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SPECIJALISTIČKI I BEZ GREŠKE? JEZIČNI MITOVI U TURIZMU

SPECIAL AND SPOTLESS? LANGUAGE MYTHS IN TOURISM

SAŽETAK: U radu se razmatraju dva mita o engleskome kao jeziku turizma. Prema jednom, preddiplomski studenti turizma, kao i znatan dio hrvatske populacije, vjeruju da vrlo dobro vladaju engleskim jezikom. Prema drugom mitu, dobro vladanje engleskim jezikom dostatno je za rad u području turizma. Jezik turizma, međutim, ima neka jedinstvena obilježja. Iako na njega utječu brojne znanstvene discipline i možda nema precizno definiran sadržaj i jasne funkcionalne granice (Calvi, 2005), jezik turizma ima sasvim specifičnu svrhu i u skladu s time treba ga proučavati kao jezik koji se razlikuje od općeg engleskog. Jezik turizma ima svoju strukturu, slijedi određena gramatička pravila, ima specijalizirani rječnik, semantički sadržaj i specijalni registar (Dann, 1996). Nadalje, jezik turizma koristi se specijalnim registrom i pripadajućim skupom žanrova kako bi odgovorio na komunikacijske situacije unutar djelatnosti, za komunikaciju sa i između turista i lokalnih zajednica (eng. tourees) (Dann, 2012). Svijest o postojanju specifičnoga jezika turizma i njegova vješta uporaba trebali bi uvećati kvalitetu turističkog proizvoda. Kako bi se ispitale jezične vještine studenata turizma i studentska shvaćanja, stavovi i očekivanja, u istraživanju su kombinirani posebno pripremljen ciljani upitnik i pismena provjera studentskih jezičnih kompetencija. Istraženi su studentski stavovi i svijest o potrebi za unaprjeđenjem njihovih jezičnih vještina tijekom preddiplomskih kolegija studija turizma (za engleski i druge jezike). Vjerujemo kako je visoka razina jezične kompetencije nužna za postizanje konačnih ciljeva jezika turizma: treba uvjeriti, primamiti, snubiti i zavesti milijune ljudskih bića te ih tako preobratiti iz potencijalnih u stvarne klijente (Dann, 2003:2).

KLJUČNE RIJEČI: jezik turizma, ESP, studenti turizma, jezični stavovi

SUMMARY: The aim of this paper is to address two myths related to English as the language of tourism. One is that undergraduate students of tourism, similar to a significant part of Croatian population, believe they have a high level of proficiency in English, and two, that they are with their high level of English, well equipped with the language they need for working in the tourism field. The language of tourism is unique. Although it may not have a well-defined content and clear functional boundaries as it is influenced by a wide range of disciplines (Calvi, 2005), it has specific purposes and should be addressed as such, different from general English. It is structured, it follows certain grammar rules, has a specialised vocabulary and semantic content, and it adopts a special register (Dann, 1996). Furthermore, the language of tourism uses a special register with a corresponding set of genres that are appropriate for particular communication situations within the industry and with and among both tourists and tourees (Dann, 2012). Awareness of the existence of the specific language of tourism and its skilful usage should increase the quality of the tourism product. In order to weigh tourism students' language skills against their perceptions, attitudes and expectations a written assignment designed to demonstrate students' language competences has been combined with a specially designed targeted questionnaire. The survey will investigate students' attitudes to and perceptions of the need for improving and refining their language skills (both English and other languages) as part of the undergraduate We believe that a high level of language competence is required in order to reach the ultimate aims of the language of tourism: to persuade, lure, woo and seduce millions of human beings and, in so doing, convert them from potential into actual clients (Dann, 2003:2).

KEYWORDS: language of tourism, ESP, tourism students, language attitudes

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1. UVOD

Na mitskom mjestu, na savršenom Odredištu, turisti bi pronašli ostvarenje sna za kojim tragaju. Našli bi i savršenog domaćina – šarmantnog, komunikativnog, gostoljubivog domaćeg čovjeka, koji je voljan pomoći, spreman služiti, željan komunicirati. Ali što se događa kada savršeni domaćin ne govori savršeni jezik, kada uništi dojam, pokvari rezervaciju, protrese predodžbu koju je stvorila savršena semantika; kada jezik prepun grešaka probudi gosta iz njegova mitskog sna. Treba li u tom slučaju riječ "mit" shvaćati u smislu mitske predodžbe, ili izraz "mit" treba shvatiti kao "popularno vjerovanje" ili "pogrešno shvaćanje" (http://www.merriam-webster.com). Ovaj se rad bavi drugim značenjem riječi mit. Propituje se mit o Hrvatskoj kao anglofonoj zemlji iz perspektive nastavnika engleskoga jezika za specifične potrebe i studenata koji se pripremaju za karijere u turizmu.

U globaliziranim gospodarstvima engleski se smatra temeljnom vještinom (Graddol, 2006). Neupitna je dominantna uloga engleskoga kao zajedničkoga jezika (*lingua franca*) u poslovnom svijetu (Nickerson, 2005; Čepon, 2005; Klein, 2007); a čak 79% Europljana vjeruje da je za budućnost njihove djece od svih jezika najkorisnije učiti engleski (Eurobarometer, 2012). Već desetljećima obrazovne vlasti u Hrvatskoj promoviraju učenje stranih jezika od malih nogu (Mihaljević Djigunović, u tisku), a 85-90% hrvatske djece danas uči engleski od prvog razreda formalnog obrazovanja (Medved Krajnović i Letica, 2009). Nakon polaganja mature, obično nakon 9 do 12 godina nastave engleskoga jezika, hrvatski maturanti započinju svoje visoko obrazovanje s mnogo samopouzdanja i zadovoljavajućom razinom općeg engleskoga: učenici postižu razine propisane nacionalnim kurikulom (A2 do 14., a B1 do 18. godine života prema CEFR, 2001). Međutim, receptivne vještine bolje su

1. INTRODUCTION

At a mythical place, a perfect Destination, tourists would find the dream they came searching for. They would also find a perfect host – a charming, communicative, hospitable local, willing to help, ready to serve, eager to communicate. But what happens when the perfect host does not speak the perfect language, when he derails the impression, spoils a reservation, shakes the image created by perfect semantics; when language full of mistakes wakes our guests up from the mythical dream. Should the world "myth" then be linked with the mythical image, or should we interpret it as a "popular belief" or "false notion" (http://www.merriam-webster.com). In this paper the latter will be the case: the myth of Croatia as an anglophone country will be analyzed from the perspective of the English-for-specific-purpose teachers and students getting ready for the careers in the tourism field.

In globalised economies English is considered a basic skill (Graddol, 2006). Its dominance as a *lingua franca* in business settings is indisputable (Nickerson, 2005; Čepon, 2005; Klein, 2007); and as many as 79% of Europeans believe English is the most useful language their children should learn for their future (Eurobarometer, 2012). For decades now Croatian educational authorities have promoted learning foreign languages from an early age (Mihaljević Djigunović, in press) and 85-90% of children nowadays learn English from grade one of formal education (Medved Krajnović and Letica, 2009). Upon passing the state high school leaving exam, typically after 9 to 12 years of English instruction, Croatian high-school graduates enter higher education with a lot of self-confidence and a satisfactory command of general English: the levels required by the national curriculum are reached (A2 by the age of 14, and B1 by the age of 18, according to CEFR 2001), but students are better in language reception than in

razvijene od produktivnih (Bagarić, 2007; Geld i Stanojević, 2007; Josipović Smojver, 2007; Medved Krajnović, 2007; Zergollern Miletić, 2007). Tada, već naviknuti koristiti se engleskim u privatne svrhe, većina hrvatskih sveučilišnih studenata upisuje kolegije engleskoga jezika za specifične potrebe (ESP) kako bi zadovoljili svoje buduće profesionalne potrebe (Kabalin Borenić, 2010a). Kao neiskusni učenici jezika za specifične potrebe, brucoši su rijetko kada svjesni specifične prirode ESP-a, a u slučaju engleskoga jezika za turizam, pogrešna su shvaćanja još rasprostranjenija.

U ovom će se radu težište staviti na dva jezična mita koja su prisutna u turizmu:

1) Većina mladih u Hrvatskoj dobro vlada engleskim jezikom, i

2) Engleski za turizam zapravo je tek opći engleski kojim se govornici služe kako bi govorili o specifičnim sadržajima, a s istima su svi više ili manje dobro upoznati jer živimo u zemlji sa snažno razvijenom turističkom aktivnošću. Za uspješno obavljanje većine poslova u turizmu dovoljno je stoga dobro vladati (općim) engleskim.

Kako bi se testirala navedena dva mita, postavljeno je nekoliko preciznijih ciljeva:

- Prikazan je pregled najšire prihvaćene teorije o specifičnim sociolingvistčkim obilježjima jezika turizma.

- Ispitano je jesu li studenti turizma svjesni razlike između općeg i engleskog jezika turizma.

- Analizirana je studentska motivacija za učenje engleskoga jezika za turizam kao specifičnog oblika engleskoga.

- Istražena je studentska percepcija vlastitog vladanja engleskim jezikom: opće znanje, vladanje svakom od četiri jezične vještine, te vladanje specifičnim vještinama koje se uče u sklopu kolegija jezika u turizmu.

- Uspoređena je studentska percepcija vlastitih kompetencija s rezultatima koje

language production (Bagarić 2007; Geld and Stanojević, 2007; Josipović Smojver, 2007; Medved Krajnović, 2007; Zergollern-Miletić, 2007). At that point, reasonably proficient and accustomed to using general English for private purposes, most Croatian university students embark on English for special purposes (ESP) courses designed for their professional needs (Kabalin Borenić, 2010a). As inexperienced ESP learners, freshmen university students are seldom aware of the specific nature of the ESP, and when it comes to English of Tourism the misunderstandings appear to be even more widespread.

Two myths regarding English and other foreign languages used in the tourism industry will be addressed:

1) In Croatia, most young people these days speak good English, and

2) English of Tourism is just general English used to speak about more specific contents that we are all more or less familiar with because we live in a country with a highly developed tourism industry. Speaking good (general) English is therefore sufficient for handling most jobs in the tourism field.

In order to respond to these two myths several more specific goals were set:

- Present an overview of the most widely accepted theory of the specific sociolinguistic characteristics of the Language of Tourism.

- Explore the awareness of the difference between general English and English of Tourism among the students of tourism.

- Analyze the students' motivation for studying English of Tourism as a specific form of English.

- Investigate students' perceptions about their proficiency in English: general proficiency, proficiency in each of the four main skills, and proficiency in specific skills studied as part of the language of Tourism curriculum.

- Compare the students' perceptions with the actual results they achieve. In particu-

postižu. Posebno su analizirani pismeni zadaci i ukazano je na najčešće tipove pogrešaka.

2. TEORIJSKA POZADINA

2.1. Engleski jezik turizma

Turizam ima istaknutu ulogu u suvremenom društvu. Milijuni su ljudi u pokretu i biraju, koriste i doživljavaju bezbrojne društvene i prirodne fenomene. Jezik koji prethodi ovim susretima, kao i jezik koji iz njih proizlazi, nužno je posebna vrsta jezika, jezik koji može zadovoljiti mnogostruke komunikacijske ciljeve i potrebe diskursne zajednice turizma. Prema Swalesu (1990:24-27), diskursna zajednica slijedi priznate javne ciljeve, ima komunikacijski mehanizam koji uključuje pružanje informacije i povratnu informaciju, rabi jedan ili više žanrova, ima specifični rječnik te je izgledno da će steći nove članove. Sve nabrojano vrijedi za diskursnu zajednicu turizma koja prikazuje stvarnost pomoću komunikacijske petlje u kojoj verbalne reprezentacije proizvođača poruke poštuju očekivanja primatelja poruke. Jezik turizma odražava društvene funkcije turizma: potragu za autentičnošću (Mac-Cannel, 1989 prema Dann, 1996:7-11), potragu za stranim/nepoznatim (Dann, 1996:12-17), čežnju za igrom (Dann, 1996:7-11) i želju za uzbuđenjem koje proizlazi iz sukoba (Dann, 1996:25-26). Na jezik turizma stoga utječe potreba da se pruže/steknu željena iskustva. Primjerice, autentičnost je osnažena izravnim izrazima, a nepoznato i strano riječima koje iskazuju novost. Jezik turizma ima četiri osnovna svojstva: funkcije, strukture, vrijeme i čaroliju (Dann, 1996). Kako bi se osnažila tvrdnja da jezik turizma slijedi skup posebnih pravila, navodi se nekoliko primjera. Dok se direktivna funkcija često svodi na nejasne naredbe, a metalingvistička funkcija rijetko rabi, ekspresivna funkcija jezika turizma ostvaruje se uporabom zamjenica "mi" ili "naš" umjesto "ja", te upotrebom

lar, we will analyze a written assignment and indicate the most frequent types of errors. The results should help create the guidelines for approaching this and similar written assignments in the future.

2. THEORETICAL BACKGROUND

2.1. English of Tourism

Tourism plays a prominent role in modern society. Millions of people are on the move, choosing, using and experiencing countless social and natural phenomena. The language preceding these encounters as well as that deriving from them is necessarily a special kind of language, one capable of fulfilling the manifold communicative goals and needs of the tourism discourse community. According to Swales (1990:24-27), a discourse community follows the recognized public goals, has a communication mechanism that includes providing information as well as feedback, uses one or more genres, has a specific vocabulary and a perspective of acquiring new membership. All of the above holds true for the tourism discourse community that represents reality using a communicative loop in which verbal representations of the producer respect the expectations of the receiver. The language of tourism reflects social functions fulfilled by tourism: the search for authenticity (Mac-Cannel, 1989 as quoted in Dann, 1996:7-11), the search for strangehood (Dann, 1996:12-17), the desire to play (Dann, 1996:17-23) and the desire to experience the excitement resulting from conflict (Dann, 1996:25-26). The language of tourism is therefore affected by the need to provide/obtain the desired experiences. For example, the authenticity perspective is reinforced by explicit expressions and the strangeness perspective by words expressing novelty. The language of tourism has four principal properties: functions, structure, tense and magic (Dann, 1996). In order to reinforce the claim that the language of tourism follows a set of special

vrijednosnih sudova i superlativa. Kako bi ispunio svoju poetsku funkciju, jezik turizma uglavnom se oslanja na metafore i metonimije. Što se tiče strukture diskursa turizma, ona za cilj ima privući pažnju, održati interes, stvoriti želju i potaknuti djelovanje. Vremenski fokus turizma ili je u prošlosti ili u budućnosti, jer taj pristup omogućuje turistu da pobjegne iz sadašnjosti. Kako bi potakao želju, turizam mami romantizmom, regresijom i (ponovnim) rođenjem (eng. *3R's*), srećom, hedonizmom i heliocentrizmom (eng. *3H's*), zabavom, fantazijom i bajkom (eng. *3F's*) te morem, seksom i socijalizacijom (eng. *3S's*). Povrh svega, bijeg od sadašnjosti turist može ostvariti samo ako svojevoljno potisne nevjericu. Sve se ove društvene funkcije turizma održavaju u jeziku turizma. Nadalje, kako jezik turizma podrazumijeva i međukulturnu komunikaciju, profesionalac u turizmu trebao bi biti svjestan zadane razine ljubaznosti u međukulturnoj komunikaciji, a tome treba pridodati i poznavanje univerzalnih i lokalnih/nacionalnih tabua (Mader i Camerer, 2010). Konačno, složeno pitanje ljubaznosti dodatno je usloženo postmodernim etosom trialoga između ključnih igrača u turizmu: industrije, turista i lokalne zajednice (Dann, 2012), što znači da profesionalac u turizmu mora ovladati nizom različitih žanrova. Kako bi (engleski) jezik turizma trebao "uvjeriti, privući, snubiti i zavesti milijune ljudi te ih od potencijalnih preobratiti u stvarne klijente" (Dann, 2003:2), upravo razina jezičnih kompetencija može u konačnici dovesti do uspjeha ili neuspjeha nekog turističkog proizvoda.

2.2. Motivacija

Jezični stavovi i motivacija igraju vitalnu ulogu u procesu učenja jezika (Mihaljević Djigunović, 1998; Dörnyei, 2005; Gardner, 2010). Motivacija određuje količinu energije koju je neki pojedinac spreman uložiti u učenje jezika. Činjenica da je engleski postao globalnim zajedničkim jezikom potakla je

rules we quote a few examples. While the directive function is often reduced to vague imperatives, and the metalinguistic function is underutilized, the expressive function of LoT is fulfilled by replacing "I" with "we" and "our" and the use of value judgments and superlatives. To fulfill its poetic function LoT relies mostly on metaphors and metonyms. As regards the structure of tourism discourse, it aims to capture attention, maintain interest, create desire and get action. The temporal focus of tourism is either in the past or in the future, as this approach allows the tourist to escape from the present. In order to inspire desire the industry touts the 3Rs (romanticism, regression and rebirth), 3H's (happiness, hedonism and heliocentrism), 3F's (fun, fantasy and fairy tales), and 3S's (sea, sex and socialisation). On top of it all, a willing suspension of disbelief on the part of the tourist is crucial in achieving the escape. All of these social functions are reflected in the language of tourism. Furthermore, as the language of tourism implies intercultural communication, a tourism professional should also be aware of the required levels of politeness in intercultural communication and of both universal and country-specific taboos (Mader and Camerer, 2010). And finally, the complex issue of politeness is made even more intricate by the postmodern ethos of trialogue between the key players of tourism: the industry, the tourist and the touree (Dann, 2012), which means that a tourism professional has to master several different genres. Since the English of tourism should be used to "persuade, lure, woo and seduce millions of human beings, and, in so doing, convert them from potential into actual clients" (Dann, 2003:2), the level of language competences can well make the difference between success and failure of a tourism product.

2.2. Motivation

Language attitudes and motivation play a vital role in the language learning process (Mihaljević Djigunović, 1998; Dörnyei,

rastući broj ljudi da prihvate engleski "kao nužnu i bjelodanu komponentu svog obrazovanja" (Dörnyei, Csizér i Németh, 2006:89). Posljedično tome, mnoge sredine u kojima se engleski uči kao strani jezik obilježava nejasan, ali presudan osjećaj da je potrebno učiti engleski. Istovremeno, istraživanja pokazuju da tako nejasno izraženi ciljevi ne predstavljaju dobru osnovu ozbiljnom učenju (Yashima, 2000; Lamb, 2004; Kabalin Borenić, 2013).

3. OPIS ISTRAŽIVANJA

3.1. Sudionici

Ukupno 115 studenata prve godine turizma na Ekonomskom fakultetu Sveučilišta u Splitu sudjelovalo je u istraživanju. Uzorak je nasumce podijeljen na dvije skupine: 65 studenata ispunilo je upitnik, a 51 je odgovorio na upit za rezervaciju smještaja elektroničkom poštom. Željelo se izbjeći da studenti koji odgovaraju na upit budu svjesni ciljeva istraživanja. Dvije grupe su inače bile po svemu usporedive pa su informacije o ispitanicima koje su prikupljene upitnikom reprezentativne za čitav uzorak.

Više od 80% ispitanika bilo je u dobi od 18 ili 19 godina, a oko 85% pohađalo je nastavu engleskoga jezika između 9 i 12 godina. Prosječna ocjena za engleski jezik na kraju osnovnog obrazovanja bila je odličan kod 70% ispitanika i vrlo dobar kod sljedećih 18%. Zanimljivo je da je broj odličnih ocjena u srednjoškolskom obrazovanju opao za 25%, dok je broj vrlo dobrih ocjena porastao za 20%. Prosječne ocjene iz engleskoga na sveučilišnoj razini dramatično su opale: tek 4,6% ispitanika imalo je odličan, 15,4% vrlo dobar, a jednak je postotak (27,7%) bio ocijenjen dobrim ili dovoljnim.

Što se tiče situacija u kojima se ispitanici koriste engleskim u privatnom životu ili za obrazovne/profesionalne svrhe, utvrđeno je da ispitanici engleski učestalije koriste za

2005; Gardner, 2010). Motivation determines the amount of energy an individual is ready to put into his/her language learning. The fact that English has become a global lingua franca induced increasing numbers of people to 'study it as an obvious and self-evident component of education' (Dörnyei, Csizér and Németh, 2006:89). Consequently, many EFL environments are characterized by the vague, but pressing sense of need to learn English. There is, however, evidence that such vaguely expressed goals fail to support a serious learning effort (Yashima, 2000; Lamb, 2004, Kabalin Borenić, 2013).

3. STUDY DESCRIPTION

3.1. Participants

Altogether 115 first-year students of tourism from the Faculty of Economics, University of Split, took part in the study. The sample was divided into two groups at random: 65 who took part in the survey and 51 who responded to an e-mail booking inquiry. This study design was chosen as we wanted the latter group of participants to be unaware of research goals. The two groups were comparable in every way and the background information on participants collected by the questionnaire can be taken as representative of the whole sample.

More than 80% of the participants were 18- and 19-year olds, and about 85% had had between 9 and 12 years of formal English instruction. The average grade for English at the end of primary school was excellent for 70% and very good for the further 18% of participants. Interestingly, the number of excellent grades in highschool decreased by 25% while there was a 20% increase in very good grades. The average English grades at university level decreased dramatically: only 4.6% of participants had excellent grades, 15.4% had very good grades and there was an equal percentage of good and sufficient grades (27.7%).

As regards the situation in which the participants use English skills in their private

profesionalne ili obrazovne svrhe. Između 64% i 69% rabilo je engleski često ili stalno i to sve četiri vještine. Istovremeno, između 35% i 45% ispitanika rabilo je engleski često u privatnom životu. Jedina iznimka ovom pravilu bilo je slušanje u privatnom životu: 86% ispitanika rabi engleski često ili stalno.

3.2. Instrument

Podaci su prikupljeni upitnikom kojeg su kreirale autorice. Upitnik se sastojao od četiri dijela: u prvom dijelu prikupljene su osnovne informacije o ispitanicima (spol, dob, godina studija, godine učenja engleskog jezika, prosječna ocjena iz engleskog jezika tijekom formalnog obrazovanja te učestalost korištenja engleskog jezika u privatnom i profesionalnom životu). U drugom dijelu ispitivala se percepcija razlika između općeg engleskog jezika (OE) i jezika struke turizma (EzT) pomoću 8 izjava koje su ispitanici vrednovali na Likertovoj ljestvici. Motivacija za učenjem engleskoga jezika kratko je bila ispitana u trećem dijelu upitnika. Sudionici su zamoljeni da između pet razloga za učenje OE koji se najčešće navode u literaturi izaberu samo jedan: Engleski kao *lingua franca* (npr. Lamb, 2004; Yashima, 2000), osobni razvoj (npr. Mihaljević Djigunović, 1998; Dörnyei, 2005), međunarodna komunikacija (npr. Yashima, 2000), te dva instrumentalna motiva (mogućnost zapošljavanja – instrumentalna motivacija s budućim fokusom i OE kao sredstvo obrazovanja – instrumentalna motivacija s jasnim, sadašnjim fokusom; Kabalin Borenić, 2013).

Studenti su zatim na Likertovoj skali vrednovali devet izjava vezanih uz motivaciju za učenje jezika u turizmu kao akademskog predmeta te interes za turizam kao gospodarsku aktivnost. U zadnjem dijelu upitnika sudionici su ocjenjivali vlastite jezične kompetencije i jezične probleme (rangirane od općih jezičnih vještina prema vještinama specifičnima za turizam). Trebali su vrednovati i vlastitu sposobnost učinkovitog komu-

life or for professional/educational purposes, it was established that the participants used English more frequently for professional or educational purposes, with between 64% and 69% using English often or all the time across the four skills. At the same time, between 35% and 45% of participants used English frequently in private life. The only exception to this rule was listening in private life with 86% of participants using English often or all the time.

3.2. Instrument

The data were collected using a four-part questionnaire developed by the authors. The first part of the questionnaire collected the background information (gender, age, year of study, number of years studying English so far, average grades for English during formal education and frequency of English usage in private and professional life). The second part investigated the participants' perception of the differences between GE and LoT (8 Likert statements). Motivation for learning English was briefly investigated in the third part of the questionnaire. The participants were asked to choose only one reason for learning GE among five reasons commonly quoted in the literature: English is a lingua franca (e.g. Lamb, 2004; Yashima, 2000), personal development (e.g. Mihaljević Djigunović, 1998; Dörnyei, 2005), international communication (e.g. Yashima, 2000), and two kinds of instrumental motives (employability - instrumental motivation with future focus, and GE as educational tool - instrumental motivation with present focus; Kabalin Borenić, 2013). Next they evaluated nine Likert statements for the particular motives related to Tourism as an academic subject and Tourism as industry. In the last part of the questionnaire, the participants were asked to assess their language competences and problems (ranking lists of general language skills, specific tourism-related language skills, self-assessing the ability to communicate efficiently in writing /

niciranja u pisanom i usmenom obliku i pri tome odlučiti koji im tip komunikacije predstavlja veći problem.

3.3. Pismeni zadatak – odgovor na upit o rezervaciji elektroničkom poštom

Sudionike se tražilo da odgovore na upit o rezervaciji elektroničkom poštom (tipičan zadatak uzet iz udžbenika o poslovnom dopisivanju). Zadatak su rješavali prije nego što su na nastavi dobili ikakve upute o poslovnom dopisivanju na ovu temu.

3.4. Metode

Sudionici su ispunili upitnike tijekom redovite nastave Engleskoga za turizam. Podaci su obrađeni pomoću statističkog paketa za društvene znanosti (SPSS). Odgovor na upit o rezervaciji napisan je rukom također za vrijeme nastave u razredu. Odgovori su analizirani koristeći metodu analize sadržaja kao i AntConc program za konkordance.

4. REZULTATI ANALIZA

4.1. Percepcija razlika između općeg engleskog i engleskoga za turizam

Analiza odgovora o percepciji razlika između OE i EzT pokazala je da se čak 67,7% studenata slaže u tome da postoji razlika, ali se ne slažu što se tiče izvora razlike: otprilike isti postotak se slaže (35,3%), ne slaže (35,4%) ili je neutralno (29,2%) glede izjave da razlika između OE i EzT proizlazi iz specifičnih sadržaja u turizmu. U skladu s popularnom percepcijom o jeziku za specifične potrebe, čak 77% sudionika složilo se s izjavom da je EzT zapravo OE s dodatkom specifičnog vokabulara. Nadalje, 87,5% sudionika smatra da je potrebno imati dobru podlogu iz općeg jezika prije nego je moguće napredovanje u jeziku struke. Gotovo polovi-

speaking, determining the biggest source of problems in spoken and written communication).

3.3. Writing task – response to an e-mail booking inquiry

The participants were asked to reply to an e-mail booking inquiry (a typical task taken from a business correspondence textbook). They attempted the task before receiving any formal instruction on business correspondence.

3.4. Methods

The participants completed the questionnaires during regular English for Tourism classes. The data collected were analysed using Statistical Package for the Social Sciences. Responding (hand-written) to an e-mail booking inquiry was assigned as a writing task in class. All participants' responses were analysed using content analysis method and AntConc concordancing software.

4. RESULTS ANALYSIS

4.1. Perceived differences between GE and EoT

The analysis of the participants' perception of the differences between GE and EoT revealed as many as 67.7% of students agree that there is a difference, but there is a lot of disagreement regarding its source: approximately equal numbers agree (35.3%), disagree (35.4%) or stay neutral (29.2%) regarding the claim that the difference between GE and LoT derives from the specific content of tourism. In keeping with the popular perceptions of LSP, as many as 77% of the participants agree that EoT is just GE with specific tourism vocabulary added. Furthermore, 87.5% students believe it is necessary to have a good background in GE before advancing

ca studenata (45,3%) vjeruje da je učenje EzT izazovnije nego učenje OE, mnogi (35,9%) su neutralni a 18,8% jezik struke ne vide kao izazov. Ovaj rezultat slaže se s navodom da je dobra osnova iz općeg engleskog vrlo vrijedna za učenje jezika struke (86,2% se slaže). Navedeni rezultati otkrivaju da pojedini studenti osjećaju da imaju nužna osnovna znanja i da su stoga spremni uhvatiti se u koštac s izazovom učenja jezika za turizam.

Napokon, čak 70,7% studenata vjeruje da komunikacija s turistima i kolegama iz turističke prakse zahtijeva posebne komunikacijske vještine, čime indirektno zaključuju da ipak postoji razlika između EzT i OE.

Navedeni rezultati, dobiveni jednostavnom deskriptivnom analizom, odaju određeni stupanj zbunjenosti. Iako se značajna većina slaže da postoji razlika između OE i EzT, nisu u stanju odrediti prirodu te razlike, a začuđujuće velika većina ne uočava da EzT ima vrlo specifične ciljeve. Sudionici nisu sigurni niti glede važnih odlika EzT: čak 77% slaže se s izjavom da je odrednica EzT samo leksik, a 70,7% vjeruje da će trebati posebne komunikacijske vještine kao profesionalci u turizmu. Kako bi se usporedili ovi kontroverzni stavovi, napravljena je korelacija između izjave da je potrebno imati posebne komunikacijske vještine i izjave da postoji razlike između OE i EzT. Rezultati pokazuju da 29 studenata koji vide razliku također vjeruju da su za komunikaciju u turizmu potrebne posebne vještine. Ima, međutim, 12 studenata koji nemaju stav o postojanju razlike, ali se ipak slažu s tvrdnjom da je potrebno imati posebne vještine. Napokon, 10 studenata nije znalo jesu li za komunikaciju u turizmu potrebne posebne vještine, ali su ipak uočili da postoji razlika između OE i EzT.

4.2. Motivacija studenata za učenje EzT

Suočeni sa zadatkom u kojem na listi od pet tipičnih motiva za učenje OE moraju odabrati najvažniji motiv, više od polovice

to EoT. Almost half of the students (45.3%) think that studying EoT is more challenging than studying GE, many remain neutral (35.9%) and 18.8% do not see it as a challenge. This result is not contrary to the finding that a good background in GE is a valuable prerequisite (86.2% agree). It may indicate that certain students feel they have the necessary background and are therefore able to respond adequately to the challenge of EoT. Finally, as many as 70.7% of students believe that communicating with tourists and colleagues in the tourism industry requires special communication skills, admitting thus, be it indirectly, there is a difference between EoT and GE.

The above results, obtained by simple descriptive analysis, reveal a certain confusion. Even though a significant majority claims that there is a difference between GE and EoT, they cannot determine the nature of the difference and a surprisingly large percentage do not realize that EoT has quite specific goals. The participants, furthermore, seem to be uncertain regarding the important features of EoT: even though 77% agree that lexis only makes EoT what it is, 70.7% believe they will need special English communication skills as tourism professionals. In order to probe these controversies, we looked at the interrelation between the claim that special communicative skills are required and the claim that there is a difference between GE and EoT. The results show that 29 students who see the difference also believe that special skills are needed for communication in tourism. There are, however, 12 students who are neutral about the difference but still agree that special skills are needed. Finally, there are 10 students who are neutral about whether we need special skills for communication in tourism but still see the difference between GE and EoT.

4.2. Student motivation for learning EoT

Confronted with the task of picking only the most important motive from a list of five

studenata (55,4%) odabralo je objašnjenje da je engleski postao *lingua franca* modernog doba. Drugi po redu najpopularniji motiv za učenje OE (18,5%) jest prednost koju engleski jezik pruža na tržištu rada. Samo 10,8% studenata uči engleski zato što im to širi um i otvara nove vidike, a 4,6% ga uči kako bi mogli komunicirati sa strancima. Žalosno je da samo 1,5% sudionika (studenti prve godine preddiplomskog studija) tvrdi da jezik uči zato što im je to bitno za studij.

Iako učenje engleskoga jer je on *lingua franca* djeluje razborito, novija znanstvena studija o motivaciji hrvatskih studenata ekonomije za učenje engleskoga (Kabalin Borenić, 2013) navodi nešto što bi nas trebalo zabrinuti. Instrumentalna motivacija s fokusom na sadašnjost (engleski je nužan za studij, koji je u tijeku) izrazito jako korelira s trudom uloženim u učenje engleskoga jezika. Istovremeno, nejasna izjava o tome da engleski treba učiti zato što je to *lingua franca* nema nikakvu korelaciju s trudom uloženim u učenje. Jasno je da bismo zbog korelacija između truda uloženog u učenje i afektivnih faktora (Kabalin Borenić, 2103) radije vidjeli na vrhu liste razloga za učenje instrumentalnu motivaciju s fokusom na neposrednu sadašnjost.

Rezultati prikupljeni ovim istraživanjem također mogu neznatno obeshrabriti nastavnike EzT, koji često očekuju da studenti na ovom stupnju obrazovanja pokazuju veći interes za to da povećaju svoju mogućnost zapošljavanja i da stoga razvijaju vještine koje su u skladu sa zahtjevima njihovih mogućih karijera. Nadamo se i da će se među studentima koji napreduju prema višim godinama studija naći više nego samo jedan (1,5%) koji će smatrati da mu je Engleski nužan i zbog studija i činjenice da bi mogao čitati stručnu literaturu i akademske članke na engleskom.

Neobična činjenica da studenti ne razmišljaju o zapošljavanju mogla bi biti i odrazom trenutne situacije na tržištu rada u kojoj studenti ne vide realne mogućnosti da pronađu posao. Ipak, kada je mogućnost

typical motives for learning GE, more than half of students (55.4%) chose the explanation that English has become a lingua franca of modern age. The next most popular reason (18.5%) for learning GE is that it gives advantage in the labor market. Only 10.8% study it because it broadens the mind and opens up new horizons, and 4.6% learn it to communicate with foreigners. Sadly, only 1.5% of our participants (first year undergraduate students) learn it primarily because it is essential for their studies.

Although the choice of studying English as a *lingua franca* sounds a reasonable one, a cause for worry stems from the findings of a recent research study into the motivation of Croatian business students to learn English (Kabalin Borenić, 2013). Instrumental motivation with present focus (English is essential for one's current studies) correlated most strongly with effort invested into learning English. At the same time, the vague claim that English should be learnt because it is a *lingua franca* had no correlation with the learning effort. Clearly, the correlation results for learning effort and affective factors obtained by Kabalin Borenić make us wish that our participants' ranking list of motives were turned up-side down.

The results obtained in the present study are also slightly discouraging for the teachers of EoT who expect the students at this stage of their education to be interested in increasing their employability by developing skills related to their career prospects. We also hope that, as the students progress through their professional courses at the Faculty, more than one student (1.5%) will find English essential for their studies and start reading professional literature and academic articles in English.

The curious fact that students do not consider employability issues could be the reflection of the current situation on the labor market where students do not see many realistic opportunities of finding employment. When employability is mentioned directly,

Tablica 1: Međusobni odnos između dviju varijabli: I Vjerujem da mi učenje EzT može pomoći poboljšati konkurentnost na tržištu rada i II Vjerujem da mi je korisnije učiti EzT nego OE

		Vjerujem da mi učenje EzT može pomoći poboljšati konkurentnost na tržištu rada				Ukupno
		Snažno izraženo neslaganje	Neutralan stav	Slaganje	Snažno izraženo slaganje	
Vjerujem da mi je korisnije učiti EzT nego OE.	Snažno izraženo neslaganje	0	0	1	0	1
	Neslaganje	0	2	12	5	19
	Neutralan stav	1	0	14	8	23
	Slaganje	0	0	11	7	18
	Snažno izraženo slaganje	0	0	2	2	4
Ukupno		1	2	40	22	65

Izvor: Vlastito istraživanje

Table 1: Interrelatedness between the to variables: I believe studying EoT can help me improve my employment competitiveness / For me it is more useful to study EoT than GE

		I believe studying English of Tourism can help me improve my employment competitiveness.				Total
		strongly disagree	neutral	agree	strongly agree	
For me it is more useful to study English of Tourism than General English.	strongly disagree	0	0	1	0	1
	disagree	0	2	12	5	19
	neutral	1	0	14	8	23
	agree	0	0	11	7	18
	strongly agree	0	0	2	2	4
Total		1	2	40	22	65

Source: own research

zapošljavanja direktno spomenuta, 95,3% ih ipak vjeruje da EzT može doprinijeti njihovoj konkurentnosti. Taj rezultat ne slaže se s činjenicom da samo 33,9% ispitanika vjeruje da je učenje EzT korisnije od učenja OE, dok je 35,4% o tome neopredijeljeno. Kontradik-

however, 95.3% do believe studying EoT can increase their employment competitiveness. This result is not at all in line with the fact that only 33.9% of participants think that studying EoT is more useful for them than studying GE, whereas as many as 35.4% are neutral on

torni odnos između tih odgovora najbolje se vidi u Tablici 1 koja predstavlja rezultate međusobnih odnosa tih dvaju pitanja. Kontradikcija je koncentrirana na dva najviša rezultata u tablici. Naime, 18 (1+12+5) studenata koji ne misle da je učenje EzT korisnije od OE ipak misli da im učenje jezika struke može podići razinu konkurentnosti prilikom zapošljavanja. I 22 (14+8) studenta koji ne znaju je li im korisnije učiti OE ili EzT ipak misle da im EzT podiže konkurentnost prilikom zapošljavanja.

Uzevši u obzir odgovore svih studenata u ovom dijelu upitnika, valja zaključiti da su studenti skloniji OE nego jeziku turizma, čak toliko da vjeruju da im je OE korisniji od jezika struke (EzT) jer im pomaže poboljšati mogućnost zapošljavanja na tržištu rada u sferi turizma. Takav nizak interes za jezik struke uočen je i u drugim hrvatskim studijama (Mihaljević Djigunović, 1998; Mihaljević Djigunović, 2007; Kabalin Borenić, 2010b).

Napokon, ovaj specifični uzorak studenata nije posebno motiviran za diskusiju o temama iz područja turizma. Gotovo je polovina studenata dala neutralni odgovor (49,2%), a 11 studenata (16,9%) izjavilo je da za to nisu uopće motivirani. Ovi rezultati su iznenađujući, iako su u skladu s drugim rezultatima iz ove studije. Nedostatak zainteresiranosti u suprotnosti je s naporima nastavnika da motiviraju studente lingvističkim aktivnostima koje su usko povezane s njihovim aktualnim i budućim potrebama (Tribble, 1997) i da im pomognu razumjeti aktualne odnose između predmeta kojeg studiraju i učenja i korištenja stranog jezika (Donna, 2000).

Iako jezik struke (EzT) nije jak motivirajući faktor, sudionici istraživanja ipak cijene neke sadržaje koje dobiju tijekom nastave EzT. Studenti posebice navode i vjeruju da im je nastava EzT pomogla u stjecanju znanja i sadržaja koji su direktno relevantni za njihov studij (60%) kao i za njihovu buduću konkurentnost na tržištu (73,9%). Nešto viši postotak u drugoj tvrdnji mogao bi biti odraz

this point. The contradiction of this pair of answers is best seen in Table 1 which presents the results of interrelatedness between the two questions. The contradiction is concentrated on the two highest scores in the table. Namely, there are 18 (1 + 12 + 5) students who do not think studying EoT is more useful than GE but they do think studying EoT can help them improve their employment competitiveness. Also, there are 22 (14 + 8) students who do not know if it is more useful for them to study EoT, but they still think it can help them increase their employment competitiveness.

Taking into consideration all students' responses in this part of the questionnaire, we have to conclude that students persistently favor GE over EoT, even to the point that they think GE, rather than EoT, is more useful for them / can help them improve their position in the tourism labor market. A weak interest in LSP has been recorded in other Croatian studies as well (Mihaljević Djigunović, 1998; Mihaljević Djigunović, 2007; Kabalin Borenić, 2010b).

Finally, this particular sample of students is not very motivated by discussing tourism related topics. Almost half of the students gave a neutral answer (49.2%) and 11 students (16.9%) are not motivated at all. These results come as a great surprise but are related to and supported by other results from this study. The participants' lack of interest is in contrast to the teachers' effort to motivate students by linguistic activities that are related to their actual needs (Tribble, 1997) and to help them understand the actual relationship between the subject of their studies and the language use (Donna, 2000).

Even though EoT is not very motivationally effective, the participants seem to appreciate some of the content taught in EoT courses. Namely, the students think that the course has helped them acquire tourism related contents of direct relevance to their study program (60%) as well as to their future employment possibilities (73.9%). The slight advantage of the latter could be due to the fact the course it-

toga da tečaj jezika više naglašava profesionalne nego akademske sadržaje, ali i odraz toga što su ispitanici studenti prve godine, tijekom koje su ostali kolegiji snažnije fokusirani na opća ekonomska znanja nego na specifične sadržaje iz područja turizma.

4.3. Samo-procijenjene jezične kompetencije i problemi

Ovaj se rad bavi i studentskom percepcijom vlastitog vladanja engleskim jezikom. Procjenjujući svoje ukupno znanje, studenti su prilično samouvjereni. Više od polovice studenata (52,4%) misli da u dovoljnoj mjeri vladaju engleskim, a tek 4,6% (tri studenta) drži da im je znanje nedostatno. Svi ostali (43,1%) nemaju stava o tom pitanju. Pretjerano samopouzdanje u vlastito vladanje engleskim jezikom rasprostranjeno je među hrvatskim učenicima engleskoga i vjerojatno predstavlja jednu od prepreka usvajanju novih znanja i jezičnih vještina (Kabalin Borenić, 2013). Možda samopouzdanje proizlazi iz višegodišnjeg učenja engleskoga jezika u formalnim okolnostima i svijesti učenika da se sa svojim engleskim mogu snaći u svakodnevnim situacijama. U prilog ovoj tvrdnji navodi se komparativno istraživanje provedeno na uzorku hrvatskih i mađarskih učenika u dobi od 14 godina: Hrvati su postigli bolje rezultate na testovima svih komunikacijskih vještina, a statistički su značajne bile razlike za ukupne rezultate za slušanje i čitanje s razumijevanjem (Mihaljević Djigunović i sur., 2008). Pretjerano samopouzdanje možda proizlazi i iz učestale izloženosti govornom engleskom (filmovi, glazba). Istraživanja su pokazala da takva izloženost pridonosi usputnom učenju engleskoga (Mihaljević Djigunović i Geld, 2002/2003).

Može li takvo znanje engleskoga jezika zadovoljiti potrebe visoko-obrazovanog profesionalnog djelatnika u turizmu?

Tablica 2 prikazuje kako su se studenti ocijenili u pogledu četiri jezične vještine. Na skali od 1 do 4, broj 1 predstavlja najbolje

self emphasizes more professional and less academic contents, but also the fact the students are still in the first year and other modules they are taking are still focused on acquiring some general knowledge of economics rather than on specific tourism contents.

4.3. Self-assessed language competences and problems

The third specific issue we are investigating in this study is students' perception of their proficiency in English. When assessing their own general proficiency in English the students are rather confident about their knowledge. More than half (52.4%) think they are sufficiently proficient and only 4.6% (three students) do not think so. All the rest (43.1%) are neutral. Overconfidence about their language skills is a commonplace among the Croatian learners of English and probably presents one of the main obstacles in acquiring knowledge and language skills (Kabalin Borenić, 2013). It may have resulted from a long record of formal language learning and from the fact they can manage with their English in common everyday situations. To support this view we can quote a comparative study of Croatian and Hungarian learners of English at age 14: Croats performed significantly better in communicative tests, with significant differences in overall scores and listening and reading comprehension (Mihaljević Djigunović et al., 2008). Moreover, overconfidence may have resulted from high exposure to spoken English (films, music). Research on such exposure has shown evidence of its effect on incidental learning of English (Mihaljević Djigunović and Geld 2002/2003).

The question is: Can this be enough for a tourism professional with an academic degree?

Table 2 shows how students assess themselves when the four specific language skills are considered separately. On a scale from 1 to 4, number 1 stands for the best developed

razvijenu vještinu, a broj 4 najslabiju. Prema tome, što je niža srednja vrijednost to je i bolje razvijena neka vještina. Studenti smatraju govor svojom najbolje razvijenom vještinom, a slijede ga čitanje i slušanje. Pisanje je pozicionirano daleko iza slušanja i studenti drže da im je pisanje najveća slabost.

skill and 4 for the worst. Therefore, the lower the mean the better the skill. Accordingly, students see speaking as their main strength, followed closely by reading and listening. Writing is positioned far behind listening, and we can say it is seen as the major weakness.

Tablica 2: Studentska percepcija vlastitih sposobnosti u četiri jezične vještine

Tvrdnja	Srednja vrijednost
Moja sposobnost **govorenja** u usporedbi s ostale tri vještine (na skali od 1do 4).	2,1385
Moja sposobnost **pisanja** u usporedbi s ostale tri vještine (na skali od 1do 4).	3,2154
Moja sposobnost **slušanja** u usporedbi s ostale tri vještine (na skali od 1do 4).	2,4154
Moja sposobnost **čitanja** u usporedbi s ostale tri vještine (na skali od 1do 4).	2,2308

Izvor: vlastito istraživanje

Table 2: Students' perception of their proficiency in the four language skills

Statement	Mean
My proficiency in **speaking** compared to the other three skills (on the scale 1- 4).	2,1385
My proficiency in **writing** compared to the other three skills (on the scale 1-4).	3,2154
My proficiency in **listening** compared to the other three skills (on the scale 1-4).	2,4154
My proficiency in **reading** compared to the other three skills (on the scale 1-4).	2,2308

Source: own research

Kao nastavnici jezika s mnogo iskustva ne dijelimo mišljenje naših studenata o njihovim slabostima i kompetencijama (Kabalin Borenić, 2010a). Držimo kako studenti pretjeruju u ocjeni vlastitih govornih sposobnosti. Nije vjerojatno da su proizvodne vještine (govor i pisanje) razvijene bolje od receptivnih vještina (čitanja i slušanja). Moguće je da su studenti toliko često izloženi govornom engleskom da su povjerovali kako činjenica da razumiju jezik znači i da su ga u stanju dobro govoriti. Ovu pretpostavku potvrdili su i nedavno provedeni intervjui u fokus grupama sa studentima poslovne ekonomije (Kabalin Borenić, 2013).

Drugi bi razlog mogao biti to da se pisanje manje uvježbava tijekom formalnog jezičnog obrazovanja. Ono zahtijeva mnogo

As language instructors with a lot of classroom experience we do not share this perception of skills distribution (Kabalin Borenić, 2010a). Namely, we believe that ranking speaking so high is the students' overstatement of their speaking abilities. It is not likely productive skills (speaking and writing) will be better developed than their receptive skills (reading and listening). The overstatement may result from a lot of exposure to spoken English which deceives students into believing that if they understand a language well they can also speak it well. This assumption has been confirmed during recent focus group interviews with business students (Kabalin Borenić, 2013).

Another reason may be that writing is practiced less in the formal language educa-

vremena i zato se često izbjegava. Govorenje se osim toga čini i korisnijom vještinom. Čak 7,6% studenata upisanih na kolegije engleskoga za specifične potrebe na Filozofskom fakultetu Sveučilišta u Zagrebu ima najviše interesa za govornu komunikaciju o temama koje su trenutno zanimljive mladima (Jelovčić, 2008). Ti rezultati samo potvrđuju našu bojazan da studenti preferiraju konverzacijsku nastavu jer im se čini kako ne moraju biti jako precizni da bi ih se razumjelo. Osim toga, studenti ne misle kako bi se trebali pridržavati neke jezične forme, nego je dovoljno da se slobodno izražavaju. Ako se pak razmotri da studenti i profesionalci moraju držati prezentacije, sudjelovati u sastancima i pregovorima, raditi telefonske rezervacije ili izravno odgovarati na pritužbe klijenata, postaje posve jasno da i govor slijedi neka jasna pravila i da ta pravila studenti trebaju naučiti i pridržavati ih se.

Odgovori studenata na dva pitanja o poteškoćama s kojima se susreću dok govore ili pišu također potvrđuju stav da govorenje i pi-

tion. It takes time for the students to write the text and teachers to assess the written work, so it is often avoided. Speaking is also seen as more useful. 76.6% of students enrolled into English for Specific Purposes course at the Faculty of Humanities and Social Sciencies are most interested in spoken communication on current issues of relevance to younger people (Jelovčić, 2008). These results only confirm the fear that students prefer conversational classes because they feel they do not need to be very precise in their language choices and they will still be understood. They also think they do not have to fit into a strict form but their speech can be loose. However, if we consider the spoken forms such as presentations, meetings, negotiations, telephone bookings, or responding to face-to-face complaints it becomes quite obvious that speaking is also rule driven and these rules have to be learnt and followed.

The answers students provided for two of the questionnaire items concerning the difficulties they encounter in speaking or writing

Tablica 3: Usporedba glavnih poteškoća s kojima se studenti susreću prilikom govorenja i pisanja

Poteškoća	Govor	Pisanje
Nedostaju mi ideje/sadržaj.	10,8 %	15,4 %
Nedostaje mi rječnik kojim bih izrazio svoje ideje.	16,9 %	15,4 %
Mogu prenijeti svoje ideje, ali ne baš jasno.	27,7 %	27,7 %
Znam riječi, ali imam problema sa strukturama.	44,6 %	41,5 %

Izvor: vlastito istraživanje

Table 3: Comparison between the main problems students encounter in speaking and writing

Problem	Speaking	Writing
I lack ideas/content	10.8 %	15.4 %
I lack vocabulary to express ideas I have	16.9 %	15.4 %
I can get my ideas across but not very clearly	27.7 %	27.7 %
I have the vocabulary but I lack structures	44.6 %	41.5 %

Source: own research

sanje nisu tako različite vještine, tj. da se njima ne može ovladati bez ulaganja vremena i truda. Kao što se vidi u tablici 3, studenti su odredili što im predstavlja najveću poteškoću kod govorenja i pisanja. Iako sve ponuđene poteškoće mogu biti u većoj ili manjoj mjeri istovremeno prisutne, studenti su zamoljeni da za potrebe usporedne analize odaberu samo poteškoću koja im predstavlja najveći izazov. Razvidno je da nema velikih razlika između poteškoća s kojima se studenti susreću prilikom govorenja i pisanja.

only support the theory that speaking and writing are not two such different skills and it takes time and practice to master them both. As Table 3 shows the students were asked to identify which of the four difficulties present a bigger obstacle in speaking and writing respectively. It is evident that the problems are not significantly different. Although it is also true all of these problems are present in all student speaking and writing, for the sake of comparison we wanted the students to choose only the one that presents the greatest challenge.

Tablica 4: Doživljena važnost devet vještina i vlastite kompetencije

Vještina	Važnost	Ovladanost
Pripremanje i izvedba prezentacije	5,2500 (6)	3,6491 (2)
Pisanje izvješća	4,7656 (5)	5,1053 (5)
Primanje telefonske rezervacije	3,8906 (1)	3,2456 (1)
Odgovor na rezervaciju putem elektroničke pošte	4,5938 (4)	3,9649 (3)
Čitanje stručnog članka iz područja turizma u novinama ili specijaliranom časopisu	6,3906 (9)	4,7018 (4)
Čitanje poslovnog ugovora (upoznavanje s dogovorenim uvjetima poslovanja)	4,4688 (3)	6,0000 (7)
Pregovaranje o ugovoru u ime turoperatora	4,2344 (2)	6,3158 (8)
Pisanje teksta za turističku brošuru	5,4063 (7)	5,6842 (6)
Kvalitetno vođenje turističke grupe	5,9375 (8)	6,4211(9)

Izvor: vlastito istraživanje

*Table 4: Students' perceived importance of the four skills
and own perception of own proficiency*

Skill	Important	I am good at
Making and delivering a presentation	5,2500 (6)	3,6491 (2)
Writing a report	4,7656 (5)	5,1053 (5)
Taking a telephone booking	3,8906 (1)	3,2456 (1)
Replying to a booking via e-mail	4,5938 (4)	3,9649 (3)
Reading a tourism related article in a newspaper or a specialised magazine/ journal	6,3906 (9)	4,7018 (4)
Reading a contract in order to understand the agreed terms	4,4688 (3)	6,0000 (7)
Negotiating a contract on behalf of a tour operator	4,2344 (2)	6,3158 (8)
Writing a text for a brochure	5,4063 (7)	5,6842 (6)
Delivering a high quality tour guide's commentary	5,9375 (8)	6,4211(9)

Source: own research

Konačno, zanimljivo je koje od devet vještina koje se usvajaju na kolegiju Engleski za turizam studenti smatraju važnima. Istraženo je i kojim su od tih vještina studenti, prema vlastitom mišljenju, najbolje ovladali. Zbog jasnoće i lakše usporedbe rezultati u tablici 4 prikazani su kao srednje vrijednosti. Broj 1 pridružen je najvažnijoj ili najbolje usvojenoj vještini, a broj 9 najmanje važnoj ili vještini kojom su ispitanici najslabije ovladali. Što je srednja vrijednost niža to je vještina važnija (u prvom stupcu), odnosno bolje uvježbana (u drugom stupcu). Broj u zagradi odnosi se na relativni poredak unutar istog stupca.

Iako je čitava tablica broj 4 zanimljiva i svaka stavka zavrjeđuje pažljivu analizu, ukazat će se na tek nekoliko podataka koji su izravno povezani s ciljevima ovog istraživanja. Prvo što se uočava jest da ispitanici izvođenje prezentacije ne smatraju važnim, ali čini im se da su u tome vrlo dobri. Ocjena da su dobri u izvođenju prezentacija podudara se s tvrdnjom studenata da im je govorenje najjača vještina. Većina nastavnika poslovnog engleskog ili engleskog u turizmu vjerojatno se ne bi složila s tom tvrdnjom.

Zanimljivo je primijetiti i kojim su trima vještinama ispitanici, prema vlastitom mišljenju, najbolje ovladali: primanjem telefonske rezervacije, prezentacijama i odgovaranjem na elektronički upit za rezervaciju smještaja. Upravo su se s te tri vještine ispitanici susreli prije sudjelovanja u našem istraživanju. Opet se čini da je samopouzdanje ispitanika možda potaknuo osjećaj da se radi o nečem poznatom.

Konačno, u posljednjem dijelu istraživanja analizirani su odgovori na elektroničke upite za rezervaciju smještaja pa je potrebno ukazati da studenti odgovaranje na elektroničke upite drže četvrtom vještinom po važnosti, a trećom po usvojenosti.

Analizirat će se kratki odgovor na elektronički upit kako bi se provjerilo jesu li studenti realni pri svojoj procjeni vlastite kompetencije te kako bi se ukazalo na najvažnije probleme. Analiza će ponuditi i smjernice za

Finally, it is also worth noting which of the nine specific skills studied as part of the English of Tourism course the students see as more important, and at which they consider themselves to be better. For easier comparison and clarity the results are presented in Table 4 and the means are given as a score. Number one was assigned for the most important or the best at and number nine for the least important or the worst at. Therefore, the lower the mean the more important the skill (in case of the first column), or the better they are at it (in case of the second column). The number in the brackets indicates the relative order within the same column.

Although the whole of Table 4 is interesting and each item deserves a close analysis we will point out only several figures of direct relevance for our study. The first thing that catches the eye is the first line where delivering a presentation is not considered very important - but the students do feel they are good at it. This information asks for further analysis because all Business English and English of Tourism language instructors would probably disagree with it. This is, however, in line with the students' perception of their proficiency in speaking in general.

Another interesting point to make is the order of the first three skills the students feel they are good at: telephone bookings, presentations, and replying to a booking via e-mail. It is exactly these three skills that students have encountered in this course so far. Again, the confidence in choosing these as the first three might have been encouraged by a feeling of familiarity.

Finally, we would particularly like to emphasize the skill of responding to bookings via e-mail, since it was the object of our final analysis. According to our students this is the fourth skill in order of importance and the third most developed.

We will analyze this rather short piece of writing in order to check whether the students were realistic in their assessment and to indicate the major problems as a guideline

uvježbavanje ove vrste pisanog zadatka s budućim generacijama studenata turizma.

4.4. Analiza pisanih zadataka

Ispitanici su u upitniku naveli pisanje kao najtežu jezičnu vještinu – prema rezultatima istraživanja pisanje je pozicionirano daleko iza ostale tri glavne jezične vještine. Pokazalo se, međutim, i da su poteškoće s kojima se studenti susreću prilikom govorenja i pisanja zapravo slične i da doživljena razlika između govorenja i pisanja možda i nije velika kako se čini.

U 51 pisanom zadatku pronađeno je mnogo grešaka, a sve su bile povezane s četiri glavne poteškoće koje su navedene u upitniku: manjkavost sadržaja/ideja, manjkavost rječnika, nedostatak točnih struktura u koje bi se riječi mogle uvrstiti i, konačno, nemogućnost posve jasnog izražavanja.

Kako bi se bolje prikazalo razmjere problema i pružili korisni uvidi za nastavu, pogreške su podijeljene u tri glavne kategorije koje su zatim svrstane u potkategorije. Došlo je i do nekih preklapanja, što znači da neke pogreške mogu potpasti pod više kategorija. Cilj, međutim, nije bio prikazati detaljnu analizu pogrešaka nego potvrditi ili opovrgnuti dojam ispitanika o vrlo dobrom općem vladanju engleskim jezikom, odnosno dojam da slabo pišu. Kao što je vidljivo iz slike 1, pogreške su podijeljene u tri glavne kategorije: struktura, jezik i stil.

Kao glavne strukturalne pogreške zapaženo je gotovo potpuno odsustvo odlomaka (u 30 studentskih radova) ili neprimjereno organiziran sadržaj (u 3 rada). U dvanaest studentskih radova nije bilo uvodnih informacija, a u devet su nedostajali završni sadržaji. U ovu su kategoriju uvršteni i netočni pozdravi, iako bi ih se moglo promatrati i kao pogreške u području leksičke gramatike (npr. studenti bi trebali znati što slijedi nakon "*Dear*" na početku službene komunikacije na engleskome, kao i što mora doći nakon

for tackling this writing assignment with further generations of students of tourism.
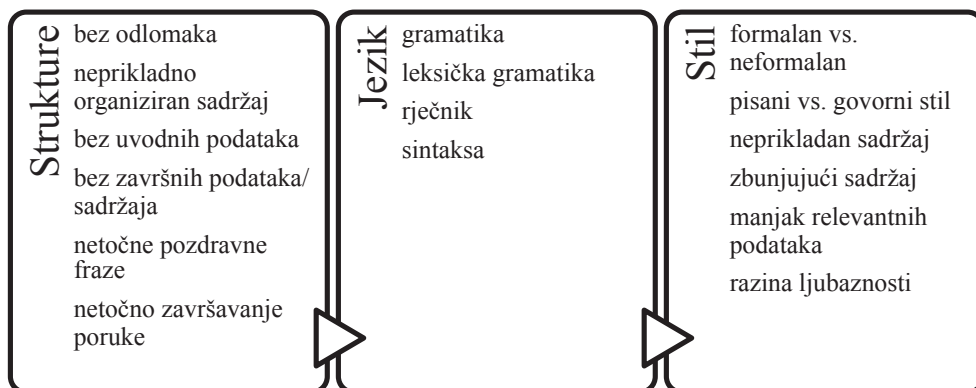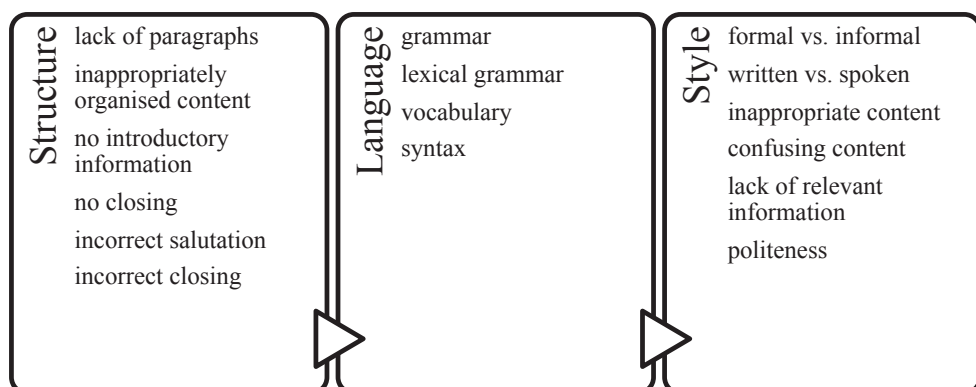
4.4. Written assignment analysis

In the above-mentioned survey the students indicated writing as the most difficult language skill to become proficient at - the results show it is ranked far behind the other three major language skills. We have, however, also shown that the problems students encounter in both productive skills (speaking and writing) are similar and the perceived difference between the two is not as big as it may seem.

In the 51 written assignments we have found many errors, all related to the four main problems indicated in the survey questionnaire: the lack of content, the lack of vocabulary, the lack of correct structures to incorporate the vocabulary in, and finally the feeling that the message has been conveyed but not very clearly.

In order to both present the extent of the problem and to inform future teaching practice we have broken down the errors into the three main categories which are then further divided into subcategories. There is, of course, some overlapping, which is to say that some errors can fall under more than one category. It is, however, not our aim to draw a detailed map of errors but to either confirm or reject the students' rather high perception of general proficiency in English and to either confirm or reject their rather poor perception of their writing skills. As shown in Figure 1 there are three main categories: structure, language, and style.

As the main structural flaws we have noticed almost a complete lack of paragraphing (in 30 assignments) or inappropriately organized content (in 3 assignments). Twelve assignments lack introductory information, while nine of them lack a closing. We have also listed incorrect salutations and closings under this category although they could be also errors of lexical grammar, e.g. knowing what "dear" is followed by at the beginning of a formal let-

Slika 1: Kategorije pogrešaka u studentskim pisanim zadacima

Strukture	Jezik	Stil
bez odlomaka neprikladno organiziran sadržaj bez uvodnih podataka bez završnih podataka/ sadržaja netočne pozdravne fraze netočno završavanje poruke	gramatika leksička gramatika rječnik sintaksa	formalan vs. neformalan pisani vs. govorni stil neprikladan sadržaj zbunjujući sadržaj manjak relevantnih podataka razina ljubaznosti

Figure 1: Categories of errors in students' written assignments

Structure	Language	Style
lack of paragraphs inappropriately organised content no introductory information no closing incorrect salutation incorrect closing	grammar lexical grammar vocabulary syntax	formal vs. informal written vs. spoken inappropriate content confusing content lack of relevant information politeness

izraza "*looking forward*" na kraju pisma). Pogreške ovog tipa mogle bi se također smatrati i sintaktičkima i leksičkima. Odabrano je nekoliko redaka iz korpusa studentskih radova kako bi se ilustrirala pogrešna uporaba izraza "*Dear…*" (*Dear John Bean we accepted ...*; *Dear John, I'm happy …*; *Dear Sir Bean, we are …*; *Dear Sir John, ...*) i fraze "*look/ing forward*" (*we look forward to see you...; we are looking forward seeing you...; hotel is looking forward to meet you*).

U kategoriji jezika, primijećen je niz gramatičkih pogrešaka. Prvenstveno se radi o neslaganju između jednine i množine (u 8 studentskih radova; e.g. *all of your question…; room for two person…*), pogrešnom

ter or knowing what "looking forward" is followed by at the end of a letter. The latter could be considered syntactical, as well as a lexical grammatical error. We've selected several lines from the corpus of students' assignments to illustrate the misusage of "dear" (*Dear John Bean we accepted ...*; *Dear John, I'm happy …*; *Dear Sir Bean, we are …*; *Dear Sir John, ...*) and "look/ing forward" (*we look forward to see you...; we are looking forward seeing you...; hotel is looking forward to meet you*).

In the language category we have noticed a series of grammatical errors mainly regarding the wrong singular-plural agreement (in 8 assignments; e.g. *all of your question…; room for two person…*), wrong article (re-

članu (opetovano u 25 studentskih radova), pogrešno odabranom vremenu (e.g. *we will be having a few options for you*), krivoj uporabi pasiva (e.g. *I have been received your request…; how I been read*), pogrešnom obliku glagola (e.g *I sayed…; our hotel don't have*), i pogreškama u neupravnom govoru (*you can choose do you want a room with*).

Leksička gramatika mnogo je složenije i šire područje. Mnoge pogreške koje bi se tradicionalno klasificirale kao gramatičke danas pripadaju području leksičke gramatike jer se radi o dužim nizovima smislenih jezičnih jedinica koje nastaju kombinacijom leksičkih elemenata. Tipična funkcionalna riječ poput prijedloga vezat će se uz drugu riječ s kojom se koristi i može postati učestalim izvorom zbunjenosti i grešaka. Npr. prijedlozi su bili pogrešno upotrijebljeni u 11 od 17 slučajeva nakon imenice "*view*," a to je imenica koja se često rabi u engleskom za turizam. Druge pogreške ovog tipa mogu uključivati leksičke jedinice iza kojih mora doći određeni glagolski oblik ili tip rečenice. Npr. *I would like to inform about …* pogrešno je jer glagl *like* slijedi svoja vlastita pravila o leksičkim strukturama. Nedostatak znanja o tome kako se pojedine riječi kombiniraju da bi se proizvelo željeno značenje opisuje se u upitniku tvrdnjom "Znam riječi, ali imam problema sa strukturama." Čak 41,5% studenata prepoznalo je ovaj problem kao prepreku prilikom pisanja dok mnogo manji postotak (15,4%) drži da im nedostaju samo riječi.

Ova analiza potvrđuje navedene podatke. Problemi s rječnikom primijećeni su na dvije razine: polu-tehničkoj i općoj razini. U kratkom profesionalnom tekstu ove vrste nije bilo potrebe za korištenjem tehničkih izraza. Polu-tehnički vokabular koji se rabi u općem jeziku, ali se učestalije pojavljuje u specifičnim opisima i raspravama (Dudley-Evans i St John, 1998:83) ispitanici su pogrešno koristili u sljedećim primjerima: *all-inclusive room*, *full-pansion*, *aviable*. Većina pogrešaka, međutim, nastala je prilikom uporabe riječi iz općeg rječnika. Najuočljivija je po-

peatedly in 25 assignments), wrong choice of tense (e.g. *we will be having a few options for you*), misuse of passive (e.g. *I have been received your request…; how I been read*), wrong verb form (e.g *I sayed…; our hotel don't have*), wrong indirect questions (*you can choose do you want a room with*).

An area more extensive and more complex, however, is that of lexical grammar. Many errors that would traditionally be classified as grammar are now seen as lexical grammar for the longer stretches of meaningful language items they form with other lexical elements. A typical functional word such as a preposition will depend on the word it is used with and may present a frequent source of confusion and errors. E.g. prepositions have been misused 11 out of 17 times after the noun "view," a noun frequently occurring in LoT. Other errors of this type may include such lexical items that require to be followed by a definite verb form or type of sentence. E.g. *I like you to inform about …* is wrong because the verb *like* has its own rules about larger lexical structures into which it can fit. The lack of knowledge of how words combine to produce a desired meaning is what we refer to in the questionnaire item "I have the vocabulary but I lack structures." 41.5% of students have identified this as an obstacle in their written production whereas a much lesser percentage (15.4%) think they lack the vocabulary itself.

Our analysis has confirmed these results. Vocabulary problems have been noticed on two levels: semi-technical and general vocabulary while technical vocabulary was not to be expected in a short communication exchange such as a reply to an e-mail booking. Semi-technical vocabulary, which is used in general language but has a higher frequency of occurrence in specific descriptions and discussions (Dudley-Evans and St John, 1998:83) has been erroneously used in the following examples: *all-inclusive room*, *full-pansion*, *aviable*. Most errors, however,

grešna uporaba kolokacija kao rezultat interferencije s materinjim jezikom (e.g. *we accepted your request; if you have additional questions*; *price is accessible*; *normal room you are interesting for our hotel*).

Nadalje, uočen je i određeni broj sintaktičkih problema. Ponovno je bilo teško povući crtu između pogrešaka u području leksičke gramatike i području sintakse. Ako iza glagola slijedi određena struktura, podjednako se radi o leksičkoj gramatici i sintaksi jer će o tom određenom glagolu ovisiti konačni poredak elemenata u rečenici. Pogrešan poredak riječi u rečenici predstavlja drugu tipičnu vrstu sintaktičke pogreške: *in price is included*; *there are available two types of rooms*.

Konačno, velika većina studenata rabila je registar koji nikako nije primjeren u odgovoru na upit za rezervaciju smještaja putem elektroničke pošte. U profesionalnoj komunikaciji te vrste nužno je pridržavati se konvencionalnih pravila pristojnog i ljubaznog ponašanja. Nepristojan ili neprimjeren odgovor na inicijalni upit o mogućnosti rezervacije smještaja najvjerojatnije će odbiti potencijalnog klijenta (Camerer, 2012). Naši jezično kompetentni, ali i sociolingvistički nezreli studenti mogli su tako počiniti mnoge ozbiljne pogreške koristeći neformalan ili govorni stil u svojim odgovorima (e.g. *You won't regret it!*); kao rezultat aludiranja na tabu teme (e.g. *I recommend a room for married couples with a jacuzzi and a big bed*.), zbog toga što su gosta zasuli zbunjujućim informacijama ili viškom informacija, ili zato što su se gostu obraćali arogantnim tonom (e.g. *if you need more information, check our website!*). Stoga je od najveće važnosti da budući profesionalci u turizmu potpuno razumiju sociolingvistička pravila svoje struke, da su svjesni koje teme predstavljaju tabu i da su u stanju izražavati se pristojnim, formalnim stilom.

are made in the use of general vocabulary. The most evident is the wrong use of collocations caused in particular by mother tongue interference (e.g. *we accepted your request; if you have additional questions*; *price is accessible*; *normal room you are interesting for our hotel*).

Next, a number of typical syntactic problems have been identified as well. Again, as it was the case with lexis and grammar it is very difficult to draw clear boundaries between syntactic errors and lexical grammar ones. If a verb is followed by a certain structure it is equally lexical grammar and syntax because it is that particular verb that will decide the final order of elements in the sentence. Another typical syntactic error is wrong word order such as: *in price is included*; *there are available two types of rooms*.

Finally, the vast majority of the students used a register which is not appropriate when responding to a booking enquiry via e-mail. Such professional encounters require that conventional rules of politeness be observed. As part of the first encounter, an impolite or inappropriate response to a booking inquiry will likely put off a potential client. Even more, the higher the level of English the more serious politeness breaches appear (Camerer, 2012). Our linguistically competent but sociolinguistically immature students could have therefore committed many serious blunders by using informal or spoken style (e.g. *You won't regret it!*); as a result of alluding to taboo topics (e.g. *I recommend a room for married couples with a jacuzzi and a big bed*.), as they overwhelmed the guest with unnecessary or confusing information, or as they addressed the guest with arrogance (e.g. *if you need more information, check our website!*). It is therefore of paramount importance that future professionals fully understand the sociolinguistic requirements of their job, that they are aware of taboo topics and can express the correct level of politeness.

5. ZAKLJUČAK

Rad započinje prikazom dvaju mitova o stranim jezicima u djelatnosti turizma:

1) Hrvatski studenti dobro vladaju engleskim jezikom, i

2) Dobro vladanje općim engleskim jezikom dovoljno je da bi se radilo u turizmu.

Kao odgovor na prvi mit, studija je pokazala sljedeće:

- Većina studenata prve godine smatra da dovoljno dobro vlada engleskim jezikom

- Čak i u vrlo kratkom primjeru stručnog poslovnog dopisivanja studenti su pokazali da imaju poteškoća i na jezičnoj i na ne-lingvističkoj razini, što je u ovoj studiji identificirali, klasificirano i potkrijepljeno primjerima.

- Studenti percipiraju govorenje kao svoju najjaču stranu, a pisanje kao najslabiju, od čega je druga tvrdnja u skladu sa stavom jezičnih stručnjaka, ali prva nije.

- Identificirani problemi samo se djelomično odnose na specifične situacije engleskog za turizam, a više su vezani za znanje općeg engleskog. Stoga je mit o tome da imamo studentsku populaciju koja dobro vlada engleski jezikom valjalo odbaciti.

Kao odgovor na drugi mit i niz specifičnih ciljeva koji iz njega proizlaze dobivena su sljedeća saznanja:

- Jezik turizma je specifičan i stoga bi ga u nastavi jezika u institucijama visokog školstva trebalo tako i tretirati.

- Studenti su samo djelomično svjesni razlike između općeg engleskog (OE) i engleskog za turizam (EzT).

- Profesionalni sadržaji ne pridonose povećanju studentske motivacije za učenjem EzT.

- Iako studenti vide moguće prednosti u stjecanju vještina koje im se pružaju kroz nastavu EzT i svjesni su da će im one po-

5. CONCLUSION

In this paper we set out by proposing two myths regarding foreign languages as related to the tourism industry:

1) Croatian students are highly proficient speakers of English, and

2) Sufficient knowledge of general English is enough for working in the field of tourism.

In response to the first myth the study has shown the following:

- Overall, first year students consider themselves sufficiently proficient in English.

- Even in a short professional piece of writing students show having problems at different linguistic and non-linguistic levels that we have identified, classified, and exemplified in the study.

- Students perceive speaking as their biggest strength and writing as their biggest weakness, the latter being in accordance with language professionals'/lecturers' view but the former not.

- The problems identified are only partially related to the specificities of EoT. They are more related to the general English language issues, thus the myth of having a student population of highly proficient speakers of English can be rejected.

In response to the second myth and a series of specific goals that resulted from it we have shown that:

- Language of tourism is specific and should therefore be treated distinctively in language instruction at the institutions of higher education.

- Students are aware of the difference between GE and EoT only to an extent.

- Professional content does not contribute to the increase in tourism students' motivation to learn EoT.

- Although students see possible benefits of having EoT skills for increasing their

većati konkurentnost prilikom zapošljavanja, studenti su još uvijek prije svega zainteresirani za učenje Engleskog kao *linguae franca*.

Nastavnici poslovnog engleskog i rukovoditelji tvrtki slažu se u tome da studenti koji kreću u poslovni svijet i postaju dio „diskursne zajednice" moraju imati izvrsne komunikacijske vještine (Widdowson, 1998). Isto se može reći i za EzT, ali s dodatnim naglaskom na istančane sociolinguističke značajke.

Iz gore navedenog slijedi:

Nastavnici EzT tijekom nastave moraju predano raditi na podizanju svijesti studenata o posebnim vještinama i specijaliziranom jeziku koji je tipičan za komunikaciju u turizmu. Usprkos relativno visokom stupnju OE i samopouzdanju koju studenti imaju glede vlastitog znanja jezika, te dodatne vještine trebalo bi dodati spektru njihovih jezičnih kompetencija. Valja strogo naglasiti i sociolinguističke kompetencije.

Nastava engleskog za turizam trebala bi voditi računa o (1) trenutnim potrebama studenata da se služe akademskom literaturom i proizvedu akademske tekstove na engleskom i (2) budućim potrebama za korištenjem engleskim tijekom karijere u turizmu i stoga kroz jezik raditi i na profesionalnim i na akademskim vještinama. Budući stručnjaci iz područja turizma ne bi smjeli zaboraviti da prvi korak ka njihovom profesionalnom uspjehu često počiva na njihovoj sposobnosti da koriste (Engleski) jezik kao sredstvo pomoću kojeg će namamiti, zavesti, dovesti i osvojiti sve veći i veći broj gostiju koji govore engleski.

employment competitiveness, they are still primarily interested in learning English as a *lingua franca*.

There is a common agreement among BE teachers and business executives that excellent communication skills are requisites students need when they enter the business world and when they become members of the "discourse community" (Widdowson, H.G.,1998). The same can be said of EoT with an additional emphasis on the subtleties of its sociolinguistic features.

Thus, it follows:

EoT teachers and courses should be committed to raising students' awareness of particular skills typical of the specialized language of tourism. Despite a rather high level of GE and the linguistic confidence students may have, those extra skills need to be added to the range of their language competencies. Sociolinguistic competence should be strongly emphasized.

EoT courses should address the language related both to professional and academic skills in order to meet (1) the present need of the students to consult academic sources and produce academic texts in English, and (2) the future need to competently use English in their prospective tourism careers. Let future tourism professionals not forget that the first step toward their professional success will hinge on their ability to use the (English) language to lure, seduce, bring and conquer the evergrowing number of English speaking tourists.

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