**MODEL OF TOURISM TERMINOLOGY IMPLEMENTATION IN LANGUAGE FOR TOURISM PURPOSES UNIVERSITY COURSES**

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| ***Article Info*** | **Abstract** |
| ***Article History***  *Received:*  *Revised:*  *Published:* | *Terminology is one of the key language elements in the development of communicative competence in any language for specific purposes course. Tourism, as any other field of knowledge, predisposes certain specifics in its terminology. The aim of this paper is to establish a model for effective implementation of LTP (language for tourism purposes) in a university tourism-related language course. To reach this aim tourism terminology typology has been investigated via literature review and a study of the characteristics of tourism terminology and its teaching from both teachers' and students' perspectives, conducted at the University of Primorska, The results are shown in a model of LTP terminology implementation that suggests methods and activities in teaching tourism terminology which tends to be rather multidisciplinary, internationalised and (de)terminologised. The findings are not limited solely to tourism-related foreign language courses but could be adapted to any LSP university course.* |
| ***Keywords***  *LTP (language for tourism purposes);*  *University course,*  *Tourism terminology,*  *Teaching terminology* |
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**INTRODUCTION**

The most important feature of a language for specific purposes is its field-specific terminology, which refers to the conceptual information of the field named by specific terms. In defining terminology, we refer to Vintar (2008, 37-39), who says that the only possible criterion for determining a term is its function and its specialized use - formal universal criteria for distinguishing terms from non-terms cannot exist - and Gabrovšek (2005, 16-17), who defines terms in the broadest sense as lexemes that refer to specific concepts within a particular field and form a subsystem of knowledge. In the past, a term was recognized as a kind of static entity, while the more recent approaches determine its dynamic character and consider it as a "verbalized special concept that appears and improves in the process of cognition" (Leichik, 2012, 235).

"To know the terminology of a field is to acquire knowledge of it" (Cabre, 2008, 358). As a professional, it is necessary to be terminologically competent, which is understood as the basis for the formation of professional foreign language communication competence of future professionals and is one of the main tasks of foreign language teaching in a non-linguistic university (Bakirova, 2020). Unfortunately, Vepreva (2011) notes that the methodology of teaching the oriented foreign language vocabulary is not sufficiently developed. In particular, the author (ibid.) emphasizes the insufficient methodology of developing lexical abilities and skills when teaching special foreign language vocabulary. On this basis, we can agree with Bakirova (2021), who recently stated that "the search for new methodological solutions that would ensure in practice high-quality mastery by students of the foreign language terminology of their professional industry, does not lose its relevance" (Bakirova, 2021).

"An ESP course is expected to cover the terminology of their discipline." (Meristo & Lopez Arias 2020, 251). The thorough acquisition of a conceptual framework by students depends on the systematic acquisition of the terminological lexicon of the tourism industry (Yakubova, 2008, 264). Nowadays, foreign words, especially English, are widely inserted, especially in "secondary" languages such as Slovenian (as the office language at the Faculty of Tourism Studies - Turistica in Slovenia, where the survey in this paper was conducted). English is often referred to as the language of international travel, business and communication. Yet interlingual borrowing is a frequent and common process in any living general or specialised language. This is particularly evident in areas with a particularly international character, such as tourism, which is also noted by Sokolova (2020). Therefore, as Ciobanu (2015) notes, there are also many English terms in tourism lexicons worldwide, and Slovenian is no exception. There are expressions in Slovenian that are used in English either out of necessity, but mainly out of luxury, so that an English equivalent replaces an existing or pre-existing Slovenian word in order to sound modern, rather than using an existing Slovenian equivalent (e.g. English term *booking* instead of Slovenian term *rezervacija*). Anglicisms are chosen wisely to attract the attention of readers, viewers or listeners in the fields of marketing and journalism, while the greatest influence is clearly observed in the fields of politics, technology, science, sports, tourism and culture (Sokolova, 2020). Since recently many linguists have noted that the extent of English influence on "secondary" languages has become overwhelming and possibly a dangerous trend, it is important to include new tourism terminology in LTP teaching, paying special attention to making students, as future professionals, particularly aware of this problem by providing them with methods to overcome this problem in future term formation.

Tourism language has been observed by several authors (Dann 1996, 2012; Jaworski & Pritchard, 2005; Jaworski &Thurlow, 2010; Mikolič, 2015). In recent times tourism terminology gained more focus, especially due to its fast development mirroring tourism extensive growth and progress. Athours focus on tourism terminology development in the digital age (Hasanova, 2018; Mihaylova-Palanska, 2020), its register variation (Pulcini, 2012), the extensive use of anglicisms in modern tourism language (Gimenez Folques, 2015), its semantic and structural relations (Kuchkarova, 2021), pragmatics (Nazarova, 2021), antonym prefixation in English tourism terminology (Yurko & Styfanyshyn 2020; Antoliyivna & Mykolayivna, 2020). Certain authors focus and asses the development of certain term clusters inside a specific type of concept of tourism, eg in religious tourism (Jackowski (2000);  [Küpeli](https://www.tandfonline.com/author/%C5%9Een+K%C3%BCpeli%2C+Tu%C4%9Fba), Koc & Hassan, 2016; Khan 2016). Translation issues and procedures are also a focus of authors dealing with touiram terminology (e.g. Mammadova, 2021). Nevertheless, the field of language of tourism and its terminology is well researched and also a vast number of published work focuses on English language skills teaching for a successful toruism carress (e.g. Zahedpisheh, 2017; Erazo et.al., 2019), there are up to date and to our knowledge no research of the implementation of tourism terminilogy in university courses.

**TYPOLOGY OF TOURIM TERMINOLOGY**

From the justification of the existence of the regional discourse on tourism also comes the need to define the terminology of tourism. Preparing an effective ESP course depends on identifying the needs of students (Anthony 2018, Yakoborow 2017), but we might add that a thorough investigation of the features of field terminology (as one of the key elements in an ESP course) is also required. ESP teachers might often face a major challenge here, as they often lack content field knowledge (Li & Flowerdew 2020; Woodrow 2017). Therefore, Anthony (2018) emphasises the need for collaboration between subject matter experts and ESP teachers. The terminology typology in tourism is very specific given the wide field of the language community, which includes both the scientific and professional language of tourism and its more general part through tourists and local communities. In general, the terms in tourism (as a culture-dependent field) can be classified as pseudoperscriptive terms, which means that they are often ambiguous, unstable, non-economic and highly text-independent (Žagar Karer, 2011, 35).

Taking into account the peculiarities of tourism and the communicative context of its terminology in the sense of socioterminology, which proposes a consideration of terms in context, we can grasp and name the typology of tourism terms from the perspective of the origin of a particular tourist term:

Table 1

Typology of tourism expressions by area of ​​origin

|  |  |
| --- | --- |
| 1. Terms of professional and scientific language of tourism | Terms created in the professional and scientific language of tourism (eg *catering*):  a) general tourism terms (eg *tourist gaze*) and  b) terms from the tourism thematic fields, eg *tourism industry, tourism sociology.* |
| 2. Transterms | Terms originally used by other disciplines that passed into the field of tourism with transterminologisation  (eg *sharing economy, sustainable*). |
| 3. Pseudo-terms | Words that originated in general vocabulary and pass into the field language of tourism (e.g. *foodist, gramping*). |

In formulating this overview, we have partly deviated from the typology proposed by Mikolič, since in our typology we do not group the terms of the general part of the field of tourism in the first two categories. Mikolič (2013, 258-259) considers only the first two categories when compiling a regional dictionary of tourism, since words from the general vocabulary pass in one way or another into the terminology of professional language of tourism and the general technical term of tourism and do not need to be added.

There are constant intralingual transitions of terms between general and specific vocabulary as well as transitions between different field languages. With regard to the typology of tourism terminology (see Table 1), in the process of terminologization, terms move from category 3 to category 1 or to category 2. In the process of determinologization, the term moves from category 1/2 to category 3. This type of process is very common in tourism, as the determiners are mainly the areas that are the focus of current social interest or are otherwise interesting (Žagar, 2005, 39). However, the process of transterminologization is influential in categories 1 and 2, when terms move from one profession or discipline to another.

**RESEARCH METHOD**

The present work aims to establish a typology of tourism terminology in order to find implementation techniques for LTP teachers in universities. The research, which aimed to explore the characteristics of tourism terminology from both teachers' and students' perspectives, was conducted at the University of Primorska, The faculty for tourism studies - Turistica, the leading faculty of tourism studies in Slovenia. All language teachers (4) participated in the in-depth interviews between July and September 2021. The languages taught at the Faculty are English, Italian and German and are taught at levels from A2 (pre-intermediate) to C1 (advanced). In addition, the survey includes 46 student participants (from all three undergraduate courses offered at the faculty) who answered an online questionnaire. Hence, two research instruments were implemented with the goal (1) for the participants to state their views on the characteristics of tourism terminology, (2) on the issues they face when teaching/learning tourism terminology and (3) what methods they find effective in teaching/learning tourism terminology.

The data were analysed in conjunction with the goals of the survey. They were twofold:

- to identify, in conjunction with the literature review, a set of key distinguishing characteristics of current tourism terminology; and on this basis

- formulate a model for the implementation of tourism terminology in LTP university courses by presenting possible activities used by LTP teachers based on the distinguishing features of tourism terminology expressed by teachers and students.

**RESEARCH FINDINGS AND DISCUSSION**

**Research Findings**

Participating teachers mainly expressed the following problems they face when teaching LTP. They are individually discussed below (see (1) - (4)). Surprisingly, students mentioned the same problems in learning tourism terminology, only with a more general description of the problem (e.g. "there are too many words with the same meaning", "there are many new words and sometimes even the teacher does not know what they mean and we cannot find them in dictionaries", "tourism texts differ from each other", "we use rather simple descriptions, learning proper tourism terms is difficult", "we already understand most of the new terms because we use the same expressions in Slovenian", etc.). Teachers expressed that they mainly have problems with the selection of material, as there are no ready-made textbooks that fully meet the topic and the needs of the students, that there is a lack of necessary cooperation with professionals, and that they do not know how to deal with the large amount of newer lexis (which is heavily anglicised and globalised) that is coming up in the tourism field.

1. Finding appropriate texts to suit all language levels, students' special needs and the multidisciplinary nature of tourism.

The term is an inseparable unit of text, language, discourse and must always be presented as such in order to materialise subject knowledge and concepts in the classroom. "The use of professional texts helps students to acquire specialised terminology and develop professional skills" Zelman & Mykytenko (2021, 23). When selecting appropriate texts for LTP or other LSP students, teachers must, of course, be aware of the students' language level, prior knowledge, and specific needs. Therefore, the selection of materials is indeed the biggest challenge for ESP teachers (Anthony 2018). Moreover, special attention should be paid to the characteristics of the subject area and therefore an appropriate genre should be selected. Many authors agree that authentic texts should be used at all levels of fluency in order to provide future professionals with real communication situations (Radosavlevikj 2020). Meristo & Lopez Arias (2020, 251) also recognise this conflict between using authentic materials as opposed to constructed ones and cite Woodrow (2017) who argues for the use of authentic materials when selected in collaboration with stakeholders and students. Nonetheless, the task of selecting and preparing authentic texts is one of the most challenging tasks for teachers, especially since there are hardly any teaching materials (in the form of ready-made textbooks) available for ESP, especially in areas outside of technology, law, and business (Franceschi 2015). One of the windows to expose learners to real language use in their specific disciplines is of course opened by the use of technology, since according to Kakoulli Constantinou & Papadima-Sophocleous (2020, 17) it is the main source of authentic materials nowadays. Moreover, the authors (ibid.) emphasise the increasing need to integrate technology into ESP classrooms as "students need to be engaged in the learning process and build their image as global citizens" (ibid.).

For lower language level students, it is advisable to break the texts into shorter chunks and give them exercises that are tailored to the information being taught. For example, give them a shorter text in which they have to pay attention to all expressions related to ecology. The international prefix eco- allows them to find different examples without having to master the text completely. Texts on tourism come from different sources and on different topics (culture, history, sociology, psychology, geography, management, finance, etc.), which can be an advantage but also makes it difficult for students to find definitions, let alone translations, for certain terms. It is advisable to teach students how to use search engines and provide them with appropriate materials to familiarise themselves with the newly acquired terms. In order to avoid as many synonyms and variations of terms as possible (which is especially advisable for students with a low level of language proficiency), Cabre (2010, 362) advises "it is best to choose those that refer to national and international standards and documents produced by institutions responsible for standardising terminology", especially when it comes to scientific texts.

1. the questions of whether and how to introduce translation techniques.

Translation techniques, if introduced at all, are reserved for advanced students. As a result, tourism terminology is full of neologisms and Anglicisms, making it difficult for students to find the right terms. When introducing translation procedures, start by teaching the translation of proper nouns, which goes hand in hand with predefined translation techniques useful for future tourism professionals. Creative activities that ask students to observe word formation techniques or even to coin new expressions based on model words (e.g., using the word backpacker as a model word to elicit words like *nopacker, foodpacker*, etc.) are also reserved for advanced students or should rarely be introduced with a specific goal in mind (e.g., getting students to recognize the similarities between words like *glamping, gramping, camping*, etc.).

1. Dealing with internationalisms in tourism terminology.

Tourism is an extremely active international activity, which makes borrowing tourism terms from international languages a fruitful origin of terms. Hasanova (2018) expressed that international tourism terminology is one of the current research trends, adding that international tourism requires regulation, unification and standardization of the terminology field at the international level. On the one hand, internationalisms make it easier for students to find their definition, so they are likely to have found a similar form in their own native language. On the other hand, the use of too many internationalisms discourages students from coining new expressions in their own mother tongue as future tourism professionals, leading to an overload of international expressions for which there is an L1 alternative (e.g. the use of *all-inclusive*, for which there is a Slovenian equivalent *vse vključeno*). Be that as it may, this is a broader problem of the influence of English on secondary languages that cannot be solved in one classroom, but nevertheless students should be aware of it in order to encounter it and perhaps influence it in their future careers.

1. handling neologisms within tourism terminology

When teaching specialized vocabulary both in the native language and in the foreign language, attention must be paid to the vividness of the terms in real texts (Bakirova, 2021). Due to the vividness of tourism terminology, there is a great tendency for students to come into contact with new expressions. The biggest problem when students are confronted with neologisms is that it is unlikely that any dictionary can fully meet the needs (Linčir Lumezi, 2019). Usually, there is no translation equivalent, but there is also no reliable definition. Kessler (2010, 262) has also described neologisms as part of technology in the sense that "(...) technology-oriented neologisms are often too fleeting and numerous for even trained observers to document adequately". Therefore, special care must be taken when dealing with neologisms in LTP classes. Students must be equipped with methods to find definitions and possible translations of the newer terminology. In the studies of the use of digital technology in ESP,conducted by Kakoulli Constantinou & Papadima-Sophocleous (2020) on the use of digital technology in ESP, they found that students already use dictionaries, internet browsers and word processors in their learning. Therefore, the task of ETP practitioners is to point students to valuable Internet tools and sources and teach them how to use them (e.g., the Lexicool web portal). Since neologisms make up a large part of tourism terminology, they could be covered in a special lesson dealing exclusively with the classification of newer terms in thematic fields (e.g. sociology of tourism, sustainability) and the observation of developments in a specific subfield of tourism or tourism as a whole. This is appropriate for advanced students who can also observe newer word formation processes or perhaps attempt to coin new words themselves based on neologistic model words (e.g., *honeymoon - babymoon, gendermoon*). Students in lower grades can observe neologisms in texts, try to guess their meaning, and learn where to find definitions in online sources.

**Discussion**

The whole collection of extracted specialties of tourism terminology along with the proposed study result, appropriate activity proposal and corresponding language level are presented in Table 2 below, which shows the model of tourism terminology implementation in LTP university courses. We provide additional explanations and suggest methods to overcome the mentioned problems.

Table 2

The Model of tourism terminology implementation in LTP university courses

|  |  |  |  |
| --- | --- | --- | --- |
| Key characteristic | Study outcome | Activity | Language level appropriateness |
| Multidisciplinary system of terminology | Students will be aware of the multidisciplinary nature of tourism.  Students will be able to search for definitions of terms in other subject-related dictionaries or databases (e.g. Oxford's Dictionary of Sociology). | Students connect a given set of tourism transterms and define their areas of origin. They are then asked to find a definition in an appropriate dictionary. | B2-C1 |
| Internationalisms | Students are made aware of the problem of overloading with English expressions.  Students acquire knowledge of international issues in tourism. | Students observe internationalisms in different languages (advanced students) and their native language. | A2-C1 |
| High instance of Anglicisms | Students learn how to use Internet sources to learn about Anglicisms.  Students understand the problems of overuse of English in tourism.  Students learn how to deal with anglicisms (possible translation techniques). | Students search online engines for reliable sources to obtain specific definitions.  Students discuss why English is the language of tourism communication (they learn about socio-dynamic changes and the history of the English language). | A2-C1 |
| High occurrence of neologisms | Students observe neologisms in context.  Students learn where to find definitions.  Students learn about the processes of word formation. | Students group neologisms into tourist themes.  Students observe word formation processes.  Students coin new expressions based on pattern neologisms.  Students learn how to use search engines to obtain definitions. | A2-C1 |
| (De)Terminologization | Students learn about the multidisciplinary nature of tourism.  Students learn about dictionaries for specific purposes.  Students learn about the different levels of text specialization. | Students learn to use specialized dictionaries and terminology databases.  Students observe the level of specialization of texts and also learn about the (in)formality of language. | B2-C1 |
| High use of proper nouns | Students learn how to use proper nouns in English (A2).  Students learn how to translate proper nouns L1 to L2 and vice versa. | Give students examples and practice using proper nouns (including articles) in English. | A2-C1 |
| Synonymy | Assure students that terminology in tourism is often inconsistent and not standardized.  Students draw conclusions about possible differences in the meaning/use of synonyms and variations. | Students compare various synonyms and variations of terms by stating possible differences.  Students learn to pay attention to all aspects of a word - grammar, spelling, connotation, etc. | A2-C1 |

**CONCLUSION**

The field language of tourism covers several contexts, from its use within the tourism industry, to the scientific, multidisciplinary nature of tourism, to its use in the broader social context. It can be basically defined as three-layered (tourism industry, academia and public). We should not ignore the fact that these three layers are in a constant relationship with each other, which is probably also one of the most active within all disciplines and sciences. The creation of concepts and their naming takes place at the level of all three layers, and the particular interest of tourism lies precisely in the fact that it is difficult to draw a clear line between the scientific, the professional or the general part of its own field. Consequently, the understanding of tourism terminology can be very broad. A wide range of subject areas and a high number of multidisciplinary terms show that tourism is a distinctly interdisciplinary activity, closely linked to other fields. In its global development, with the emergence of internationalisms, tourism can also be characterized as an interlingual field, where new terms to describe tourism concepts are rapidly formed through interlingual transition. This is also helped by the high topicality of the field, which in its short history has become a comprehensive global activity with the emergence of the concept of leisure, easier access to travel, and the opening of new markets (such as China). In line with these processes, tourism is a more indigenous field, and recent vocabulary consequently remains inconsistent or is often used in quotation form under foreign language influences. As a consequence of the above characteristics of tourism, its terminology is rather inconsistent, full of synonyms, neologisms, internationalisms and transterms, and the processes of (de/trans)terminologization seem to be very active. Moreover, there are numerous cases of Anglicisms being used in the 'secondary languages' of tourism. Survey participants commented and elaborated on these features. Based on this, the model for implementing tourism terminology in LTP higher education courses was created. The model addresses each feature by suggesting outcomes and activities appropriate for different language levels in LTP courses. In particular, it emphasizes the need to use authentic tourism texts at all levels, to encourage student creativity, to introduce translation techniques in higher level language courses, and to provide students with opportunities to explore Internet sources in order to equip them with the skills and knowledge they need to master and handle the new tourism terminology in their future professional lives. The fact that, according to Kirovska-Simjanoska (2021, 19), all students who reach the university level have "more or less consistent technological experience" and enter "with advanced knowledge and understanding of technology" is a mitigating circumstance. However, Dashestani and Stojković (2015) caution that teachers need to refine the strategic use of technology in the classroom to increase motivation and engage students in the learning process.

In a more general overview, we propose the use of Collaborative Strategic Reading (CSR). This technique allows networking and improves comprehension of the texts used in the course, while the concept of sharing is a motivating element in the development of professional English. Specifically, collaborative tasks reduce the anxiety that hinders student participation and performance (Pireddu, 2021, 1). Following this approach, the Cooperative Learning Approach is proposed. It focuses on organizing different activities to transform the classroom into a social experience. Montaner-Villalba (2020) suggests the use of blogging and notes that there is significant empirical research on blogging within ESP classroom in universities (Murray & Hourigan 2008; Pinkman 2005; Bran 2009; Awada & Ghaith 2014; Patel 2015) to refer to. When teaching terminology (from any field), any kind of memorization should be avoided. Teachers should use the communicative approach as the basis of modern foreign language methodology. This approach allows students to learn through activities and practical application rather than simply memorizing terms. This increases the likelihood that the new terminology will be memorized for future use, in a non-rigid way that allows students to adapt it to any communicative need. In this sense, Zimnyaya (1991) suggests bridging the "gap between theoretical knowledge and the practical possibilities of its application" and enabling the "transition from the school of memory to the school of thought".

The greatest limitation of this study is the number of tourism faculties employed in the investigation. Future research calls for a broader international research of understanding and dealing with tourism terminology in university LTP courses as this is the key aspect of shaping successful future tourism communicators as well it helps establish a more stable core of ever-developing terminology. Nevertheless, the results are not limited to the application of LTP, but also allow conclusions to be drawn about any LSP course. The need to understand the characteristics of a subject area and its terminology in the LSP course allows teachers to develop outcomes and activities that are appropriate for students to master each foreign language for specific purposes.

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