

უცხო ენის საჭიროება ტურიზმის განვითარებაში Foreign Language Demand in Tourism

მაია ნატროშვილი - ფილოლოგიის დოქტორი
საქართველოს ეროვნული უნივერსიტეტი

Maia Natroshvili - PhD Philology
Georgian National University

Abstract: Language and tourism have always been closely linked. From the point of view of the tourist who is seeking to discover other landscapes and cultures, the linguistic difference is almost a prerequisite of the travel experience. Tourism makes multilingualism compulsory and the tourist gets all information, solves his/her basic needs and urgent problems mostly by speaking languages.

It's estimated that over 7,000 different languages are spoken around the world. The world's most widely spoken languages by number of native speakers and as a second language, according to figures from UNESCO, are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French. Of course, the demand for certain languages will vary across the world and it is mostly depended on the global trends in tourism.

European experience shows that despite the teaching of a few foreign languages the numbers of people who study other foreign language (not English) are less and less. English really is the prior, progressive, global language nowadays in the world.

Key Words: Foreign Language; linguistic difference; global language; UNESCO; Tourism Strategy; tourism development; high quality; European Commission; European experience; Demand; international tourism; language services; language skills; global GDP(Gross Domestic Product); multilingual;

რეზიუმე: უცხო ენის საჭიროება უმნიშვნელოვანესია ტურიზმის განვითარებაში. ენა და ტურიზმი მუდმივ კავშირშია ერთმანეთთან. ტურისტი, რომელიც ახალი კულტურის, ტრადიციისა თუ გარემოს აღმოჩენას ღამობს ქვეყანაში რომელსაც ეწვია, ენა მისთვის ამ ყველაფრის უკეთ გაგნობისა და სწორად აღქმის წინაპირობაა. ტურიზმის განვითარება იწვევს ქვეყანაში მრავალი ახალი ენის შესვლის შესაძლებლობასა და

საჭიროებასაც, ამავედროულად, რადგანაც ტურისტისთვის მეტად კომფორტულია მისთვის სასურველ ენაზე ინფორმაციის მიღება.

დღეს მსოფლიოში დაახლოებით 7000 სხვადასხვა ენაზე საუბრობენ. UNESCO-ს მონაცემთა მიხედვით მშობლიურ და მეორე ენად ყველაზე ფართოდ გამოიყენება შემდეგი ენები: ჩინური, ინგლისური, ჰინდუ, არაბული, ბენგალური, რუსული, პორტუგალიური, იაპონური, გერმანული და ფრანგული. ამ ენების ფართო მოხმარება, თავისთავად, გამოიწვევს მათ ქვეყანაში შესვლას და მათი გამოყენების დანერგვას, რაც ხელს შეუწყობს ტურიზმის თანამედროვე ტენდენციების დამკვიდრებას.

ევროპული კვლევები გვიჩვენებს, რომ რამდენიმე უცხო ენის სწავლების მიუხედავად, სხვა უცხო ენაზე(ინგლისურის გარდა) სწავლის მქონე ადამიანების რიცხვი ნაკლებია. დღესდღეობით, ინგლისური მართლაც არის პროგრესული, პრიორიტეტული, გლობალური ენა მსოფლიოში.

საკვანძო სიტყვები: უცხო ენა; ლინგვისტური განსხვავებანი; გლობალური მნიშვნელობის ენა; ტურიზმის სტრატეგია; ტურიზმის განვითარება; მაღალი დონე; ევროკომისია; ევროპული გამოცდილება; მოთხოვნა; საერთაშორისო ტურიზმი; ენობრივი მომსახურება; ენობრივი კომპეტენციები; მრავალენობრივი;

Tourism is an activity which cuts across the conventional sectors in the economy. It requires inputs of an economic, social, cultural, educational and environmental nature. In this sense it is often described as multi-faceted. Tourism is not only the world's largest trade, but a phenomenon of great social as well as economic importance. It is a mass movement of people impacting on a large number of destinations visited and many service

trades, with major consequences.

Tourism is, however, a recent invention. The word was unknown in the English language until the last century, and increasingly came to have a somewhat suspect meaning, describing group travel of the cheaper kind, with an element of an insular dislike of strangers and foreigners. In contrast, the words travel and the travelers were respected, reflecting the quality of the earlier travelers who were associated with the rich, educated

people or aristocratic and society leaders. Thus travel for recreation and as an enjoyable activity was a relatively new concept.

According to Merriam-Webster Dictionary the word “tourism” was first used in 1811 and its full definition covers three different points.

- They are: 1) The practice of travelling for recreation;
2) The guidance or management of tourists;
3) a: The promotion or encouragement of touring;
b: The accommodation of tourists.

Nowadays tourism is a key economic sector which has grown almost uninterrupted since 1950. According to the UNWTO Tourism Highlights report for 2017, "international tourist arrivals have increased from 25 million globally in 1950, to 278 million in 1980, 527 million in 1995, and 1133 million in 2016. Likewise, international tourism receipts earned by destinations worldwide have surged from US\$2 billion in 1950 to US\$104 billion in 1980, US\$ 415 billion in 1995 and US\$1245 billion in 2016" (UNWTO, 2017: 2). This report indicates that in 2016 France, the USA, Spain and China were the top destinations in the rankings of international arrivals and receipts, and China definitely became the main outbound tourism source. Following the UNWTO, a growth of 3% to 4% in international overnight visitors is expected in 2016, and by 2030 the total number may be 1.8 billion. As for the reasons why people travelled in 2016, 53% of the total number of international tourist arrivals were motivated by holidays, recreation and other forms of leisure, while 14% were due to business and professional reasons, 27% to other purposes such as visiting friends and relatives, religious or health-related issues, and the travel motivations for the rest (6%) were unknown (UNWTO, 2017). An increasing volume of trips have been undertaken for the past decades owing to educational purposes, spurred by pleasure, self-realization or learning needs caused by different shortcomings. In today's globalised world learning a foreign language abroad is usually perceived by some population segments as a professional or personal needs. On the other hand, language travel is in the business spotlight of local economies. Surveys, analyses and reports are regularly carried out by different agents, and yet it has raised surprisingly little scholarly interest.

The language learning market is changing at rapid pace due to the globalization of the economy and the adoption of cost-efficient technology-based products. The worldwide language learning market (all languages combined) generated a hefty \$58.2 billion in 2016. When combined with revenues from language services such as localization, interpretation, and translation, this figure jumps to \$82.6 billion. It is estimated that over 7,000 different languages are spoken around the world. The world's most widely spoken languages by number of native speakers and as a second language, according to figures from UNESCO, are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French. Of course, the demand for programs in certain languages will vary across the world.

The US Council on Foreign Relations asserts that the promotion of foreign language instruction should be a national priority: "The global economy is shifting away from the English-speaking world. According to some research, the English-speaking share of global GDP has fallen significantly and will continue to fall. The Chinese economy will surpass the US economy in size soon after 2030. Latin America (Spanish- and Portuguese-speaking) and South Asia (Hindi- and Urdu-speaking) are growing strongly as well. Exports have accounted for half of post-recession US economic growth, and future US growth will increasingly depend on selling US goods and services to foreign consumers who do not necessarily speak English." As each economy around the world becomes increasingly international, the need and demand for foreign languages continues to grow. And the importance of foreign language proficiency for graduates cannot be underestimated, as a recent report from the influential Economist Intelligence Unit underlined: "Even when recruiting for jobs in their home market, almost one-half of all companies say that prospective candidates need to be fluent in a foreign language, and a further 13% say that multilingual ability is a key selection criterion (based on a 2016 survey targeted at 572 executives in Europe, Asia Pacific, North America and Latin America).

Additionally, a European Commission study showed that more than half of Europeans (53%) use languages at work and 45% think they got a better job in their own country thanks to their foreign language skills. The

ability to speak a foreign language can often boost earnings, sometimes adding as much as 15% to a person's salary in the US, 34% in India, and 55% in Thailand. Of course, the incentive for learning a foreign language isn't always money motivated. The benefits of a bilingual or multilingual education are well documented, such as: aids cross cultural understanding and global awareness; enhances academic progress in other subjects; narrows achievement gaps; benefits higher order, abstract and creative thinking; enriches and enhances cognitive, skills, and emotional development; enhances a student's sense of achievement; helps students score higher on standardized tests; improves chances of college acceptance, achievement and attainment; enhances career opportunities; benefits understanding and security in community and society.

Likewise, governments around the world are implementing new mandates for their school systems designed to increase proficiency in the English language. The governments of Rwanda, South Sudan, Turkey, the Russian Federation, South Korea, Japan, Malaysia, Vietnam, China, Thailand, Brazil, Chile, and Argentina have all instituted broad-reaching federal programs designed to increase English proficiency. For example, in China and Dubai, children start to learn English as early as kindergarten. And reforms to British curriculum (due to take effect in 2016) include all children in Britain being taught a foreign language from the age of seven. Furthermore, Scotland announced last year that within a decade all pupils will start learning other languages from the first year of primary school.

There is no secret that Europeans take language learning seriously, as the "Eurobarometer Survey on Europeans and their Languages" carried out showed. Based on the responses of almost 27,000 people in 27 countries, the results showed that in accordance with the EU population, the most widely spoken mother tongue is German (16%), followed by Italian and English (13% each), French (12%), then Spanish and Polish (8% each). The five most widely spoken foreign languages remain English (38%), French (12%), German (11%), Spanish (7%) and Russian (5%). Two thirds of Europeans (67%) consider English as one of the two most useful languages for themselves. The next languages perceived as the most useful are German (17%), French (16%), Spanish (14%) and Chinese (6%).

Just over half of Europeans (54%) are able to hold a conversation in at least one additional language, a quarter (25%) are able to speak at least two additional languages and one in ten (10%) are conversant in at least three. Almost all respondents in Luxembourg (98%), Latvia (95%), the Netherlands (94%), Malta (93%), Slovenia and Lithuania (92% each), and Sweden (91%) say that they are able to speak at least one language in addition to their mother tongue. Countries where respondents are least likely to be able to speak any foreign language are Hungary (65%), Italy (62%), the UK and Portugal (61% in each), and Ireland (60%). Despite the rise of non-Western nations in today's global economy, English is still the language most commonly used as the lingua franca of business, science, research, and politics.

A small amount of domestic market needs English as an international "Lingua Franca". Language for the press, literature, television and other media outlets use small budgets in small countries and have no financial and human resources of translating foreign languages. It is really problem when it comes to scientific literature or other less-selling translation of media products. Because of this, in the Netherlands and Scandinavian countries English is a prerequisite for higher education and finding qualified jobs.

The whole territory of the EU decreases not only the Russian but also the knowledge of German and French, which is not accidental. Globalization in all areas of life requires knowledge of one international language to enable people to communicate with the world outside the boundaries of their country. Such language is English all over the world, and the knowledge of other foreign languages is less practical. European experience shows that despite the teaching of a few foreign languages in schools, the numbers of people who study other foreign language (not English) are less and less. English really is the prior, progressive, global language nowadays in the world.

According to English Proficiency Index and Eurobarometer researches, it is interesting to note that the countries with well-educated population who speak foreign languages too are better developed than their neighbors. English is an important instrument of economic development, as it attracts investments, promotes tourism development and promoting trade relations

with the rest of the world. Good knowledge of English or increasing the level of English language in Georgia will also have a positive effect on the prospects of economic development of the country. Attracting tourists and investors will be easier if you have an English-speaking service in the country. If Georgian public officials, lawyers, doctors, hotels and restaurants serving personnel, etc. They will be able to establish contacts easily with guests from abroad who are interested in starting a business or even relaxing interest in our country.

To achieve this goal it is necessary not only to watch English-language movies with subtitles on television encouragement, but also a clear and realistic education policy, enough resources, and it is better to concentrate on the language of global communication. For several years, the international non-governmental organization EF Education First examines the spread of English language in the world. Research - whose methodology is controversial - according to the results, the highest level of English is in the smaller countries of Western Europe and the former British colonies of Asia.

In Georgia you often hear the notion of necessity of knowledge of English and other foreign languages. The teaching of foreign languages in the Georgian educational system is based on the same presumption. Most public and private schools teach children two or three foreign languages, even though the level of language knowledge is quite low in our country and the vast majority of pupils are unable to study any foreign language at school.

During this study I surveyed the needs, functions, problems and knowledge of English language among my 50 A.2 and starting B.1 level tourism students from my groups. A questionnaire was used and data were analyzed by frequency, percentage and standard mean. Findings revealed that speaking is the most important but very difficult task for the students of B1 level who has just started learning or improving their language skills, then listening and reading. Writing, mostly in an academic style, stays the most difficult tasks among all skills. Letter writing, making notes or advertisements is easily achievable task. The three most relevant functions in using English language were given them for this experiment. These tasks were: receiving or giving information, followed by providing services, and

offering help. English use problems included: lack of vocabulary, inability inappropriate words and expressions, inadequate lexis, and lack of grammar knowledge.

Results based on the research shows that in order to develop intercultural competence, students should not only learn a foreign language, but such a process should also include intercultural training and intercultural exchange of ideas. It is evident that the knowledge and the skills acquired in this learning process will highly contribute to the development of tourism and hospitality services in general. Students of tourism, hospitality and management also have to acquire theoretical and practical cultural knowledge, which can be gained through intercultural communication and the development of intercultural competence. Although their grammatical and their lexical competence of a foreign language may be outstanding. It can cause cultural misunderstanding, or a final failure in communication with native speakers.

Georgia has developed tourism strategy for ten years period and, if necessary, to make some changes to an annual revision and renewal of the set goals for implementation. Strategy and Action Plan will be renewed in terms of market demand and peculiarities, it will fit changes in market conditions and will be improved as a result of joint efforts in accordance with the achieved results. National Tourism Strategy, National Tourism of Georgia and the administration will regularly work with governmental agencies Municipal authorities, various documents of public policy to harmonize with tourism strategy.

Our country is distinguished by its resorts, attractive nature and relaxation in the resorts mostly is important for medicinal purposes too. There should be noted mineral water sources, the number of which is more than 2000. Georgia has the largest potential to attract tourists in all spares. Country has mountains, icy mountains, sea, desert, canyons, lakes, rivers, caves and a lot interesting places for tourists. The above factors are of great importance for tourism development, since the purpose of traveling to visas is not just a holidays, they often travel to the destination for recreation or recovery, so we can say that in this respect Georgia is distinguished by great diversity.

The goal of "Georgian Tourism Strategy 2025" is to create a guide, which will facilitate sustainable development of tourism and increase the importance of the field. In order to achieve the objectives, it is necessary for travelers to have high quality service and to stimulate domestic demand the country needs some challenges to overcome. By 2025 Georgia will be known as an advanced, all-season, a high quality tourist country, distinguished by its cultural and Natural heritage, world-class services and welcome to the ancient tradition of hospitality. Strategic investments implemented in infrastructure, education, securities, marketing, and worldwide high pay. By offering unique Georgian impressions for tourists Georgia in the leading competitions in the field of tourism.

To achieve the goal, in accordance with initiated legislative amendments, country needs new professional standard programs, projects and trained modular programs for developing teaching English and other foreign languages. It will be better to have more practice-based teaching models. A lot should be invested in studies to revise definitions and methodologies to modernize existing systems that would make rapid progress possible. According to the results of system market research it will be better to have more accumulation and transfer system in vocational education. All levels of education system needs to be institutionalized step by step to imply result-oriented assessment and quality in effective teaching/learning foreign languages.

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