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**THEMATIC
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I



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**FACULTY OF HOTEL MANAGEMENT
AND TOURISM IN VRNJAČKA BANJA**



GERMAN FOR SPECIAL PURPOSES (GSP) IN TOURISM: LEARNING OBJECTIVES AND DIDACTIC CONSEQUENCES

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Abstract

Given the current number of L2 foreign language lessons in academic and subject-specific programs at the College of Hotel Management in Belgrade, the question arises as to what the quality of language skills of future professionals is to be expected when using appropriate terminology in German as L2. Considering the fact that the terminology in tourism is only a segment of German for special purposes (GSP), its purpose is to promote the ability of learners to communicate with professionals and lecturers on tourism-specific topics and in professional communication domains. The work aims to identify learning objectives and didactic consequences and to offer some useful methodological guidelines in language teaching. In order to achieve this, grammar and its progression are not at the center of the teaching process, but they are permanent companions and components of a vocationally oriented DaF lesson.

Key Words: *German as GSP, tourism, communication, objectives, DaF lessons*

JEL classification: *Z13*

English as the language of communication and the position of other languages

It is obvious that, because of the significant growth of interest in specialized languages, the demand for language teaching has increased. The development of foreign language teaching in recent years shows that the technical language share is constantly growing and that the role of language teaching in foreign languages is falling. The main objective of specialized language teaching is according to Hoffmann (1985), generally said, “the ability to communicate about the subject“ in a foreign language.

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The learners should be empowered to cope with future professional tasks (p. 53).

Language policies are also concerned with the choice of foreign languages, primarily when it comes to the state school system. Although there are many languages in Europe, only the most widely spoken languages such as English, French, Spanish, German and Russian are taught in schools. In a number of cases, border languages are chosen, i.e. languages of neighboring countries and there are indeed quite a few reasons why English in most cases has a dominant role in the school system. Not only is it the mother tongue in the series of countries (Great Britain, Malta, Ireland), and the language of the world's leading policy makers, such as the United States, but it also, in recent decades, played a leading role as a general functional means of communication (*lingua franca*). In Europe, (Filipovic, 2009) it functions as the language of communication among relatively highly educated members of different national communities in professional, political and academic communication and is closely linked to the essential ideas of the 21st century – the ideas of multilingualism and multiculturalism (p. 97). In any case, English cannot challenge its attractiveness in terms of international communication, and above all the place it occupies in the lives of young people, so that it can be classified as the leading "language of the world traffic" (Neuner et al., 2009). It is believed that if all Europeans mastered the English language, there would be absolutely no communication problem (p. 21). In Crystal's book *English as a Global Language*, (2003) he states that the number of English speakers is growing rapidly and will reach a quarter of the total population, which means one and a half billion people, because the development of this global language at three levels - like L1, L2 and foreign language, inevitably leads to the fact that in one moment more people will speak this language than any other (p. 6).

Multilingualism in the context of the education system

A favorable atmosphere for learning foreign languages should, first of all, create educational and linguistic policies that language learning is not actually an obligation, but in each society, it is necessary to provide multiple language resources. However, such language polytheism does not arise by itself, but is created by inclusion in our essential developments and decisions concerning education and upbringing.

Herdina and Jessner (2002) introduce the Dynamic Model of Multilingualism (DMM) based on dynamic organizational theories and focus on the field of multilingualism. The dynamics of multilingualism dictates the personal attitudes of the students and the purpose for which they learn a language. Since the environment and the context of language learning always correlate with each other, the very beginning of language adoption is never static. Therefore, Jessner (1999) states that both linguistic and metalinguistic competences determine the process of language adoption of L3 students. According to Roche (2013), self-evaluation of language competences is of special importance because it reflects on motivation, fear and other factors that act on one another (p. 173).

According to Lévy-Hillerich (2009), it seems that despite the Bologna Process or because of it, the multilingualism that aims at GER currently leads to the adoption of only one foreign language, English (p. 15). At present, the still undeveloped situation at all levels of the education system in Serbia is that English is the most widely studied, either as a compulsory or optional foreign language, primarily because it still holds the primacy as the language of global communication. The fact is that English is the first foreign language to be taught, either as a compulsory or optional foreign language at all levels of education. However, the Lisbon Strategy (2000-2010) had the goal of improving education in the European Union to affect the development of the economy and increase the number of jobs in Europe (p. 29). Within it, the most important is learning foreign languages, and the task of educational institutions, among other things, is improving the teaching of foreign languages, as well as the introduction of obligatory two foreign languages to be learned besides mother tongue, for the sake of better communication between people and communities in Europe, as well as for greater competitiveness of citizens in the labor market and better opportunities for their employment.

The Council of Europe and the European Union (GER², 2001), on the other hand, point out a completely different opinion – that concentrating on only one language and practical aspects of language use not only leads to linguistic poverty and reduction of cultural diversity in Europe, as well as limiting the field of communication to banal everyday topics, it would also ignore the decisive goal of European integration, which is the

² GER is abbreviation for Gemeinsamer Europäischer Referenzrahmen (2001).

removal of prejudice and the development of mutual interest and understanding for the specialty of each individual, which in fact is the basis of the common life of the most diverse peoples in Europe. According to Neuner et al. (2009), understanding becomes possible only when learning foreign languages does not get out of the sociocultural context (as in the case of English as *lingua franca*) (p. 20).

Therefore, the recommendation would be that all Europeans should know more than one foreign language, and at least two foreign languages should be included in the standard offer for all students at all levels of education. In order to respect the linguistic and political goals of the Council of Europe, this should not be just the most widespread in terms of the number of people who speak the most widely spoken languages, but also the languages of the neighboring countries, languages that are in one country represented as other languages L2, minority languages or languages of migrants, languages of smaller language communities, as well as non-European languages.

Lately, the field of language proficiency is undoubtedly one of the most noteworthy areas of applied linguistics. Given that research in this field is increasingly taking place, it is very important to determine what the subject of research in the field of language proficiency actually is. If we start from the definition of Hoffman (1985), who maintains that the language profession is "all the linguistic means used in the professionally specific field of communication to enable understanding and communication among the experts of that field", we can conclude that the meaning and purpose of language proficiency is to train students, i.e. to teach them how to incorporate professional language into another dimension - foreign language (p. 53). Based on this, it is to conclude that language for specific purposes is an abstract concept that covers a number of situations in the use of language, and which, however, does not define the exact subject of the research.

Those who do not learn English as a language of modern times are denied the right to social and economic progress by restricting access to education systems (Phillipson, 1992, 2006). Despite the international decline in the role of Germans, their language is still the second most widely learned foreign language in Europe. Due to the special history of European integration in the 20th century, Germany and Austria have not consistently demanded the status of German language in EU politics and administration so far, which would be entitled to according to their

number of spokespersons and Union treaties. This restraint did not bring disadvantages for the German-speaking countries, but contributed to the image improvement that has been observed for years.

In many cases, however, the creeping Anglicization of the German is prophesied and lamented in German-speaking countries. The German language has survived infiltration by the Latin and Greek terms of the scientific languages as well as Frenchization in the 18th and early 19th centuries. The best way to sacrifice beautiful words and phrases of German is by their frequent and deliberate use. One of the main concerns should not be a creeping Anglicization of German language, but the repression of German in important areas of life. Here the areas that require a global lingua franca, such as science, aviation and the global financial markets are not meant, but the many areas of life in which the proximity to the citizen is more important than those to international partners, such as domestic policy, administration, culture and retail.

General languages vs. languages for special purposes

The fact that (Hutchinson & Waters, 1992) “learners know specifically why they are learning a language” (p. 6) is a great advantage on both sides of the process. The group of **ESP** learners is going to achieve the same goal in the field of study, so learners’ motivation enables teacher to meet learners’ needs and expectations easier. The learner and the way of learning (‘acquiring language’) are considered to be the main factors in the whole process of learning. Hutchinson & Waters (1992) emphasize ESP to be an approach, not a product; that means language learning and not language use is highlighted. They draw the attention to a ‘learning-centered approach’ “in which all decisions as to content and method are based on the learner’s reason for learning” (p. 19).

Bühlmann & Fearn (1999) complaints have a valid definition of general language and define "general language teaching" as focused "primarily on communication skills in everyday situation-oriented classroom" (p. 81). According to Rocca & Bosch (2005), the objectives of the general language teaching are so fluid vis-à-vis the fluency and precision and economy of specialist language teaching. The contextualization of statements is particularly important for a satisfactory definition of general language. With this in mind, there are two key differentiators from general languages (p. 79).

- 1. the communicative action in everyday situations as a primary goal**
- 2. the situational context as extra-linguistic function and its semantic source**

According to this, specialist languages do not need extra-linguistic function or semantic context. They are characterized by the uniqueness and clarity of the terms and statements, the aim of the communication in a limited area between comparable communication experts. The function of the expression is dependent on the linguistic form. A professional language as a private communication system such as the everyday or specialized language does not exist. So that would be the most crucial differentiator. The concept of professional language arises first in a curricular context and arises from the need for a vocational qualification (f.e. Zertifikat Deutsch für den Beruf des Goethe-Instituts)³.

German for tourism refers to both general language and specialized linguistic DaF-lessons. Its object is the promotion of the capacity of learners, with professionals and lies in tourism-specific topics and in professional communication domains to communicate. This is an essential qualifier of the curricular framework, learning objectives, as well as the pedagogic and didactic principles.

One of the tasks of the language proficiency theory is to identify the situations in which the language for specific purposes is used in communication. Accordingly, the language for specific purposes is spread horizontally, and as a variable; the language for specific purposes is defined as a whole of all language resources used in the field of language science in order to enable communication among professional staff. To further specify the division of the language for specific purposes, according to Ischreyt (1965) the criterion of degree of competence is introduced, which leads to the vertical stratification of the language profession (p. 38).

Developing the language for special purposes

The basic criteria for the vertical differentiation of the language profession according to H. Ischreyt (1965) are the usage situations, the degree of expertise, the formality, the user's circle and the different

³ <https://www.goethe.de/de/spr/kup/prf/prf/bul.html> (retrieved on 29.3.2018)

relationship with other language realizations, general language (p. 38). He divides languages into the language of science, i.e. theory, expert language and so-called distributor language. W. von Hahn (1980) considers linguistic theory "the sharpest form of language profession" that abstracts the vocabulary language and defines terminological systems and norms and appears almost exclusively in written form (p. 391). Expert speech language is used in daily communication both by uneducated workers and educated experts. He can appear as a professional jargon or for example as an internal report and emphasizes simplified and reduced terminology systems (p. 392). The language of the distributor serves to communicate between experts of a profession and the laymen, and is also considered the language of popular science (p. 392). It is precisely the modernization of science and technology, as well as economic, political and cultural life, that led to the multiplication of the language for specific purposes and hence their classification.

Interpretation of technical vocabulary

Technical vocabulary is of particular importance for the analysis of the proficiency of the profession, since technical words are carriers of key information of professional communication. From the field of lexicon, these lexemes are primary bearers of the very content of the text and therefore must be part of the context. In addition, words are expected to be exact, unambiguous, stylistic, and stylishly neutral and should provide economical evidence. Polysemy in professional texts is avoided by standardization, i.e. by standardizing the lexemes that become part of the official vocabulary of a certain profession language.

Therefore, the main textual features of the texts written in language for specific purposes are coherence, a logical, substantially meaningful trace of text, and cohesion, which would otherwise be lost in translation.

Difficulties in interpreting profession-related terms stem from the fact that they do not represent simple lexical units but are a reflex of comprehensive knowledge from a given professional field. With their semantic features, they serve as a precise description of a specific segment of the professional field. Thus, according to Jung (2007), the language for specific purposes provides both conceptual and linguistic accuracy which creates a special connection between language and objective reality (p. 2).

Paul (1966) speaks in his book *Prinzipien der Sprachgeschichte*, published in Freiburg in 1898, about the so-called "language mix" (Sprachmischung) and defines it as the influence of one language on another, which does not use it almost completely or completely, but it is so vigorously differentiated that it has to be learned in particular (p. 390). In this definition Paul speaks of one important condition for linguistic interference - of the rule of one or more languages. Elements of a foreign language can be introduced into the mother tongue only by persons who speak at least one foreign language. Paul points out that a certain minimum of foreign language governance is needed to make contact possible.

Learning objectives and didactic consequences of GSP

For decades, linguists and educators have been contemplating about the problem of how many and which words are to be learned in the classroom. The result is many vocabulary lists for German as a foreign language. Considering the criteria by which the vocabulary has been filtered involves statistical, pragmatic and learning psychological issues. More extensive criteria for the selection of learning vocabulary that should be learned have been discussed recently.

According to Mackey (1965), frequency, dispersion (range), usability (coverage), learnability and availability are the criteria for the selection of the learning vocabulary. Howatt (1974) suggests frequency, usability and availability criteria (p. 8). For Corder (1973), frequency is also most important, but only after identifying the situation in which the language is used (p. 233). Some words that are very important for a learner group, otherwise can have a very low frequency. Neuner (1991) recommends the usability, the comprehensibility and the inclusion of learning as selection criteria (p. 79). The linguistic-pragmatic needs of learners are reflected in usability. Comprehensibility, the contact areas of source and target language and learning are features of the foreign language vocabulary learning process. According to Tschirner (2010), one understands at least 8,000 words for everyday communication and 2,000 should be the part of active vocabulary (p. 238). The fact is that we will be able to understand significantly more words in written language as well as in spoken if we use them ourselves. This brings us to the distinction between active or productive and passive or receptive lexicon.

According to Blažević & Bosnar-Valković (2002), productive lexicon is characterized by a high degree of availability of words. They are retrieved without problems from long-term memory and used productively (p. 684). According to Reisener (1989), the scope of active lexicon is relatively limited and should appear regularly in texts and exercises and be used productively to ensure its availability and to gradually expand it (p. 108).

LSP in higher education institutions

Foreign language as the language for specific purposes is either mandatory or optional from the first year at all tertiary-level institutions of academic and professional studies, and this is most often, but not exclusively, English. Therefore, during the planning phase of this descriptive study, we were led by the students of the higher educational institution who are expected to master the professional terminology in the practical application of their knowledge after completing their education. Since the German language is one of the languages offered by the High School of Hotel Studies in vocational studies starting from the first year (the foreign language has the status of an elective and, besides German, French and Russian are offered. The elective foreign language is taught during five of the total of six semesters according to the syllabus with a fund of 3 hours per week, which means one lecture and two exercise classes), we wanted to determine which professional terms in the field of gastronomy and cuisine come from the German language and uniquely signify certain activities and thus facilitate success in the profession. Problems that students encounter when translating certain words may occur either as a result of insufficient general knowledge of the target language, in the specific case German, or professional terms.

Tourism, on the other hand, as a diverse and complex economic sector, encompasses a broad spectrum of economic activities and activity profiles. It belongs to the tertiary sector (services), where the number of employed and the need for skilled labor is constantly high. Foreign language skills in diverse occupations of tourism – where communication is a part of the offered product – play a central role and that is why foreign-language professionals are always in high demand. Various circumstances have made tourism a significant phenomenon; it has become an inseparable part of life, it influences the economy of many countries and this is why it became even more interesting field for researches in language for special purposes.

Functional grammar and vocabulary as fixed components of the DaF-lesson for tourism

Grammar in job-related German courses should primarily be the receptive and productive use of structures that occur in professional interaction situations. Here a difference should be made between oral and written communication. Funk (2001) believes that in the area of spoken language and in use of grammar, there is no difference.

However, the following question arises: Is that the same in written communication? Unlike oral communication, in the written area we find significant grammatical differences. Funk (2001) proposes a list with a selection of the structures that are more frequently found in technical texts (p. 971).

On the sentence level:

- In technical texts, the main clause prevails.
- As subordinate clauses, relative and conditional ones occur most frequently.
- Causal statements with *because* are rare, in most cases you will find there phrases.
- Pronominal adverbs are common.

Verbs:

- Past participle I and II
- Verbs without actively acting subject
- Verbs in the passive that describe processes
- Verbs with inseparable prefixes

Verbs with respect to quantitative relations (to increase)

- Verbs in subjunctive I and II
- Imperative forms (also semantic variants)

To compile the grammatical inventory for German lessons, first we have to clarify the relationship between oral and written communication shares, while the receptive skills and oral production should be the focus of the lesson. Therefore, according to Rocca & Bosch (2005), these structures are used in dealing with specialized texts and the use of passive language is taught. Students should understand but not actively use them (p. 80-81).

In the field of lexicography, the differences between written and spoken communication are smaller. For this reason, the specialized vocabulary for oral language use is the focus of the German lessons for tourism.

Characteristics of the technical vocabulary (Funk, 2001: 971):

- You can often find compounds such as *Fremdenverkehrsabgabe*, *Ökosteuer*, *Kurtaxe*, *Bettenkapazität*
- Nominations generally such as supplement rather than supplement, implementation rather than performing, Use instead of use, etc.
- Foreign words mostly Anglicism like *know-how*, *flyers*, *advertising*, *publicity*, *corporate identity*, *marketing*, etc.
- Adverbs and adjectives as prefixes as *innerdeutsch*, *höchstmöglich*, *außendienstorganisation*, *binnemarkt*
- Adjectives in general
- Affixes like *-bar*, *-ig*, *-sam*

Textbooks for German as a language for specific purposes in a wider area of tourism

One of the burning issues in GSP as a subject in high school and university education is the primary literature used in regular classes. The professional literature in German in the field of tourism at higher education institutions in Serbia is viewed in the widest possible sense by including the areas that can be presented under the auspices of tourist services such as gastronomy, restaurant and hotel industry. There are several textbooks that we want to highlight which, in the context of modern *glottodidactics*⁴, provide students with opportunities to develop their communicative competences.

The volume and textbook "*Kommunikation im Tourismus*" from the "*Kommunikation im Beruf*" series was written by a team of authors led by Dorothea Lévy-Hillerich and is published by the Goethe-Institut in cooperation with the publisher Fraus (Pilsen) and the Cornelsen Verlag. It is supposed to be used by pupils and students in vocational and technical schools, specialized secondary schools, post-graduate classes and

⁴ Glottodidactics is the area of the applied linguistics studying learning and teaching foreign languages. According to Vuco (2009), it is the interdisciplinary science that, from the theoretical point of view, learns the mechanisms of language adoption by defining approaches and operational components that determine methods and techniques in teaching foreign languages (p. 15).

technical colleges and it serves as the basis for vocationally oriented teaching of German as a foreign language. It includes the following contents:

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

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

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

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

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

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

Figure 1: *Significant editions in the field of hotel industry, gastronomy and tourism*

TITLE AND AUTHOR	TARGET GROUP	LEVEL
„Das Langenscheidt Bildwörterbuch Gastronomie“, HamppVerlag, 2017	Those preparing for everyday work in Germany	A0/A1
„Berufsfeld Küche. Übungsheft“. (series: Einstieg Beruf - Erste Schritte in die deutsche Sprache) Albert, Ruth; Krauß, Susanne; Reisewitz, Judith u. a. Ernst Klett Sprachen, 2016	Those preparing for everyday work in Germany	A0/A1
„Deutsche Sprache in Hotel & Restaurant“, Prosonsoft GmbH/e-learning target group: Die Lernsoftware bereitet auf den allgemeinen Umgang mit der deutschen Sprache in Hotel und Restaurant in Deutschland vor.		Fortgeschrittene und Einsteiger mit Vorkenntnissen
„Deutsch im Hotel - Gespräche führen“, Barberis, Paola; Bruno, Elena Hueber, 2000	Apprentices in the hotel and tourism industry	Prerequisites are approximately 150 hours of instruction in German
„Deutsch im Hotel – Korrespondenz“, Barberis, Paola; Bruno, Elena Hueber, 2001	Apprentices in the hotel and tourism industry	Prerequisites are about 150 hours of lessons in DaF
„Deutsch in der Gastronomie und Hotellerie“, Albrecht, Urte; Kostka von Liebinsfeld, Gerhard Hueber, 2015, Taschenbuch	Greek, Spanish, Polish and Romanian staff in the catering industry	
„Erfolgreich in Gastronomie und Hotellerie“(series PluspunkteBeruf), Born, Kathleen; Tra Bui, Ly Hong; Burghardt, Sophia; Lehmann, Cornelia; Kupfer, Nora; Müller, Andreas; Than, Pham Dang; Wilsdorf, Nadja Cornelsen, 2015.	Learners who want to prepare for their daily work	A2/B1

„Menschen im Beruf - Tourismus (2 volumes)“, Schumann, Anja; Schurig, Cordula Hueber, 2015.	Learners who want to prepare for dealing with German-speaking tourists	A1 + A2
„Herzlich Willkommen Neu. Deutsch in Restaurant und Tourismus“. Cohen, Ulrike unter Mitarbeit von Christiane Lemcke Langenscheidt, 2001.	Apprentices in the gastronomy / tourism industry	A2-B1
„Ja, gerne! Deutsch im Tourismus“, Grunwald, Anita Cornelsen, 2014.	Learners who want to prepare for typical situations in dealing with tourists and hotel guests	A1
„Kommunikation im Tourismus“. Lévy-Hillerich, Dorothea Cornelsen Verlag, 2005.	Pupils and students in vocational schools, etc.	from B1/B2
Meet the need: Kapitel „Gastronomie“ www.meet-the-need-project.eu.	Learners who prepare for the work routine in the respective labor market sectors	A2/B1
„Projektarbeiten zum Berufsfeld Koch/Köchin“, Abdulaziz Bachouri, Abdulaziz; Otte, Stefanie; Köbis, Laura; Schäfer, Katrin; Schmidt, Julia Mareike; Dombrowsky, Janice; Keil, Juliane; Nemitz, Christiane; Topaloğlu, Burak; Zäper, Sophie The work was created in 2012 in the project module "Deutsch für den Beruf – fachliche Handlungsorientierung" at the Herder Institute of the University of Leipzig.		
„Zimmer frei Neu. Deutsch im Hotel - aktuelle Ausgabe“, Cohen, Ulrike; Grandi, Nicoletta; Lemcke, Christiane Langenscheidt, 2012.	Apprentices from the hotel sector without prior knowledge.	from A1

New approaches to foreign language learning and methodology of teaching

The next generation of IT will be proficient in human language - at least to the extent that humans communicate with technology in their own language and that technology can automatically extract the most important information from the digital knowledge of the world. The language-capable technique will reliably translate and interpret, it will summarize conversations and texts and it will help with learning. For example, it will help immigrants, who will continue to need German-speaking countries, to learn the German language and cultural integration.

However, fonts and dictionaries are not enough for this level of technology, including spelling corrections and pronunciation rules, because when it comes to modeling speech understanding and automatically generating the right questions and answers, technology has to model the language more comprehensively and move beyond syntax to semantics⁵.

In *glotodidactics*, digital media has enriched the teaching and teaching practices by changing the position of the learner and the teacher (collaboration, autonomous learning, individualization of learning, online interactions, and role of the teacher)⁶. In particular, the effects of digital technology in teaching and learning German as a GSP should be considered, and in doing so analyze the benefits of using these new technologies. In the intercultural field, we could address the sociocultural component of the behavior of the Internet users, the web marketing strategies of German companies as well as social networks. Means of communication and the access to information have been fundamentally changed by the digital environment. In linguistics and translation science, computer programs for automated language processing, text analysis, dictionary making and translation have contributed to great advances in language proficiency. Scientists, teachers and translators have now efficient means of research, such as synchronous or diachronic corpus analysis, analysis of subject discourses, terminology and specialized vocabulary, language specific phraseology or syntax, inventory of

⁵ See <http://www.meta-net.eu/whitepapers/volumes/german-executive-summary-de> (retrieved on 21.2.2018)

⁶ See <https://laugautier.wordpress.com/2015/09/08/cfp-deutsch-als-fachsprache-im-digitalen-zeitalter-neuer-termin/> (retrieved on 21.2.2018)

existing digital dictionaries, specialized translation or multimedia writing, which substantially affects the field of tourism and its other subfields.

Motivational factors in the process of transferring knowledge of foreign languages in general and the language for specific purposes

One of the questions that is often discussed by foreign language lecturers and subject-matter professors of the narrowest professions is, among other things, the position of professor of the language for specific purposes. The question arises, first of all, about whether in general and to what extent professors of foreign languages need to know the area of the tertiary-level institution where they teach; whether and to what extent the professor of languages should pass through possible additional methodical-didactic training for work in teaching the proficiency of the profession.

Motivating students and maintaining their work motivation at an optimum level requires great advancement of teachers and is of paramount importance in the teaching process. However, the motivation for learning depends not only on the school and the teaching process, but also on certain sociocultural, psychological and family factors, which are characteristic of each student separately. Therefore, according to Žerajić & Vlajković (2011), given the attention paid to students' motivation, it is a surprising fact that very little is known about the conditions, performance and processes of motivation of teachers themselves, as well as about the different aspects of teaching and learning, that is, the motivation of students, students and other factors of the education system (p. 155-156).

The phenomenon of motivation is of utmost importance for the flows and outcomes of teaching and can influence the functioning of other factors that are in the teaching process indispensable. According to Žerajić (2011), motivated students learn faster and more easily, they adopt the required material, they achieve an optimal level of knowledge in a short time period, unlike the non-motivated ones that most often interfere with the working atmosphere and achieve poorer results (p. 72).

According to (Müller, Andreitz & Palekčić, 2008), the topic of teacher motivation can be approached with the aim of determining the motives that determine the selection (p. 40). At times, a variety of factors that influence teachers' motivation are difficult to identify and define

theoretically. That is why it is, according to Žerajić & Vlajković (2011), very often "elusive" in the teaching process, in that its dynamism, correlation with other factors and comprehensiveness is difficult to follow (p. 156).

Conclusion

Considering that the teacher of LSP is familiar with the material, he/she encounters an abundance of methodical, didactic and linguistic information and approaches that are often not transparent and, in its meaning, difficult to estimate for use in teaching; how the chosen method approaches the material to students and classifies it substantially from irrelevant, and to what extent teaching is based on language for specific purposes. Also, one of the problems faced by glottodidactics and, in this particular case, teaching vocational languages in higher education is the fact that our higher education institutions do not have adequate textbooks, manuals, glossaries and materials that enable professors and students to easily understand professional texts and professional terminology. The LSP teachers/lecturers are those who are more or less creating a curriculum by adapting it to the student's level of knowledge, because we have to consider that this knowledge varies from individual to individual.

Therefore, the most motivated role is played by a well-motivated teacher, and it is necessary to continue to explore this field and offer teachers different types of stimulation. A typical but also "ideal" teacher is satisfied with his call, enjoys working with children and likes the language he teaches. In order for this crude assumption to be didactic, it would be necessary to apply other methodological procedures, e.g. monitoring and analyzing classes, interviewing pupils and teachers, and so on. According to Žerajić & Vlajković (2011), this opens the possibility to get some new, significantly different, but more precise data on the causes and outcomes of teacher motivation (p. 168).

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