

**COMMUNICATIVE APPROACH TO DEVELOPING INTERCULTURAL
COMPETENCE OF FUTURE SPECIALISTS IN THE SERVICE SPHERE
(GERMAN AFTER ENGLISH)**

The word “communication” is derived from Latin “communico” which means “to share”. The main postulate of communicative professionally-based language learning is that people learn first and second foreign languages not to “know” them, but to communicate. The development of students` intercultural competence in professionally-based dialogical speech (German after English) can be realized by promoting their intercultural skills and cross-cultural awareness [5:11]. Business role play helps students begin thinking in second foreign language and creates an opportunity for them to develop conversation skills and professional vocabulary [6: 81 - 83]. The specific purpose of German as second foreign language for hotel management is language used in hotels and restaurants, where German is needed to communicate with customers. Such training must be developed according to the tasks the students need to accomplish and the contexts in which they will have to complete these activities. German as second foreign language for hotel management requires extensive practice with day-to-day spoken German, both formal and informal [3, 4].

The German needed for service sphere includes being able to respond to and resolve any problem that might arise when the guest arrives at the hotel, during the stay, and when the guest leaves the hotel. Classroom activities devoted to these areas involve an understanding of both expectations regarding courtesy and the full spectrum of services provided for hotel guests. These three main areas of focus in the hotel management curriculum revolve around the guests and the language necessary to provide services that will keep those guests coming back to the hotel [2: 346 - 358]. The German involved in helping a guest to check into the hotel can be divided into three functional areas that describe the work routines of hotel personnel in the registration area or at the front desk: taking reservations by letter, and receiving guests. Taking reservations by telephone requires simple questions with „*Könnten Sie...*”, “*Wer?*” and “*Was?*” that

are practiced without the aid of face-to-face visual feedback. Students can practice telephone dialogs that take place between the front desk clerk and the hotel guest in pairs beginning with simple introductions (e.g. *“Guten Tag! Sie wünschen, bitte?”*). Business role plays are also very good for practicing the appropriate response to an incoming telephone call. Students can also practice greeting customers face to face, asking for verification of reservation information, inquiring about the form of payment, giving directions to the room or places outside the hotel, and recommending other hotel services. The process of receiving guests might also require providing information about the hotel and the location of restaurants and facilities [1: 109 - 116].

To develop professionally-based speaking skills in second foreign language a teacher should consider the following features of spoken language which make speech natural and correct: fluency, accuracy, range of professional vocabulary, pronunciation, interactive and discourse skills.

These five main fields must be reflected as criteria for the measurement of students' proficiency in the future professional activity.

The German as second foreign language used in the aspect “staying at the hotel” involves all of the departments within the hotel that directly affect the guests, namely housekeeping, restaurants, and special services such as those offered by the concierge and catering services. Students can use business role plays to practice communication between manager and employee, employee and guest, or employee and employee. For example, the future specialists in the service sphere want to practice giving information to guests about places inside and outside the hotel, tickets for entertainment, and schedules for transportation. In the restaurant, students can practice using German as a waiter or even head waiter (*maitre d'hôtel*) with exercises that focus on welcoming customers, directing them to their tables, and listening and responding to requests for translation or description of menu items. They also need to practice comprehending an order in German, explaining the bill, apologizing for errors if necessary, and knowing the appropriate non-verbal behavior to maintain the respect of the customer [2 - 4].

After studying these areas, students need to be introduced to the other aspects of hotel management, including security, building maintenance, accounting, personnel, and

sales. It is especially important to have students complete listening exercises in these areas, such getting specific information concerning numbers, dates, and times. Finally students need to practice some of the language used dealing with customers who are leaving the hotel. They especially need to practice handling customer complaints and the payment of bills. For example, a student can business role play a guest asking the front desk clerk about the bill, using an expression such as „*Ich fürchte, dass das nicht sehr richtig ist!.../ Da muss ein Fehler vorliegen*“. The front desk clerk might respond with statements such as “*Das ist kein Fehler. Wir bedauern dies sehr... / Es ist klar,...*”[1, 5, 6].

Training in such a way takes students through a number of hotel and restaurant routines, beginning with telephone inquiries and reservations and ending with the payment of bills, queries and farewells. So, the communicative approach to developing intercultural competence of future specialists in the service sphere (German after English) is vital for present-day professional education.

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