Empfänger ausgehen.“ Demnach kann man sich hier sowohl nach der kommunikativen Funktion des Textes als auch nach der Textsorte orientieren.

1.1. Textexterne Faktoren oder wer schreibt was? Für wen? Wo? Wann?

Doch sollte man nach Nord (1991, S.44-85) noch zusätzliche Faktoren, die sogenannten textexternen Faktoren, bei der Strategiewahl in Betracht ziehen. Diese Faktoren beziehen sich, vor allem, auf die Textautoren, die Textsorte, Funktion des Textes, die Übersetzerin, das Medium, den Ort, die Zeit und die Empfänger.

Die Textautoren (Petra Hauptfeld-Göllner-Modul 1 und 2; Natascha Miljkovic/Monika Bargmann-Modul 3; Martin Gierlinger-Modul 4; Michael Huter-Modul 5 und Claudia Kummer-Modul 6) gehören zum österreichischen Kulturkreis und unterrichten selber an der Eisenstädter *Fachhochschule Burgenland*, woraus zu schließen ist, dass man auch einen kulturspezifischen Aspekt in Betracht nehmen muss. Sie entwickelten den Text im Rahmen des Projektes AWO – *Academic Writing Online*, woraus ein Online-Kurs mit Texten, Übungen und Lehrvideos zu wissenschaftlichen Schreiben im Zeitraum von 2014 bis 2016 entstand.

Von der Textsorte her ist das ein deutscher sachlicher Originaltext, der auf 400 Seiten (Präsentationen und Vorträge) über wissenschaftliches oder akademisches Schreiben spricht und auf fünf osteuropäische Sprachen (Tschechisch, Slowakisch, Ungarisch, Slowenisch und Kroatisch) zu gleicher Zeit übersetzt wird.

Seine kommunikative Funktion ist den Studierenden beim Erlernen dieses Handwerks Einsicht zu geben. Auch dient er als „Gebrauchsanleitung“ und zugleich als Musterbeispiel, wie man das eigene Wissen und Gedanken in der Wissenschaftssprache richtig formuliert. Weiterhin, wie man eine Abschluss- und Diplomarbeit als Höhepunkt des Studierens erstellt, was während des Schreibens mental passiert und Ähnliches.

Des Weiteren kommt man zum Profil der Empfänger. Gemeint sind vorwiegend Vollzeitstudierende, Austauschstudierende der betriebswirtschaftlichen Studiengängen (BA und MA) und Berufstätige. Es ist davon auszugehen, dass den Empfängern Textverständlichkeit an erster Stelle steht. Man kann jenen Bildungsgrad voraussetzen, aufgrund dessen man den Inhalt verstehen kann, weil man über ausreichende Schreibkompetenz verfügt/verfügen sollte.

Die Übersetzerin (Ksenija Stojaković) stammt aus dem kroatischen Kulturkreis, unterrichtet Deutsch als Fach- und Fremdsprache an der Fachhochschule *Veleučilište Baltazar Zaprešić* und übersetzt den Text, dessen Inhalt sie (genau wie das Autorenkollektiv) aus ihrer beruflichen Praxis kennt. Also, kann sie die inhaltlichen Informationen aus der Ausgangssprache (AS) aufgrund ihrer eigenen beruflichen Erfahrung verstehen und

folgerichtig in die Zielsprache (ZS) übertragen/übersetzen. Das Gleiche gilt auch für die Übersetzerin und Koautorin des Artikels (Alenka Plos), die ebenso den gleichen Text ins Slowenische übersetzt und als Hochschullehrerin/Lektorin an der Wirtschaftsfakultät unterrichtet.

Wie schon oben beschrieben ist, handelt es sich um Texte, die als Lehrvortrag gesprochen und aufgenommen wurden und als Videos im Rahmen des Online-Kurses den Empfängern frei zur Verfügung stehen, weshalb man dem Text durch gewisse Sprachmittel (Metapher, Sprichwörter, Redensarten aus der Alltagssprache) mehr Dynamik versetzt hat. Die Videos begleiten geschriebene Texte, die als wichtige ausführliche Ergänzung vorhanden sind. Der Text steht demnach in mündlicher und schriftlicher Kommunikationssituation.

Was den Ort und die Zeit betrifft, kann man zwei Aspekte hervorheben: den geografischen und institutionellen. Geografisch gesehen korrespondiert der deutsche Originaltext aus Eisenstadt, Österreich mit verschiedenen Kulturen und Sprachen – Maribor (Slowenien); Zaprešić (Kroatien); Eger (Ungarn); Banská Bystrica (Slowakei) und Prag (Tschechien) gleichzeitig, im Zeitraum von 2014-2016. Aus dem institutionellen Aspekt her sind alle Übersetzer und deren Zielgruppen horizontal verbunden, denn alle (außer der Berufstätigen) sind im Hochschulwesen tätig.

Somit sind die zeitlichen, geografischen, sozialen, kulturellen und psychologischen Dimensionen der wichtigsten Faktoren umfasst. Aufgrund solcher Analyse konnte man eine funktionskonstante Übersetzung anstreben.

Stellmacher (2013, S.3) meint „dass bei der funktionskonstanten Übersetzung der Ausgangstext unter Beibehaltung seiner Funktion und seines kommunikativen Wertes an die Zielkultur und die bestehenden zielkulturellen Textkonventionen angepasst wird. Diese Form der Übersetzung findet bei Gebrauchstexten (Anleitungen, Sachtexte, ...) und beim Dolmetschen Anwendung.“

2. PROBLEMFELDER

Kučiš, V./Mikić, P. (2004, S.6) stellen fest „in jeder guten Übersetzung, so sagt die Wissenschaft, sind mitunter Hinzufügungen, Auslassungen (Reduzierungen) sowie Umstellungen und Verschiebungen des Originaltextes notwendig. Dies hängt damit zusammen, dass die Übersetzung einen kommunikativ äquivalenten Text liefern muss, und das geht in einer wortwörtlichen Übersetzung sehr oft verloren.“

2.1 Übersetzungsbeispiele

An folgenden authentischen stichprobenhaft ausgewählten Übersetzungsbeispielen, die alle auf <http://awo.academy/hr/>, 10.09.2016 abrufbar sind, soll gezeigt werden mit welchen Schwierigkeiten man sich im Übersetzungsprozess auseinandersetzen musste.

Der Leitfaden war immer Textverständlichkeit und Genauigkeit, denn die Aufmerksamkeit der Empfänger sollte keineswegs gefährdet sein. Somit war der Übersetzerische Spiel- und Jonglierraum eingeschränkt.

Beispiel 1:

Original: „Zentrale Aussagen Ihrer Arbeit bilden ein weiteres Kernelement“

Kontext: Der Text spricht von Äußerungen, die man in einer Abschlussarbeit argumentiert.

Kroatische Übersetzung: Glavne izjave, nach Šamšalović, G., *Njemačko-hrvatski rječnik*;

Slowenische Übersetzung: Ključne ugotovitve nach Debenjak, D., *Veliki nemško-slovenski slovar*; izjava, izpoved, pričevanje, izpovedba, sporočilo.

Begründung: Alle diese Entsprechungen passten nicht in den Kontext, so entschloss man sich nicht für *izjava* sondern für *ključne ugotovitve* nach Absprache mit Kollegen, die als Betreuer von Abschlussarbeiten tätig sind.

Beispiel 2:

Original: Der Glaubenssatz....

Kontext: Der Text spricht von Überzeugungen, aufgrund welcher man erfolgreich kommunizieren kann.

Kroatische Übersetzung: Uvjerenja...

Slowenische Übersetzung: Zakoreninjena prepričanja

Das Online-Wörterbuch *Pons* bietet *dogma* an; *Duden* hat mit den Bedeutungen geholfen: 1. mit dem Anspruch unbedingter Geltung vertretene religiöse These; 2. starre Anschauung, [Lehr]meinung

Begründung: All diese Entsprechungen passten nicht in den Kontext, so entschloss man sich für *zakoreninjena prepričanja* nach Absprache mit Kollegen, die sich mit Neuro-Linguistischem Programmieren und Coaching befassen, wo der Terminus geläufig ist.

Beispiel 3:

Original: „Probieren Sie es einmal mit „Geben Sie mir etwas Bedenkzeit“ – *so gewinnen Sie Oberwasser und können leichter ablehnen.*“

Kroatische Übersetzung: „Tako ćete dobiti na vremenu i moći ćete lakše odbiti.“

Begründung: nach *Duden* bedeutet es umgangssprachlich in eine bessere Lage zu kommen.

Diese Beispiele zeigen, dass Interpretieren bei fehlenden totalen Äquivalenzen rechtfertigt und notwendig ist. Ebenso zeigen sie, wie die Übersetzerin in verschiedenen Bereichen und mithilfe diverser Wissensquellen nachforschen musste, um einen hohen Qualitätsgrad des Translats zu erzielen.

2.2. Übersetzungstätigkeit im Fach-und Fremdsprachenunterricht

Um die Qualität des Translats nochmals zu überprüfen, wurden weitere Beispiele als Lehrstoff im Fach- und Fremdsprachenunterricht gebraucht. Somit lernten deutschsprechende Studierende auch die Übersetzungstätigkeit kennen, denn es liegt auf der Hand, dass diese Tätigkeit das Fach-und Allgemeinwissen ständig erweitert.

Sie übersetzten in Gruppenarbeit jeweilige Abschnitte des deutschen Originaltextes ins Kroatische und verglichen dann anhand einer Gegenüberstellung mit dem Original inwieweit sie genau, verständlich und korrekt vorgingen (eine Gruppe übersetzte ins Kroatische und die andere Gruppe übersetzte diese Übersetzung wieder zurück ins Deutsche-sogenannte *Backtranslation*).

2.3 Die Online-Umfrage

Die Online-Umfrage gehört ebenfalls zum Korrekturverfahren des Translats. Aufgrund von zehn Übersetzungsbeispielen versuchte man eventuelle fehlerhafte Übersetzungen zu vermeiden, denn die Umfrage fand vor der Veröffentlichungen des Translats unter den deutschsprechenden Studierenden, aber auch unter Arbeitskollegen statt.

Wie angenommen, waren Interpretationen und Auslassungen sehr oft ausgewählt als die verständlichste Variante.

Das folgende Beispiel zeigt die Struktur und Methodologie der Umfrage. Die Struktur besteht aus dem originalen Kontext und dem zu übersetzenden Satz bzw. Ausdruck sowie aus drei zur Auswahl gesetzten Übersetzungsvorschlägen. Was die Methodologie betrifft, sollten die Befragten jenen Vorschlag auswählen, der für sie die Bedeutung am verständlichsten widerspiegelt.

Wählen Sie diejenige Übersetzung, die für Sie die Bedeutung am besten widerspiegelt.

Originaler Kontext	<i>Verbalisieren bedeutet nicht, die angestrebte sachliche Ebene eines Gesprächs zu verlassen und ausschließlich Beziehungsarbeit zu betreiben, sondern Gefühle wahrzunehmen, anzusprechen und dadurch zu „neutralisieren“, d.h., eine Gesprächssituation zu entemotionalisieren. Achten Sie jedoch darauf, Überinterpretation oder „Seelenstriptease“ zu vermeiden.</i>
Originaltext zum Übersetzen	<i>Achten Sie jedoch darauf, Überinterpretation oder „Seelenstriptease“ zu vermeiden.</i>
1. Übersetzungsvorschlag	Pripazite da ne iznosite detalje svoje duše odnosno da se ne ispovijedate.
2. Übersetzungsvorschlag	Pripazite da previše ne pričate.
3. Übersetzungsvorschlag	Važno je da pritom ne pretjerate tj. da izbjegnute tzv. „striptiz duše“.

3. SCHLUSSFOLGERUNG

Der Artikel zeigt, dass die Übersetzungstätigkeit ein komplexer Vorgang ist und dass der Übersetzungsprozess nur dann erfolgreich vollzogen wird, wenn man die richtige Strategie des Übersetzens auswählt.

Was soll die Richtlinie dazu sein? Jedenfalls soll es die Zielsetzung der Übersetzung und das Interesse und Bedarf des Empfängers sein und keineswegs die persönlichen, individuellen Anbelangen des Übersetzers, denn ein hochprofessioneller Übersetzer/In stellt sich nicht mit dem eigenen Können und Wissen zufrieden, sondern sucht mithilfe sowie aller möglichen Wissensquellen (gedruckte und Online-Wörterbücher, Erfahrungsaustausch mit Kollegen über Netzwerke u.ä.) als auch durch sorgfältiges Überprüfen anhand Meinungsaustausch und auch Umfrage (wie im Artikel gezeigt worden ist) immer weiter, weil er/sie sich dessen bewusst ist, dass die Sprache lebendig ist und sich ständig ändert.

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ONLINE TSCHECHISCH – NICHT NUR FÜR MEDIZINSTUDENTEN

This article presents the online Czech language course, developed as a part of the EU Leonardo da Vinci program within the period of 2013-2015. The mentioned course offers learners the opportunity to acquire both, the basics of the Czech as well as the medical terminology of the second most common West-Slav language online, effectively and free of charge. At the very beginning, the general information on the Czech Republic is given briefly. In the main part, the courses A1 and A2 are explained and finally an introduction to the professional language of medicine is made. The advantages of the presented online language course lie in the fact that the learners can acquire an in-depth knowledge of Czech language, based on current and interesting materials. Of course, no online language course can replace the F2F Czech lessons, but it can be used as a complementary portal by all interested parties.

Key words: Czech, online course, European reference frame A1 / A2, medical vocabulary

In diesem Beitrag wird der Online-Tschechisch-Sprachkurs vorgestellt, der im Rahmen des EU-Programms Leonardo da Vinci in den Jahren 2013-2015 entstanden ist. Dieser Online-Kurs bietet den Lernenden die Möglichkeit an, sich sowohl die Grundlagen des Tschechischen, als auch die medizinischen Fachbegriffe der zweithäufigsten westslawischen Sprache online, effektiv und kostenlos anzueignen. Am Anfang werden kurz die allgemeinen Informationen zu der Tschechischen Republik anhand von Beispielen vorgestellt. Im Hauptteil werden die Kurse A1 und A2 erläutert und zum Schluss wird dann ein kurzer Exkurs zu der medizinischen Fachsprache gemacht. Die Vorteile des vorgestellten Online-Sprachkurses liegen darin, dass sich die Lernenden ein vertiefendes Wissen anhand von aktuellen und interessanten Materialien aneignen können. Selbstverständlich kann kein Online-Sprachkurs den F2F Tschechisch-Unterricht ersetzen, kann jedoch zugleich als ergänzendes Portal von allen Interessenten genutzt werden.

Schlüsselwörter: Tschechisch, Online-Kurs, Europäisches Referenzrahmen A1 /A2, medizinische Fachsprache

Einleitung

Die Fachhochschule Burgenland GmbH in Eisenstadt, Österreich, das Department Wirtschaft kann auf eine mehr als 20 Jahre dauernde Erfolgsstrategie zurückblicken. Die Studiengänge im Department Wirtschaft bieten eine Kombination aus betriebswirtschaftlichem Studium mit dem Sprachenlernen aus Zentral- und Osteuropa. Neben dem Vollzeitstudium, welches aus Präsenzzeiten und Selbststudium besteht, nimmt der Anteil der berufsbegleitenden Studierenden zu. Waren es im Jahr 2005 4,38 % sind es 2015 67,34%. In den berufsbegleitenden Studiengängen werden die Präsenzzeiten mit Online-Unterricht und Selbststudium kombiniert. Die Fachhochschule Burgenland hat das personalisierte Lernen als fixer Bestandteil in die Lehr- und Lernstrategie aufgenommen. Um die Personalisierung des Tschechischunterrichts zu unterstützen, hat sich das Team des Departments Wirtschaft dazu entschlossen, bei dem internationalen EU-Projekt CZKey, unterstützt durch das EU-Programm Leonardo da Vinci, mitzuwirken. Das internationale Team arbeitete in den Jahren 2013 – 2015 daran und setzte sich aus folgenden Partnern zusammen: Das Sprachausbildungszentrum der Masaryk-Universität Brunn, Tschechische Republik (Leadpartner); Edukácia@Internet (E@I) Partizanske, Slowakei; Studio GAUS Berlin, Deutschland; Assoziation der Lehrer „Tschechisch als Fremdsprache“ (AUCCJ) Prag, Tschechische Republik; Fachhochschule Burgenland GmbH Eisenstadt, Österreich und Schlesische Universität Kattowitz, Polen.

Das Foto zeigt ein Teil des Projektteams:



Quelle: <https://www.cjv.muni.cz/cs/galerie/konference-klic-k-cestine-jako-cizimu-jazyku/>

1. Online-Portal „mluvtecesky.net“

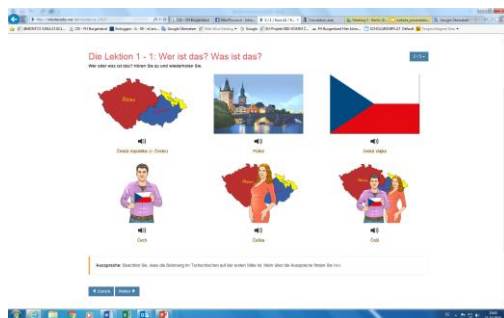
Das Ergebnis der gemeinsamen Arbeit ist ein multilinguales Portal für den Tschechisch-Unterricht mit dem Namen „mluvtecesky.net“, ins Deutsche übersetzt: „Sprechen Sie Tschechisch“. Es handelt sich um ein spezielles Tschechisch-Portal im Internet, welches es bis dato nicht gab. Das Einzigartige dabei ist das Angebot an Sprachversionen: Tschechisch, Englisch, Deutsch, Polnisch und Slowakisch mit der Möglichkeit einer Spracherweiterung. Derzeit wird die Einführung Esperanto erprobt. Das Tschechisch-Portal wurde bei der Internationalen Konferenz „Klíč k češtině jako cizímu jazyku“ auf Deutsch: „Der Schlüssel zum Tschechischen als Fremdsprache“, in Brünn 9. – 11. September 2015 vorgestellt. Während der Pressekonferenz im Rahmen der Internationalen Konferenz wurde auch auf die aktuellen Ereignisse der Flüchtlingskrise reagiert und das Tschechisch-Portal „mluvtecesky.net“ als eine der möglichen Sprachhoffensiven angesprochen, da das Portal mit spezieller Übersetzungsoberfläche arbeitet, die die Übersetzung in weitere Fremdsprachen ermöglicht, u.a. auch ins Arabische.

1.1 Technische Daten zu dem Portal

Im Portal „mluvtecesky.net“ („Sprechen Sie Tschechisch“) wurden mehr als 350 Seiten (ca. 616.670 Zeichen) in der Übersetzungsoberfläche geschrieben. Die gesamte Programmierungssprache umfasst ca. 4.000.000 Zeichen (d.h. Inhalt, HTML, CSS, JS und PHP Code), was etwa 2.200 Seiten entspricht. Das Studio Gaus verwendete die neuesten Technologien wie HTML5 und CSS3 um die Nutzung auf verschiedenen Medien (inkl. iPad) zu ermöglichen. Die neueste Technologie garantiert selbstverständlich auch schnelle Ladezeiten, was vor allem für jüngere Nutzer ein wichtiges Kriterium darstellt. Das Portal ist mit den gängigsten Suchmaschinen kompatibel.

Das Portal „mluvtecesky.net“ beinhaltet mehr als 800 Illustrationen, die das Erlernen der zweitgrößten westslawischen Sprache unterstreichen. Die mehr als 2.000 Audiodateien wurden von Muttersprachlern in einem professionellen Tonstudio aufgenommen und können jederzeit angehört werden, sowohl am PC als auch am Mobiltelefon oder Tablet. Für ein besseres Verständnis können einige Hörtexte ein- und ausgeblendet werden. Die mehr als 1.700 diversen Übungen ermöglichen abwechslungsreiches und effizientes Erlernen der tschechischen Sprache. Die Übungen sind interaktiv und basieren auf verschiedenen Systemen (Drop-Down-Audio-Übungen, Drag & Drop, Hörverstehen und viel mehr). (vgl. https://docs.google.com/presentation/d/1WCsQI_b1NiUMg5afvTzYOBUSkndLOynCAkiLAd443Ec/edit#slide=id.p12)

Um den Lernfortschritt zu dokumentieren, sehen die Benutzer nach jeder Übung ihr Ergebnis in Prozentpunkten, der Lernfortschritt wird automatisch gespeichert und die Lernenden können dort fortsetzen, wo sie aufgehört haben. Die Fehler werden rot markiert und die unkorrekten Antworten können noch einmal beantwortet werden. Das ermöglicht den Lernenden ein motivierendes Selbststudium. Zusätzlich gibt es die Möglichkeit, viele Vokabeln bzw. ganze Texte durchs Klicken in die gewählte Sprache zu übersetzen, bzw. sich weitere Informationen zur Grammatik und Länder- und Kulturkunde zu beschaffen. Den Lernenden steht zusätzlich ein Forum zur Verfügung, in dem sie sich untereinander austauschen können. Dies Ganze kann jedoch ein hochwertiges F2F Tschechisch-Unterricht nicht ersetzen, kann aber als sinnvolle Ergänzung für die Phasen des Selbststudiums eingesetzt werden.



Quelle: <http://mluvtecesky.net/de/courses/a1/1/1/2>

Das Portal „mluvtecesky.net“ wird durch eine einfache und intuitive Navigation, die sg. „Drei-Klick-Regel“ als userfreundlich bezeichnet. *„Die Drei-Klick-Regel besagt, dass der Besucher einer Webseite nie mehr als drei Klicks benötigen sollte um an sein Ziel zu gelangen. Die Regel ist Ausdruck des Bestrebens, Websites benutzerfreundlich und überschaubar zu gestalten.“* (von Lackum, 2010: 46) Am Beispiel „mluvtecesky.net“ bedeutet es, dass der Erste Klick auf den Button „Kurs“, der Zweite auf das „Niveau A1“ und der Dritte auf die „Lektion 1“ gesetzt werden. So kommen die Lernenden auf dem schnellsten Weg zu den Lektionen und können mit dem Selbststudium beginnen. Die Struktur der einzelnen Lektionen ist übersichtlich und die Orientierung in der Lektion und im ganzen Portal funktioniert sehr gut und schnell.

Das Online Tschechisch-Portal „mluvtecesky.net“ bietet im Bereich „Einführung“ wichtige Informationen zum Land und Sprache, Gesundheitssystem und Leben und Arbeit. Hier kann man zwischen den 5 Sprachversionen wählen, was einen großen Vorteil für die Lernenden bietet. Der Bereich „Kurse“ ist in insgesamt 6 Kategorien untergeteilt. Es sind: „Nützliche Phrasen“ mit der Übersetzung in die gewählte Sprache, „Kurs A1“, „Kurs A2“ und der medizinische Spezialkurs mit der „Klinischen Propädeutik“, „Inneren Medizin“ und „Weiteren klinischen Fächern“. Im Bereich „Grammatik“ finden die Lernenden in der gewählten Sprache die wichtigsten Aspekte der tschechischen Grammatik mit Beispielen, Übersichtstabellen usw. Der letzte Bereich „Forum“ bietet den Lernenden die Möglichkeit, sich untereinander auszutauschen.

1.2 Zwei Niveaus – ein Erfolg

Die generative Sprachanwendung wurde auf zwei Niveaus analysiert; auf dem Niveau A 1 als niedrigstem Niveau der generativen Sprachanwendung und auf dem Niveau A2, das laut GER das zweitniedrigste Niveau der generativen Sprachanwendung ist.

1.2.1 Niveau A1 – elementare Sprachanwendung

Niveau A1 ist laut GER das niedrigste Niveau der generativen Sprachanwendung. *„Der Lernende kann vertraute, alltägliche Ausdrücke und ganz einfache Sätze verstehen und verwenden, die auf die Befriedigung konkreter Bedürfnisse zielen. Kann sich und andere vorstellen und anderen Leuten Fragen zu ihrer Person stellen - z. B. wo sie wohnen, was für Leute sie kennen oder was für Dinge sie haben - und kann auf Fragen dieser Art Antwort geben. Kann sich auf einfache Art verständigen, wenn die Gesprächspartnerinnen oder Gesprächspartner langsam und deutlich sprechen und bereit sind zu helfen.“* (<http://www.europaeischer-referenzrahmen.de/sprachniveau.php>)

Die Themen wurden in insgesamt 15 Kapiteln aufgeteilt. Es sind:

- | | |
|--|--|
| ▶ Überlebens-tschechisch | ▶ Urlaub. Wetter |
| ▶ Machen wir uns bekannt | ▶ Wir planen die Zeit |
| ▶ Orientierung im Krankenhaus | ▶ Haus und Wohnung |
| ▶ Orientierung in der Stadt | ▶ Geschäfte und Reklamationen |
| ▶ Speisen und Getränke. Im Restaurant | ▶ Willst du (nicht) kommen? Am Bahnhof und am Flughafen |
| ▶ Meine Familie | ▶ Menschlicher Körper I. Beim Arzt I. |
| ▶ Wann treffen wir uns? | ▶ Zu Besuch |

► Was hast du am Wochenende gemacht?

Die Themen sind für alle Interessenten geeignet und die fett markierten Lektionen eignen sich hervorragend für die Tourismusbranche. Es ist von großer Bedeutung, dass die Touristen in ihrer Muttersprache begrüßt und mit einfachen Phrasen informiert werden können. Das zeigt ein großes Interesse an dieser Touristengruppe und wird hoch geschätzt. Dies kann zu der Steigerung der Anzahl der Touristen aus diesem Land führen.

Als Beispiel möchte ich die Lektion 5 zum Thema **„Speisen und Getränke. Im Restaurant“** vorstellen. Der Teil 1 **„Speisen und Getränke“** beginnt mit einer Übung zur Aussprache der häufigsten Speisen und Getränke. Als Vorteil möchte ich anführen, dass die Lernenden die Übung überall hören und die Aussprache üben können, als Nachteil jedoch, dass die Aussprache in dieser Form nicht vom Lehrenden korrigiert werden kann und dadurch u.a. inkorrekte Aussprache fixiert werden könnte. Die nächste Übung beschäftigt sich mit der korrekten Schreibweise und Aussprache einiger Speisen und Getränke. Hier kann man 100% die Schreibweise überprüfen, jedoch auch hier bleibt die Aussprache unkorrigiert. Die Übung Nr. 3 beschäftigt sich mit den Endungen der tschechischen Adjektive und den typischen Endungen. Die Grammatik wird in der ausgewählten Sprache kurz erklärt, man kann auch auf das Wort „hier“ klicken und man wird zu einer ausführlichen Erklärung geleitet. Die Übung eignet sich hervorragend für das Selbststudium. Die folgende Übung beschäftigt sich mit Demonstrativpronomen und Endungen der Adjektive. Auch diese Übung ist für das Selbststudium gut geeignet. Die Übung Nr. 5 übt positive und negative Antworten auf die Fragen mit Fragewort „wie“. In dieser Übung werden auch umgangssprachige Endungen kurz erklärt, meiner Meinung nach etwas zu früh, vor allem im Bereich des Selbststudiums.

Der 2. Teil **„Im Restaurant“** beginnt mit einer Hörübung zu der Bestellung. Hier wird der Akkusativ Singular eingeführt und auf eine ausführliche Erklärung verwiesen. Diese Übung ist für Selbststudium gut geeignet, jedoch die Grammatikerklärungen für das Niveau A1 etwas zu umfangreich. Die Übung 2 übt die Verwendung des Akkusativs und die Unterscheidung zum Nominativ, jedoch ohne Erklärungen. Die Übung 3 festigt die Endungen des Akkusativs. Die Übung 4 beschäftigt sich mit dem Verb „dát si“ (auf Deutsch nehmen) und der sog. 2. Position des reflexiven Partikels „si“. Übung 5 übt die wichtigsten Phrasen und das Leseverständnis. Die Übung 6 festigt Phrasen, die der Kellner und der Gast verwenden.

Der Teil 3 **„Auf einer Party“** beginnt mit einem Dialog, wo man den Hörtext ein- und ausblenden kann und bei den einzelnen Vokabeln durch das Klicken auf das Wort die Übersetzung anzeigen kann. Das Verständnis wird durch eine Kontrollfrage überprüft - eine optimale Übung für das Selbststudium. Die Übung 2 beschäftigt sich noch einmal mit demselben Text, jedoch ohne Transkript und die Fragen werden durch „ja“ oder „nein“ beantwortet. Die Übung 3 festigt die Verwendung des Verbs „trinken“ und die Übung 4 bis 8 mit den Verben „trinken, mögen und essen“. Auch diese beiden Übungen können hervorragend zum Selbststudium genutzt werden. Auch hier findet man zusätzliche Informationen zur Grammatik in der gewählten Sprache.

Der Teil 4 **„Was essen wir wann“** konzentriert sich auf die Uhrzeiten und Begriffe „Frühstück, Mittag- und Abendessen“ und welche Speisen wann gegessen werden. Zusätzlich wird der Instrumental eingeführt – eine gelungene Kombination. In der Übung 3 werden Zahlen wiederholt.

Der 5. Teil **„Wichtige Begriffe und Phrasen“** fasst wichtigste Phrasen zum Thema „Speisen und Getränke. Im Restaurant“ mit deren Übersetzung in die gewählte Sprache zusammen.

Der 6. Teil **„Test“** überprüft auf insgesamt vier Seiten das Erlernte. Als Vorteil hier würde ich die Festigung des Vokabulars und die Verbesserung des Hörverständnisses anführen. Als Nachteil jedoch die mangelnde Überprüfung der Sprechfertigkeit und Festigung der mündlichen Kommunikation, die durch ein Online-Portal nicht gegeben werden kann. Als ergänzendes Medium für das Selbststudium neben der Präsenzphasen ist das Online-Portal „mluvtecesky.net“ wärmstens zu empfehlen.

1.2.2 Niveau A2 – elementare Sprachanwendung

Niveau A2 ist laut GER das zweitniedrigste Niveau der generativen Sprachanwendung. *„Der Lernende kann Sätze und häufig gebrauchte Ausdrücke verstehen, die mit Bereichen von ganz unmittelbarer Bedeutung zusammenhängen (z. B. Informationen zur Person und zur Familie, Einkaufen, Arbeit, nähere Umgebung). Kann sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen einfachen und direkten Austausch von Informationen über vertraute und geläufige Dinge geht. Kann mit einfachen Mitteln die eigene Herkunft und Ausbildung, die direkte Umgebung und Dinge im Zusammenhang mit unmittelbaren Bedürfnissen beschreiben.“* (<http://www.europaeischer-referenzrahmen.de/sprachniveau.php>)

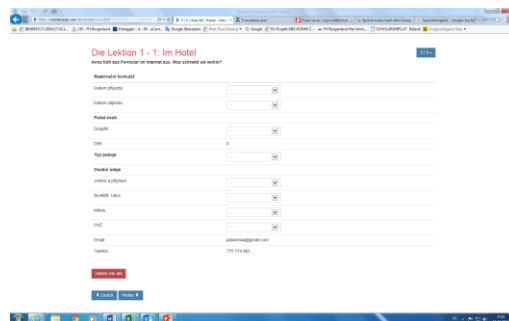
Das Niveau A2 besteht, genauso wie das Niveau A1, aus insgesamt 15 Lektionen. Es sind:

- ▶ **Im Hotel. Dienstleistungen**
- ▶ Berufe. Ich suche einen Job
- ▶ In der Sprachschule
- ▶ **Ich und die Menschen um mich herum**
- ▶ **Der Ort, wo ich wohne**
- ▶ Aussehen und Bekleidung. Was wäre, wenn ...
- ▶ Computer und Internet
- ▶ **Arbeitskommunikation**
- ▶ **Tschechische Bräuche und Traditionen**
- ▶ **Sehenswürdigkeiten in der Tschechischen Republik**
- ▶ **Gesundheit und Lebensstil**
- ▶ Menschlicher Körper II. Beim Arzt II
- ▶ Unfälle
- ▶ In der Apotheke
- ▶ Ein Tag im Krankenhaus

Auch auf dem Niveau A2 sind die Themen für alle Interessenten geeignet und die fett markierten Lektionen eignen sich hervorragend für die Tourismusbranche. Als wichtigstes Thema in diesem Zusammenhang möchte ich die Lektion Nr. 1 „**Im Hotel. Dienstleistungen**“ hervorheben.

Die Lektion setzt sich aus folgenden Teilen zusammen:

- ▶ Im Hotel
- ▶ Welche Berufe kennen Sie?
- ▶ Dienstleistungen
- ▶ Wichtige Begriffe und Phrasen
- ▶ Test



Quelle: <http://mluvtecesky.net/de/courses/a2/1/1> <http://mluvtecesky.net/de/courses/a2/1/1/3>

In der Lektion werden die wichtigsten Begriffe und Phrasen aus dem Themenbereich Hotel und Dienstleistungen geübt. Als einer der wichtigsten Übungen für die Tourismusbranche möchte ich den ersten Dialog und das Reservierungsformular als beispielhaft nehmen. In dieser Lektion wird die Kategorie der perfektiven und imperfektiven Verben eingeführt und geübt. Die Dialoge können auch in dieser Lektion ein – und ausgeblendet werden. Wichtige Phrasen und Begriffe findet man im Teil 4. Der letzte Teil überprüft in der schriftlichen Form auf insgesamt fünf Seiten das Erlernte zum Thema Hotel und Dienstleistungen.

2. DIE MEDIZINISCHE FACHSPRACHE

Die medizinische Sprache bildet den Hauptteil des Tschechisch-Online-Kurses. Der Spezialkurs „Medizinisches Tschechisch“ richtet sich vor allem an die Zielgruppe der Medizinstudierenden und der im Gesundheitswesen tätigen Personen und ist daher in dem höchsten Bereich des GER einzuordnen. Die medizinische Fachsprache kann man in drei größere Kurse und insgesamt 37 Lektionen einteilen. Die drei Kurse sind:

1. Klinische Propädeutik mit 10 Lektionen
2. Innere Medizin mit 11 Lektionen
3. Weitere klinische Fächer mit 16 Lektionen

3. SCHLUSSFOLGERUNG

Das Online Tschechisch-Sprachportal „mluvtecesky.net“ bietet den Lernenden die Möglichkeit, sich ein vertiefendes Wissen anhand von aktuellen und interessanten Materialien anzueignen. Das Einzigartige dabei ist das Angebot an Sprachversionen: Tschechisch, Englisch, Deutsch, Polnisch und Slowakisch mit der Möglichkeit einer Spracherweiterung.

Das Online Tschechisch-Portal „mluvtecesky.net“ bietet im Bereich „**Einführung**“ wichtige Informationen zum Land und Sprache, Gesundheitssystem und Leben und Arbeit. Hier kann man zwischen den fünf Sprachversionen wählen, was einen großen Vorteil bietet, da man die Informationen zuerst auf Deutsch und dasselbe auf Tschechisch lesen kann.

Der Bereich „**Kurse**“ ist in insgesamt sechs Kategorien untergeteilt. Es sind:

- Nützliche Phrasen mit der Übersetzung in die gewählte Sprache
- Kurs A1
- Kurs A2
- Klinische Propädeutik
- Innere Medizin
- Weitere klinische Fächer

Der Bereich „**Grammatik**“ erklärt in der gewählten Sprache die wichtigsten Aspekte der tschechischen Grammatik mit Beispielen, Übersichtstabellen etc.

Der letzte Bereich „**Forum**“ bietet den Lernenden die Möglichkeit sich untereinander auszutauschen.

Das Online Tschechisch-Sprachportal „mluvtecesky.net“ eignet sich hervorragend für die Phase des Selbststudiums und kann zugleich als ergänzendes Portal von allen Interessenten genutzt werden, jedoch kann auf keinen Fall den F2F Tschechisch-Unterricht ersetzen.

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PRODUKTION FACHSPRACHLICHER ONLINE-LEHR- UND LERNTOOLS UND IHRE NUTZUNG FÜR DIE AUSBILDUNG IN DER FACHRICHTUNG REISEVERKEHR

Im Mittelpunkt dieses Beitrages steht die Präsentation des europäischen Projektes „Produktion fachsprachlicher Online Lehr- und Lerntools und ihre Nutzung für die Ausbildung in der Fachrichtung Reiseverkehr“, das im Dezember 2014 im Rahmen des von der EU geförderten Programms ERASMUS+ startete und vom Koordinator (Technische Universität in Košice/Slowakei) und drei Partnern (Institut für interkulturelle Kommunikation in Ansbach/Deutschland, Philosophische Fakultät Rijeka/Kroatien und dem Bios Life Long Learning Centre in Nicosia/Zypern) konzipiert wurde. Neben der Projektbeschreibung findet die Darstellung des Webportales mit einem Blended-Learning-Deutschkurs zur Entwicklung der fachsprachlichen Kommunikation in der Fachrichtung Reiseverkehr ab den Niveaustufen B1-B2 des Gemeinsamen europäischen Referenzrahmens für Sprachen besondere Berücksichtigung. Der auf der Basis neuer Curricula kooperativ ausgearbeitete Kurs ist auf die für den zukunftsorientierten Tourismus relevanten Aspekte Medizin, Sicherheit und Umwelt ausgerichtet.

Schlüsselwörter: Blended-Learning-Deutschkurs, Ausbildung Reiseverkehr, Medizin, Sicherheit, Umwelt

This contribution focuses on the presentation of the European project "Production of language-based online teaching and learning tools and their use for the education in the field of travel", launched in December 2014 within the EU-funded ERASMUS + program and by the coordinator (Technical University In Košice / Slovakia) and three partners (Institute for Intercultural Communication in Ansbach / Germany, Rijeka / Rijeka / Bios LifeLearning Center in Nicosia / Cyprus). In addition to the project description, special attention is given to the presentation of the web portal with a blended learning German course for the development of the subject-specific communication in the field of travel and tourism from the B1-B2 level of the Common European Framework of Languages. The course, developed on the basis of new curricula, is geared towards future-oriented tourism which includes the aspects as medicine, safety and environment.

Keywords: blended learning German course, education in travel industry, medicine, safety, environment

EINFÜHRUNG

Im Dezember 2014 startete im Rahmen des von der EU geförderten Programms ERASMUS+ das Entwicklungsprojekt „Produktion fachsprachlicher Online Lehr- und Lerntools und ihre Nutzung für die Ausbildung in der Fachrichtung Reiseverkehr“ (Akronym FALINAR), das vom Koordinator, dem Lehrstuhl für Fremdsprachen an der Technischen Universität in Košice (Slowakei) und drei Partnern, dem Institut für Interkulturelle Kommunikation e.V. (Deutschland), der Philosophischen Fakultät der Universität Rijeka (Kroatien) und dem Bios Life Long Learning Centre (Zypern) konzipiert wurde. Das Projekt befasst sich unter Einschluss technologiegestützter Modularisierungskonzepte mit der Vermittlung der aktuellen fachsprachlichen Kommunikation im Reiseverkehr. Es reagiert auf neueste Trends im modernen Tourismus, in dem drei Aspekte eine zunehmende Bedeutung erlangen: Sicherheit, Umwelt und Medizin. Die Reisenden wollen heute sicher und umweltbewusst reisen und

häufiger als bisher medizinisch betreut oder versorgt werden. Die im Tourismus Beschäftigten müssen sich sowohl inhaltlich als auch sprachlich darauf vorbereiten. Wie sich aus Darstellungen zu den Zukunftstrends des Reiseverkehrs ergibt, sind die hier zu lösenden Probleme komplex und vielfältig. Dies hat verschiedene Ursachen, die man mit der Überalterung in modernen Industriestaaten, mit dem aktuellen Incoming- und Outgoing-Tourismus, dem Senioren-, Gesundheits-, Wellness- und barrierefreien Tourismus, kombinierten Angeboten der Tourismus und Pflegebereiche in Verbindung bringen kann. Aus unserer Sicht sollten die drei oben genannten Aspekte in der universitären fachsprachlichen Ausbildung berücksichtigt werden und die traditionellen Aspekte in Lehr- und Lernstudienplänen (Gastronomie, Hotellerie, Management, Marketing) maßgeblich erweitern. Es ergibt sich die Notwendigkeit, die erwähnten Aspekte in einschließende Sprachcurricula zu erarbeiten, da diese kaum in traditionellen Print- und Online-Medien für den Fachdeutschunterricht zur Verfügung stehen. Nachfolgend soll das Projekt unter besonderer Berücksichtigung der Darstellung der Ziele und Aufgaben veranschaulicht werden. Daraufhin wird das Webportal, das für den Blended-Learning-Kurs ausgearbeitet wurde, dargestellt. Am Ende erfolgt ein Ausblick.

1. PROJEKTDESCREIBUNG

Das Projekt befasst sich mit der Vermittlung der aktuellen fachsprachlichen Kommunikation mit den neuen EU-Mitgliedern im Reiseverkehr unter Einschluss medizinischer, sicherheits- und umweltpolitischer Aspekte. Der innovative Charakter des Projekts zeigt sich hinsichtlich seiner inhaltlichen, methodisch-didaktischen und technologischen Ausrichtung. Es werden neue Inhaltsschwerpunkte in einem Blended-Learning Kurs unter Einschluss der neuen Aspekte des Reiseverkehrs in Sprachcurricula umgesetzt, die bisher in traditionellen Lehr- und Lernmaterialien nicht oder noch ungenügend den neuesten Tourismusentwicklungen angepasst sind.

1.1. Ziele¶

Ziel des Projekts ist die wegen bisher fehlender, adäquater Materialien erforderliche nachhaltige Entwicklung der fachsprachlichen Kommunikation im Reiseverkehr für die mit den deutschsprachigen Ländern eng kooperierenden Partnerländer unter Einschluss der medizinischen, sicherheits- und umweltpolitischen Aspekte. Die Studierenden im Bereich Reiseverkehr sollen unter Nutzung moderner Medien dazu befähigt werden, die in Europa gegebenen Möglichkeiten besser als bisher zu realisieren. Aus diesem Grund ergibt sich die Notwendigkeit der Konzeption und Produktion von innovativen und zielgruppenspezifischen Lehr- und Lernmaterialien für die kurz- (Dozenten/Tutoren) und langfristigen Zielgruppen (Studierende) und Multiplikatoren, berufliche Organisationen/Stakeholder in Gestalt einer modernen Blended-Learning-Plattform. Deren Nutzung soll schließlich zur lebenslangen Erwachsenenbildung und beruflichen Bildung zwecks Sicherung der Beschäftigungsfähigkeit sowie zur europäischen Integration beitragen.

1.2. Aufgaben

Um die erwähnten Ziele dieses Entwicklungsprojektes erreichen zu können, ergaben sich für das Konsortium mehrere Aufgaben. Die wichtigste betrifft die Erarbeitung neuer Sprachcurricula und Lerninhalte unter Berücksichtigung der obengenannten Aspekte und deren Umsetzung in eine Online-Lernplattform. Dazu mussten ausführliche projektrelevante Recherchen zu den Schwerpunkten des Projekts (vorrangig zu Produkten/Materialien) in den Partnerländern erarbeitet werden. Das betrifft insbesondere Recherchen zu Inhalt, Struktur, Methoden und Form der Materialienkonzeption, aufbauend auf vorher geleisteter profunder Erforschung projektrelevanter Grundlagen: wichtige fremdsprachliche und arbeitsmarktpolitische Aspekte der fachsprachlichen Kommunikation, Bedarfsanalyse von Studienplänen, Curricula, Praxisrelevanz und Entwicklungen entsprechender Kompetenzen in Europa und speziell in den Partnerländern. Nach Einsicht in die Ergebnisse dieser Recherchen konnte ein einheitliches methodisch-didaktisches Konzept der Kurse entwickelt und die Themen für die programmierten und Präsenzübungen festgelegt werden. In der darauffolgenden Phase konnte schließlich das Hauptprodukt dieses Projektes erarbeitet werden, nämlich das mehrsprachige

interaktive, tutorielle Blended-Learning-Webportal mit Handbüchern, und programmierten Präsenz-Übungen, Videos, Audioaufnahmen, Anleitungen, Glossaren, ECL-Tests, Podcasts/Videocasts, Wikis, Links, Quiz, Online-Umfragen, Formularen, Statistiken, Blogs, Fotogalerien bzw. einen YouTube-Kanal zur aspektbezogenen Fachkommunikation. Zum leichteren Umgang mit diesen Materialien werden zusätzlich je ein Dozenten-/Tutorienhandbuch pro Sprache mit Lehrszenarien für die Arbeit mit den Blended-Learning-Kursen erarbeitet und den Nutzern zur Verfügung gestellt. Um die Aufgaben innerhalb des Konsortiums effizienter lösen zu können, wurde zu Projektbeginn eine differenzierte interne Projektseite (Intranet) zur internen Kommunikation in Form einer Kommunikationsplattform erarbeitet, was ebenfalls zu den Aufgaben des Projektes zählt. Um Nachhaltigkeit zu sichern, wurden bisher zwei Valorisierungsworkshops (in Rijeka/Kroatien und Nicosia/Zypern) durchgeführt. Vor Projektende im Oktober 2017 steht noch eine Abschlusskonferenz in Košice/Slowakei vor.

2. DAS WEBPORTAL

Das Produkt dieses Projekts ist ein komplexes, modular strukturiertes, Web-2.0-orientiertes Onlineportal mit einem Blended-Learning-Deutschkurs zur Entwicklung der fachsprachlichen Kommunikation der kurzfristigen (Dozenten/Tutoren) und der langfristigen Zielgruppen (Studierende, 235 Multiplikatoren) in der Fachrichtung Reiseverkehr ab den Niveaustufen B1-B2 des Gemeinsamen europäischen Referenzrahmens für Sprachen.

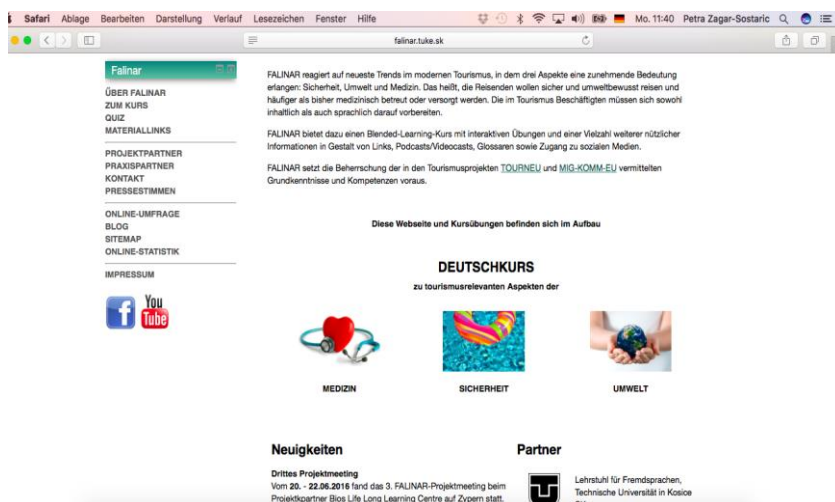


Abb. 1 Webportal des FALINAR-Projektes

Der auf der Basis neuer Curricula kooperativ ausgearbeitete Kurs ist auf die für den zukunftsorientierten Tourismus relevanten Aspekte Medizin, Sicherheit und Umwelt orientiert und setzt die Beherrschung der in den Tourismusprojekten TOURNEU (<http://www.tourneu.eu/>) und MIG-KOMM-EU (<http://www.mig-komm.eu/>) vermittelten Grundkenntnisse und Kompetenzen voraus.

Die aspektbezogenen Module auf dem Webportal bieten Lehr- und Lernmaterial in Form von programmierten Übungen, die die Benutzer selbständig, ohne Hilfe eines Dozenten oder Lehrkraft durcharbeiten können. Weiterführende Übungen, deren Typologie den Benutzern aus Lehrwerken bzw. Lehrmaterialien bekannt ist, stehen für die Präsenzphase zur Verfügung. Viele können ebenfalls ohne Lehrkraft erarbeitet werden, aber da sie oftmals keine eindeutige Lösung wie bei den programmierten Übungen erlauben, ist es sinnvoll, sie in einer Gruppe mit Hilfe einer Lehrkraft, am besten in einem der Präsenzzentren der Projektpartner durchzuführen. Die Glossare ermöglichen einen Überblick über die wichtige Lexik in den obengenannten Arbeitsfeldern.

Es entspricht dem Wesen der Blended-Learning-Kurse, dass deren wichtigste Teile, also das Webportal und die Präsenzphase in den Lernzentren eine Einheit bilden und aufeinander abgestimmt werden. Dieses gilt als Grundlage für den Aufbau der drei Module. In den weiterführenden Übungen

ergibt sich für die Lernenden die Möglichkeit, ihr im Grundmodul erworbenes Wissen noch weitergehend zu vertiefen, vor allem anhand der enthaltenen Übungen zur Förderung interkultureller Kompetenz. Ein gut durchdachtes Quiz dient als Einstieg in die Arbeit mit den Modulen zu den drei genannten Aspekten und interkulturellen Differenzen im Bereich Tourismus.

3. AUSBLICK

Die Voraussetzung des Erfolgs dieses Entwicklungsprojekts bleibt anhand umfassender Dissemination, Erprobung, Evaluierung, Valorisierung und Optimierung der Materialien festzulegen. Die Evaluierung und Optimierung der Komponenten zielen vornehmlich auf Praxiserprobungen auf der Basis valider Erprobungstools, die in den Schritten Kursarbeit, Datenerhebung, Datenverarbeitung, Auswertung und Darstellung in Gestalt von Berichten, Fragebögen, Interviews und Protokollen der Kurse erfolgen. Die Erprobung genügt der Kriterien Objektivität, Reliabilität, Validität, Wirtschaftlichkeit, Nützlichkeit, Normierung und Vergleichbarkeit. Dieses wird in Beobachtungsprotokollen, Interviews, Fragebögen und Berichten dokumentiert und vom Konsortium ausgewertet. Für alle Anregungen im öffentlichen Blog und die Teilnahme an unserer Online-Umfrage zu Medizin-, Sicherheit- und Umweltaspekt im Tourismus auf unserem Webportal sind wir allen dankbar.

LINK ZUM WEBPORTAL

<http://falinar.tuke.sk/moodle/>

PROJEKTBEZOGENE WEBLINKS

<http://www.tourneu.eu>

<http://www.mig-komm.eu>

<http://www.imed-komm.eu>

BOOK REVIEW

BRIGITA BOSNAR-VALKOVIĆ

Business Communication in Tourism, Opatija: Faculty of Tourism and Hospitality Management Opatija, 2015, 118 pages, ISBN 978-953-7842-31-4.

Communicating professionally and efficiently in tourism represents a real challenge for anyone who is planning a career in the tourism industry or who already works in the field and has contact with native or non-native speakers of English. In order to satisfy such needs, the course-book *Business communication in tourism* was written. It offers a set of speaking and writing skills aimed to promote successful business communication in tourism in direct contact, phone contact and business correspondence with customers.

The course book *Business communication in tourism* provides context-based vocabulary, expressions and phrases to be used in written and oral communication in tourism in a comprehensive and easy-to-learn way so that students are trained to become operational. *Business communication in tourism* assumes a fairly good working knowledge of English at level B1 and can also be used for self-study.

The units present topic-based language functions and patterns accompanied by related grammatical structures and exercises aimed to acquire and consolidate specialist vocabulary to be practised through exercises. An extensive word list is provided at the end of the book. A selection of most common abbreviations students need to learn to work on the material provided are listed at the beginning of the book.

Business Communication in Tourism consists of twelve thematic units. Each unit covers a wide variety of situations met by members of tourism industry in their everyday professional communication. The first four units provide opportunities for oral practice through communicative activities designed for business and personal exchange including phone calls, meeting and socializing. In the first unit titled *Establishing a business contact* following communication activities are dealt with: establishing contact with a business partner, making and postponing appointments, making phone calls, getting familiar with business letter layout, writing a newsletter (circular letter). The second unit *Establishing a personal business contact* deals with meeting someone, introducing yourself and others, getting to know someone, introducing yourself to someone, initiating short conversations and opening a business meeting. The third unit *Business meeting* focuses on communication activities related to conducting a business meeting, introducing a hotel and a tour operator and making apologies. In the fourth unit *Eating out and socializing with business partners* focus is on the following communication activities: inviting a business partner to a dinner / lunch, recommending food and drinks, keeping the conversation going during business meals, saying goodbye to a business partner, getting familiar with dining etiquette.

Writing skills are explored in the following eight units that focus on correspondence. Communication activities of the fifth unit titled *Inquiries* are: refer to something, ask for an offer, thank someone for something, while the sixth unit *Offer to make an inquiry* deals with making an offer, specifying rates, dealing with cancellation deadlines and vacancies, asking for a deposit, asking for a reservation and room list, giving negative response to an inquiry. In the seventh unit titled *Contract of allotment* the activities of asking for room allocation and confirming it, asking to send a contract and putting together a contract are practiced. The eighth unit *Booking* comprises the communication activities related to referring to the offer and expressing thanks, informing about the time of arrival and departure, asking to send a room list, asking for understanding and giving reasons for a cancellation. The following communication activities: ask to settle the bill, refer to the bill settlement and write a reminder are a constituent part of the unit *Settlement of accounts*. The tenth unit on *Complaints* concentrates on communication activities dealing with complaints, writing a letter of complaint and replying to a letter of complaint. Writing an application letter and a CV and introducing oneself in an interview are the major communication activities of the eleventh unit titled *Job application*. The course-book ends up with the twelfth unit *Letters on private and social situations* and related communication activities dealing with expressing best wishes on different occasions and writing letters of condolences.

This course-book contributes to upgrade professional training in a diverse and multidisciplinary field of tourism and to promote effective communicative competence among diverse participants.

Ana Kolić-Marković