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PECULIARITIES OF TOURISM AND HOSPITALITY PROFESSIONALS' FOREIGN BILINGUAL EDUCATION (TEACHING GERMAN AFTER ENGLISH)

ОСОБЛИВОСТІ ІНШОМОВНОЇ БІЛІНГВАЛЬНОЇ ПІДГОТОВКИ ФАХІВЦІВ ТУРИСТИЧНОЇ ТА ГОТЕЛЬНОЇ ГАЛУЗІ (ВИКЛАДАННЯ НІМЕЦЬКОЇ НА БАЗІ АНГЛІЙСЬКОЇ)

Стаття присвячена питанням іншомовної білінгвальної освіти у немовних закладах, а саме – навчанню німецької на базі англійської студентів із туристичною та готельною спеціалізацією. Проаналізовано соціально-економічні та лінгвістичні передумови вибору німецької мови як найбільш поширеної другої іноземної.

Ключові слова: білінгвальна освіта, друга іноземна мова, туристична спеціальзвія, явище інтерференції, комунікативна компетенція.

Nowadays, knowledge of a foreign language is considered to be a crucial condition for social and professional growth; besides, comprehension of a foreign language by a specialist is evaluated by the employers as a fundamental personal and professional characteristic. That is why, in most enterprises, knowledge of a foreign language is an obligatory demand to the applicants before signing a contract.

Learning two foreign languages at non-linguistic departments encourages strong motivation for improving personal competitiveness within the labor market among youth. O. Flerov proves in her study that nowadays foreign languages play a more important role for a person than just developing professionalism because currently knowledge of a foreign language has become the integral component of an educated and intelligent personality [9]. Accumulation of all backgrounds conditioned the emergence of such a subject in the curricula of higher educational institutions as “Second Foreign Language”, mostly within the specializations dedicated to tourism business, economics and technologies.

Foreign bilingual training nowadays has a fundamental meaning among the problems of higher education, its content, methods and strategies, principles and approaches. According to O. Garcia and C. Baker, “Bilingual education is a controversial and frequently a misunderstood field ... about what bilingual education means, who is served by bilingual programs, what goals of the bilingual program are for its target populations.” [2, p.3]. J. Ginn found out varying viewpoints on bilingual education, covering such topics as immigrant assimilation, English immersion, and language diversity in the United States [3]. M. Brisk presented the essential and appreciated straightforward approach for the educators who work or will work with bilingual students - classroom teachers, administrators, and curricula developers [1].

It is important for a teacher to develop a communicational competence of the second foreign language based on the students' communicational skills of a native or the first foreign language.

Numerous researchers, including I. Bim, A. Leontiev, N. Baryshnikov and others, devoted their works to linguistic transferring, examined mutual impacts and interconnections between languages and cultures in the process of learning the second foreign language, and proved the necessity of the groundwork of a first foreign language.

Obviously, the most popular foreign language, studied in higher and secondary educational institutions is English. Presently, there are over 600 native English speakers. Comprehension of English language nowadays is an unquestionable requirement for those who search for an international career, as well as for the applicants, dreaming to be successful in their home countries, and simply for those

people who just regularly travel abroad in business or for tourism. Therefore, English occupies the position of the first foreign language, studied in colleges and universities.

As for choosing the second foreign language, naturally, young people prefer languages of the partners-countries of their motherland, concerning trade, economic and investment relationship (mostly among them there are: Germany, France, Italy and countries of South America). For this reason, the most widely spread second foreign languages, chosen by the institutions and students, are German, French, Spanish, Italian and Portuguese.

The choice of the German / French, as the second foreign language, is the most frequent occurrence, due to reasonable conditions. It is encouraged by the existing interconnections between Ukraine with Germany and France in the field of education, as well as by the common linguistic specifications of all these European languages, determined by their belonging to the same Indo-European language family. Besides, English and German languages belong to the same language group – Germanic, and the same language subgroup – West-Germanic. Although, French language belongs to the group of Romanic languages, the level of similarities between English and French is remarkably high. The affinity of the languages is expressed in the common lexical scope, the similarity of grammatical phenomena, close in structure, and many others.

The affinity of English, German and French languages can be witnessed on all linguistic levels; therefore, learning these three languages is greatly simplified, firstly, through lexical components and words composition. Not accidentally, authors of numerous theoretical researches in Psycho-linguistics, Linguistics, Linguistic Didactics and Methods of teaching foreign languages follow the opinion that lexical-semantic component is one of the basic ones within the structure of linguistic skills of a student.

It is worth underlining that Anglicisms and Americanisms have indisputably entered nearly all the languages of the world, initially the European ones. It is also well known that English is rich in borrowings of various origin. Consequently, nearly half of English vocabulary is composed of words, French and Latin by origin. Such scientists as N. Pavlova and E. Ryzhova state that even nowadays French remains in the position of the principle resource-languages for borrowings to English; wherein lexical units from German and other languages (mostly from Japanese and other Asian and African languages) is being furthermore intensively derived into English. German lexical units are quite widely spread within spoken language, as well as within the language of mass media, the language of fictional characters, and are being transferred and registered in the dictionaries [8]. This fact considerably eliminates the number of difficulties of the process of comprehending lexical units of the second foreign language. Besides, we would like to highlight a sustainable quality of related world-building models of all three languages, analyzed in the current paper.

It has been proved that student's deep knowledge and developed skills of the first foreign language (which is traditionally English) serve as the reliable background for the second foreign language comprehending. Availability of common grammar structures, word-building models, the consonance of the words in English (as the first foreign language) and German/French (as the second foreign language) is referred to as a solid background for mastering both languages.

Within this context, we underline the necessity to create an introductory course of German as the second foreign language, which is capable to support the students with basic communicational competences of the second foreign language. It encompassed the development of the following skills and competencies: oral and written communication with the native speakers in the definite standard situations; skills of listening and understanding and visually (while reading) percept information from ordinary authentic texts of various types; social-cultural competence through being introduced to the culture of German-speaking countries, better realization of their own culture and ability to represent it in the process of communication; compensational strategies of avoiding difficulties, such as paraphrasing and requesting additional information; studying skills.

To our opinion, such a focused organization will greatly contribute to education in general and to students' personal development, preparing them for life and activity in the democratic multinational and multicultural society. Therefore, we have examined the communication competence not just as a linguistic category, but rather as a linguistic-didactic and methodological phenomenon, as far as the

goals must commonly identify the content, methods, principles and means of teaching. Communicational competence as the goal and the expected outcome of education must be determined in its wide sense, as far as it includes social-cultural, studying and compensational competence.

Obviously, certain detached difficulties occur while learning several foreign languages, among which there are the lack of required time and low level of self-discipline. In addition to it, the first foreign language generally performs the role of the impediment for learning the second foreign language, because of the necessity for fast switching-off to the different pronunciation style and specifications of the grammar rules, even in the conditions of both foreign languages affinity.

In our opinion, it is reasonable to follow definite recommendations in order to avoid difficulties of learning the second foreign language:

- it is not practical to start learning the second foreign language without having solid knowledge of the first foreign language, especially in the field of grammar and phonetics;
- an important condition of comprehending second foreign language vocabulary is the development of one's own methods of memorizing new words;
- in the case of problematic shifting from language to another, it is recommended to make short breaks (no need to fear languages confusion or mix, as far as a human being is capable for a pretty fast shifting between languages).

Thanks to the background of the first foreign language and proper determining of the goals and expected outcomes (considering consistent patterns of the second foreign language comprehension), it is possible to expect the advanced development of the students' speaking abilities in general, positive influence of the second foreign language within the field of social-cultural and studying competences, as well as compensational strategies. While teaching a second foreign language, it is possible to transfer most of the students' studying skills from the experience with the first foreign language (but on the beginning stage it is especially essential to make this transferring deliberate and conscious for the students).

It is crucial to consider the fact, that low level of the first foreign language skills can be improved and to some extent developed in the process of well organized and focused training of the second foreign language, paying specific attention to the problematic gaps. Consequently, the cooperation of all three languages and cultures, interconnected inside the studying process, together with the experience of learning languages, is expected to cause mutually beneficial impact, support self-education, self-discipline and personal development, comparatively more than in the process of the first foreign language learning [7, p. 101].

Analyzing problems of learning second foreign language demands detailed concern of the interference phenomenon. Teaching second foreign language expects to take into consideration the impact of both: the native language and the first foreign language, although the influence of the second foreign language is usually more powerful than native. However, every case of teaching new language is founded upon the process of transferring (the capacity to apply already gained knowledge, skills and abilities within new conditions – currently speaking, while learning a second foreign language). That is why it is crucial to organize the teaching process in order to let transferring support and encourage learning a foreign language. For this reason, an educator should rather motivate students for comparing linguistic phenomena of both languages. According to the study of I.L.Bim, methods of teaching second foreign language are characterized by comparing (associating) linguistic means of the languages in all the circumstances, beneficial for avoiding interference while conducting transferring by the teachers [6, p. 25].

Having analyzed recent researches of this scope we succeeded in outlining basic effective principles of teaching German as the second foreign language after English:

1) Communicative-cognitive principle. Likewise teaching any foreign language, communicative goals determine general methodological approach towards teaching. But, taking into considerations students' previous knowledge of the first foreign language, comprehension of the second foreign language is performed by them unconsciously, besides, they are able to compare separate linguistic phenomena of the first and the second foreign languages, as well as to appreciate the organization of the teaching process. The cognitive approach should be subordinated to the communicative one,

but, correspondingly, it should be expressed in the suitable circumstances (through the necessity to find out the appropriate equivalents, simplifying the comprehension, or to identify the differences, in order to avoid interference);

2) Differentiated approach. The whole teaching process, the same as teaching first foreign language, must be focused on the personality of the student, his progress, individuality, abilities, demands and interests. While teaching the second foreign language, this approach is more pre-conditioned, due to the existing experience of learning the first unfamiliar language. Implementation of this goal is realized through creating various conditions for various students: for somebody's faster progress and for somebody's ability for numerous deliberate revisions. Alongside, it is vital to develop students' motives for learning, develop their individuality, self-evaluation and creative activity;

3) Social-cultural approach, which concerns applying authentic materials. This level can start whether earlier or later, depending upon the background knowledge of the first foreign language, which enables applying a wider social-cultural context;

4) Intensifying acting character of education. The activity of comprehending definite linguistic tools must deliberately transfer into the comprehending of speech activity, focused on solving particular communicational tasks and guarantee student's speaking cooperation;

5) Interconnected teaching all four types of speech activity. Listening and reproducing, reading, speaking and writing must develop fitting with each other and providing background for each other. The specific feature of teaching a second foreign language is the share of reading within the general scope of speech activity, which can be considerably bigger in comparison with teaching the first foreign language;

6) Comparative (contrast) approach. It deals not only with identifying differences between languages but also with searching for similarities among them. German and English belong to the same Germanic group of languages and possess numerous common features: in the field of vocabulary and words usage, in the sentences structures and in the formation of verbs forms. All these attributes can be beneficial in the process of learning German as the second foreign language, especially at the beginning level. It is important to encourage students for searching backgrounds not only within the language because they already have enough experience in learning the first foreign language and in using different studying strategies [4, p.155]. The arena for comparing and contrasting can be found in the social-cultural sphere and students' general knowledge. The articular contrasting approach is usually manifested on the following three levels: linguistic, social-cultural and level of studying skills.

7) The principle of intensification and principle of economy. We would like to underline the number of factors, responsible for intensifying the start of learning a second foreign language: firstly, students are already familiar with Latin alphabet, that is why the process of their adaptation to the new symbols can be remarkably shortened to the level of explanation and grasping the differences between letters and sounds matching, and graphic images of the words [5, p.32]; secondly, students have already gained a considerable vocabulary; consequently, including immense experience and ability for individual work of the students, it is possible to provide them with simple authentic texts; and finally, while comprehending various linguistic means, as well as in the process of reproduction and perception, the stage of orientation within the second foreign language can be simplified and can be greatly performed by the students individually, which does not demand the development of the gradual system of exercises, in comparison with teaching first foreign language. Such intensification of the introductory stage of teaching finally results in substantial economy of learning time and students' individual affords.

Accordingly, nowadays we are able to witness the process of Ukrainian education's turning into the multilingual one, which encourages the emergence of an innovative linguistic phenomenon, requiring detailed comprehensive learning. Consequently, applying the previous experience of the student, who is already competent in one foreign language, is an obligatory condition of successful comprehending second foreign language. Recent experience proves to be advantageous also through students' gained skills of memorizing new lexical units, associating words and morphemes of the foreign languages, identifying similarities and differences of grammar and phonetic phenomena of the studied languages. Nevertheless, peculiarities of teaching second foreign language in the higher educational institution

are largely connected with difficulties of overcoming a linguistic barrier and developing the sense of the language. As a result of a properly organized educational process, students start communicating with the second foreign language rather fluently after a relatively short period of time.

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The current article is dedicated to the issues of foreign bilingual education at non-linguistic departments, in particular to teaching German after English to the students, specialized in Tourism and Hospitality. The importance of the groundwork of a first foreign language for the linguistic transferring, mutual impacts and interconnections between languages and cultures in the process of learning the second foreign language have been studied. Social-economic conditions and linguistic backgrounds of choosing German as the most frequent second foreign language have been analyzed.

Benefits of the first foreign language background have been discovered, including the development of communicational competences and following skills: oral and written communication with native speakers, skills of visual perception of information from authentic texts, social-cultural competence due to being introduced to German culture and compensational strategies of avoiding difficulties.

Difficulties, preventing comprehending second foreign language, such as the necessity for fast switching-off to different pronunciation and grammar specifications, have been examined by the authors of the article, and recommendations for avoiding them have been suggested, such as: solid knowledge of the first foreign language grammar and phonetics; development of the personal methods of memorizing new vocabulary and fast shifting with short breaks. It has been identified that the low level of the first foreign language skills can be improved in the process of well-organized training of the second foreign language

Basic principles of teaching German after English have been introduced, encompassing communicative-cognitive principle, differentiated approach, social-cultural approach, intensifying acting character of education, interconnected teaching all four types of speech activity, comparative (contrast) approach, the principle of intensification and economy.

Key words: *bilingual education, second foreign language, tourism specialization, interference phenomenon, communicative competence.*