

LINGUISTIC TOURISM SUBTYPE OF EDUCATIONAL CULTURAL TOURISM

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Abstract: *Linguistic tourism is a subtype of educational tourism, focused on observation and learning, at his turn a niche form of cultural tourism focused on the sensory processes of tourists. Within the specialized tourist literature, a distinction is made between the linguistic journey and the linguistic tourism, starting from the emphasis on the language, the additional activities, the expected results and the type of people who travel to the destination. The practice of language tourism, a subtype of educational tourism, has for the consumers of such products/services advantages and disadvantages, feelings of confusion and uncertainty, sometimes feelings of anxiety can affect people exposed to a foreign culture or environment without adequate training. is growing worldwide, and tourism organizations are paying more and more attention to the cultural aspect of travel, developing competitive products/services, because today's travelers want to be part of the local culture and learning the language of the locals is the first step to understanding a tourist destination and its inhabitants. Worldwide language tourism is growing, and tourism organizations are paying more and more attention to the cultural aspect of travel, developing competitive products/services, because today's travelers want to be part of local culture and learning the language of locals is the first step to understanding a tourist destination and of its inhabitants..*

Keywords: *educational cultural tourism, language tourism, subtypes*

INTRODUCTION

There This form of tourism, meaning “tourism practices motivated by learning a foreign language” (4,5), is a subtype of educational tourism, focused on observation and learning, which is a niche form of cultural tourism, focused on the intellectual/sensory processes (8,11) and includes, in addition to language tourism:

- artistic/patrimonial tourism (14);
- congress and holiday tourism (11);
- literary tourism (10);
- scientific research tourism (11);

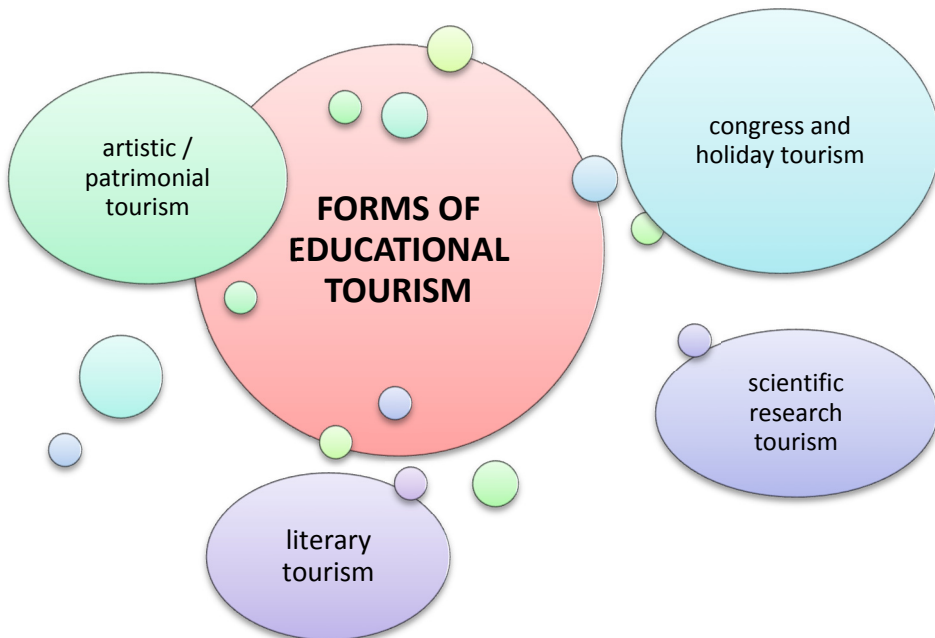


Figure 1. Forms of educational tourism

These subtypes of educational tourism, in turn, subtypes of cultural tourism focused on intellectual/sensory processes, can be practiced simultaneously and include contact, to a greater or lesser extent, with new experiences, fun and rest.

For some researchers (13), language tourism is 'recreational activity which consists in traveling to a country of pleasure and learning the language characteristic of that country 'or, in other words,' the pleasure of learning and the pleasure of learning a new languages'' and others (2) make the difference between language travel/trip and language tourism based on the emphasis on the foreign language, additional activities, expected results and the type of people (Table 1.).

Table 1. Language journey vs. language tourism

Item	The linguistic journey	Language tourism
Emphasis on foreign language	- marked	- relative
Additional activities	- cinematographic activities - social events - day trips - pub meetings - cultural visits	- half-day trip during the week - day trip on the weekend - evening activities (dancing, games)
Cost	- reduced	- high
Course duration	- 24 hours a week	- 16-18 hours a week
Length of stay	- one month (summer)	- a full academic year
The expected results	- very good	- good
Purpose	- learning a foreign language	- academic + fun
Type of customers	- grown ups	- groups of children

Source: (2,8)

The language journey in tourist activities comprises four categories of tourist services (2,11):

- travel agency:
 - accommodation and food;
 - buying tickets;
 - local/international guides;
 - general information;
 - event management;
- customer requests:
 - fun and entertainment;
 - creating contacts;
 - unforgettable experiences;
 - learning a foreign language;
 - the feeling of a good investment;
 - a generally good product;
- reception services:
 - additional activities, leisure;
 - quality in families/residences;

- day or half day trips;
- quality language schools;
- tourist services at destination:
 - intercultural activities (family shopping, family reunions, family parties);
 - books and teachers at school;
 - free time (trips, meetings at the cafe, sports, local cultural visits);
 - short transport.

Supporters of international exchange of education, emphasizes the need for consumers to engage in such activities, to understand other nations and the languages they speak (3, 8), for which reason cross-cultural education, experiential education combining direct experience with the learning environment and content and the importance of language learning have returned; more and more often in the attention of specialists in the field of culture or educational cultural tourism with its forms.

MATERIAL AND METHOD

Like any modern form of niche tourism, language tourism, practiced in different areas has a number of advantages and disadvantages for consumers of such services, promoted by tourism operators, for these reasons in this scientific approach we intend to submit analysis of some types of culture shock that are serious obstacles in adapting language tourists to the activities produced by tour operators, the feeling of confusion and uncertainty, sometimes with feelings of anxiety that can affect people exposed to a culture or foreign environment without training appropriate future activities.

RESULTS AND DISCUSSIONS

Practicing this subtype of educational tourism, like all forms of cultural tourism in our case, language tourism has for the consumers of such services advantages and disadvantages the feeling of confusion and uncertainty, sometimes with feelings of anxiety that can affect people exposed to a culture or a foreign environment without proper training: the feeling of confusion and uncertainty, sometimes with feelings of anxiety that can affect people exposed to a culture or a foreign environment without proper training:

- advantages (3):
 - creating academic, business and social contacts between countries;
 - jobs creation;
 - increasing the graduation average;
 - the development of other tourist areas than the “traditional” ones;
 - personal development;
 - dissemination of local language and culture;
 - facilitating academic and technical exchanges at specific events (workshops, conferences, congresses);
 - facilitating cultural exchanges;
 - cultural immersion;
 - importance in higher education;
 - cross-cultural learning (comparison of two different cultures);
 - learning a foreign language;
 - stimulating the development of the local publishing industry;
 - stimulating efforts to maintain international quality standards;
- disadvantages:
 - affecting the quality of the tourist service if the activity is not regulated (if a language tourist returns to his country dissatisfied with the quality and professionalism of the course, he will tell others about his experience and this can affect the image of the whole region and even of the country (13);
 - the danger of the appearance of a tourist enclave (6), called, pejoratively by other researchers (8) tourist ghetto, meaning a more or less closed and separate tourist destination area (9), in which tourists/visitors are concentrated and isolated from contact with the resident population, in order to avoid conflicts;
 - culture shock or “feelings of confusion and uncertainty, with feelings of anxiety that can affect people exposed to a foreign culture or environment without proper training” that can manifest on many levels for Muslims in Europe (7,12,15):
 - the level of collectivism/individualism or neglect of the elderly and passing the obligation to pay for the maintenance, burial of their parents;
 - the level of communication illustrating the letter T with the palms to ask someone to wait as it happens in Portugal;

- level of distance from power;
- food level, consumption of fish associated with yogurt in Turkey;
- language level avoiding speaking a language;
- level of organization or share riding in Turkey;
- the level of perception that women are leaders in Europe;
- the level of religion;
- the level of traditions, the amount of alcohol drunk in Scotland, the call of the muezzin in Turkey, the bullfights in Spain, the tomato festival in the Netherlands, the care for pets in Germany, the ban on having a mobile phone open in a restaurant in Belgium;
- weather level, wearing thin clothes when outside are 10°C.

We consider that all these types of culture shock are serious obstacles in the adaptation of language tourists in a certain destination, in addition to other problems they face that can be summarized as follows (Table 2):

Table 2. Problems faced by language tourists

Category	Problem
In families	<ul style="list-style-type: none"> - house cleaning - distance from friends - food - insecurity of personal belongings
Language learning	<ul style="list-style-type: none"> - productive and social skills - receptive skills - teaching accuracy - class dynamics - learning motivation - the usefulness of language
Event organization	<ul style="list-style-type: none"> - deferrals regarding the deployment - travel to the location takes a long time - lack of destination information

Source (2, 7, 9)

Depending on the perspective, the phenomenon of acculturation or “the taking over by a community of elements of material and spiritual

culture or of the entire culture of another community at a higher stage of development" (18) we believe that it can be considered an advantage or a disadvantage in language tourism, because acculturation is a sociological term used to describe the process of direct or indirect interaction and the results of the interaction between two different cultures. Thus, either one of the two cultures or both cultures are affected by:

- assimilation of new beliefs;
- accumulation of knowledge, norms or values.

The use of a foreign language is, along with assimilation, education, integration, marginalization, models of friendship, separation and socio-economic status, a feature of the acculturation process (8,16). The younger they are the language tourists, the easier is the process of acclimatization to the destination. The acclimatization capacity of tourists also varies depending on:

- the physical constitution of the tourists;
- the ethnic origin of tourists;
- the sex of tourists traveling to their destination.

The Erasmus + program adopted within the European integration project allows students at all levels (bachelor's, master's, doctorate, postdoctoral) to improve their knowledge and skills of a foreign language, to develop their communication skills, to grow the level of individual independence, to have socio-cultural experiences and to socialize. These students can be considered, linguistic tourists, as well as those who participate in tours of studying a foreign language according to the unanimous opinion of many researchers in the field of tourism (1, 6, 11).

The world's most widely spoken languages are English and Mandarin Chinese, but the language most learned today by tourists is Spanish, which is currently spoken by more than 500,000,000 people as a mother tongue, as a second language or as a foreign language. It is currently the second most spoken language in the world (after Chinese) and the second language of international communication. Due to demographic reasons, the percentage of those who speak Spanish as their mother tongue is increasing, while the percentage of Chinese and English speakers is declining. Regarding non-native speakers, the latest report by the Cervantes Institute (2013) states that almost 20,000,000 students study Spanish as a foreign language, the United States is at the top of the list of countries with the highest number of students learning Spanish as a foreign language, followed by Brazil and France. It is estimated that by 2050, the United States will become the first Spanish-speaking country on the planet (13).

When it comes to language tourism for learning English, there are two categories of destinations - the UK and competitors Australia, Canada, Ireland, Malta, New Zealand and the USA. (18) and the global English language market is a body in:

1. growth, due to the increasing use of English for business, education and leisure, which makes this language a basic skill and a global norm (*lingua franca*);
2. change by:
 - a. increasing the partnership between state and private organizations in the provision of language tourism;
 - b. demand and supply based on domestic resources have increased in China;
 - c. increasing the number of non-native English teachers who outnumbered the native ones;
 - d. the UK's position as the dominant provider of the language tourism market has declined;
 - e. strengthening the positions of language tourism providers.
3. challenge:
 - a. due to increasing competition;
 - b. due to new technologies;
 - c. due to price reductions.
4. volatilization:
 - a. the language is affected by external factors;
 - b. monetary fluctuations;
 - c. government legislation;
 - d. pandemics.

As for the place of origin of language tourists, they come from South America (Brazil), Asia (China, Korea, Japan) and Europe (France, Germany, Italy) (18).

The promotion of language tourism can be done most effectively by:

- a. popularization of schools offering language courses;
- b. building sites;
- c. publishing brochures;
- d. publishing lists of schools offering courses;
- e. publishing and distributing leaflets for travel agencies and students;
- f. publishing, in the media, articles and editorials relating to schools offering language courses.

The level of development of the linguistic tourism product is directly related to its inclusion in the portfolio of tourism products/services of the Ministry of Tourism in each country. It is important that those working in

the media know the variety of the offer and include this type of information in their articles and/or interviews for the dissemination of specific activities, depending on the destination, language tourism: Spanish language courses associated with many other cultural activities, sports and cultural tourism such as mountaineering, horseback riding, cooking, fishing, skiing, team sports. In addition to dissemination, we believe that information is an important task for journalists who need to focus on facts such as:

- a. the type of courses offered;
- b. the type of certification obtained at the end of the studies;
- c. emphasizing that this type of experience helps people:
 - to understand each other better;
 - makes people grow personally;
 - develops their capacity for intercultural communication;
 - it changes the way they see the world.

We can conclude that language tourism worldwide is growing, and tourism organizations are paying more and more attention to the cultural aspect of travel because today they want to be part of local culture and learning the language of locals is undoubtedly the first step to understanding a place, a tourist destination and its residents.

CONCLUSIONS

The takeover, by one community, of some elements of material and spiritual culture of another community at a higher stage of development can be considered an advantage or a disadvantage in language tourism, because acculturation is a sociological term used to describe the process of interaction, direct or indirect and the results of the interaction between two different cultures contribute to the assimilation of new beliefs and the accumulation of knowledge, norms or values. The use of a foreign language is, along with assimilation, education, integration, marginalization, models of friendship, separation and socio-economic status, a feature of the acculturation process and the younger the linguistic tourists, the acclimatization process to the destination is more easily the acclimatization capacity of tourists varying depending on the physical constitution of tourists, the ethnic origin and sex of those who travel to the destination and the cultural shock of those who travel to a destination, or the feeling of confusion and uncertainty is not intense. The level of development of the linguistic tourism product is directly related to its inclusion in the portfolio of tourist products/services and those working on its promotion must know the variety of linguistic tourism offer depending on the destination because worldwide much attention is paid to the cultural aspect of language travel.

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