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**strani jezici i turizam**

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**FOREIGN LANGUAGES AND TOURISM**

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## **Mirna Linčir Lumezi**

## mlincirlu@net.efzg.hr

## Ekonomski fakultet Sveučilišta u Zagrebu

## **Vera Krnajski Hršak**

## vkrnajski@net.efzg.hr

## Ekonomski fakultet Sveučilišta u Zagrebu

# IZAZOVI PREVOĐENJA STRUČNE TERMINOLOGIJE U TURIZMU

Prevođenje stručnih i znanstvenih tekstova o turizmu prevoditeljima postavlja specifične izazove poput preciznosti i jasnoće, terminološke točnosti, a često i stvaranje novih termina na jeziku na koji se prevodi za pojmove koji u tome jeziku ne postoje, bilo zbog kulturalnih razlika ili zato što označavaju inovacije u turizmu. Potonji je problem sve češći u svijetu u kojemu su promjene brze, u kojemu se javljaju novi oblici turizma te pojmovi vezani uz njih. Tomu pridonosi i činjenica da se kreiranju odgovarajućih hrvatskih termina u praksi ne posvećuje dovoljna pažnja te se umjesto neologizama rado rabe anglicizmi. Usto, hrvatski stručnjaci i znanstvenici svoje radove često i pišu samo na engleskom jeziku te se na taj način ponekad propušta prilika da struka ustanovi novu hrvatsku terminologiju. Stoga se upravo prevoditeljima često postavlja zahtjevan zadatak da po prvi puta svojim prijevodima tekstova uvedu hrvatski termin za pojedini novonastali pojam na engleskome jeziku, riskirajući pri tome da se izloži kritici zbog nejasnoće i nezgrapnosti te da u konačnici ni ne prenese čitatelju teksta željeno značenje. Prevoditelji se često suočavaju i s dvojbom treba li uvriježene tuđice zamijeniti postojećim, ali rjeđe korištenim hrvatskim terminima. Cilj je ovog rada opisati strategije koje u rješavanju tih izazova rabe prevoditelji stručnih i znanstvenih tekstova o turizmu, prvenstveno onih na engleskome jeziku, i ilustrirati ih primjerima iz prakse, s naglaskom na prijevode tekstova objavljenih u znanstvenom časopisu *Acta Turistica* u izdanju Ekonomskog fakulteta Sveučilišta u Zagrebu koji već 30 godina objavljuje tekstove paralelno na hrvatskome i engleskome jeziku. Rad također nastoji predložiti moguće smjernice za ujednačavanje hrvatske stručne terminologije u turizmu.

#### **Ključne riječi:** turizam, stručna terminologija, traduktologija, engleski jezik struke

## CHALLENGES OF TRANSLATING TOURISM-RELATED TERMINOLOGY

When translating professional and scientific texts on tourism, translators face particular challenges such as precision and clarity, accuracy in terms of terminology, and often create new terms for the notions that do not exist in the target language due to cultural differences or innovative aspects of tourism. The latter issue is becoming more and more frequent in the world of fast changes that are driven by new forms of tourism and the related concepts. This is enhanced by the fact that creating new adequate terms in Croatian is not given sufficient attention, and Anglicisms prevail in use instead of neologisms. Furthermore, as Croatian professionals, academics and scientists often write their papers only in the English language, they forsake opportunities for creating new specific expressions for the Croatian terminology. Thus, it remains up to the translator to fulfil with the demanding task of introducing a new term into Croatian when translating a newly coined English original, thereby risking exposure to criticism of lacking clarity or style, and eventually miss communicating the desired meaning to the reader. Translators also often face the dilemma whether to substitute the commonly used loanwords by the existing although less frequently used Croatian terms. This paper aims to describe the strategies used by translators in solving these challenges in professional and scientific texts on tourism, when translating from English into Croatian. The strategies will be based on translations of papers published simultaneously in Croatian and English in *Acta Turistica*, a 30-year old scientific journal of the Faculty of Economics & Business of the University of Zagreb. Finally, the paper intends to suggest the possible guidelines for standardization of the Croatian tourism-related terminology.

#### **Key words:** tourism, specialist terminology, traductology, English for special purposes / English for tourism purposes (ESP / ETP)

## **Tina Orel Frank**

## tina.orel@fts.upr.si

## University of Primorska, Faculty of tourism studies – Turistica

## **Nina Lovec**

## nina.lovec@fts.upr.si

## University of Primorska, Faculty of tourism studies – Turistica

## **Ljudmila Sinkovič**

## milka.sinkovic@fts.upr.si

## University of Primorska, Faculty of tourism studies – Turistica

# UNESCO PRESENTATION IN ENGLISH, ITALIAN AND GERMAN ON-SITE BROCHURE MATERIAL AS A TYPE OF TOURISM DISCOURSE TEXT

This article predisposes the existence of tourism discourse as a specialised purpose language/genre. It is defined as communication in special social circumstances among a specialised language community with actual social effects. As such it can be defined as having certain typical characteristics and also a unique typology of texts. According to the persuasive communicative function one of the tourism text types are advertising texts. This survey deals with the examination of written texts and image analysis of on-site Slovenian UNESCO brochure material. By that it wishes to define the characterisation of heritage and the representation of UNESCO organization in three different languages: English, German and Italian. The multi-language analysis allows an insight into differences and similarities in the tourism discourse of heritage representation among the three present languages. The theoretical part explains special purpose languages, defines tourism as a special purpose language, offers an insight into the typology of tourism texts and touches upon the UNESCO organization and the advantages and disadvantages of being a part of the UNESCO network. The results tend to show a considerably low appearance rate of direct UNESCO signs and mentionings but a high rate of heritage direct and indirect referencing.

#### **Key words**: special purpose tourism discourse, tourism text typology, heritage, UNESCO, multilingual analysis

## **Tanja Jerman**

## tanja.jerman@ff.uni-lj.si

## Filozofska fakulteta, Univerza v Ljubljani

# DEVELOPING LANGUAGE COMPETENCES FOR THE TOURIST SERVICE PERSONNEL ON THE BASIS OF KINSHIP OF SLAVIC LANGUAGES

As labour force mobility within the EU has been increasing, the teaching of a foreign language to distinct groups with the varying level of prior knowledge of the language in question and specific language-skill requirements has become an important topic of interest. This question is addressed through the presentation of findings and conclusions following from an EC funded project (Leonardo da Vinci) in the domain of language in tourism and adapted to Slovene labour market. The starting point of this discussion is a phenomenon of seasonal workers from the former Yugoslav republics coming to Slovenia. Due to kinship of their languages with Slovenian, the level of workers’ reception (input) is considerable, while insufficiency is noticeable on the level of production (output). The presentation is focused on the methodology of language teaching, which enables seasonal workers from Slavic countries to acquire Slovene for their needs in the fastest and most effective way. Firstly, the kinship of Slavic languages is displayed on the level of vocabulary; secondly, the grammar of the majority of Slavic languages is similar. It has been established that the communicative model is most suitable approach of language teaching for the above mentioned learners. The predictable and common working situations of seasonal workers in tourism have been studied attentively and the set of vocabulary and communication patterns typical of situations in tourism deriving as much as possible from common Slavic syntactic constructions have been prepared. They are presented in the form of short dialogue units structured in the initiating – responding manner. These are aligned with the specific needs of seasonal workers (mostly working in food-and-beverage services and accommodation services), where interactive situations are mostly limited to short dialogues. These units cover the most fundamental topics in the field of tourism, which are encountered in typical situations in which tourism workers may find themselves, e. g. at hotels, restaurants. Individual situations are presented by means of typical language functions, such us exchanging information, solving various problems.

#### Key words: language in tourism, language competences, kinship of Slavic languages, Slovene as a foreign language

## **Suzana Jurin**

## sjurin@ffri.hr

## Filozofski fakultet, Sveučilište u Rijeci

## **Brigita Bosnar Valković**

## bbosval@fthm.hr

## Fakultet za menadžment u turizmu i ugostiteljstvu Opatija, Sveučilište u Rijeci

# LINGUISTIC AND TEXTUAL FEATURES OF TRAVEL BLOGS AND TRAVEL GUIDES PRESENTING CROATIAN TOURIST DESTINATIONS – A COMPARATIVE STUDY

Blogging has captured the attention of the public as a platform for self-presentation and self-expression; social interaction, and as a source of information. Blogs provided self-reflexive consumers with a platform to describe their own action in their own words, so that they offer new spaces for the study of personal consumers’ narratives. The discourse analysis of travel blogs is a novel approach to understanding tourist experiences through their reconstruction of their stories to their readers. On the other hand, travel guides present a more traditional tourism text types that are produced and presented in a straight-forward way. The destination is described in a linear fashion, with specific dates, places, environments, and experiences faithfully related. Both of them, travel blogs and travel guides are intended as a practical aid to travellers. Since utilitarianism is the rule in travel guides and insight in travel blogs, the authors have decided to perform the textual and linguistic analysis of travel blogs and travel guides in order to identify the common and diverse linguistic and textual features in two different tourist text types presenting Croatian tourist destinations. The analysis is performed on the selected corpus of representative presentations on the Croatian tourist destinations from the Eyewitness travel guide on Croatia and A Little Adrift site launched by Shannon O’Donnell in 2008 (https://alittleadrift.com).

#### **Key words:** linguistic and textual features, travel blogs, travel guides, Croatian tourist destinations

## **Anna Martinović**

## amartino@unizd.hr

## Odjel za anglistiku, Sveučilište u Zadru

# LSP AND LANGUAGE TEACHING: A FOCUS ON VOCABULARY LEARNING

 Second language (L2) learning, or foreign language learning (FLL) and teaching has become a common occurrence in today's globalised world. Moreover, the expansion of a world economy has led to an increased demand to learn and teach language/s for specific purposes (LSP). In contrast to language for general purposes (LGP) which involves a wide-ranging focus both in terms of language skills and content, LSP is centred on the specific goals and needs of learners in a specific discipline or occupation (Belcher, 2006). Furthermore, activities in LSP courses involve particular registers, genres and language which are associated with the discipline (Dudley-Evans & St. Joh, 1998). In short, vocabulary learning plays a crucial role in LSP courses. However, current approaches to L2 teaching, including communicative language teaching (CLT), which puts the learner in the centre of the learning process, suggest that learning should involve teaching various strategies (Brown & Lee, 2015). Research has shown that mechanical memorisation of vocabulary is much less effective when learning an L2 compared to learning vocabulary which involves learning consciously and actively (Pavičić Takač (2008). Various taxonomies have developed in an attempt to classify vocabulary learning strategies (VLS) in L2 learning (Hatch & Brown, 2000; Nation, 2001; Pavičić Takač, 2008; Schmitt, 1997). Many classifications include social, memory, cognitive and metacognitive strategy use. In addition, the importance of strategic vocabulary teaching has been underscored by many researchers along with explicit and implicit vocabulary teaching (Coady, 2000). The aim of this presentation is to show the importance of teaching L2 learners VLS, to present various VLS which can be used in L2 learning, and to show how they can be applied in the LSP classroom.

#### Key words: Language for Specific Purposes (LSP), language teaching, vocabulary learning strategies

## **Antonio PINNA**

## dedalo@uniss.it

## Università degli Studi di Sassari

## **David BRETT**

## davidbrett1970@gmail.com

## Università degli Studi di Sassari

# USING SEM-GRAMS TO STUDY METAPHORS IN TRAVEL JOURNALISM

Travel journalism is an important site for the study of the connections between the media and contemporary society. As a form of institutional social practice, it attracts and goes a long way to maintain a considerable readership worldwide, thus providing mediation between the providers of tourism services and its potential clients. Its main discursive functions are those of informing, guiding and entertaining, which can be studied from a linguistic point of view to highlight its more important textual strategies and their ideological load. Since metaphors play a critical role in structuring and embodying our knowledge of the world, their study can reveal both how factual experiences are typically interpreted and disseminated in travel journalism and whether they participate in discursive practices that are aimed at construing, and thus both informing and guiding, a prospective tourist’s interpretation of (future) travel experiences. The current paper will introduce a corpus-driven technique that, to the best of our knowledge, has not been described in the literature so far. The technique in question is that of the "sem-gram", on analogy with the n-gram and the PoS-gram. It bears particular similarity to the latter, in that it is essentially a concatenation of tags. But while the PoSgram is a string of Part-of-Speech tags, the sem-gram is a string of semantic tags. The usefulness of the sem-gram technique will be illustrated by way of the analysis of a 1M token corpus of travel journalism that was tagged semantically using the WMatrix tool. The procedure allowed the automatic identification of a number of metaphors from the source domain of the human body. Particular attention will be paid to the sem-gram II AT B1 IO AT W3, a token of which is into the heart of the mountain. The key elements of the sem-gram are B1 (ANATOMY AND PHYSIOLOGY) and W3 (GEOGRAPHICAL TERMS) and the considerable lexical variation observed in both slots testifies to the great productivity of the conceptual metaphor LANDSCAPE IS HUMAN BODY in the language of travel journalism.

#### **Key words**: metaphor, travel journalism, corpus linguistics, semantic tagging, semgrams

## **Dolores Miškulin**

## doloresm@fthm.hr

## Fakultet za menadžment u ugostiteljstvu i turizmu Opatija

# TALIJANSKI JEZIK U TURIZMU ̶ ISKUSTVA I PERSPEKTIVE

Turizam se u Hrvatskoj smatra jedinstvenom pokretačkom silom gospodarstva, a s obzirom na zastupljenost gostiju iz Italije u okviru ukupnog broja turista, vidljiv je značaj komunikacijskih vještina i kompetencija turističkih djelatnika na tom jeziku. Jezik turističke struke, kao jezik specifične uporabe, strogo je vezan uz komunikativnu funkciju, ali je istovremeno podložan zakonitostima interdisciplinarnosti, budući da se susret sa sugovornicima ostvaruje na interkulturalnoj razini. Time se logično nameće potreba za izučavanjem osobitosti funkcioniranja toga specifičnoga jezika, kao i optimalnog načina poučavanja dotičnoga jezika. U ovom će se radu razmatrati iskustva u poučavanju talijanskoga jezika hotelijersko-turističke struke na visokoškolskoj razini kroz kolegij Talijanskoga jezika u turizmu i kolegij Hrvatska kao turistička destinacija (na talijanskome jeziku) na FTHM Opatija.Analizirat će se implementacija suvremenih metoda i strategija poučavanja talijanskog jezika u turizmu u skladu s analizom potreba tržišta, te će se ukazati na moguće smjernice poučavanja talijanskoga jezika turističke struke, a sve u cilju poboljšanja jezičnih znanja, vještina i kompetencija naših turističkih djelatnika kao posrednika među dvjema kulturama, te potencijalnih ambasadora našega turizma.

#### **Ključne riječi:** jezik struke, talijanski jezik turizma, poučavanje jezika turizma

## ITALIAN IN TOURISM: EXPERIENCES AND PERSPECTIVES

Tourism is considered to be a unique driving force of Croatia's economy, and given the presence of Italian guests in the total number of tourists, the importance of communication skills and competences of tourist operators in that language is evident. The language of the tourism profession as a language for specific purposes is strictly related to its communicative function, but at the same time it is subject to the principles of interdisciplinarity, since the discourse with interlocutors takes place on an intercultural level. There is a logical need to study the peculiarities of the way that a specific language functions, as well as the optimal way to teach the language in question. This paper deals with the experiences of teaching the Italian language of the hotel and tourist profession at the tertiary level through the Italian in tourism language course and the course Croatia as a tourist destination (in Italian) at FTHM Opatija. The implementation of modern methods and strategies for teaching Italian language in tourism will be analysed in accordance with market needs analysis and will highlight possible guidelines for the teaching of the Italian language of the tourism industry, all with the aim of improving the language skills and competences of our tourism operators as intermediaries between two cultures, and potential ambassadors for our tourism.

#### **Key words**: professional language, Italian language of tourism, teaching of tourism languages

## **NEVENKA BLAŽEVIĆ**

## NEVENKAB@FTHM.HR

## Fakultet za menadžment u turizmu i ugostiteljstvu Opatija

# VIŠEJEZIČNOST U UDŽBENICIMA NJEMAČKOGa KAO DRUGOGa STRANOG JEZIKA ZA UGOSTITELJSKE ŠKOLE

U ovom radu pokazuje se na koji je način koncept višejezičnosti implementiran u nove udžbenike njemačkoga kao drugoga stranog jezika za ugostiteljske škole. Pod drugim stranim jezikom podrazumijevaju se svi jezici koji se uče nakon prvoga stranog jezika. Poučavanje drugoga stranog jezika zahtijeva drukčiji pristup u odnosu na poučavanje prvoga. Rezultati neurolingvističkih istraživanja pokazuju da su svi jezici u mozgu učenika međusobno povezani te će stoga učenje stranih jezika biti uspješnije ako se učenici potiču na korištenje iskustava i znanja stečenih tijekom prijašnjih učenja jezika uključujući i materinski koji predstavlja osnovu za daljnje učenje. Što su jezici sličniji, veće su mogućnosti transfera jezičnih znanja i vještina.

#### **Ključne riječi:** višejezičnnost, drugi strani jezik, prvi strani jezik, udžbenici, ugostiteljske škole

## MULTILINGUALISM IN TEXTBOOKS FOR GERMAN AS A TERTIARY LANGUAGE IN CATERING SCHOOLS

This paper shows how the concept of multilingualism has been embedded in new textbooks for learning German as a tertiary language in catering schools. Tertiary languages are those languages which are learnt after the first foreign language. Teaching these languages should follow a different approach compared to teaching the first foreign language. The results of neurolinguistics research found that all languages are interlinked in the brain of the learner. Foreign languages can be learned more successfully if learners consciously draw on their linguistic and language learning experience. They have to be encouraged and systematically trained to transfer their former experience and knowledge. The more closely the languages are related to each other, the more transfer opportunities one will be able to establish. The mother tongue is not excluded from foreign language learning. On the contrary, it forms the basis for further language learning.

#### **Key words:**multilingualism, tertiary language, first foreign language, textbooks, catering schools

## **Alenka Šuljić Petrc**

## alenkasp@fthm.hr

## Fakultet za menadžment u turizmu i ugostiteljstvu Opatija

## **Ivana Edmonds**

## ivana.edmonds@hotmail.com

## Salezijanska klasična gimnazija s pravom javnosti, Rijeka

# VAŽNOST KVALITETE PRIJEVODA VIŠEJEZIČNIH JELOVNIKA NA STVARANJE IMIDŽA UGOSTITELJSKOGa OBJEKTA

Direktan kontakt s gostom ostvaruje se verbalnim putem zbog čega je znanje stranih jezika turističkih djelatnika neophodno.Naime, time mogu na njih ostaviti pozitivan dojamčime će omogućiti da se isti gost ponovno vrati na destinaciju odnosno u taj ugostiteljski objekt. Osim verbalnoga kontakta s djelatnicima, jelovnici u ugostiteljskim objektima još uvijek imaju svrhu posjetnica koje svojim dizajnom, tiskom, veličinom, informacijama o jelu i objektu te višejezičnosti predstavljaju simbol identiteta i teme jednog restorana. Analizom dostupnih istraživanja, uočavaju se direktne i indirektne posljedice nestručnih prijevoda koje rezultiraju nerazumljivim tekstom ponude restorana. Nejasan prijevod uzrokuje pogrešan izbor jela gostiju što je, u većini slučajeva, uzrok da se gost više ne vraća. U skladu s navedenom problematikom, cilj je ove studije sustavno istražiti kvalitetu prijevoda jelovnika te dubinski istražiti prisutne strategije prevođenja tih stručnih tekstova. Za ostvarivanje te strategije potreban je i kvalitetno educiran stručni kadar čije se obrazovanje konstantno zanemaruje i marginalizira.Nakon sustavne analize navedene problematike, zaključak je autora da se status jelovnika treba odlučno odrediti kao tekst za posebne namjene koji se prilagođava specifičnoj ciljnoj skupini gostiju ̶ turistima. Jezik jelovnika treba se prilagoditi na jasan i jednostavan način te zadržati karakteristike i stil hrane u informativnoj funkciji na stranome jeziku. Učestalost doslovnog prevođenja treba izbjegavati primjenom tehnika koje će voditi računa o kulturološkoj raznolikosti i različitosti gostiju kao i turističke destinacije u kojoj se nalaze. Na taj je način potrebno premostiti navedene različitosti na obostrano zadovoljstvo.

#### **Ključne riječi:** jelovnik, prijevod, gost, turistička destinacija, restoran

## IMPORTANCE OF THE TRANSLATION QUALITY OF MULTILINGUAL MENUS ON CREATION OF HOSPITABILITY FACILITY IMAGE

Direct contact with a guest is realized verbally for which tourist workers ' knowledge of foreign languages is necessary. They, through the direct contact with the guest, have the ability to leave positive impression, which will allow the same guest to return to the destination or to that hospitability facility. Apart from the verbal contact with employees, menus in hospitability facilities still serve the purpose of a business card that with its design, print, size, food and facility information, and multilingualism is a symbol of restaurant's identity and theme. By analysing the available research, direct and indirect consequences of unprofessional translations are apparent, resulting in the incomprehensible text of a restaurant offer. The unclear translation causes the wrong choice of guests what, in most cases, causes the guest not to return. Based on the presented issues, the aim of this study is to systematically investigate the quality of menu translation and to deeply explore the present strategies for translating such professional texts. To achieve this strategy, a well trained professionals are required whose education is constantly being neglected and marginalized.After a systematic analysis of the previously mentioned issues, the authors' conclusion is that the menu status should be determined as a text for special purpose that is tailored to the specific target group of guests - tourists. The menu language needs to be adjusted in a clear and simple way keeping the characteristics and style of food in informative function on a foreign language. The frequency of literal translation should be avoided by using techniques that will take into account the cultural diversity and diversity of guests, as well as the tourist destination in which they are located. In this way, it is necessary to overcome these differences to mutual satisfaction.

#### **Key words:** menu, translation, guest, tourist destination, restaurant

## **Iva Planišek-Čikara**

## iplaninse@net.efzg.hr

## Faculty of Economcis & Business, University of Zagreb

# A Coursebook Evaluation in the context of English for Tourism Purposes

The three characteristics common for all ESP courses are authentic content material, purpose-related orientation and self-direction which implies more learner-centered instruction. As for ETP (English for tourism purposes) special focus is placed on acquiring and practising communicative competences which prepares the learners to communicate effectively, correctly and appropriately in specific hospitality-related situations. In the fast growing tourism industry, high English language proficiency has become standard requirement for professionals. In view of this prerequisite in competitive job market, ESP lecturers at tertiary level institutions often deal with large heterogeneous classes and limited numbers of teaching hours. Therefore, it is of vital importance to select the adequate teaching material that facilitates effective teaching and learning processes. This paper will first define ETP within a broader context of ESP along with a brief review of the literature on the issue. The main aim of the paper is to examine the ETP coursebook The Oxford English for Careers: Tourism 3, for the graduate students enrolled in the elective course English for tourism at EFZG. The investigation of the coursebook is based on the evaluation checklist designed by Cunningsworth, modified and accompanied by the researcher's own items. The evaluation checklist takes into account the items such as organization of the content, adequate coverage of all four skills, authentic material to equip learners for real-life interactions, variety and range of topics, the ability to relate to the social and cultural contexts presented and ideas for students' individual cross-curricular project work. Furthermore, special attention needs to be paid to the business communication skills such as business presentations, meetings, negotiations, report writing and business correspondence as they create an essential part of the work at a managerial level. The findings from this coursebook analysis could help lecturers choose the right teaching material for their ETP course.

#### Key words: business communication skills, communicative competences, ESP, ETP, ETP coursebook

## **VLADO SUŠAC**

## VSUSAC@UNIZD.HR

## ODJEL ZA TURIZAM I KOMUNIKACIJSKE ZNANOSTI, SVEUČILIŠTE U ZADRU

# MULTIMODAL ASPECTS OF FOREIGN LANGUAGE TEACHING FOR TOURISM PURPOSES

The current approach to adopting and teaching a foreign language for special purposes is largely based on the logocentric principles of traditional linguistic theories mainly focused on language realized through four basic skills such as listening, speaking, reading and writing. On the other hand, the development of a variety of digital tools has opened up space to a more recent approach to foreign language acquisition, which is based on the semiotic theory of multimodality, with the emphasis not only on the language but on the multimodal communication competence, which besides verbalized text includes other ' texts', primarily picture and sound, but is also open to other sensory stimuli. Since the very phenomenon of tourism in its development has made a shift from primary visual experience (sightseeing) and influenced by the ever-growing awareness of the necessity of making synergy between authentic and comprehensive culture of a destination with tourism, it is increasingly becoming a multi-sensory experience, affirming other aspects of perception and cognition (sighthearing, sighttasting , sightsmelling ...). ESP in tourism is therefore an excellent platform for applying this model of foreign language acquisition, which, of course, like nothing else in the glottodidactics, does not claim exclusivity, but is offered as a complement to the existing methods. As a simple way to apply this approach, an example of student presentations of selected tourist destinations will be provided through presentation tools (PowerPoint, Prezi, Visme, etc.) and their segmentation will be explained in the function of capturing the wider range of specific vocabulary areas in tourism as well as the role of multimodal resources and affordances in the cognitive process. Particular emphasis will be given to the motivational aspect of the whole approach, as apart from being learner-centred and promoting learning-by-doing, it places not only presenters but also listeners in an active role, thus achieving maximum time and result efficiency in the teaching process.

#### Keywords: ESP, tourism, multimodality, semiotics

## **Ivana Lozo**

## ilozo@unizd.hr

## ODJEL ZA TURIZAM I KOMUNIKACIJSKE ZNANOSTI, Sveučilište u Zadru

# ULOGA TIPOGRAFIJE U TURISTIČKIM MULTIMODALNIM TEKSTOVIMA

Ovaj se rad bavi tipografskim svojstvima i pripadajućim funkcijama kod turističkih reklama u tekstu. Prema Bertoši (2008) „šire određenu tipografiju zanima sve ono što utječe na izgled pisanog teksta i time doprinosi učinkovitosti same poruke: tip, veličina i varijante slova; dijakritički i pravopisni znakovi te posebni simboli; udaljenosti između slova i riječi; duljina redaka; prostor između redaka; veličina rubova; eventualna upotreba boje; organizacija naslova, podnaslova i odlomaka; položaj na stranici (...) upotreba slike u tipografiji“, dok tipografska organizacija podrazumijeva „vizualnu organizaciju pisanog jezika, bez obzira na to kako je proizveden, odnosno neovisno o tome da li je riječ o jeziku koji je izravno „napisan“ ljudskom rukom ili je zabilježen s pomoću mehaničkog ili digitalnog stroja“. Walker (2014) je, s druge strane, pojednostavljeno definira kao dizajn koji se koristi fontovima te kao dizajn i produkciju samih fontova. Rad analizira značenjski potencijal pojedinih tipografskih obilježja te funkcije koje ona mogu imati: evokacijsku, funkciju stvaranja željenog tona/scenografije, upravljanja odlukama (potrošača), funkciju ukazivanja na promjenu geografske lokacije. Tipografija ujedno pridonosi stvaranju željenoga emocionalnog tona, priprema nas na prirodu teksta koji se spremamo pročitati, pomaže nam iščitati poruku u skladu s namjerama pošiljatelja te izbjeći tzv. *iskrivljeno čitanje*. Razmotrit ćemo značenja pojedinih tipografskih elemenata, kao što su istaknutost, kurziv, uglatost odnosno zaobljenost fonta te ih analizirati na primjerima turističkih reklama u tisku.

#### **Ključne riječi**: tipografija, font, multimodalnost, reklame u tisku

## ROLE OF TYPOGRAPHY IN MULTIMODAL TOURISM TEXTS

This paper deals with typographical features and respective functions in tourism print advertisements. According to Bertoša (2008) „broadly defined typography deals with everything that influences the appearance of a written text and contributes to the efficiency of a message itself: type, size and a typeface; diacritical and orthographic signs as well as special symbols; the space between letters and words; the length of a line; the space between lines; the margin size; an eventual use of colour; the organisation of a title; the subtitle and paragraphs; the placement on a page(...) the use of a picture in typography“, while the typographical organisation means „a visual organisation of the written language, despite how it was produced, independently if we are speaking about the language directly „written“ by a human hand or by a mechanical or digital machine.“ Walker (2014), on the other hand, defines it simply as a design that uses fonts and as a design of fonts itself. The paper analyses the meaning potential of individual typographical features and functions they can have: evocation, creation of a desired tone/scenography, managing of consumer's decisions, and the function of the indication of the geographical location change. Typography also contributes to the creation of a desired emotional tone; it can prepare us for the nature of the text that we are about to read, it helps us to read the message in accordance with the sender's intentions and to avoid the so called aberrant reading. We are going to consider the meaning of individual intrinsic features such as thickness, italics, angularity or curves and analyse them on the example of tourism print advertisements.

#### **Key words**: typography, font, multimodality, print advertisements

## **Boglarka Kiss Kulenović**

## bkisskule@net.efzg.hr

## University of Zagreb Faculty of Economics and Business

# USING INFOGRAPHICS IN TEACHING LANGUAGES FOR SPECIAL PURPOSES

The article will focus on the use of infographics in teaching Languages for Special Purposes (LSP), such as English for Business or English for Tourism. The benefits of using of infographics in tourism are well documented and students of tourism and business would benefit from learning how to use and create these tools of information dissemination. In the classroom, infographics can be used on two different levels: firstly, they can be an input to students to facilitate learning and secondly, students can be assigned tasks to create infographics themselves. The first part of the article will focus on using infographics as an input. Infographics have been found to accelerate the learning process: The brain processes images faster than text and there is evidence to show that using images together with text enhances understanding, speeds up learning and makes it easier to recall information. Images in general and infographics in particular also help visual learners, those who find it easier to learn by viewing charts, maps and diagrams instead of words. In the second part of the article, I will argue that when students create infographics, they reap an even bigger benefit. Making such a combination of words and images requires a clear understanding of the text read and a deep knowledge of the topic. Such a task requires an ability to select and organize relevant information, use critical thinking and exercise creativity. It also builds students' transferable skills, for example, visual literacy, computer skills, etc. Furthermore, students’ motivation is also enhanced when they feel that they are learning something that is seen as a modern, “cool” way of communication with their peers or business partners. In the third part of the article, I will make recommendations on how to incorporate infographics-creation tasks into an LSP classroom.

#### key words: infographics, Business English, LSP, information retention, note-making, visual literacy

## **MARIJANA FABIJANIĆ**

## MFABIJANIC@UNIZD.HR

## ODJEL ZA TURIZAM I KOMUNIKACIJSKE ZNANOSTI, SVEUČILIŠTE U ZADRU

# E-TALIANO PER IL TURISMO

L'articolo discute l'italiano dei media digitali, chiamato e-taliano. Il tema e' inizialmente affrontato dal punto di vista teorico-metodologico e poi da quello della linguistica applicata. La principale motivazione dell'indagine rientra nell'ambito dell'insegnamento dell'italiano come lingua straniera nella formazione universitaria ed e' focalizzata sulla ricerca dei bisogni comunicativi e abilita' comunicative dei futuri professionisti nel turismo in epoca digitale. Dunque, l'indagine prende in esame un linguaggio settoriale, quello del turismo, e confronta una selezione di testi dei giornali, riviste e guide turistiche e quelli dei siti web e blog turistici per individuare le principali caratteristiche della scrittura online. L'analisi contrastiva dei due corpora parte dalle proprieta' testuali, quali la struttura e l'organizzazione dei testi, per passare a quelle linguistiche (ortografiche, lessicali, morfosintattiche e stilistiche). Infine, i risultati dell'indagine sono discussi e interpretati in chiave glottodidattica per valutare la loro rilevanza nell'acquisizione delle competenze linguistiche per la comunicazione e promozione turistica digitale.

#### **Parole chiave:** italiano, competenze linguistiche, comunicazione turistica, media digitali

## E-taliano for Tourism

Italian language of digital media, called e-taliano, is discussed in the article. It is approached firstly from the theoretical and methodological point of view and then analyzed as a subject matter of applied linguistics. The main motivation for this research considers the teaching of Italian as foreign language in higher education. Namely, it is primarily focused on communication needs and skills of future professionals in tourism in digital era. So, the research examines the Italian language for one specific purpose, tourism, and compares selected texts from journals, magazines and tourist guides with texts of tourism websites and blogs in order to find out the main characteristics of online writing. The contrastive analysis of the two corpora starts with textual characteristics, such as the structure and organization of the text, and continues with linguistic features (orthographic, lexical, morphological, syntactic, a d stylistic). Finally, the research results are discussed and interpreted from the perspective of foreign language teaching in order to evaluate their relevance in acquisition of linguistic competences for digital touristic communication and promotion.

#### Key words: Italian, linguistic competences, tourism communication, digital media

## **Loreta Šimunić**

## lsimunic@unizd.hr

## Odjel za talijanistiku, Sveučilište u Zadru

# CULTURAL ELEMENTS IN ITALIAN LANGUAGE TEXTBOOKS

The aim of this research was to investigate the cultural elements of the target language culture and the first language culture incorporated in the Italian language textbooks used in Croatian schools. The analysed textbooks are one of the main learning materials for Croatian students and should provide learners with bases for the development of both linguistic and cultural competences. The latter assumption is aligned with a number of researchers’ claims that students should be exposed to both target-culture elements as well as elements from their own culture (see e.g. Vickov 2016). When focusing on the cultural aspect, one should consider its macrolevel for the touristic purposes and its microlevel when preparing students for a longer stay in the target language country (Bolten 2011, in: Petravić 2016). Croatian researchers investigated English and German language textbooks produced in Croatia (see: Andraka 2014; Petravić 2010), but Italian textbooks haven’t been researched prior to the present study. Therefore, we decided to investigate the Italian coursebook content in terms of the presentation of the culture. Our research goal was twofold. We wanted to explore (1) the presence of the cultural elements of the target language culture and the first language culture and (2) their adjustment to the Croatian educational documents which are chronologically relevant for the analysed coursebooks. We analysed *Vieni con me* textbooks both qualitatively and quantitatively as suggested by Mužić (1977) and Zvonarević (1978). The categorical division of the analysed elements was based on the previous research conducted by Risager (1991), Petravić (2004) and Andraka (2014). Our results suggest that there are elements of both target language culture and first language culture which should suffice in forming the basis for the development of the students’ cultural competences. This research gives insight into textbooks’ cultural content and the possibilities of its usage in the instructional process in the initial stages of language learning.

#### Ključne riječi su: Italian textbooks, early language learning, cultural elements

## **Matea Bulić**

## mbulic@unizd.hr

## Centar za strane jezike Sveučilišta u Zadru

# **AUDITIVNE METODE U RAZVIJANJU VJEŠTINE SLUŠANJA MEĐU UČENICIMA ŠPANJOLSKOGA JEZIKA**

Poučavanje stranog jezika usmjereno je na razvijanje četiriju glavnih vještina: govora, slušanja, čitanja i pisanja međusobno povezanih i usmjerenih postizanju glavnoga cilja učenja stranoga jezika, a riječ je o komunikacijskoj kompetenciji koja podrazumijeva osposobljavanje učenika za učinkovito komuniciranje u različitim situacijama. U nastavi stranih jezika dugo se smatralo da je slušanje pasivan proces i razumijevanju govora nije se posvećivala pažnja. Međutim, istraživanja su pokazala da je slušanje aktivan proces koji uključuje percipiranje zvučnih signala i dekodiranje govorne poruke. Osnovni cilj slušanja je prepoznati sadržaj iskaza koji se postiže primjenom jezičnog znanja i općeg znanja o svijetu. U suvremenom pristupu nastave stranoga jezika, tijekom razvijanja vještine slušanja provode se različite nastavne aktivnosti s učenicima koje će ih pripremiti za razumijevanje poruke na stranome jeziku u pravim komunikacijskim situacijama s izvornim govornicima. Slušanjem izvornih auditivnih materijala, učenici se pripremaju za razumijevanje prave komunikacije na stranom jeziku i sama kompetencija razumijevanja auditivnog materijala jako je važna jer velik dio komunikacije među ljudima otpada na usmenu komunikaciju. U radu će se istraživati vještina slušanja kao jedna od četiri jezične vještine, važnost uporabe auditivnih materijala u nastavi španjolskog jezika te uloga slušnih strategijameđu učenicima španjolskoga jezika. Također će se prikazati koje se auditivne metode provode u razvijanju vještine slušanja u nastavi stranoga jezika. Cilj je istraživanja bio ustanoviti povezanost uporabe auditivnih metoda u razrednoj sredini i razumijevanja slušnog materijala kao rezultata njihove uporabe. Usporedno s tim, istraživat će se koje su strategije i stavovi najčešći među učenicima španjolskoga kao stranoga jezika u razvijanju vještine slušanja.

#### **Ključne riječi:** vještine slušanja, auditivne metode, strategije, stavovi

## AUDITORY METHODS IN DEVELOPING LISTENING SKILLS FOR SPANISH LANGUAGE STUDENTS

Teaching a foreign language is aimed at developing four main skills: speech, listening, reading, and writing which are interconnected and aimed at achieving the main goal of learning a foreign language, and this is communication competence which involves the training of students for effective communication in different situations. In the teaching of foreign languages, it was long thought that listening is a passive process and a lot of attention was not placed on the speech understanding. However, research has shown that listening is an active process which involves perceiving sound signals and decoding voice messages. The basic goal of listening is to recognize the content of a statement which is achieved through the application of language knowledge and general knowledge of the world. In the contemporary approach to teaching foreign languages, various teaching activities are carried out with students while developing listening skills to prepare them for understanding messages in the foreign language in real communication situations with native speakers. By listening to auditory material from native speakers, students are being prepared to understand real communication in the foreign language. This competence to understand auditory material is very important because a large portion of communication between people is done orally. This paper will explore listening skills as one of the four language skills, the importance of using auditory materials in teaching Spanish language, and the role of listening strategies for Spanish language students. It will also show which auditory methods are used in developing listening skills in foreign language teaching. The purpose of this research was to establish the correlation between using auditory methods in the classroom and the understanding of auditory materials because of their use. In parallel with this, it will be researched which strategies and attitudes are the most common among students of Spanish as a foreign language in developing listening skills.

#### **Keywords**: listening skills, auditory methods, strategies, attitudes

## **Vlasta Kučiš**

## vlasta.kucis@um.si

## Filozofska fakulteta Univerza v Mariboru

## **Helga Begonja**

## hbegonja@unizd.hr

## Sveučilište u Zadru

# BRUDET OD BAKALARA ILI FISCHRAGOUT ITALIENISCH ̶ SALATA OD HOBOTNICE ILI KRAKE SALAT? KOMPARATIVNA ANALIZA DALMATINSKIH HRVATSKO-NJEMAČKIH JELOVNIKA

Međunarodna i višejezična komunikacija u turizmu izazov je za svaku turističku destinaciju i zahtjeva kvalificirane prevoditelje, kako bi hotelijeri i ugostitelji određenu informaciju mogli adekvatno predstaviti stranim turistima. Prevođenje jelovnika zahtjevan je i izazovan zadatak za prevoditelje jer treba poznavati specifičnosti ciljne kulture i stručnu gastronomsku terminologiju, iako u široj javnosti prevladava mišljenje da prevoditi može svatko tko govori određeni strani jezik. Uloga prevoditelja u turizmu nije samo posredovanje poruke u informativnom smislu, već je treba učiniti zanimljivom i motivirajućom za prodaju i konzumiranje. Pogrešno prevedena poruka može izazvati nesporazum, neugodnu situaciju pa čak i pravne posljedice što nije u interesu ponuđača turističkih proizvoda i usluga. Značajnu ulogu u ukupnom dojmu turističke destinacije ima i gastronomsko-kulinarska ponuda, promovirajući i nudeći kulturno specifična jela i pića, poznata pod pojmom kulturemi. Uživanje u tipičnim regionalnim i nacionalnim jelima značajno doprinosi zadovoljstvu gosta, a kušanje i doživljaj tradicionalne hrane ubraja se među bitne motivacijske faktore kod izbora destinacije putovanja. Uz promidžbeni materijal, važnu ulogu u promociji turističke destinacije imaju i višejezični jelovnici koji su često neprofesionalno prevedeni, što je posljedica pomanjkanja jezične i stručne kompetencije prevoditelja i (ne)poznavanja kulturnog konteksta. Autorice u radu istražuju i analiziraju hrvatsko-njemačke prijevode dalmatinskih jela na primjeru tekstne vrste jelovnik. Empirijski dio rada sadrži analizu hrvatsko-njemačkih prijevoda na korpusu od 30 jelovnika ugostiteljskih objekata u Zadru. Uz primjere neadekvatnih prijevoda dalmatinskih jela, analiza ukazuje na pomanjkanje kvalitete prijevoda na gramatičkoj, semantičkoj i pravopisnoj razini. U radu se prikazuje primjena prijevodnih strategija nulto-ekvivalentnih hrvatskih gastronomskih kulturema. Empirijski dio istraživanja povezan je sa suvremenim teorijskim pristupima u prevoditeljstvu, fokusirajući se na teoriju skoposa i funkcionalizma. Analiza hrvatsko-njemačkih prijevoda zadarskih jelovnika ukazuje i na profesiju (često anonimnih i nestručnih) prevoditelja u turističkom gospodarstvu, koji zbog niske razine poznavanja materinjeg i stranog jezika te pomanjkanja translatoloških kompetencija, prevode doslovno i time kod stranih turista često izazivanju nerazumijevanje ili podsmijeh jer u prijevodu ne posreduju osnovnu poruku teksta.

#### Ključne riječi: turizam, hrvatsko-njemački jelovnici, tradicionalna jela, (anonimni) prevoditelj, teorija skoposa

## BRUDET OD BAKALARA ILI FISCHRAGOUT ITALIENISCH - SALATA OD HOBOTNICE ILI KRAKE SALAT? KOMPARATIVNA ANALIZA DALMATINSKIH HRVATSKO-NJEMAČKIH JELOVNIKA

International and multilingual communication is a part of tourism. Hence, it is challenging for any tourist destination to achieve a sufficient level of such communication. People employed in tourism need to provide foreign visitors with specific information and this kind of transcultural communication, as any other, requires qualified translators. In spite of a popular belief that anyone who speaks a foreign language can translate, to translate a menu is a demanding and complex task, as translators need to recognize culture-specific items in the source language and culture to be able to transfer them into the target one. Apart from this, translators are expected to be familiar with the culinary terminology. The point is that the translator in tourism is not supposed to merely translate the message and transfer information but to make this information more appealing for sale and consumption. Translation mistakes often cause misunderstandings and embarrassing situations that may even have legal consequences, which is far from the initial intention of those who provide and offer travel and tourism related services. Gastronomy and culinary services play a significant role in establishing an attractive image of a particular tourist destination and this image is commonly promoted by culture-specific dishes and drinks, which are also known as *culturemes*. Savouring typical regional and national food increases guest’s satisfaction. Tasting and enjoying traditional cuisine are significant motivational factors that affect the choice of the future tourist destination and may influence future travel plans. In addition to other promotional material multilingual menus have an important role in promoting of touristic places. Unfortunately, they are often translated inadequately as translators lack professional competences and are not familiar with the target culture. In this paper, the authors explore and analyse German translations of the names of Dalmatian dishes by focusing on menus as a specific text type. The empirical research is based on the analysis of Croatian-German translations found in 30 menus of Zadar’s restaurants. The results of the analysis indicate the lack of translation quality on the grammatical, semantic and orthographic levels. The results are illustrated by examples of inadequate translations of Dalmatian dishes from various menus. The empirical part of the research draws on contemporary theoretical approaches in translation studies, with the focus on the Skopos theory and functionalist approach. The analysis of Croatian-German translations of menus in Zadar shows that menus are apparently often translated by anonymous and inadequately qualified translators, who tend to translate literally. In our opinion it happens due to lack of knowledge of both languages. The results of the analysis also showed that some dishes were translated in a comic or even embarrassing way and completely misinterpreted the source text message.

#### Key words: tourism, Croatian-German menus, traditional dishes, (anonymous) translator, Skopos theory

## **Katja Nadine Passeri**

## katja.passeri@hotmail.com

## Filozofski fakultet u Rijeci

# VAŽNOST NJEMAČKOGa JEZIKA U HRVATSKOMe TURIZMU

Neosporno je govoriti o tome da njemački jezik dobiva na važnosti kada je riječ o turizmu u Hrvatskoj koji svake godine sve više raste. Također brojke pokazuju da najveći broj gostiju u Hrvatskoj čine gosti iz zemalja njemačkoga govornog područja. Stoga se trebamo pitati sljedeće: koliko mi uistinu pridodajemo važnosti i pažnje njemačkome jeziku kada govorimo o turizmu? Moje predavanje fokusirat će se na podatke i činjenice koje će pokušati odgovoriti upravo na navedeno pitanje. Naime, iako je u Hrvatskoj zastupljenost njemačkih gostiju najviša, škole, institucije i ugostiteljski objekti ne pridonose dovoljno učenju njemačkoga jezika, pogotovo u priobalju gdje je uglavnom, uz engleski jezik, najzastupljeniji talijanski jezik kada je riječ o učenju stranih jezika. Anketom koju sam provela i koju ću predstaviti prvi puta na konferenciji, pokazat ću na primjeru 16 osnovnih i 18 srednjih škola u Rijeci i okolici (ne)zastupljenost njemačkoga jezika kao stranoga jezika u navedenim školama. Prikazat ću to kako bih djelomično odgovorila na istraživačko pitanje te ću napraviti usporedbu s postotcima odsjelih gostiju iz njemačkih govornih područja na području Rijeke i Opatije. No, zašto se moje istraživanje uglavnom fokusira na škole? Gledajući iz pedagoško-metodičke perspektive, jezici se najbolje uče u ranijim fazama djetinjstva. Jedan kompleksniji jezik kao što je njemački, najbolje je početi učiti što ranije upravo zbog mnogih morfoloških i fonoloških razlika između hrvatskog i njemačkog jezika. Konačno, ukratko ću se dotaknuti budućnosti njemačkog jezika u hrvatskome turizmu te iznijeti zaključak.

#### Ključne riječi: njemački jezik, školstvo, turizam, globalizacija, strani jezici

## IMPORTANCE OF THE GERMAN LANGUAGE IN CROATIAN TOURISM

It is indisputable that the German language is gaining importance when it comes to tourism in Croatia, which increases every year. The figures also show that the greatest number of guests in Croatia comes from the German speaking countries. So, we need to ask ourselves how much importance and attention we really attach to the German language when it comes to tourism? In my lecture, I will focus on data and facts to answer this question. Namely, although there are so many guests from the German speaking countries in Croatia, schools, institutions, and catering establishments do not contribute enough to the learning of German. This is especially evident in coastal areas where, alongside English, Italian is learned as a foreign language. By presenting the survey I have conducted and which I will present for the first time at the conference, I will present the (lack of) German language as a foreign language on the example of 16 elementary and 18 high schools in Rijeka and its surroundings. By doing this, I will partially answer the research question and, moreover, I will compare the percentages of the guests from the German speaking areas in the regions of Rijeka and Opatija. But, why does my research focus mainly on schools? Looking at it from the pedagogical-methodical perspective, languages are best learned in the early stages of childhood. It is best to start teaching a more complex language such as German at these stages because of many morphological and phonological differences between Croatian and German. Finally, I will briefly touch upon the future of the German language in the Croatian tourism and draw my conclusion.

#### Key words: German language, education, tourism, globalization, foreign languages

## **TOMISLAV KRPAN**

## TKRPAN@UNIZD.HR

## ODJEL ZA TURIZAM I KOMUNIKACIJSKE ZNANOSTI, SVEUČILIŠTE U ZADRU

# Einsatz von Reiseberichten im Fremdsprachenunterricht der Fachrichtung Tourismus

Seit den Anfängen hat der Mensch ein Bedürfnis nach Reisen und Beschreibungen von Reiserouten. Reisen bedeutet Begegnung mit anderen Menschen, Kulturen, Sitten, Sprachen, Lebensweisen und Lebensbedingungen. Das Thema „Reisen“ ist eines der ältesten Themen der Weltliteratur und Reisen und Reiseberichte sind auch in der heutigen Zeit häufig verbunden. Es ist auch schon bekannt, dass die Funktion des Reiseberichtes maßgeblich vom kulturellen Kontext seiner Autoren und Rezeption bestimmt wird. Die erste Funktion eines Reiseberichtes ist es jedoch, über Reisen, Reisende oder Reisebedingungen, besonders aber über das bereiste Land und über die Begegnung mit fremder Kultur zu informieren. Der Fremdsprachenunterricht ist auch ein Ort der Begegnung mit der fremden Kultur, weil das wichtigste Mittel der Kommunikation die Sprache ist. Der Artikel stellt den möglichen Einsatz von Reiseberichten im Rahmen des Studiums der Kultur und Tourismus vor, indem die Studenten die Fülle von Informationen lernen, die sie nach eigenen Eindrücken von längeren Texten wiedergeben können. In dieser Arbeit werden die Ähnlichkeiten und auch die eventuellen Unterschiede von in deutscher und kroatischer Sprache geschriebenen Reiseberichten dargestellt. Aufgrund unserer Komparativanalyse wird eine Antwort gesucht, welche Motive wir in ausgewählten Reiseberichten sowohl in deutscher als auch kroatischer Sprache finden. Wir werden gleichzeitig auf die Problematik hinweisen, auf welche Art und Weise Reiseberichte im Fremdsprachenunterricht bearbeitet werden können und wie der Text eines Reiseberichtes konkret im Unterricht verwendet werden kann. Welche Lernziele lassen sich mit diesen Texten und den methodisch-didaktischen Verfahren anstreben? In diesem Beitrag setzen wir uns mit Fragen auseinander, welche Rolle und Bedeutung ein Reisebericht im Fremdsprachenunterricht spielt und auf welcher Niveaustufe er behandelt werden soll. Diese Arbeit beschäftigt sich mit der Interkulturalität und ihrer Bedeutung im Fremdsprachenunterricht. Im Aufsatz wird auch beschrieben, wie sich die Fremdwahrnehmung in Texten sprachlich manifestiert.

#### **Schlüsselwörter:** DaF im Tourismus, Fremdsprachenunterricht, interkulturelle Kommunikation, Literaturdidaktik, Reiseberichte

## Application of Travelogues in Foreign Language Teaching for Tourism

There has always been a need for travel and descriptions of tourist destinations. Travelling means meeting other people, cultures, customs, languages, ways of life and living conditions. The concept of "travelling" is one of the oldest topics of world literature. Travels and travelogues are closely related. It is well known that the function of the travelogue is largely determined by the cultural context of its authors. The first task of the travelogue is to inform about travels, travellers and travel conditions, especially about the country being visited, as well as contacts with foreign cultures. Teaching a foreign language is also a meeting place with another culture, and language is the most important means of communication. The article deals with the application of travelogues in German language teaching at the Culture and Tourism Studies. The paper presents the similarities and differences between selected travelogues written in Croatian and German. Based on our comparative analysis, we have determined the motives of writing as well as the topics that appear in the analysed travelogues. The paper deals with the role and meaning of travelogues in the teaching of foreign languages, and the central part of our work deals with learning objectives, glottodidactic procedures and the ways of applying travelogues in the German language. The article deals with interculturality and intercultural communication and its importance in teaching foreign languages, as well as on how the perception of foreign language is manifested in travelogues.

#### **Keywords:** travelogue, foreign language teaching, didactics in literature, intercultural communication, German language teaching in tourism

## **Dario Maršanić**

## dario.marsanic@ffri.uniri.hr

## Sveučilište u Rijeci

## **Manuela Svoboda**

## msvoboda@ffri.hr

## Sveučilište u Rijeci

# E-LERNING: EINE SINVOLLE ERGÄNZUNG IM FREMDSPRACHENUNTERRICHT?

Ziel dieses Beitrages ist es, die Grundlagen des E-Learnings anzuführen, die Inhalte und Funktionen von Lehrplattformen zu erklären und darüber hinaus wichtige Grundbegriffe des E-Learnings zu erläutern. Der Beitrag soll außerdem einen kurzen Überblick über die an der Universität Rijeka verwendete Lernplattform Moodle geben und auch deren Möglichkeiten im Fremdsprachenerwerb aufzeigen. Das wichtigste Ziel dieses Beitrages ist es aber, eine Analyse durchzuführen, durch die geklärt werden soll, ob Studierende im Unterricht Deutsch als Fremdsprache, die neben den klassischen Aufgaben auf einem Blatt Papier oder an der Tafel auch E-Learning Angebote, die z. B. mithilfe des Tools „Hot Potatoes“ erstellt sind, am Schluss bessere Sprachkenntnisse aufweisen können, als ihre Studienkollegen, die dieses Angebot nicht nutzen.

#### E-learning, Moodle, Hot Potatoes, Deutsch als Fremdsprache

## E-LEARNING: A USEFUL ADDITION TO FOREIGN LANGUAGE TEACHING?

The aim of this article is to give the basics of e-learning, to explain the content and functions of educational platforms and to explain important basic terms of e-learning. The article should also give a brief overview of the learning platform Moodle used at the University of Rijeka and show their possibilities in foreign language acquisition. The most important aim of this paper is, however, to carry out an analysis to clarify whether students in the classroom use German as a foreign language, which apart from the classical tasks on a piece of paper or on the blackboard also offers e-learning services. For example, using the Hot Potatoes tool may end up having better language skills than their counterparts who are not using this offer.

#### **Key words:**e-learning, hot potatoes, moodle, german as foreign language

## **Martina Mencer Salluzzo**

## martina.mencer.salluzzo@vern.hr

## VERN' University of Applied Sciences, Zagreb

## **Višnja Kabalin Borenić**

## vkabalinb@efzg.hr

## University of Zagreb, Faculty of Economics and Business, Zagreb

## **Branka Šuput**

## branka.suput@vern.hr

## VERN' University of Applied Sciences, Zagreb

# WORLD LANGUAGE STANDARDS FOR INTERNATIONAL SCHOOLS AS A POSSIBLE FRAMEWORK FOR REFLECTING ON ENGLISH FOR TOURISM OR ANY ENGLISH FOR SPECIFIC PURPOSE COURSE

Most language courses in Europe are framed by the globally influential CEFR but language courses in non-European countries also rely on different national or international learning standards. CEFR frames language learning by a range of general and communicative language competences and describes how learners produce and/or receive texts in relation to themes in specific domains (Chapter 2 summary, CEFR p.29). Communication, however, is only one of the many important advantages of language learning. To stress other advantages of language (LSP) learning one may approach an LSP (English for Tourism) course also through a different set of standards. Through this paper we will present the AERO World Language Standards for International Schools as a possible framework through which one could approach, modify, reflect on, and improve English for Tourism or another language for specific purpose course. AERO World Language Standards and Benchmarks are developed and revised by a team of international world language teachers, based on the U.S. based standards for Language Learning in the 21st Century. They focus on the 5 Cs of language learning (Communication, Culture, Connections, Comparisons and Communities) while making explicit the connections between language learning and development of the 21st century skills, including cognitive flexibility, creativity, critical thinking, global engagement, and multicultural understanding. After an overview of the mentioned standards, the examples of topics and units taken from the undergraduate level ESL courses will be presented and discussed. The international benchmarks for high school students will be first presented, then modified and expanded into a proposal of standards that could meet the needs of an ESP English for Tourism (Business English, or another ESP) course.

#### **Key words**: competencies, AERO, World Language Standards, English for Tourism, ESP

## **Irena Medvešek**

## irmedvesek@gmail.com

## Veleučilište Vern', Zagreb

## **Anita Skelin Horvat**

## askelin@ffzg.hr

## Filozofski fakultet u Zagrebu

# STJEPAN SRKULJ I NJEGOVI POLITIČKI STAVOVI U TURISTIČKIM VODIČIMA ZAGREBA

Usprkos svojoj popularnosti kroz gotovo dvije stotine godina, turistički vodiči su do nedavno bili znanstveno zanemaren format. Tek krajem 20. st., kada je njihova budućnost upitna, pojavljuju se opsežnija istraživanja ovoga žanra koja se često fokusiraju na kontekst putovanja u Njemačkoj, domovini Baedekerovih turističkih vodiča koji su vladali tržištem 19. i prve polovine 20. st. Za Koshara (2000.) vodič je predmet popularne kulture koji je istovremeno liberalizirao i individualizirao putovanje, ali je i prvi veliki manipulator turističkog iskustva koji ima značajan utjecaj na svoje korisnike. Müller (2010.) vodiče smatra optičkim medijskim formatom zadanog koncepta, koji istovremeno dopušta mnoge mogućnosti, ali i nameće mnoga ograničenja, a Peel i Sørensen (2016.) da su turistički vodiči dobar izvor za traženje skrivenih sadržaja, pogotovo onoga koji sugerira političke kontroverze ili odnose moći. Stjepan Srkulj, povjesničar i političar, zagrebački gradonačelnik 1917.-1919., te 1928.-1932. autor je turističkih vodiča za Zagreb objavljenih u tri izdanja, *Zagreb u prošlosti i sadašnjosti1093-1928*, *1093-1930 i 1093-1936* na hrvatskom, engleskom, njemačkom i francuskom jeziku. U ovom radu pokazuje se kako Stjepan Srkulj formatom turističkih vodiča, koji su nastali u vrijeme dramatičnih povijesno-političkih prilika, kada je obnašao dužnost zagrebačkog gradonačelnika i ministra u vladi Kraljevine Jugoslavije, provlači svoje političke i osobne stavove. Analizira se kako Srkulj na različite načine tretira prostor i događaje u prvom vodiču na hrvatskom s jedne i vodičima na stranim jezicima s druge strane ukazujući time i na svjesnost o razlikama u percepciji o novonastaloj državi „domaće“ i „strane“ publike.

#### **Ključne riječi**: turistički vodič, Zagreb, Stjepan Srkulj, strani jezici

## **STJEPAN SRKULJ AND HIS POLITICAL VIEWS IN HIS ZAGREB TRAVEL GUIDEBOOKS**

Despite being immensely popular through almost two hundred years, travel handbooks were a format mostly ignored by scholars until recently. At the end of the 20th century, when their future is uncertain, the elaborate research on the genre is emerging, often focusing on the travel context of Germany, the homeland of the Baedeker travel handbook, which dominated the 19th and the early 20th century travel book market. Koshar (2000) sees the guidebook as a popular culture object which liberalised and individualised travel, but at the same time acted as the first manipulator of the experience influencing its users significantly. Müller (2010) considers travel books an optical medium format of a given concept which allows many possibilities but simultaneously imposes many constraints, while Peel and Sorensen (2016) acknowledge they are a good source for finding hidden contents, especially those which suggest controversy or power relations. Stjepan Srkulj, a historian and a politician, the Zagreb mayor from 1917 to 1919 and from 1928 to 1932 was the author of tourist travel guidebooks published in three editions, *Zagreb in the past and present1093-1928*, *1093-1930 and 1093-1936* in Croatian, German, English and French. This paper shows how Stjepan Srkulj used the format of a travel guidebook, written at the times of dramatic historical and political circumstances when he held the offices of Zagreb mayor and a minister in the government of the Kingdom of Yugoslavia, to impose his own political and personal views. Aware of different perceptions between the “domestic“ and the “foreign“ users about the newly established state, Srkulj treats space and events differently in the first Croatian guide on the one and other guides on the other hand.

#### **Key words**: travel guidebook, Zagreb, Stjepan Srkulj, foreign language

## **Ivona Jovanović**

## ivonaj@t-com.me

## Fakultet za turizam i hotelijerstvo – Kotor

## **Isidora Lazarević-Milivojević**

## isidoralazar@yahoo.com

## Filološki fakultet – Nikšić

# FRANCUSKI JEZIK U TURIZMU I JEZIČNA POLITIKA CRNE GORE

Crna Gora sektor turizma označila je kao stratešku odrednicu i dominantnu privrednu djelatnost. Doprinos turizma crnogorskom BDP-u iznosi 23% i procjenjuje se da će prihodi od turizma u 2018. godini dostići milijardu eura. Niz godina, turisti iz Francuske predstavljaju najbrojnije inozemne posjetitelje među onima koji pristižu iz zemalja članica EU i spadaju u najveće konzumente organiziranih izleta. Podsjetimo da je u lipnju 2017. godine Crna Gora zvanično postala punopravna članica NATO alijanse, a da je 2010. godine prihvaćena njena kandidatura za članstvo u EU. U obje spomenute međunarodne organizacije, francuski, uz engleski, predstavlja zvaničan radni jezik.S druge strane, u Crnoj Gori svjedoci smosve manjega broja razreda, na svim razinama školovanja, u kojima se uči francuski jezik. Ovaj problem posebno je izražen u primorskom dijelu Crne Gore u kojem boravi najveći broj inozemnih turista i gdje je stanovništvo uglavnom zaposleno u sektoru turizma. Osim engleskoga koji je učenicima nametnut od početka školovanja kao prvi strani jezik, talijanski, ruski pa i njemački preuzimaju u većini škola primat kada je u pitanju drugi strani jezik.Istraživanjem prezentiranim u ovom radu pokušali smo pronaći odgovor na pitanje zašto je jezična ponuda u Crnoj Gori, barem kada su državne školske institucije u pitanju, u suprotnosti s jezičnom potražnjom. U metodološkom pogledu, temeljeći se na postavci “*procjenjivačkog intervjua*” obavljeni su, za potrebe rada, razgovori s ravnateljima osnovnih škola u Kotoru, gradu pod zaštitom UNESCO-a koji godišnje posjeti više od 500 000 turista samo s kruzera, među kojima Francuzi prednjače. Osim ravnatelja škola, koji su velikim dijelom odgovorni za ponudu drugog stranog jezika u svojim institucijama, u radu su, kroz transkribirani korpus prikupljenih intervjua, analizirani i stavovi rukovoditelja receptivnih putničkih agencija koje u Crnoj Gori posluju s frankofonim tržištem.

#### **Ključne riječi**: francuski jezik, Crna Gora, turizam, stavovi o jeziku, jezička politika

## FRENCH LANGUAGE IN TOURISM AND LANGUAGE POLICY OF MONTENEGRO

Montenegro has identified the tourism sector as a strategic determinant and dominant economic activity. The contribution of tourism to Montenegrin GDP is 23% and it is estimated that tourism revenues will reach a billion Euros in 2018. For many years now, tourists from France represent the largest population of foreign visitors from EU member states and are among the largest consumers of organized excursions.It is important to mention that in June 2017 Montenegro officially became a full member of the NATO alliance, and that its candidacy for EU membership was accepted in 2010. In both of these international organizations, French is the official working language, together with English.On the other hand, in Montenegro, at all levels of education, we are witnessing a smaller number of classes in which the French language is learned. This problem is particularly evident in the coastal part of Montenegro where we have the largest number of foreign tourists and where the population is mostly employed in the tourism sector. Apart from English, which has been imposed on students since the beginning of schooling as the first foreign language, Italian, Russian and German do take primacy in most schools when it comes to the second foreign language.The research presented in this paper attempts to find an answer to the question why language offerings in Montenegro, at least when the state school institutions are in question, contradict the language demand. Methodologically speaking, based on the "interviewing" setting, discussions were conducted with the Directors of Primary Schools in Kotor, a UNESCO-protected city that is annually visited by more than 500,000 tourists only from the cruisers, among which French tourists are the most numerous. Apart from the school Directors who are partly responsible for the offer of a second foreign language in their institutions, this work analyses the transcribed corpus of collected interviews with the attitudes of the managers of receptive travel agencies operating in Montenegro and working with the Francophone tourists.

#### **Key words**: French language, Montenegro, tourism, language policy, language attitudes

## **Đani Bunja**

## gianni@unizd.hr

## Odjel za turizam i komunikacijske znanosti, Sveučilište u Zadru

# OBILJEŽJA PREZENTACIJE hrvatskeTRADICIJSKE GASTROKULTURNE BAŠTINeU TURIZMU

Preduvjet za djelotvorno i učinkovito ostvarivanje ciljeva turističkih politika jest sposobnost turističkih destinacija u zadovoljavanju potreba, želja i zahtjeva turista. Oni danas tragaju za autentičnim turističkim iskustvima, tj. onim turističkim proizvodima koji nisu konfekcijski i koji su različiti od unificirane turističke ponude. Osim usluga smještaja, drugi najvažniji aspekt turističke ponude su gastronomske usluge. Dok je u ponudi usluga smještaja teže moguće postići diferencijaciju u odnosu na konkurenciju, dotle je to u velikoj mjeri moguće u gastronomskoj ponudi turističkih destinacija, a osobito ukoliko se ona temelji na tradicijskoj gastrokulturnoj baštini. Umijeće pripreme jela, slastica, pića i napitaka predstavlja nematerijalnu dimenziju prehrane, a znanja i vještine koje su se održale u određenoj zajednici kroz vrijeme i prostor, prehranu čine nematerijalnim kulturnim dobrom. Kulturna baština bitan je aspekt identiteta turističkih destinacija. Identitet predstavlja kategoriju na osnovi koje se turističke destinacije međusobno razlikuju. Prema tome, uključivanje u hrvatsku turističku ponudu autentičnih jela, slastica, pića i napitaka može pridonijeti izgradnji njezina turističkoga identiteta.Prezentacija tradicijske gastrokulturne baštine na turističkom tržištu od velike je važnosti, jer utječe na percepciju turista o turističkim destinacijama. U tom kontekstu javlja se pitanje na koji način u turizmu predstaviti nazive, sastav i oblike spravljanja različitih jela, slastica, pića i napitaka. Dok je recepture poželjno prevoditi kako bi turisti mogli procijeniti očekivanja u smislu autentičnosti iskustva, dotle se problematizira pitanje prevođenja njihovih naziva.Budući da su nazivi iz područja gastrokulturne baštine bitni elementi identiteta, cilj ovoga rada jest utvrditi koja su obilježja njezine prezentacije u hrvatskome turizmu.

#### **Ključne riječi**: turizam, gastrokultura, baština, identitet, prevođenje.

## Characteristics of presentation of Croatia's traditional gastro-cultural heritage in tourism

The precondition for efficient and effective pursuit of tourist policy goals is the ability of tourist destinations to meet the needs, wishes and demands of tourists. Today they seek for authentic tourist experiences, i.e. those tourist products that are not ready-made and which are different from the unified tourist offer. Apart from accommodation services, the second most important aspect of the tourist offer is gastronomic services. While in the offer of accommodation services it is more difficult to achieve differentiation in relation to competition, but is largely possible in the gastronomic offer of tourist destinations, especially if it is based on traditional gastro-cultural heritage. The art of preparing meals, sweets, drinks and beverages is an intangible dimension of nutrition, and the knowledge and skills that have been preserved in a particular community through time and space make nutrition an intangible cultural asset. Cultural heritage is an important aspect of the identity of tourist destinations. Identity represents the category on the basis of which tourist destinations are mutually distinguished. Accordingly, the inclusion of authentic dishes, sweets, drinks and beverages in Croatia's tourist offer can contribute to the construction of its tourist identity. The presentation of traditional gastro-cultural heritage on the tourist market is of great importance because it affects the perception of tourists about tourist destinations. In this context, there is a question of how to present the names, ingredients and forms of making different meals, sweets, drinks and beverages in tourism. While recipes are preferably translated so that tourists can estimate expectations in the sense of authenticity of experience, the issue of translating their names is being discussed.Since the names in the field of gastro cultural heritage are essential elements of identity, the aim of this paper is to identify the features of their presentation in Croatian tourism.

#### Key words: tourism, gastro-culture, heritage, identity, translation.

## **Žana Modrić**

## zmodric@unizd.hr

## Odjel za rusistiku, Sveučilište u Zadru

# ULOGA POSLOVNOGA TURIZMA U UČENJU RUSKOGA KAO STRANOGA JEZIKA

U radu će se istražiti važnost rastuće sfere poslovnog i međunarodnog turizma u kontekstu učenja ruskog kao stranog jezika. Koncentrirat ćemo se na poslovni turizam koji se u novije vrijeme razvija ubrzanim tempom. Za usporedbu, 1990. godine od 425 milijuna putovanja na svijetu, njih 63 milijuna provedeno je s poslovnim ciljem. Takva putovanja spadaju u sferu poslovnog turizma i takav oblik turizma može donijeti veliku dobit za državu u kojoj se provodi. Razlog tome je što su ruski „poslovni turisti“ većinom menadžeri višeg i srednjeg stupa tvrtki čime profitiraju države u koje putuju i hoteli u kojima odsjedaju, restorani, mjesne turističke zajednice i obrti, te suvenirnice. Devedesetih godina u Rusiji i u svijetu dogodile su se velike promjene u političkom i gospodarskom životu, u razvoju tehnologije i modela ponude i potražnje, što je utjecalo na svjetsko tržište poslovnih putovanja i postavilo nove ciljeve pred tim sektorom turizma. U nastavku ćemo navesti neke vrste poslovnoga turizma bitnih za Rusiju i Hrvatsku, ali i strana tržišta, primjerice susreti, konferencije, seminari, izložbe, sajmovi, *team-building*, te pojasniti njihove karakteristike. Osnovni ciljevi poslovnog turizma su: pregovaranje s partnerima, susreti s rukovodstvom i kolegama, predstavnicima drugih tvrtki, uspostavljanje poslovnih kontakata, posjet događajima kao što su izložbe, znanstveni skupovi, obuka radnika, dobivanje potvrda i slično. Razvoj nacionalnih gospodarstava i njihova integracija nezamislivi su bez razvoja sfere poslovnog turizma koji pridonosi razvoju motivacije za učenje ruskoga jezika turizma na lokalnim razinama. Edukacija kvalitetnog turističkog kadra treba biti usmjerena na učenje ruskog kao stranog jezika što može pridonijeti razvoju tržišta poslovnog turizma i dolasku većeg broja poslovnih turista iz Rusije u Hrvatsku.

#### Ključne riječi: poslovni turizam, MICE, poslovni ruski jezik, ruski jezik u turizmu

## THE ROLE OF BUSINESS TOURISM IN LEARNING RUSSIAN AS A FOREIGN LANGUAGE

The paper will examine the importance of the developing domain of business and international tourism in the context of learning Russian as a foreign language. The focus will be on business tourism, which has been rapidly developing of late. By comparison, in 1990, 63 million out of 425 million travels in the world were undertaken for business purposes. Those travels fall under the domain of business tourism and that type of tourism can bring substantial profit to the country in which it is conducted. The reason for that lies in Russian “business tourists” being predominantly middle-level and top-level managers, which brings profit to the countries they visit and hotels in which they stay, as well as the restaurants, local tourist boards and agencies, and souvenir shops. The 1990s were the period of great changes in political and economic life, technological development and the supply-and-demand model in Russia and the world, which affected the world market of business travel and set new goals for the said segment of tourism. We will continue by specifying some of the business tourism types which are relevant for Russia and Croatia, as well as different sides of the market, such as meetings, seminars, exhibitions, fairs, team-building, and we will explain their characteristics. The main goals of business tourism consist of negotiations among partners, meetings with the leadership and colleagues, other companies’ representatives, establishing business contacts, attending events, such as exhibitions, conferences, employee training, obtaining certifications, etc. The development of national economies and their integration are unimaginable without the development of business tourism domain, which contributes to the development of motivation for learning the Russian language for tourism at local levels. The education of quality tourism personnel needs to be directed at learning Russian as a foreign language, which could contribute to the development of business tourism market and increase the number of Russian business tourists in Croatia.

#### Key words: Business tourism, MICE, Russian business language, Russian language in tourism

## **Andrea Knežević**

## aknezevi2@unizd.hr

## Odjel za rusistiku, Sveučilište u Zadru

# (IZGUBLJENI) IDENTITET RUSKOGA JEZIKA U TURIZMU

Stara poslovica *Koliko jezika znaš, toliko vrijediš!*, danas više nego ikada primjenjiva je u svim područjima života čovjeka 21. st. Naročito se to odnosi na profesionalnu sferu u kojoj znanje samo materinskoga i engleskoga jezika ne konkurira zahtjevima suvremenoga tržišta rada. Traži se znanje što većega broja jezika, osobito u turizmu. S tim u vezi, raste popularnost učenja tzv. egzotičnih jezika. Ruski jezik s vremenom se na velika vrata vratio na prostor bivše Jugoslavije te ga danas s pravom više ne smatramo egzotičnim budući da njime govori sve veći broj mladih ljudi u Hrvatskoj. Naime, Hrvatima je ruski kao slavenski jezik značenjski blizak te su time više motivirani naučiti ga. Osobito se to odnosi na turističke djelatnike koji u najvećoj mjeri (pro)govore ruski jezik za osnovno sporazumijevanje, tj. produktivnom djelatnošću govorenja na nižim stupnjevima poznavanja jezika (A1-A2), najčešće bez poznavanja pisanoga jezika. U ovladavanju ruskim jezikom hrvatskih turističkih djelatnika, osim utjecaja materinskoga jezika, zasigurno pomaže i činjenica da ruski turistički leksik, kao i većina jezika danas, obiluje engleskom stručnom terminologijom. S druge strane, osim danas popularnim anglizmima, za ruski jezik u turizmu karakteristično je i povijesno naslijeđe francuskoga jezika. U izlaganju će se navesti brojni primjeri posuđenica iz navedenih jezika te će se analizirati njihov položaj u suvremenome ruskom turističkom leksiku. Navest će se uzroci i razlozi koji su doveli do povećanja broja posuđenica. Isto tako, istražit će se utjecaj hrvatskoga kao materinskoga jezika na ovladavanje ruskim jezikom u svrhu njegova korištenja u turističkim djelatnostima. Na temelju svega navedenoga, izvest će se osnovni zaključci s ciljem utvrđivanja položaja ili udjela „čistoga“ ruskoga jezika u turizmu.

#### **Ključne riječi**: ruski jezik u turizmu, anglizmi, jezično posuđivanje

## THE (LOST) IDENTITY OF THE RUSSIAN LANGUAGE IN TOURISM

The old saying *You are worth how many languages you speak!* is today, more than ever before, applicable to all areas of human life in the 21st century. This especially applies to a professional sphere in which knowledge of one's mother tongue and the English language cannot compete with the demands of the modern labour market. Knowledge of many languages is required, especially in tourism. In relation to this, the popularity of learning so-called exotic languages is rapidly growing. The Russian language has, over time, returned to the area of the former Yugoslavia and today we no longer consider it to be an exotic language, because an increasing number of young people in Croatia already speak it. Namely, Croatians consider Russian to be a Slavic language, which is meaningfully close to their own, so they have the motivation to learn it. In mastering the Russian language, Croatians that work in tourism, in addition to the influence of their mother tongue, are also benefited by the Russian tourist lexicon, which, as well as with most languages today, abounds in English terminology. On the other hand, besides the popular Anglicisms of the present, the Russian language in tourism is a characteristic and historical heritage of the French language.The presentation will include numerous examples of loanwords from the mentioned languages and will analyse their position in the contemporary Russian tourist lexicon. The reasons and causes that led to the increase in the number of loanwords will be explained. Also, the impact of the Croatian language as a mother tongue on the mastering of the Russian language will be explored for the purpose of its use in tourism and tourist activities. Based on the above, basic conclusions will be drawn with the aim of determining the position or share of «pure» Russian language in tourism.

#### Key words: Russian language in tourism, Anglicisms, language borrowing.

## **JASNA POTOČNIK TOPLER**

## jasna.potocnik1@um.si

## FACULTY OF TOURISM, UNIVERSITY OF MARIBOR

# LANGUAGE AS A TOOL IN CREATION OF A DESTINATION

In today’s extremely competitive tourism industry, branding of destinations is significant, and languages play an important role in the branding process. Their value goes beyond the ability to communicate with tourists, tour operators, and business partners. This is especially true in the case of destination branding, where languages, especially English as lingua franca, play the key role in the positioning of people and places. Thus, the language choices used in slogans, guide books, travelogues, and brochures are imperative. The so called tourism discourse is essential not only for reflecting but also for forming reality, and, consequently, for making profits. Indeed, the language of tourism performs many functions, among them it is a tool for representing and creating reality, and a mechanism of social control. In the case of destination branding, also a language market is discussed, and scholars emphasize that languages make profits. It is good and professional communication of a destination that contributes to many things, sustainable tourism among them. Visitors with quality information are able to choose rewarding experiences while displaying respectful behaviour. This, in the long term, creates mindful visitors who better manage their impact on the environment.

#### Keywords: languages, tourism, English, language functions, destination branding



**UNIVERSITY OF ZADAR**

**DEPARTMENT OF TOURISM AND COMMUNICATION STUDIES**

**4th INTERNATIONAL CONFERENCE**

**FOREIGN LANGUAGES AND TOURISM**

zadar, 8 & 9 NOVEMBER 2018

venue: dr. fRANJE tUĐMANA 24i (novi kampus)

conference hall - 117

**ProgramME**

thursday, 8 november 2018

**9:00 REGISTRATION**

**9:30 CONFERENCE PROGRAMME**

 **Moderator: Vlado Sušac**

10:00 – 10:20 Mirna Linčir Lumezi, Vera Krnajski Hršak: IZAZOVI PREVOĐENJA STRUČNE TERMINOLOGIJE U TURIZMU

10:20 ̶10:40 Tina Orel Frank, Nina Lovec, Ljudmila Sinkovič: UNESCO PRESENTATION IN ENGLISH, ITALIAN AND GERMAN ON-SITE BROCHURE MATERIAL AS A TYPE OF TOURISM DISCOURSE TEXT

10:40̶ 11:00 Tanja Jerman: DEVELOPING LANGUAGE COMPETENCES FOR THE TOURIST SERVICE PERSONNEL ON THE BASIS OF KINSHIP OF SLAVIC LANGUAGES

**11:00 ̶11:30 COFFEE BREAK**

 **Moderator: Dolores Miškulin**

11:30 ̶ 11:50 Brigita Bosnar Valković, Suzana Jurin: LINGUISTIC AND TEXTUAL FEATURES OF TRAVEL BLOGS AND TRAVEL GUIDES PRESENTING CROATIAN TOURIST DESTINATIONS – A COMPARATIVE STUDY

11:50 ̶ 12:10 Anna Martinović: LSP AND LANGUAGE TEACHING: A FOCUS ON VOCABULARY LEARNING

12:10 ̶ 12:30 David F. Brett, Antonio Pinna: USING SEM-GRAMS TO STUDY METAPHORS IN TRAVEL JOURNALISM

**12:30 ̶14:00 LUNCH TIME**

 **Moderator: Brigita Bosnar Valković**

14:00 ̶14:20 Dolores Miškulin: TALIJANSKI JEZIK U TURIZMU ̶ISKUSTVA I PERSPEKTIVE

14:20 ̶14:40 Nevenka Blažević: VIŠEJEZIČNOST U UDŽBENICIMA NJEMAČKOGA KAO DRUGOGA STRANOG JEZIKA ZA UGOSTITELJE

14:40 ̶15:00 Alenka Šuljić Petrc, Ivana Edmonds: VAŽNOST KVALITETE PRIJEVODA VIŠEJEZIČNIH JELOVNIKA NA STVARANJE IMIDŽA UGOSTITELJSKOGA OBJEKTA

15:00 ̶ 15:20 Iva Planišek-Čikara: A COURSEBOOK EVALUATION IN THE CONTEXT OF ENGLISH FOR TOURISM PURPOSES

15:20 ̶ 15:40 Vlado Sušac: MULTIMODAL ASPECTS OF FOREIGN LANGUAGE TEACHING FOR TOURISM PURPOSES

15:40 ̶ 16:00 Ivana Lozo: ULOGA TIPOGRAFIJE U TURISTIČKIM MULTIMODALNIM TEKSTOVIMA

**16:00 ̶16:30 COFFEE BREAK**

 **Moderator: Vlasta Kučiš**

16:30 ̶ 16:50 Boglarka Kiss Kulenović: USING INFOGRAPHICS IN TEACHING LANGUAGES FOR SPECIFIC PURPOSES

16:50 ̶ 17:10 Marijana Fabijanić: E-TALIANO PER IL TURISMO

17:10 ̶ 17:30 Loreta Šimunić: CULTURAL ELEMENTS IN ITALIAN LANGUAGE TEXTBOOKS

17:30 ̶ 17:50 Matea Bulić: AUDITIVNE METODE U RAZVIJANJU VJEŠTINE SLUŠANJA KOD UČENIKA ŠPANJOLSKOG JEZIKA

**19:30 CONFERENCE DINNER**

FRIDAY, 9 NOVEMBER 2018

 **Moderator: Irena Zavrl**

9:00 ̶9:20 Vlasta Kučiš, Helga Begonja: BRUDET OD BAKALARA ILI FISCHRAGOUT ITALIENISCH- SALATA OD HOBOTNICE ILI KRAKE SALAT? KOMPARATIVNA ANALIZA DALMATINSKIH HRVATSKO-NJEMAČKIH JELOVNIKA

9:20 ̶9:40 Katja Nadine Passeri: VAŽNOST NJEMAČKOGA JEZIKA U HRVATSKOME TURIZMU

9:40 ̶ 10:00 Tomislav Krpan: EINSATZ VON REISEBERICHTEN IM FREMDSPRACHENUNTERRICHT DER FACHRICHTUNG TOURISMUS

10:00 ̶ 10:20 Dario Maršanić, Manuela Svoboda: E-LEARNING: EINE SINVOLLE ERGÄNZUNG IM FREMDSPRACHENUNTERRICHT?

10:20 ̶10:40 Martina Mencer Salluzzo, Višnja Kabalin Borenić, Branka Šuput: WORLD LANGUAGE STANDARDS FOR INTERNATIONAL SCHOOLS AS A POSSIBLE FRAMEWORK FOR REFLECTING ON ENGLISH FOR TOURISM OR ANY ENGLISH FOR SPECIFIC PURPOSE COURSE

**10:40 ̶ 11:10 COFFEE BREAK**

 **Moderator: Ljudmila Sinkovič**

11:10 ̶11:30 Irena Medvešek, Anita Skelin Horvat: STJEPAN SRKULJ I NJEGOVI POLITIČKI STAVOVI U TURISTIČKIM VODIČIMA ZAGREBA

11:30 ̶11:50 Ivona Jovanović, Isidora Lazarević-Milivojević: FRANCUSKI JEZIK U TURIZMU I JEZIČNA POLITIKA CRNE GORE

11:50 ̶12:10 Đani Bunja: OBILJEŽJA PREZENTACIJE TRADICIJSKE GASTROKULTURNE BAŠTINE HRVATSKE U TURIZMU

12:10 ̶12:30 Žana Modrić: ULOGA POSLOVNOGA TURIZMA U UČENJU RUSKOGA KAO STRANOGA JEZIKA

12:30 ̶12:50 Andrea Knežević: (IZGUBLJENI) IDENTITET RUSKOGA JEZIKA U TURIZMU

12:50 ̶13:10 Jasna Potočnik Topler: LANGUAGE AS A TOOL IN CREATION OF A DESTINATION

13:15 DISCUSSION AND CLOSING

Co-organizers:

