

The English of Tourism

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Edited by

Georgeta Rață, Ioan Petroman
and Cornelia Petroman

CAMBRIDGE
SCHOLARS

P U B L I S H I N G

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FOREWORD

The English of Tourism is a collection of essays that would appeal to the *hotel and restaurant staff, lexicographers, professors, researchers, students, tour-guides, tour-operators, and translators from Croatian-, English-, French-, Romanian, and Russian-speaking countries, working in their own countries or abroad.*

The approach is a linguistic one with a focus on **stylistic features** and **technical lexis**. The different aspects of the English used in the *field of tourism* (tourism industry, hospitality) and in some *fields related to tourism* (gastronomy, hotel, restaurant, toilet, sports and adventure tourism, tourist industry advertising) are analysed from different points of view.

Several essays focus on the **impact of tourism** on the evolution of the English language – English as a *Global Language* (Dragana Vuković-Vojnović and Marija Nićin) or a *Lingua Franca* (Sara Zamir, Sara Hauptman and Rachel Tal); on the development of tourism-related concepts – *authenticity* (Georgeta Rață), *Islamic Tourism* (Cornelia Petroman and Ioan Petroman), *Malaysian cuisine* (Georgeta Rață, Ioan Petroman, Cornelia Petroman and Ioan Trișcău); and on the *linguistic marketing of a country* (Jovana Dimitrijević-Savić, Marta Dimitrijević and Jelena Danilović).

The English of Tourism relies on several **morphological** ways of building up its own list of terms: *abbreviation* – the frequent acronyms in the English of Tourism used in New Zealand (Anica Perković and Georgeta Rață), *combination/compounding* – the combining forms with *eco-* in the English of Eco-Tourism in India (Georgeta Rață, Cornelia Petroman, Ioan Petroman and Anica Perković), *derivation* (Scott Hollifield, Ioan Petroman and Cornelia Petroman), etc.

Three papers focus on the English of Tourism from a **morphosyntactic point of view**: one analyses “adjectival tourisms” (Georgeta Rață), another one analyses types of tourism in the countryside (Georgeta Rață, Anica Perković and Ioan Petroman), and a third one analyses “travel” collocations (Georgeta Rață).

As for **lexicology** and **lexicography**, the authors focused on English borrowings in the Croatian and Romanian of Cuisine (Anica Perković and Georgeta Rață), in the Croatian and Romanian of Drinks (Mircea-Ionuț

Petroman, Cornelia Petroman And Anica Perković), in the Romanian of Agritourism – internet sites (Georgeta Rață, Cornelia Petroman and Ioan Petroman), in the Romanian of Cuisine (Scott Hollifield, Cornelia Petroman and Ioan Petroman), in the Romanian of Drinks (Georgeta Rață, Scott Hollifield and Ioan Petroman), in the Romanian of Sports and Adventure Tourism (Anica Perković and Georgeta Rață; Alina-Andreea Dragoescu and Petru-Eugen Mergheș), and in the Romanian of Tourism – travel agencies and sites of travel agencies (Georgeta Rață and Ioan Petroman); on French borrowings in the English of Gastronomy (Alina-Andreea Dragoescu) and on Russian borrowings in the English of Cuisine (Georgeta Rață and Anica Perković).

Semantics is represented by papers in which the focus is on synonymy – the case of *travel* (Georgeta Rață, Scott Hollifield, Ioan Petroman and Cornelia Petroman), *semantic fields* – *coffee* (Cornelia Petroman, Ioan Petroman and Snježana Tolić), *café* (Cornelia Petroman, Ioan Petroman and Snježana Tolić), *cuisine* (Georgeta Rață and Anica Perković), *toilet* (Georgeta Rață) and on *semantic change* – *cultural tourism* (Dana Percec and Luiza Caraivan).

Three papers deal with **pragmatics** issues: food-related metaphors in culinary tourism advertising (Nadežda Silaški and Tatjana Đurović) and cocktails as metaphors (Alina-Andreea Dragoescu), and the alternative use of commands in the tourist industry advertising (Tatjana Đurović and Nadežda Silaški).

Etymology is under scrutiny since it is a valuable tool in understanding terminology: *hotel* (Scott Hollifield, Ioan Petroman and Cornelia Petroman), *restaurant* (Anica Perković, Ioan Petroman and Cornelia Petroman), and *sports and adventure tourism* (Alina-Andreea Dragoescu and Petru-Eugen Mergheș).

The book would appeal to academic teaching staff, researchers and students in the field of **tourism** and of its main fields – *hospitality* and *food service* – as well as in the field of **English for Specific Purposes (ESP)**.

The Editors

CHAPTER ONE

TOURISM

ENGLISH AS A GLOBAL LANGUAGE IN THE TOURISM INDUSTRY: A CASE STUDY

DRAGANA VUKOVIĆ-VOJNOVIĆ
AND Marija Nićin

Introduction

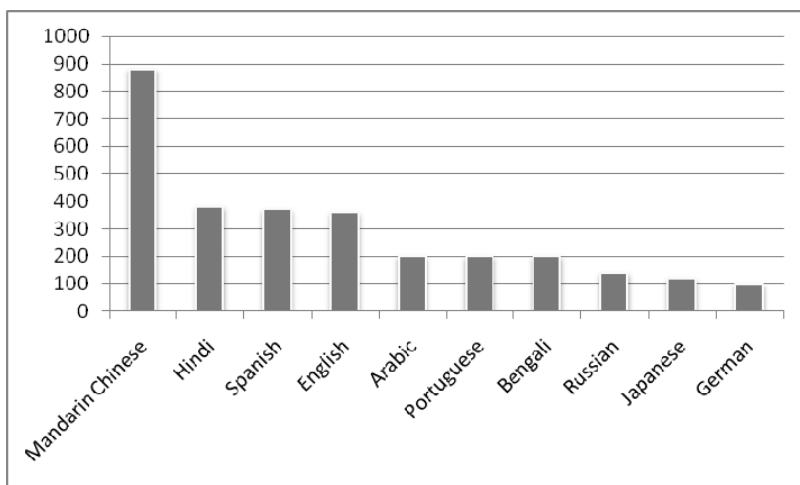
There had never been a time in human history when different nations had a need to communicate to each other so much for the purposes of travel, business, entertainment, etc. The existence of a global language was a logical consequence. The last two centuries of rapid change, and especially the years after World War II, have been extremely rewarding for English to achieve global status (British industrialism in the 19th c., American super-growing economy in the 20th c.).

A language cannot survive on its own without the people who use it. It takes many factors to build and develop one language: military power, economic growth, and development of science and technology. Together with the rapid development of communication technologies, marketing and advertising, a worldwide impact of one language is unambiguous. The language behind all these is English; nowadays no longer connected to the countries which constitute the standard origin of English (e.g., the USA, the UK, and Ireland), it is an international language in a global sense. English is no longer a privilege of its native speakers: more than ever, it is “owned” by a global community across all continents. This has affected not only the economic and political aspect of the human society, but also the educational aspect – English made the “transition from foreign language to basic skill” (Graddol 2006). This is obvious in the fact that a lot of non-native speakers of English claim to “know” or “speak” English, regardless of the level of their fluency or proficiency. All this influences the process of teaching and learning English as a foreign language and should be incorporated in the EFL curriculum.

This paper shows the importance of English as a global language in the professional context of the tourism industry in two main urban, tourist destinations in Serbia, Novi Sad and Belgrade. Furthermore, it includes

more analysis of the language functions in the tourism context, in particular the needs analysis of speaking skill tasks. The study relies on a questionnaire distributed to tourism employees in Novi Sad and Belgrade. There is also a brief comparison of the result of this study with another needs analysis study conducted among students of tourism a few years ago, which investigated their expectations related to the use of English in a professional context.

English as a Global Language



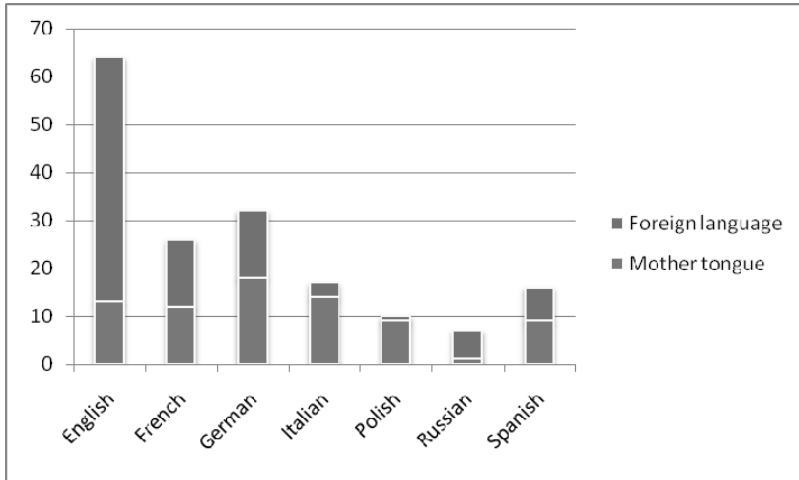
After: *Vistawide.com*.

Online: http://www.vistawide.com/languages/top_30_languages

Figure 1-1. Languages by the number of native speakers (in millions)

A language achieves a genuinely global status when it develops a prominent role recognized in every country. Language has to be taken up by other countries around the world to achieve such a status. They must decide to give it a prominent place within their communities, even though they may have few (or no) mother-tongue speakers (Crystal 2003). About 25% of the world population is already fluent or proficient in English. No other language can match this trend. Although there are more native speakers of Mandarin Chinese than of English (*Vistawide.com*. Online: http://www.vistawide.com/languages/top_30_languages) (Figure 1-1), when combined with non-native speakers, English becomes the most

commonly used language (*Eurobarometer Survey*. Online: http://ec.europa.eu/languages/documents/2006-special-eurobarometer-survey-64.3-europeans-and-languages-summary_en.pdf) (Figure 1-2).



After: *Eurobarometer Survey*.

Online: http://ec.europa.eu/languages/documents/2006-special-eurobarometer-survey-64.3-europeans-and-languages-summary_en.pdf

Figure 1-2. Languages most commonly used in the EU (%)

The situation in Europe resembles the global picture. Despite the fact that the European Commission promotes the concept of multilingualism (mother tongue + two foreign languages) through the whole range of its programmes, they recognise English as the most commonly used language in the European Union.

According to data, the leading language in the European Union by the number of native speakers is German, while English ranks second, and followed by French and Italian. However, 51% of the respondents speak English either as their mother tongue or a foreign language. Other most popular second languages are French and German, followed by Spanish and Russian. The fact is that the number of native speakers is not the most influential factor which determines the power of one language in a wider sense (just as it is the case with Mandarin Chinese on a global level).

English is, now, the language most widely taught as a foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and

Brazil, and, in most of the countries, it is emerging as the predominant foreign language to be encountered in schools, often displacing another language in the process. (Crystal 2003)

Serbia is experiencing the same tendency. English has replaced Russian as the first foreign language taught in schools in Serbia since the 1980s. Today, only a few schools on the territory of the whole Serbia incorporate Russian as the first foreign language into their study programmes, which was the most prominent language in the era prior to the 1980s because of strong political connections that existed between the two countries. German and French also have had a long tradition of as foreign languages in Serbia and both of them belong to the leading languages in Europe. Serbia has also accepted the trend of three languages, so all students, in addition to Serbian, study English and another foreign language – most often German, followed by French, Russian, Spanish or Italian. In the northern part of Serbia (Province of Vojvodina), students can also learn minority languages as their mother tongues or additional languages. These languages include Hungarian, Slovak, Romanian, Ruthenian, Bulgarian, Roma and others.

English in the Context of the Tourism Industry

As it has already been established, English is the most widely spoken foreign language throughout Europe and the whole world. As a consequence, the reasons for learning English are becoming more tied to professional reasons (using language skills at work, working abroad, and personal satisfaction), and people may be highly motivated to learn it as it can produce more benefits than any other language. English is an additional language in the world of business meetings, corporate conventions, and international conferences. Many high-profile international organisations (e.g., the United Nations, the International Monetary Fund, the World Bank Group, the World Health Organisation, the International Labour Organisation) consisting of different commissions, committees, expert bodies and other use English as the only official language.

Since the English language has already been established as the one with the major influence, they expect that this is particularly evident in the area of international travel. Road signs, airport announcements, brochures, restaurant menus, signs in shop windows, different safety instructions and credit card facilities are particularly often in English or have a parallel version in English.

The tourism sector represents a significant part of a country's economy. Employees in tourism (tourism organisations, travel agencies,

hotels and other accommodation facilities) need to be fully prepared to meet all kinds of demands made by their clients. That is the main reason why communication in tourism is more sensitive than in other branches (Blažević & Blažević 2007) and knowledge of different languages has no alternative.

At the Faculty of Sciences (University of Novi Sad, Serbia), students in tourism and hotel management, including gastronomy and hunting tourism modules, study English as a compulsory course in their first and second year of undergraduate studies and an elective course in senior years. They organise compulsory courses in English for Tourism in four one-semester courses which aim at acquiring specialist language skills and vocabulary, starting from CEFR level A1 up to level B2. Students also study German as a compulsory subject in their third year of undergraduate studies. In the fourth year, they can choose an elective subject English – Communication Skills – as well as a third foreign language – Spanish or French. In the first year of Master Studies, they have a one-semester compulsory course in Business English B2.

Needs Analysis of English as a Global Language in the Serbian Tourism Sector

Teachers and lecturers of languages for specific purposes need to develop their own teaching materials because most of the national or international textbooks do not always answer all the needs of their students (Vuković-Vojnović & Mrksić 2000). These needs are close to teaching and learning aims as well as to the professional and geopolitical context of the educational process. On the one hand, in view of these elements, the aim of this paper was to identify whether English as a global language can meet all the needs in the professional tourism sector in Novi Sad and Belgrade. On the other hand, it was essential to determine how tasks and activities distribute within the speaking skill in the context of the tourism trade and which the most significant ones are. Finally, we compared part of the questionnaire findings to the findings of the needs analysis study conducted among students in tourism at the University of Novi Sad a few years ago.

Context

We chose Novi Sad and Belgrade as two main urban, tourist destinations in Serbia. Belgrade is the capital city of Serbia with over 1.6 million residents (*Media Popis*. Online: <http://media.popis2011.stat.rs>) and it is a

cultural, political and educational hub of Serbia. It lies on two rivers – the Danube and the Sava – and close to the Avala Mountain. Novi Sad is the capital of the Autonomous Province of Vojvodina and the second largest city in the Republic of Serbia with a population of 335,701 according to the Census of 2011 (*Media Popis*. Online: <http://media.popis2011.stat.rs>). It is in the southern part of the Pannonian Plain, on the banks of the Danube River facing the northern slopes of the Fruska Gora Mountain. It is about 80 km from Belgrade. Events that attract the majority of international tourists are the EXIT music festival in July and the International Agricultural Fair in May. There is also a tourist port near the city centre welcoming different river cruise vessels from across Europe that drift along the Danube River.

The number of tourists visiting Novi Sad and Belgrade has steadily risen since 2000. According to the Statistical Office of Serbia, between January and September 2011, most of the international tourists coming to Serbia stayed in Belgrade and Novi Sad, followed by visits to spa centres and mountain resorts (*Srbija Travel*. Online: <http://srbija.travel>). If we look at their country of origin, most of the visitors come from the neighbouring countries (Bosnia and Herzegovina, Montenegro, and Croatia) which used to share a common language called Serbo-Croatian, so the knowledge of English is not required for successful communication with these tourists. Most of other international visitors come from European countries (Slovenia, Germany, Italy, Russia, Romania and Great Britain). This is where the presence of English as a global language is most evident. We will see in the analysis of the questionnaire results that although tourism employees sometimes use other foreign languages than English, most of the time they communicate in English with non-native speakers of English. A special kind of tourists coming by cruise vessels on the Danube usually are from Germany, France, Great Britain and the United States of America.

Research and Questionnaire

For the purpose of this study of language needs of employees in the tourism sector, we interviewed 15 employees of the Tourism Organisation of Novi Sad, 3 of the Tourism Organisation of Vojvodina, 12 of several travel agencies in Novi Sad, and 20 employees of the Hotel Palace in Belgrade. Belgrade is also an educational centre for students in Hospitality, and most of the employees in the restaurant and reception area are high school subject teachers, as well. We asked the employees to

complete a questionnaire on the importance and use of English in their workplace.

The first part of the questionnaire dealt with more general questions about the use of English in their workplace, about the importance of English and of other languages for their jobs and about language skills in English. We asked them whether they used any other foreign languages in their workplace.

In the second part of the test, we asked the employees to provide details about the most frequent tasks and activities within the speaking skill. We supplied a list of highly specific tasks and activities, which they had to rank from 4 to 1 based on their frequency (4 – often, 3 – sometimes, 2 – rarely, and 1 – never). Table 1-1 presents a sample question of the questionnaire.

Table 1-1. How often do you use English in the following situations?

	Often	Sometimes	Rarely	Never
Giving information about accommodation	4	3	2	1
Describing rooms/hotels	4	3	2	1
Reservation procedure	4	3	2	1
Checking in/out procedure in a hotel	4	3	2	1
Ordering meals in a restaurant	4	3	2	1
Conversation in a restaurant	4	3	2	1
Recommending food and beverages	4	3	2	1

Discussion of the NA Results

Hotel Employees

For the purpose of this research, we interviewed twenty employees of the Hotel Palace in Belgrade. Four of them have managerial positions – Reception Manager, Reservations Manager, Restaurant Manager and Head Housekeeper. The others include: four receptionists, four waiters, six room attendants and two other jobs (night porter and telephone operator).

Most of the hotel employees have a high school degree (45%) – all room attendants, a telephone operator, a night porter, one waiter and one

receptionist; a university degree (35%) – most of the reception staff, restaurant managers and one member of the restaurant staff; a high school or college degree (20%) – three members of the restaurant staff and a head housekeeper.

Regardless of their level of educational attainment, 40% of the employees say that they have operational knowledge of English and that they often use it in the workplace. All these employees work at the reception, except for the head housekeeper, so they meet guests on a regular basis. They all say English is particularly useful for successfully performing their jobs. The other respondents have passive knowledge of English (60%), and just over half of them say that English is essential. Only two respondents (two room attendants) in the entire group of twenty employees say that English is not required for their job. When asked whether they use standard English or professional English, most of the respondents say they use only English related to their job (45%), followed by respondents who use both standard and professional English (30%) and respondents who use only standard English related to everyday situations (25%). The last group consists of room attendants.

As far as other languages are concerned, hotel employees who use other foreign languages in their workplace belong mainly to the managerial or to the restaurant staff. They ranked German and Russian in the first place – 35% of the respondents, followed by Italian and French with 25% of the respondents saying that they sometimes use them. Other employees do not use other foreign languages in their workplace. If we combine these data with the statistics for international tourists, it is clear that hotel employees use English as a global language in their workplace most of the time since most of the tourists come from countries where English is not a native language.

In the first part of the questionnaire, the respondents also ranked English language skills (reading, writing, speaking, and listening) according to four categories – often, sometimes, rarely, never. Only managers and some members of the reception staff use all four skills on a regular basis. The other members of the reception staff sometimes read and write in English. Only three members of the restaurant staff say they rarely read or write in English, and one restaurant employee claims he rarely speaks English or listens in English. Based on the results, we can say that, in the context of the hotel sector in Serbia, room attendants rarely or never use English in their workplace and that they do not require proficiency in professional English for their jobs. Also, room attendants never write or read in English, and regarding English language skills, they sometimes engage in speaking and listening in English. All of them have a

high school degree, and they are not likely to be learning English at tertiary level of education.

If we look at the total results (Table 1-2), we can conclude that listening is the most essential skill which is often or sometimes used by 90% of the hotel employees, followed by speaking which is often or sometimes used by 80% of the hotel employees. Reading and writing skills are not much needed except for the members of the managerial staff.

Table 1-2. Percentage of hotel employees using English language skills

Skill	Often	Sometimes	Rarely	Never
reading	30%	25%	25%	5%
writing	35%	25%	25%	10%
speaking	45%	35%	5%	-
listening	55%	35%	5%	-

In the second part of the test, the questions were given as a list of tasks and activities within the speaking skill that were most likely to be performed within the context of tourism and hospitality. There were some groups of questions that were given grade 1 (never perform the activity) by all of the employees in one department. This was expected because of specific job requirements (certain tasks and activities are never performed in that specific department). For example, waiters in the hotel restaurant never speak with the guests about accommodation and are not involved in reservation procedures so they marked these activities negatively by assigning grade 1 only. Furthermore, typical activities for a particular hotel department are performed either frequently or sometimes by all the members of that department. Typical activities and tasks for the reception area such as giving information on accommodation, describing rooms or hotel, booking procedures and checking-in/checking-out procedures are usually performed by all the members of reception staff. In the restaurant department, usual activities such as recommending food and beverage, taking a meal order, ordering a meal, greeting guests in a restaurant are often or sometimes performed by all the members of the restaurant staff and managers from other departments (Table 1-2).

Most of the tasks, regardless of the hotel department, were assigned grade 4 or 3 only by employees in managerial positions – Reception Manager, Reservations Manager, Restaurant Manager and Head Housekeeper. This was also expected since they meet the guests more closely, especially business clients, or they are engaged in these conversations with the business partners staying as guests in their hotel.

Questions 16 to 28 were related to general business English skills, such as conducting questionnaire surveys or interviews, language for business meetings, describing graphs, describing work procedures and processes and business presentations. These activities are usually performed only by the reception manager, and sometimes by the reception manager or some members of the reception staff and the head housekeeper. If we look at the total results for these activities, job interviews and professional presentations are never performed by 75% of the staff. Language for meetings and describing graphs and trends is never performed by 70% of all staff members.

The activities and tasks that are given priority by hotel employees are the following:

- Giving information on accommodation and talking about cultural differences (55%);
- Describing rooms/hotels, dealing with complaints, giving information on transportation and airport procedures (50%);
- Reservation procedures, checking-in/checking out, ordering meals, giving information on cultural and historic sites (45%).

The employees who have given priority to these activities are employed in the reception area or restaurant, depending on the task.

Tourism Employees

For the purpose of this research, we interviewed thirty tourism employees (Tourism Organisation of Novi Sad, Tourism Organisation of Vojvodina, and several travel agencies in Novi Sad). Two of them include executive positions (Tourism Organisation of Novi Sad and Tourism Organisation of Vojvodina) and three of them include positions which are not directly connected with tourism (secretary, accountant, and legal officer). All other jobs are in direct contact with tourism and all these people have to deal with a large number of customers/visitors for the purposes of their jobs.

Most of the tourism employees have a college degree. High school degree was obtained by only three employees. The situation with tourism employees, when compared to hotel employees, goes a little bit in favour of their more active knowledge of English and more frequent use of English at the workplace. All of the employees who meet customers/visitors on a regular basis state English is particularly crucial for successfully performing their jobs and that they actively use English. Only those respondents who work as a secretary and an accountant say

that they have passive knowledge of English and that English is essential for their job. No one says that the knowledge of English is not required for their job or that cannot speak it. When asked whether they use general English or professional English, most respondents say they use only English related to their job (70%), followed by respondents who use both general and professional English (16%) and by the respondents who use only general English related to everyday situations (14%).

Results show that 100% of the employees use English in their daily work situations. Up to 35% of the respondents say they do not use any other foreign language in their workplace. The other respondents (65%) say that they use other foreign languages but only occasionally or rarely. They rank German first (27%), followed by Italian (13%) and Russian (10%). No one admits the knowledge of any other foreign language as essential for their job. This is due to the fact that they use English as a global means of communication both with clients and international business partners all over the world.

The respondents were also asked to rate English language skills (reading, writing, speaking, and listening) according to four categories – often, sometimes, rarely, never. Almost half of the respondents (47%) often use all four skills. The majority of the other respondents use these four skills either regularly or occasionally, while four respondents rarely write in English, and only one rarely reads in English. Not a single respondent says that he/she never uses any of the four skills mentioned.

If we look at the total results (Table 1-3), we can conclude that speaking, listening and reading were recognised as the most valuable skills (used often or sometimes by approximately 90% of the employees) followed by reading which is often or sometimes used by 77% of tourism employees. Three of the respondent did not provide answers for each of the four skills.

Table 1-3. Percentage of employees using English language skills in the tourism sector

Skill	Often	Sometimes	Rarely	Never
reading	70%	20%	3%	-
writing	53%	24%	13%	-
speaking	73%	20%	-	-
listening	73%	17%	-	-

As far as the second part of the questionnaire is concerned, results resemble those obtained in the hotel sector group. Some speaking

activities are never performed by all of the employees in either a tourism organisation or a travel agency, because of the nature of their business, which was expected even prior to conducting the survey. For example, travel agency employees never meet guests at a restaurant or give a welcoming speech. However, typical activities for one travel agency were assessed often or sometimes by all travel agency staff. The activities and tasks that are given priority by the majority of travel agency employees are the following:

- Reservation procedure (83%);
- Giving information on accommodation and describing rooms/hotels (75%);
- Negotiating prices (67%);
- Giving information on the itinerary (58%);
- Describing airport procedure (42%).

On the other hand, tourism organisation employees are never involved in the process of booking procedure or just like travel agency staff, welcoming guests to a restaurant. Typical activities and tasks recognised by employees in two tourism organisations are the following:

- Informal discussion with colleagues and business partners (83%);
- Giving information on cultural and historical localities/describing festivals (78%);
- Welcoming speech (56%);
- Planning and leading meetings (50%);
- Giving work instructions (45%).

As it can be seen, typical activities for employees in tourism organisations involve situations related to general business English skills. This is quite expected since tourism organisations are not just customer-oriented but also function as typical business enterprises whose work includes activities involving financial, commercial and marketing aspects.

Comparison of the Results

When we think of English as a global language and English for tourism, in the context of the Serbian tourism industry and the context of educating tourism professionals, there are several elements to be taken into account. The approach to English for Tourism as the language of the profession and a tertiary academic discipline should incorporate different language and

academic skills relevant for students, but it should also increase their awareness of the importance of establishing their common language and professional needs in terms of the language-learning situation. The comparative study of the responses of different research groups has shown both similarities and discrepancies in choosing most valuable skills, tasks and activities.

Results show that almost all employees in tourism organisations and travel agencies use all four skills equally with minor discrepancies and to a much higher extent than hotel employees (Table 1-4). As it has already been mentioned, this situation can be explained by the differences between the jobs in the various hotel departments.

Table 1-4. Language skills ranked according to their frequency in English as a professional language

Skill	Hotel employees ranking	Tourism organisation employees	Travel agency employees	Tourism student ranking
reading	4 (55%)	2 (94%)	1 (92%)	3
writing	3 (60%)	3 (83%)	2 (83%)	2
speaking	2 (80%)	1 (100%)	1 (92%)	1
listening	1 (90%)	2 (94%)	1 (92%)	4

As for individual skills, the tasks that are recognised among the most important by both hotel employees and travel agencies are: reservation procedures, giving information on accommodation and airport procedures. The task recognised as one of the most important by both hotel employees and tourism organisations is giving information on cultural and historic sites. It is fascinating to note that individual task ranking of the most basic tasks by tourism organisation employees is quite different from the ranking directory of travel agency employees, which is much more similar to the list produced by hotel employees. This can be explained by the fact that both travel agencies and hotels are service- and customer-oriented, and tourism organisations are more connected to tourism planning and development.

Students have a different ranking of language skills when compared to skills recognised by tourism employees – they gave priority to productive language skills (speaking and writing), followed by reading and listening (Vuković-Vojnović & Knežević 2009). This can be explained by the fact that students have taken into account their academic language needs because they are required to read course materials in English and produce

some academic texts in English. However, in a professional context, speaking and listening are given priority.

The most frequent tasks and activities for students are the following (Vuković-Vojnović & Knežević 2009):

- Speaking in business meetings (97%);
- Giving a presentation (80%);
- Negotiating (75%);
- Speaking on the phone/ showing around (65%);
- Speaking in social situations (60%).

Students expectations related to the language skills needed in a professional context include general business language skills and resemble the results obtained from employees in tourism organisations. This can be explained by their education curriculum which prepares them for the professions of tourism managers, developers and planners.

Conclusion

English for Tourism is a language means used for the purposes of communicating in the particular field of tourism that can enable successful communication among people working in the sector of tourism and between them and their customers. Compared to other foreign languages, English has been recognised as a dominant language in both tourism and hospitality sector. Being recognised as a global language, English strongly influences the entire work flow in the field of tourism. This survey results show that English as a global language satisfies job-related language needs in the context of tourism in Serbia. We have shown in the paper that, according to statistics, most tourists coming to Serbia are from countries where English is not a native language, but tourism employees most commonly use English as a means of communication with their clients.

If we compare survey results for tourism and hospitality sector, we can observe that employees in the tourism sector have achieved higher levels of educational attainment: they use English more actively and more often in their workplace. Most of the hotel employees have a high school degree and use English passively, except for the reception area where most of the employees have a college degree and use English actively. However, in some hotel departments, English is not required at all according to some respondents (e.g., room attendants). In tourism organisations, travel agencies and hotels, there are some activities and tasks often or never performed in certain sectors depending on the job description.

The results of this questionnaire can also be used for shaping English for Tourism curriculum at university level by providing specialised materials depending on the students' major. Most of the textbooks at higher levels of language proficiency provide a variety of texts that tend to cover different situations. What students actually need is texts and materials that meet their further profession or, in the case of lower position jobs, more basic language skills. For example, although English is not essential in the housekeeping department, it is necessary to include aspects of language related to room attendance and to housekeeping in the tertiary English for Tourism course because it is relevant for the position of head housekeeper and other managers who should be able to negotiate these elements with international business clients and partners or to handle guests' complaints. For other managerial positions, they need to include negotiation skills, language for business meetings, presentation skills, as well as social language skills for successful communication with business partners and clients.

Furthermore, since English for Tourism is taught at university level, it should also be considered as an academic language: its purpose should include academic language skills which can help students for further academic studies or professional development. Thus, we can conclude that English for Tourism as a global language should be developed further for tertiary education by means of incorporating English for the workplace with English as the language of academia and professional development.

Note

The findings of students' needs survey were presented at the conference "Applied Linguistics Today: Between Theory and Practice" organised at the University of Novi Sad in 2009. The conference proceedings are in print.

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