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Chapter 22

THE TEACHING OF SPANISH AS A SUSTAINABLE RESOURCE FOR TOURISM

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ABSTRACT

The promotion and development of Cultural Tourism has become one of the primary objectives of tourism policy for many countries, attempting to bring about less invasive tourism, with less marked seasonal trends, targeting a public with higher cultural awareness and consequently more respectful of the environment.

In a globalized world the learning of languages gains more importance every day, not only amongst young people as part of their education, but also amongst adults. This desire to learn other languages has brought about the concept of 'linguistic tourism', consisting in the provision of organised trips, where the primary objective is the learning or perfecting of a language, usually in another country, combined with tourism activities.

Linguistic tourism has a long tradition in countries like the United Kingdom (UK) and France. In Spain, however, it is a more recent phenomenon. Nevertheless, there is significant willingness on the part of those bodies responsible for the promotion and commercialisation of cultural tourism to develop this sector, whilst maintaining quality.

This study presents two well defined sections. In the first section, we analyse the great potential for growth in the learning of Spanish as a foreign language, and how this contributes to the development of linguistic tourism in Spain. In the second, the study focuses both on the particular case of Santiago de Compostela as well as using evidence from Salamanca to make a comparison of two similar cities differently developed in terms of linguistic tourism. The demand for Linguistic Tourism in Santiago de Compostela is demonstrated through a survey.

Keywords: cultural tourism, linguistic tourism, language tourism, multiplying effect, Spanish, Santiago de Compostela, Salamanca

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1. INTRODUCTION

The 21st century will be remembered as a period of globalisation, multiculturalism and multilingualism, bringing together people of different native languages. From this arises a renewed significance for those languages that can function as common ground between speakers who do not share a common tongue.

One of the consequences of globalisation is the necessity to learn other languages in order to be able to communicate. The necessity of a 'vehicle language' has been a constant throughout the history of humanity. Numerous languages have taken the position of the *lingua franca*: Latin in ancient times, later, during the Enlightenment, French became the international language and now in the twentieth century, after the period of the Great Wars, English has become the principle language of international communication and consequently, a significant part of the global population have acquired it as their second language.

Currently 6,909 languages are spoken worldwide (e.g. Lewis, 2009) but just a small group of eight languages are each spoken by more than 100 million people. This group is made up of the following languages: Chinese, Spanish, English, Arabic, Hindi, Bengali, Portuguese and Russian. But what is the current demolinguistic trend?

- A downwards trend in Chinese, not in terms of numbers of speakers, but in its use as a language for international communication,
- A gradual and constant increase in Arabic,
- A slower increase in the Hindu/Urdu speaking world.

The linguist, David Graddol, presents a pessimistic demolinguistic projection. He predicts a rather drastic reduction in the number of languages in the world in years to come. By 2100, his prediction translates into a reduction by half in the number of languages spoken in the world. He estimates that only some 1,000 languages will survive, however, in this context, the Spanish language has some promising prospects. The author shows us the great weight of Spanish as much in its geographic as its demographic spread, this upward trend translating into an equal or greater increase in Spanish than English speakers which in the future could position the Spanish language as the second most spoken language in the world (e.g. Graddol, 2006).

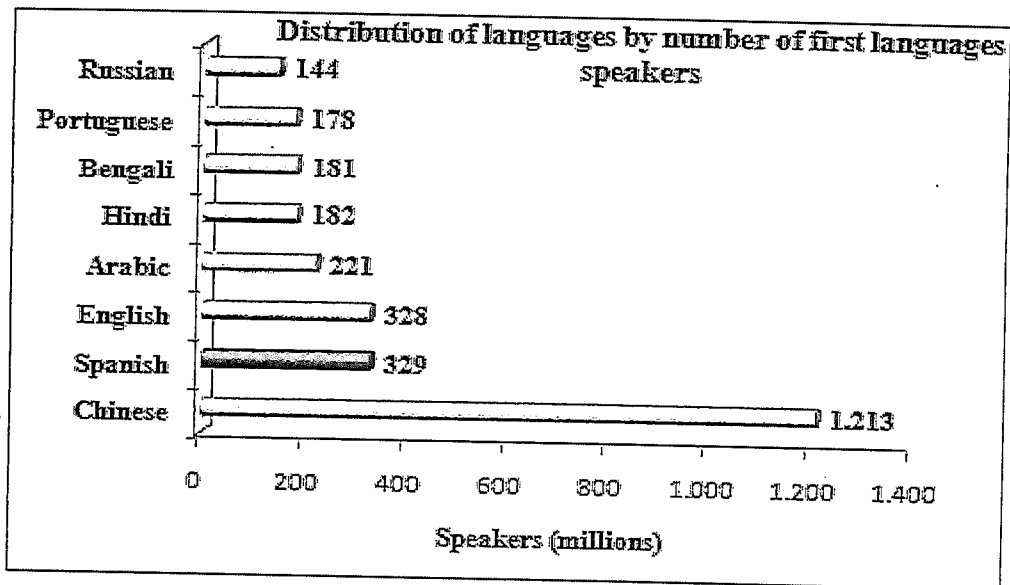
All languages are important, for they are the linguistic heritage of humanity; however, some are more influential than others. We have chosen *the Spanish language* as the object of this study because according to all indicators and expert opinions, in the twenty-first century, it is the language with the greatest potential to expand. It presents a range of characteristics:

- It occupies, depending on author, second (e.g. Lewis, 2009) or fourth (UNESCO) place in the most spoken languages of the world;
- It is the official language of 21 countries;
- It is present as an official language of numerous international organisations such as the UN, UNESCO, and UNWTO etc;
- It enjoys a good position in new technologies as a language of communication, specifically third place on the internet (World Users by language, 2010);

- It is estimated that around 14 million people throughout the world study it as a foreign language, which makes it the second most studied language after English.

But Spanish is not only influential for its great demographic extension in the last 100 years, but also for its potential to further increase. This potential we have based on four pillars:

1. *Spanish as the second most studied language in Europe.* There has been an increase in the level of demand from students choosing to study Spanish as their second foreign language in Europe, provoking a fall in the demand of German and French. In Europe, currently 3,455,634 students study Spanish as a second foreign language (Ministry of Education and Science of Spain, 2006). The countries where Spanish is most taught are: France, Germany, Italy, Switzerland and the UK.
2. *The great commitment of Brazil.* The signing of the Mercosur treaty in 1991 was a milestone that marked an upward trend in the study of Spanish as a foreign language. One of the consequences of the treaty was the introduction of obligatory teaching of Spanish in secondary schools, subsequently provoking a great demand in teachers of Spanish as a foreign language. There are currently some 5 million students studying Spanish in comparison to 1 million in 2006. (Anuario Instituto Cervantes 2006 and 2009)
3. *The accession of Spanish to the second language in the United States (US).* Spanish is the second most spoken language in the US, although this has not led to it being declared an official language. It is estimated that by the year 2050 the US will become the country with the highest number of Spanish speakers. This incomparable development can be put down to the many Spanish speakers reclaiming their mother tongue – in fact the labour market favours workers with a bilingual education (e.g. López Morales, 2008) – and the demand for the teaching of Spanish as a foreign language, overtaking other languages such as French, proof of which are the 6 million students of the ELE (*Español como Lengua Extranjera* – Spanish as a Foreign Language) that there are today in the country (Ministry of Education and Science of Spain, 2006).
4. *The rise of the internet.* In modern times, new technologies are increasingly present, not only in the world of work, but also in the field of leisure. For this reason, it is necessary to briefly reflect upon the role of Spanish in new channels of communication. Of the ten languages most used on the internet, a small group of three (English, Chinese, and Spanish) have the majority of users (64%). Spanish, with 131 million users, is in third position, although at a great distance from English (499 million users) (Internet World Stats, 2010). Another interesting piece of data about the use of Spanish in new technologies is the incomparable rise in registered “.es” domain names (e.g. Taboada-de-Zúñiga, b 2010)



Graph 1. Distribution of languages by number of first languages speakers. Source *Ethnologue Languages of the world*, M. Paul Lewis. Authors own.

These four pillars help us to affirm that every day more countries decide to include the study of Spanish within their academic education; consequently many of these students contemplate the possibility of learning or perfecting their language skills in Spanish speaking countries, giving rise to the phenomenon of linguistic tourism that we are going to explore in this article.

2. OBJECTIVES AND METHODOLOGY

The objective of this article is to present the teaching of languages, and specifically the Spanish language, as a new resource for tourism, giving rise to the term 'linguistic tourism', which combines the teaching of a language with economic exchange in the sphere of tourism. Through this article we will try to demonstrate that this sector of cultural tourism possesses characteristics that make linguistic tourism a very attractive sector: it is less aggressive than other types of tourism, it has a less pronounced seasonal concentration, it promotes the local culture and produces an important economic impact in the destinations where it is carried out. But for this to be possible, coordination between the management and planning bodies of the tourist destination and its stakeholders is fundamental.

The method employed for the first part of the study has been secondary sources, published articles and books about philological, economic and tourism research. For the second part, it was necessary to carry out field work, for there is no published data about language tourism in Santiago de Compostela. The field work consisted in qualitative as much as quantitative analysis. Within the qualitative analysis we used in-depth interviews with stakeholders, such as: the directors, professors, and administration of the centres where Spanish is taught to foreigners, who provided very valuable information about the state of the teaching of Spanish in the city. At the same time workshops with small groups of students of

Spanish for foreigners were carried out (from now and into the future with ELE students) to find out more about the reality of the situation.

Within the quantitative analysis it was considered fundamental to carry out a survey of language tourists that took a Spanish course for foreigners in the city, with the aim of analysing their preferences and attitudes, and in this way it is possible to put forward new proposals for improvement.

In order to carry out the survey we used a semi-structured questionnaire consisting of twenty-five mainly closed questions. The fundamental objective of the survey was to analyse the following aspects of linguistic tourism in Santiago de Compostela:

- Socio-demographic profile
- Motivation and source of information on destination
- Planning the trip: Method of reservation, transport and accommodation
- Activities carried out during their stay and evaluation of the destination
- The expenditure of linguistic tourists and the multiplier effect

The questionnaire presented a range of characteristics:

Characteristics of the Survey

- A single model of questionnaire
- Chosen language: Spanish
- Length of the questionnaire: 25 questions
- Approximate time required to carry out the survey: 20 minutes
- The questionnaires were completed anonymously
- A pilot test was carried out during March 2009 with a group of ELE students with the aim of testing their level of understanding and accuracy
- The total number of people surveyed was 186 with a sample error of (+/-) 6%
- The surveys were carried out in the ELE centres of Santiago de Compostela: Centro de Lenguas Modernas (CLM) (Centre for Modern Languages), Cursos Internacionales S.L.(International Courses Ltd.), Academia Iria Flavia (Iria Flavia Academy) during May 2009
- The survey presents a certain bias towards the CLM students, due to the fact that at this time of year, there are more CLM students.
- SPSS was used to analyse the data (Statistical Package for the Social Sciences).

In terms of the data used from the ELE students of Salamanca, we worked with reports kindly loaned to us from the Tourism Observatory of Salamanca (*Observatorio Turístico de Salamanca*) and the office of "The Spanish City" ("*Ciudad del Español*").

3. LINGUISTIC TOURISM. DEFINITION AND CHARACTERISTICS

Linguistic tourism is a sector of cultural tourism. A cultural tourist is characterized by their primary motivation being the desire to know, understand, contemplate, participate and

live in other cultures, languages and countries, but especially those which have ample historical, artistic and gastronomic heritage.

For Richards (1996), cultural tourism can be defined from two points of view: the conceptual and the technical. The conceptual definition is "the temporary transfer of people to a cultural attraction far from their usual place of residence with the intention of satisfying their cultural necessities" and the technical is "all the transfers of people to a specific cultural attraction, such as heritage sites, artistic and cultural exhibitions, art and theatre, outside of their usual place of residence". (e.g. Richards, 1996)

Cultural tourism prevents ceasing of local-cultural values in the face of globalization. The relation between culture and tourism is to a large extent a symbiosis. Both increase incomes and cultural resources and provide sustainability. The people participating in cultural tourism are well educated, wealthy and being interested in travel, they are generally more acceptable, upper-level "tourists". From that point, cultural tourism forms a type of culture that is new, improving and attractive (e.g. Cengiz, 2006)

Linguistic tourism is considered a sector of cultural tourism because many authors include the study of languages as a resource of cultural tourism (e.g. Swarbrooke 1996), (e.g. Smith 2003), (e.g. Coltman 1989), (e.g. Kennett 2002). Although more recent studies are beginning to describe linguistic tourism and also label it in different ways. Over the course of this study of linguistic tourism we have encountered a wide range of terms used to refer to it, such as: *Linguistic tourism* (e.g. Baralo, 2007), *Linguistic stays* (e.g. Davó, 2002), *Language tourism* (*Plan Impulso al Turismo Cultural e Idiomatico*, 2002), *Linguitourism* [*Turilingüismo*] (e.g. Herranz, 2008). Although they have differing nuances, they all come down to the same basic meaning: tourism which consists of the provision of organised trips, where the primary objective is to learn or perfect a language in combination with tourism activities. Normally the trip is in a different country to that of the tourist's origin and commonly for a period of up to a year. It has a series of characteristics:

- Offered in all destinations, primarily urban, but not exclusively, and often those rich in artistic and cultural heritage.
- The perception of the destination is an important factor when the tourist is deciding on their destination.
- Important characteristics of a language tourist are: longer stays than other kinds of tourists with higher than average expenditure. To emphasise here is the economic impact derived from their stay, both for the resident population as well as for general employment within the geographical area, producing a series of impacts: direct, indirect, and induced.
- It demonstrates less pronounced seasonal variation than other types of tourism, although peaks are visible in spring and summer. In the most consolidated destinations this seasonality is less marked than in those destinations still in the early stages of development, depending on the different marketing campaigns and tourism policies to decrease seasonal concentration on behalf of the organisations responsible for the promotion and commercialisation of the sector.
- The age of the language tourist spans a much wider range.
- Due to the length of the stay and greater knowledge of the destination, users tend to develop a bond with it, and a large number of these language tourists return

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accompanied by family or friends. This tendency to revisit, in most cases, does not mean that the tourist takes a language course again in that destination, but pays a normal tourist visit. For this reason we state that in the majority of cases it is simply *loyalty to the destination*.

- A feature which makes it very attractive and at the same time differentiates it from other types of tourism is that which we have called the *multiplier effect*. A new phenomenon, in which the tourist, during their stay at the chosen destination, is visited by other tourists: family members, friends, or work or university colleagues. This feature makes linguistic tourism a more interesting sector to develop as it could generate greater economic impact for the chosen destination (e.g. Taboada-de Zúñiga, P., a 2010).

In conclusion, linguistic tourism is less invasive than other types of tourism due to less seasonal concentration, it promotes local culture, it is respectful of the environment and it is sustainable so long as it is developed through well planned tourism policy.

4. THE TEACHING OF SPANISH AS A TOURISM RESOURCE

The relevance of the tourism sector as a driver for development and growth in the Spanish economy has been an unquestionable fact for many years. Tourism is of vital importance in Spain as it represents 11% of GDP. Spain is a leader in 'sun, sand and sea' tourism (3rd most visited by tourists with 52.2 million tourists in 2009, after France and US) (Instituto de Estudios Turísticos, 2009) and with a very consolidated position in the market.

One of the features of the Spanish model of tourism is its seasonal concentration in July, August and September when the sector is more dynamic. However, studies carried out by the IET (*Instituto de Estudios Turísticos de España*) show us that, although slowly and thanks to a wide range of tourism policies, this tendency towards seasonal concentration is becoming less pronounced, though not equally around the different regions or autonomous communities of Spain. For this reason, from a central government level, in order to boost Spain's tourist sector, in 2001 a series of measures were initiated, such as:

- The diversification of tourism provision,
- the search for tourist products with lower seasonal concentration,
- geographic deconcentration, and
- higher standards of quality.

In the context of putting these measures into place, Spain brought together many of its artistic and heritage resources, numerous historical and artistic monuments declared World Heritage Sites, currently 44 (UNESCO, 2010) as well as other less tangible resources such as the teaching of Spanish as a foreign language. They found the teaching of Spanish in Spain to have little structure, lacking accreditation of the teaching centres and certification of the teaching of Spanish as a foreign language unlike the case in countries such as the UK or France who have many years of experience in this area. For this reason on 26 July 2001, the 'Plan for the Promotion of Cultural and Linguistic Tourism' was announced.

The plan reflected the strengths and weaknesses of the cultural linguistic programme offered in Spain and proposed six action points using forty measures. In particular, the teaching of Spanish as a tourism resource was given special attention due to its specific nature both in terms of supply and demand. The concept of travelling to Spain with the motive of learning Spanish was presented as a by-product of cultural tourism, and further more, as a very attractive idea for Spanish tourism in general, both for direct and indirect economic repercussions as well as the contribution it would make to Spain's overall image as a destination.

The Plan developed various proposals and within the Marketing Plan they incorporated measures relating to promotion and commercialisation of the teaching of Spanish as a tourism resource. These actions bore fruit as the idea of Linguistic Tourism as a product became established, resulting in a tangible increase in language tourists.

As a consequence of this, the policy of promotion increased, not only on the part of Turespaña, The Cervantes Institute, the Ministry of Culture and the ICEX, but also as the Autonomous Communities and local bodies came together to roll out this new sector, recognising its growing potential. The work of the autonomous associations of Spanish schools for foreigners and the national association FEDELE should not be forgotten, as they played, and continue to play, a very important role both in the commercialisation of this product and in achieving quality in the services offered.

Currently, due to the world economic crisis, the Spanish government, conscious of the important role that tourism plays in Spain as a creator of wealth and employment, and recognising that it wasn't only the crisis that was affecting the demand for tourism, but also new competitors that were emerging within the world tourism market, making it more and more difficult to maintain the level of demand for tourism in Spain. On 25th July 2009 the *Plan de Promoción de Turismo Cultural (2009-2010)* was approved, which aimed to promote cultural tourist products overseas and to foster the destination "*España Cultural*" (Cultural Spain). In this plan, they established four action areas:

- Museums,
- Theatre, music and dance festivals,
- The promotion of themed cultural itineraries,
- The promotion of language tourism. Within the area of language tourism they contemplate a series of measures, where the Cervantes Institute's mission will be to encourage visits from foreign students to Spanish teaching centres located in Spain.

Spain is unlike the United Kingdom, France or Germany, which have numerous bodies at state, regional and local level which promote and commercialise language tourism.

5. THE SUPPLY AND DEMAND OF LINGUISTIC TOURISM IN SPAIN

5.1. The Supply

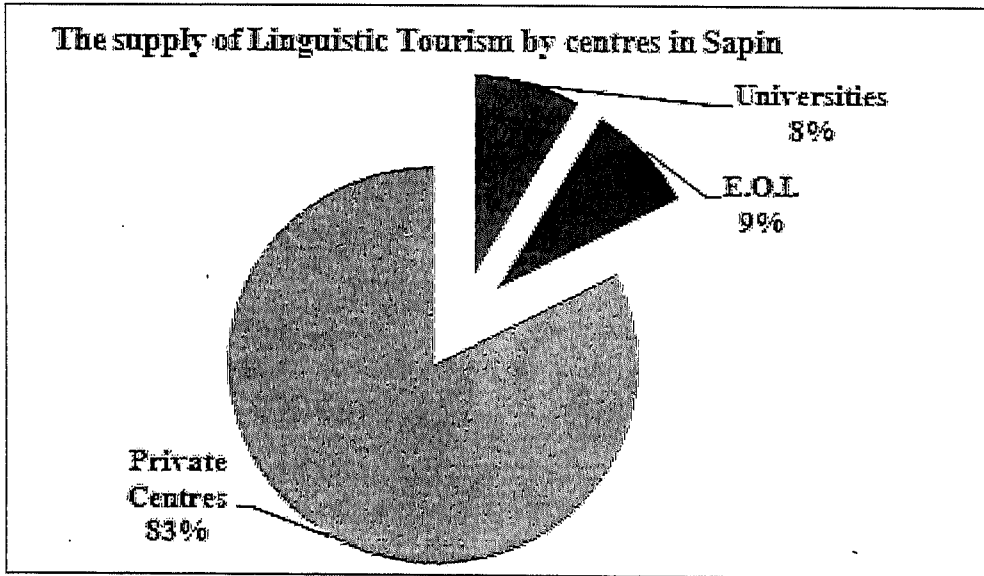
If we briefly analyse the supply and demand of Language Tourism in Spain, we can see that the provision of services has not been built up in a structured way, with a planned

Graph 2. The

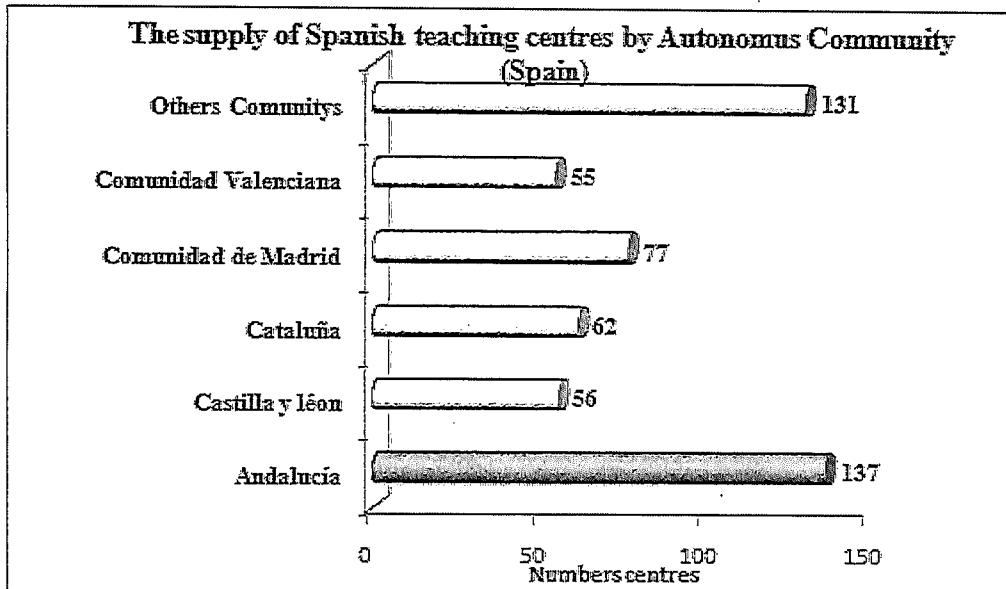
Graph 3. The

approach, but that the increase in supply is simply based on market forces. The most important increase has developed over the past 6 or 7 years, in a market lacking monitoring and regulation to assure quality criteria in the teaching centres.

In regards to the supply, it is very diverse and its current make-up is based, according to data from Turespaña, on 627 centres offering Spanish courses for foreigners. These consist of 53 universities, both public and private, 56 EOI and 518 private centres.



Graph 2. The supply of Linguistic Tourism by centres in Spain Source Turespaña. Authors own.



Graph 3. The supply of Linguistic Tourism by centres in Spain. Source Turespaña. Authors own.

There exists a strong geographic concentration in the supply of Spanish teaching centres for foreigners, Andalucía being the Autonomous Community (23,4%) with the highest index (23.4%), followed by C. Madrid (15.6%), Cataluña (14.8%), Castilla y León (11.3%) and C. Valenciana (10.4%). These figures represent 76% of the supply of Spanish teaching in only five of the Autonomous Communities. A reflection of this concentration is manifested in just a few cities: Málaga, Granada, Seville, Salamanca, Madrid, Barcelona and Valencia.

5.2. The Demand

According to studies from the Cervantes Institute, currently there are around 14 million students of Spanish as a foreign language, making Spanish the second most studied language in the world, after English. Studies of its potential show us that the greatest concentration of students is centered on the American continent. In North America there is a concentration of around 6,100,000 ELE students, where the majority are students from the United States with 6,000,000 students (Anuario Cervantes 2009). In South America, Brazil is the country which represents the highest increase, in recent years the rate of demand from ELE students has grown spectacularly passing from 1,000,000 to 5,000,000 students (Anuario Instituto Cervantes). However, despite such high numbers of potential tourists, it does not correspond to the actual level of demand of language tourists in Spain.

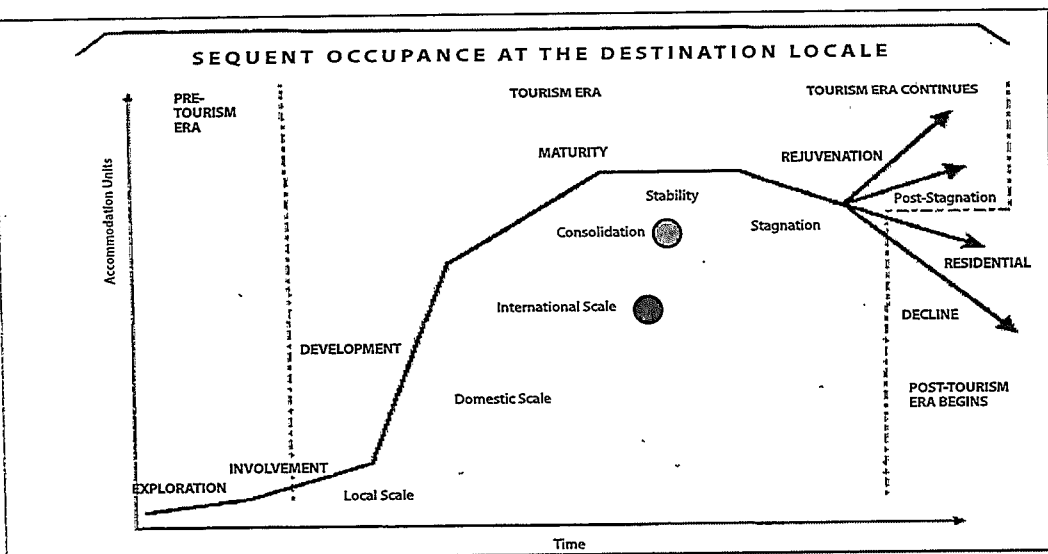
Cultural, historical and gastronomic factors are the preferred activities for potential language tourists, greatly outweighing those activities related to 'sun, sand and sea'. Furthermore, as expected, the prestige of the centres of study, questions of an economic nature and the provision of cultural activities (e.g. Montero et al., 2009).

In respect of the actual demand, from 2001 to 2007 there has been an increase of 9%, with Spain receiving some 237,000 language students in 2007. One of the characteristics of the market is an imbalance in terms of teaching centres. Private centres clearly show a greater concentration with 83% of the market, followed at some distance by universities with 9.26% and the EOI centres holding an insignificant 0.05 %.(Turespaña, 2008)

In terms of the distribution of the demand throughout the regions or communities of Spain, the main characteristic is the great geographic concentration in five autonomous communities: Andalucía, Castilla and León, C. de Madrid, Cataluña and C. Valenciana, amounting to 88.5% of the demand for language tourism in the country. Andalucía being the indisputable leader in language tourism in Spain, as much for its number of centres (147) as for its number of students (62,500) (Turespaña report, 2008).

6. SANTIAGO DE COMPOSTELA AND SALAMANCA: TWO LANGUAGE DESTINATIONS

One of the principle characteristics of language tourism is that, although it is offered in all destinations, it is the urban areas that present a greater demand and, above all, those that possess a wealth of heritage and culture. But one factor is key for the language tourist at the moment of choice of a destination: the position of the image of the destination.



● Santiago de Compostela ● Salamanca

Graph 4. A revised version of Butler's (1980) "classical" sequence of stage for a resort town. Santiago de Compostela and Salamanca. Authors own.

We have chosen as the object of our study two Spanish cities with great artistic and cultural heritage: Santiago de Compostela and Salamanca, both cities being World Heritage Sites (1985 and 1988) and also European Cities of Culture (both 2002). They boast internationally prestigious, centuries old universities (1495 and 1218) and have long traditions of the teaching of Spanish (1940 and 1929). Due to this they have a well positioned image within the cultural tourism market.

However, positioning within language tourism behaves differently. If we take as our basis a revised version of Butler's (1980) "classical" sequence of stages for a resort town (Butler, R.W., 2006). Santiago de Compostela, despite its long tradition of the teaching of Spanish, would be located in the "development" stage (International Scale), however, Salamanca is a destination whose position would be located, according to the Butler model, in the "Consolidation" stage, in the field of language tourism.

6.1. Study of the Supply of Language in Santiago de Compostela

Provision in Santiago de Compostela, in spite of its great quality and tradition, is scarce and presents the following different types: Public provision and private provision

- The public provision is made up of the University (The Centre of Modern Languages (C.L.M.) and International Courses (C.I.) and The Official School of Languages.

- The private provision is scarce with just one centre, The Iria Flavia Academy (the only centre in Galicia accredited by the Cervantes Institute)

The Centre of Modern Languages (CLM). This is a *service* of USC dedicated to teaching foreign languages, and has a very prominent place in the teaching of *Spanish for foreigners*, being geared especially towards students of Socrates, Erasmus and those whose universities have special agreements with USC. The channels of promotion are through the USC agreements with other universities. As a defining characteristic relative to the rest of the supply, its courses are exclusively language-based and offered as a complement to academic training for foreign students. For this reason they do not incorporate tourism activities within their programme.

International Courses Ltd. This is the oldest institution in the field of those providing Spanish as a foreign language in Santiago, born in the 1940s under the auspice of the University of Santiago de Compostela. In the present day it is a limited company in which the following members participate: USC (50%), Town Hall of Santiago de Compostela (20%), the General Secretariat of Tourism and Turgalicia (20%), the Association of Hotels (5%), Acotes (5%).

Provision at C.I. is founded in two bases: the teaching of Spanish as a foreign language and the teaching of Galician. A characteristic of International Courses is the combination of Spanish teaching with tourist activities. For this reason the main characteristic of C.I. is its business policy to differentiate and innovate its product, evident in the specific, high quality courses cited previously that the C.I. runs, being the pioneer in the language tourism sector within the city, and holding the greatest share of the market.

The Official School of Languages. The supply of Spanish for foreigners is very recent and consequently of little significance.

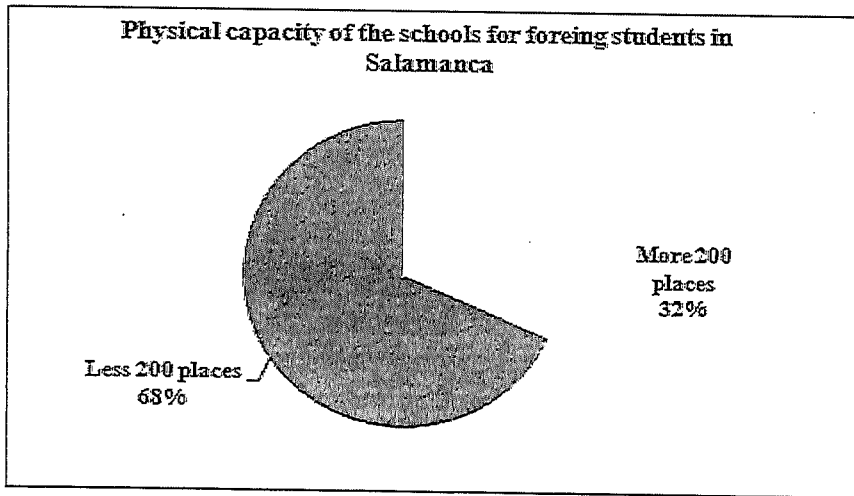
The Iria Flavia Academy. This is the representative of private provision, as well as the only academy in the city that specialises in the supply of Spanish courses for foreigners. It has a long professional tradition and is the only centre in Galicia accredited by the Cervantes Institute. The main characteristic of its marketing policy is that it has specialised in an unexploited niche in the local and national market, by working with the youngest people. This specialisation makes them unique amongst their competitors. In the same way as C.I. they combine language teaching with cultural and tourist activities, as well as specific language courses.

In summary, we can state that the principle characteristic of the provision of teaching in Santiago de Compostela is different to that of the rest of Spain in that the supply is concentrated in public provision because private provision is scarce, although, both represent excellent quality and experience.

6.2. Study of the Supply of Language in Salamanca (Spain)

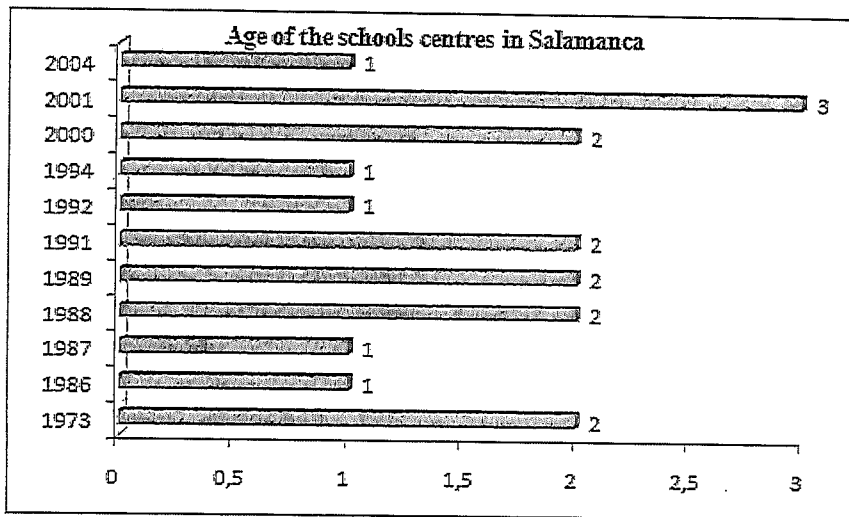
On the contrary, Salamanca has a more varied supply: two universities - *USAL* and *La Pontificia* - and twenty private schools. Private provision is made up of recently opened schools; the great majorities have less than twenty years of experience. In terms of the physical capacity, 68% of the schools are small and supply less than 200 places each. One

exception is the *Colegio Delibes* with 400 places and the *USAL* that has no limit of capacity, that is to say, it supplies for whatever demand there is. (Ciudad del Español y Observatorio Turístico de Salamanca).

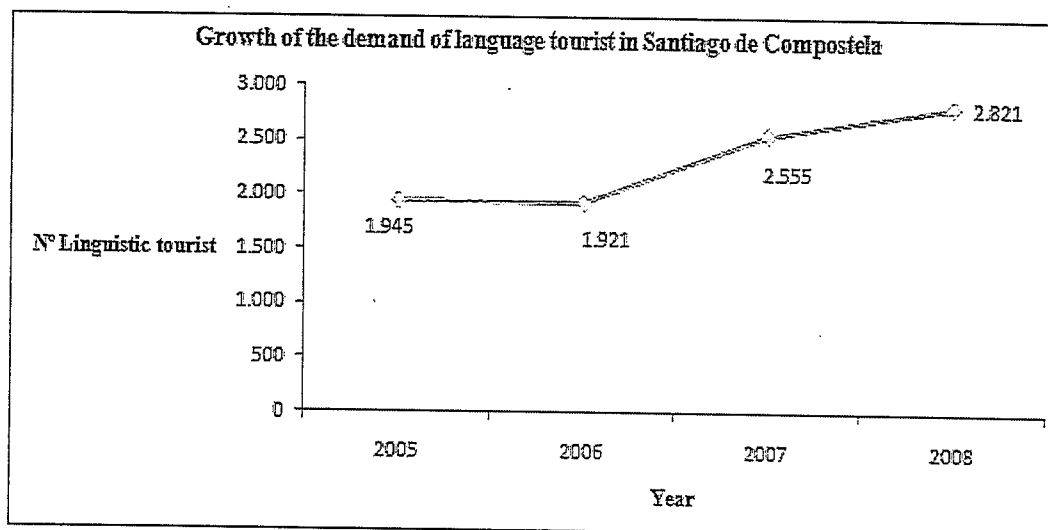
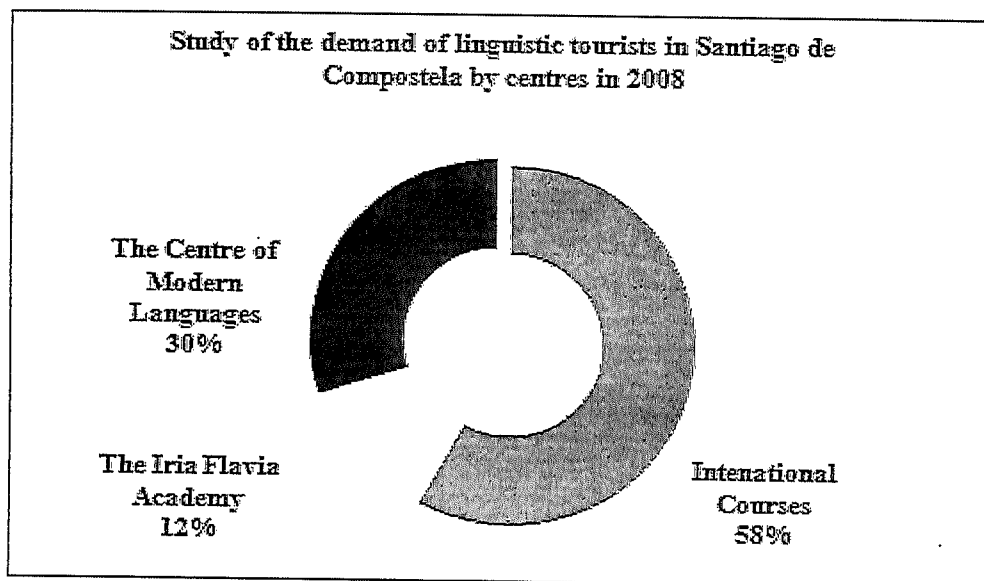


It is important to highlight that quality is very evident in the teaching centres in Salamanca and out of the twenty private centres, fourteen are accredited by the Cervantes Institute.

The concentration of the centres differs in the two destinations. In Santiago de Compostela the centres where they give the ELE courses are spread throughout the city, which is of benefit in terms of the minimal effect of the over capacity of language tourists on the resident population. However, Salamanca has a greater spacial concentration of its ELE centres, which are mainly concentrated in the historic centre of the city.



Graphs 5 and 6. Physical capacity of the schools for foreign students in Salamanca and Age of the schools centres in Salamanca. Source Tourism Observatory of Salamanca and "The Spanish City". Authors own.



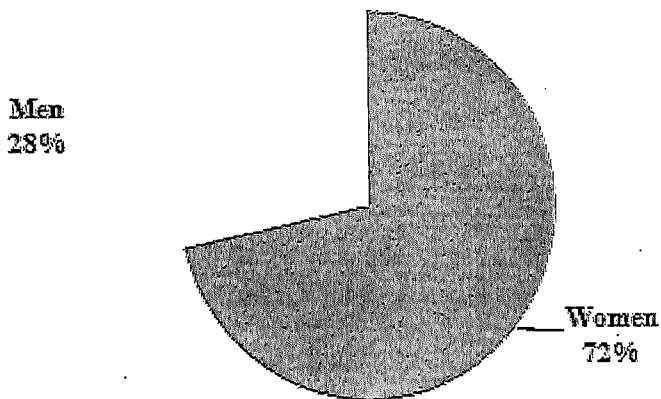
Graphs 7 and 8. Study of the demand of linguistic tourists in Santiago de Compostela by centres in 2008 and growth of the demand of language tourists in Santiago de Compostela. Authors own.

6.3. A Study of the Demand of Language Tourism in Santiago de Compostela (Spain)

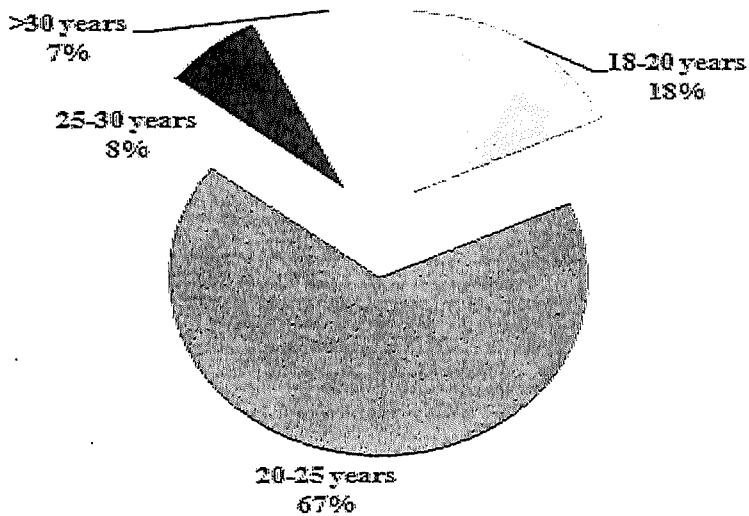
A particular feature characterises the demand for linguistic tourism in Santiago de Compostela: the high number of pupils within public provision (88%), against a low level of private provision (12%), as is indicated in the adjoining graph. This situation clearly runs counter to the demands on the part of ELE students in the rest of Spain, which are centred primarily on private provision. The growth of demand for ELE courses in Santiago de Compostela presents a positive evolution with strong potential. It is striking, however, that

his market is so underdeveloped when compared with others possessing similar characteristics such as Salamanca, for example, whose demand is very high with 25,619 students in 2007 (Observatory of Salamanca and "The Spanish City "report, 2008). The adjoining graph shows the growth in the demand of language tourists in Santiago de Compostela, the most important factor being its continued increase.

The gender of linguistic tourist t in Santiago de Compostela



The age range linguistic tourist in Santiago de Compostela



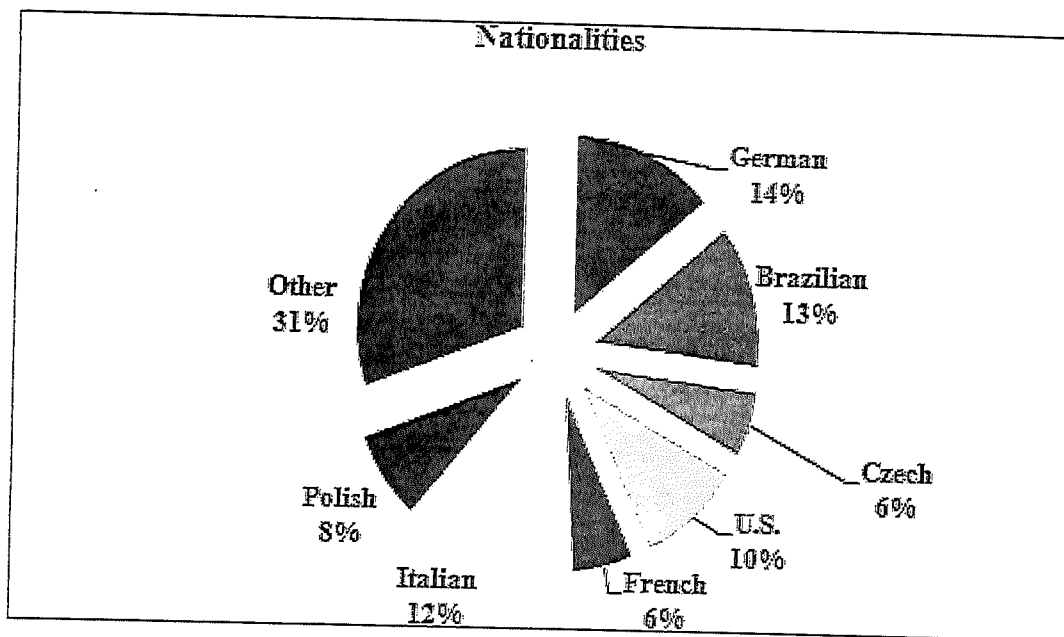
Graphs 9 and 10. The gender of linguistic tourist in Santiago de Compostela and The age range linguistic tourist in Santiago de Compostela. Authors own.

In conclusion, the evolution of the demand of ELE courses in Santiago de Compostela presents a great concentration in public provision. In terms of the evolution of the demand, we can state that it is a positive evolution, and with great potential, although it does not reach the figures of other cities with similar characteristics such as Salamanca or Granada. To carry out an analysis of the demand in this sector of tourism, the methodology used was a survey of foreign students subscribed to the ELE centres in Santiago de Compostela, during the month of May 2009. The objective of this analysis was the modelling of the profile and the behaviour of a language tourist in the city, seeing as it is only through behavioural studies that we can achieve adequate and quality provision. The questionnaire was divided into various sections of study:

- Socio-demographic profile;
- Motivation and source of information on destination;
- Planning the trip. Method of reservation, transport and accommodation;
- Activities carried out during their stay and evaluation of the destination;
- The expenditure of linguistic tourists. The multiplier effect.

6.3.1. Socio-demographic Profile

The age range is very wide, although the most numerous group is found amongst young people between the ages of 21 and 25 (67.8%), showing a low presence of those under 18 years and older than 31 years (7%) of age. In regards to gender, there exists a clear majority of women (71.5%) – data very similar to the rest of Spain.



Graph 11. Nationality of the tourists linguistic in Santiago de Compostela. Authors own.

One of the aspects that most characterizes the demand of language tourist trips to Spain and where there exists a greater discrepancy with this type of trip to other countries such as the United Kingdom, Ireland, United States, France etc. is the lower presence of courses specifically for under 18s. In the case we are analyzing, there is only private provision of specific courses for under 18s. Another group which is also little developed is courses for over 50s, although we consider this to be a sector with great potential due to the changes in the habits of workers in the twenty-first century, amongst those which stand out are. Focusing on their places of origin, Europe is the main source (69%), the next is the American continent (24%) and some way behind are Asia and Oceania (6.5%). Within Europe the main places of origin are: Germany (14%), Italy (12.4%), Poland (8.1%), and France (6%). In the American continent, the United States (10.2%) and Brazil (12.9%) stand out.

6.3.2. *The Motivation and Source of Information on Destination*

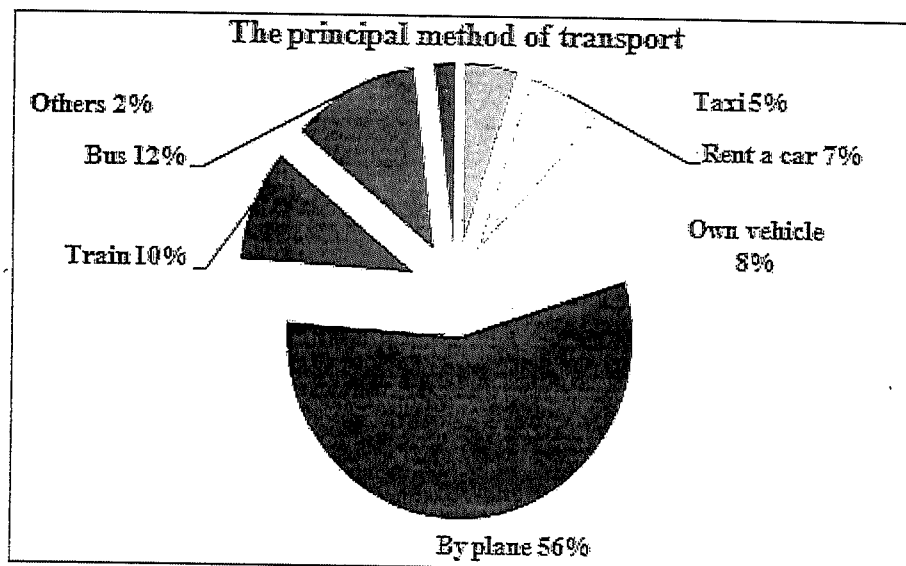
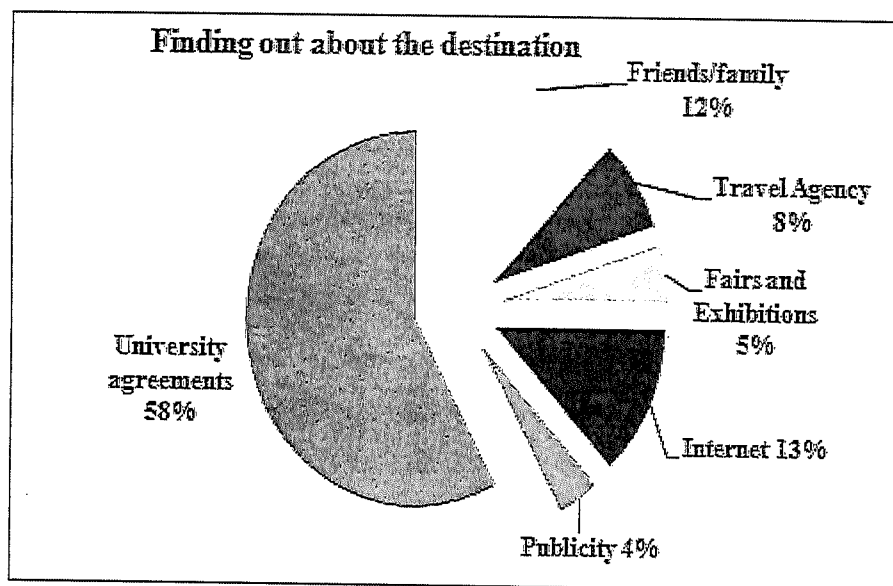
In the first place students choose the study of Spanish as a foreign language for various reasons amongst which the following stand out: its significant importance for their working life, that the knowledge of Spanish allows them to travel in numerous countries, and also because they like studying languages. The motive for which they choose Santiago de Compostela as a language destination is for its attractive nature (70.97%). We find this data very interesting as with this information alone, on the importance of the image of Santiago de Compostela, appropriate marketing campaigns could be carried out to promote it as a destination.

6.3.3. *Planning the Trip: Method of Reservation, Transport and Accommodation*

In respect to finding out about the destination, means are varied: through their university (58%), through new technologies ie. the internet (13%) and through the medium of friends and family (12%). In relation to the manner of organising the trip we can see via the survey that new information channels like the internet have a high presence (35%) and also agreements between universities (29%), especially in the case of North Americans. Traditional channels such as travel agents are hardly noticeable (7%). This data is significant and should be taken into consideration in future promotional campaigns for the destination, namely that traditional channels such as fairs and travel agents are giving way to faster channels such as the internet. Also, the strengthening of links between universities is fundamental for an increase in this sector.

When we analyse how people travel to Santiago, the principal method of transport is by air (56%), followed by bus (12%) and train (10%). This data would increase in the case of air travel if we were to count all the language tourists that arrive by air to other cities such as Madrid or Porto and then take the bus or train to Santiago de Compostela, due to the city airport's lower level of international connections. In reference to the kind of accommodation chosen during their stay, we found that students who spend long periods in the city mostly opt to live in a shared flat (76.8%), followed by staying with local families (15.5%) and in third place, university residences (3.2%).

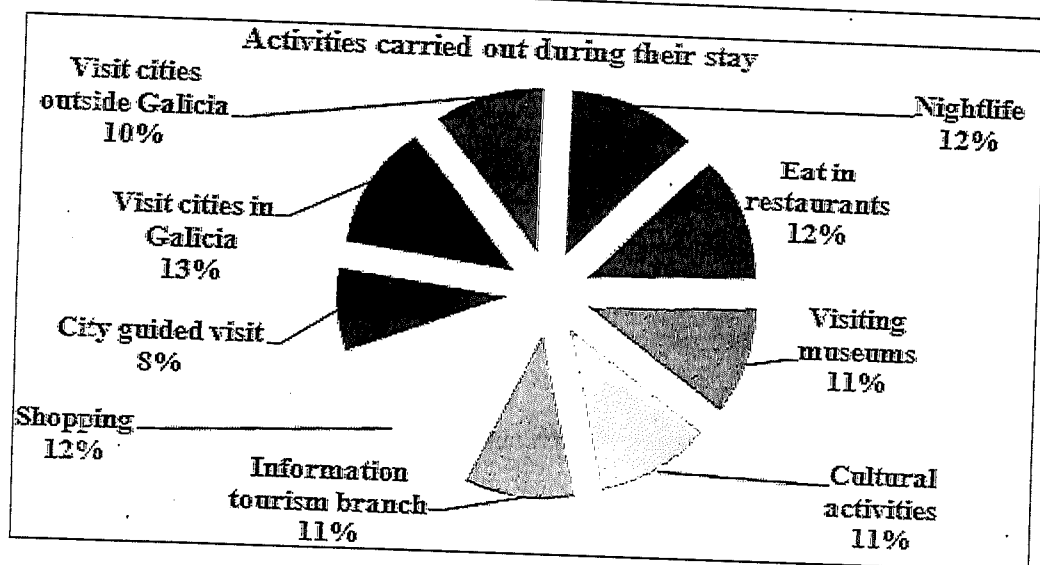
The average stay varies depending on nationality, the type of course, and the chosen teaching centre. 59% of ELE students surveyed have an average length of stay between 2 and 6 months los alumnos de CLM although students which study *International Courses Ltd.* stay for an average of 4 weeks.



Graphs 12 and 13. Finding out about the destination and The principal method of transport of the tourists linguistic in Santiago de Compostela. Authors own.

6.3.4. Activities Carried out during their Stay. Evaluation of the Destination

As well as attending courses in Spanish as a foreign language, the language tourist carries out numerous tourist activities, from which arises the important economic impact which the city benefits from. Cultural activities are very present in the life of a language tourist, such as: going to the theatre, concerts, and cinema (11%), and visiting museums etc. (11%). They also enjoy the nightlife (12.5%), eat in restaurants (12.5%), and go shopping (12.1%), not only for souvenirs of the city, but also for their daily necessities, as well as buying gifts for families and friends.



Graph 14. Activities carried out during their stay. Authors own.

Another characteristic of this tourist is that they like to travel not only to other Galician cities, with A Coruña and Vigo being the most popular, but also to other cities within Spain, mainly Madrid, Barcelona, Granada or Bilbao. On other occasions, due to the proximity to Portugal, they travel as far as Porto or Lisbon, or, taking advantage of cheap flights available from the city airport they make trips to Rome or Paris. The most travelled of the Europeans are the Germans (12%), followed by the Italians (11.3%) and from the American continent, the Brazilians (14%).

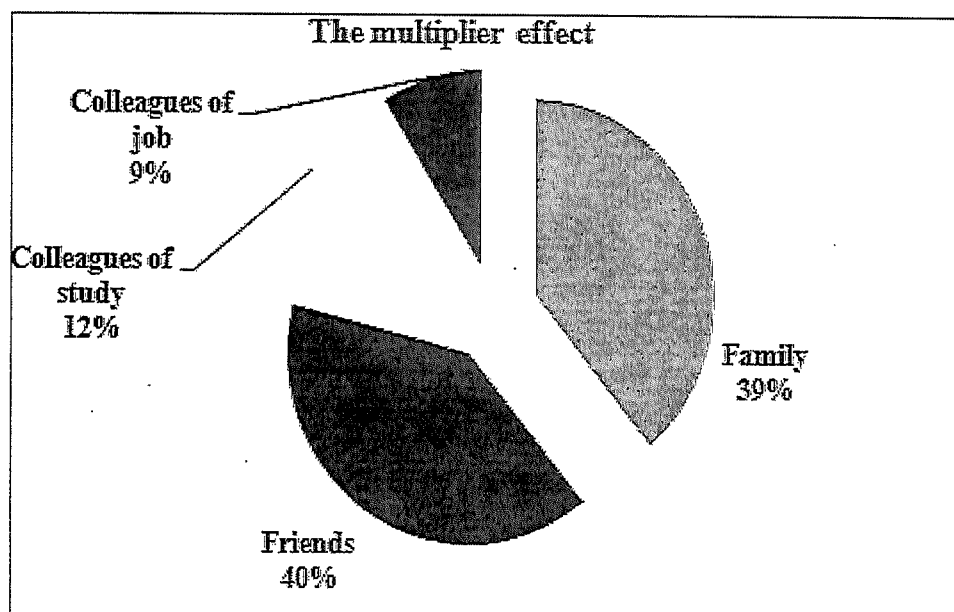
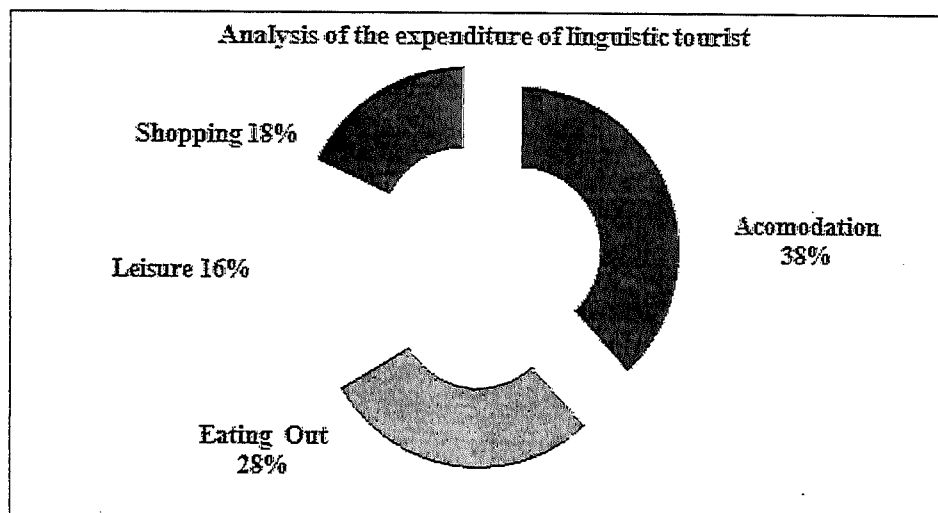
In reference to the value placed on the most important elements the city has to offer we can state that the gastronomy is very highly valued (57.9%) as much as the culture (53%), heritage (83%) and the University of Santiago de Compostela (65%). Other aspects of the destination are highly valued such as the significant cultural offerings, the peacefulness, and the safety of the city and the friendliness of the people; however, there are aspects, such as the climate and the lack of greater connections to the rest of Spain which are viewed poorly.

6.3.5. Analysis of the Expenditure of Linguistic Tourists. The Multiplier Effect

The analysis of expenditure has been the most difficult to quantify due to numerous difficulties that we have come across: credit given at the start of courses, currency exchange, and the reluctance to answer personal questions, and the suggested bias of students at C.L.M. where the survey was presented. Despite this, the results of the survey give us relevant data: the average monthly expenditure of the language tourist varies according to gender, in the case of women it is €835.60 whilst for men it is €1,061.60. If we compare them with the Salamanca figures, similarly the average is 1.058,38 € (*Observatorio Turístico de Salamanca*) during their visit to the city (excluding transport and complementary activities).

The most significant areas of expenditure, with some differences between men and women, are the following: accommodation (men 35% and women 22%), eating out (men 21% and women 22%), leisure (men 10% and women 13%) and shopping (men 12% and women 15%).

Something that is present in linguistic tourism that differentiates, characterises, and makes it more attractive, is its tourist *multiplier effect*. The more permanent nature of long stays at the destination of the language tourist means that many of them receive visits from other tourists (family, friends, and colleagues), a new phenomenon: the tourist is visited in turn by other tourists. The data obtained from our survey corroborates this hypothesis; the language tourist has an average of 3.6 visits with the number of visits by two people being the most frequent (27%).



Graphs 15 and 16. Analysis of the expenditure of linguistic tourist in Santiago de Compostela. The multiplier effect of linguistic tourist in Santiago de Compostela. Authors own.

7. A STUDY OF THE DEMAND OF LANGUAGE TOURISM IN SALAMANCA (SPAIN)

The demand of language tourism in Salamanca is very positive, with figures situating it amongst the top language tourist destinations of Spain, with almost 30,000 students every year (in 2007 25,619 and in 2008 23,749) (*Ciudad del Español y Observatorio Turístico de Salamanca*), but these figures are down to the long-term work in the commercialisation of the product and policies coordinated as much by the regional government as at a local level and for a strong willingness on the part of all stakeholders to position themselves firmly in the cultural tourism sector. Proof of which are the numerous activities that have been carried out by the management and planning bodies of the city, amongst which we highlight: the creation of a special office for foreign students (*La ciudad del Español*), the creation of the brand "*Salamanca ciudad del español*", the commencement of areas of research by the *Observatorio Turístico de Salamanca* and activities coordinated on part of the organisms responsible for promotion both at a state and regional as well as local level.

The profile of a language tourist studying in Salamanca is very similar to other Spanish university cities, but with some slight variations. The following lists the main characteristics:

- Young, with an average age of 22;
- Mainly women (61.5%);
- Highly educated;
- The motive for studying Spanish is as a complement to their professional training/education;
- The main source countries are: France (15.8%), Germany (14%), and US (19.3%);
- The average stay in the city is around 4 weeks;
- The place of residence: host families, shared apartments, and university residence;
- During their stay they undertake numerous tourist activities;
- The seasonal concentration is July, August and September;
- The average expenditure per language tourist is €1,058.38 (*Observatorio Turístico de Salamanca y Ciudad del Español*).

CONCLUSION

In a globalised world, the learning of languages gathers greater importance every day. The objective of this report has been to present the teaching of Spanish as a new sector within tourism in which is combined the teaching of language along with economic exchange as a tourist resource. Language tourism is less invasive, with less marked seasonal concentration, and a more culturally aware target public and consequently more respectful of the environment.

The case of Santiago de Compostela, the main object of our study, is one of a less developed position in the market due to the fact that until very recently linguistic tourism was not considered a worthwhile sector to develop, although it does appear in the Strategic Plan for the City (Plan de Marketing estratégico del Turismo de Santiago de Compostela, 2004). Currently, local authorities are beginning to understand that this sector of tourism is beneficial

for the city, not only in terms of the economic impact that it brings about, but also because it is a kind of tourism that helps promote the image of the destination and is less invasive than other types of tourism such as group tours, which are so present in the city.

After analysing the market of the students that come to study Spanish in Santiago de Compostela we can confirm that they carry out numerous tourist activities in the city, within the region and also nationwide within Spain, such as: cultural visits, going to concerts, visiting museums, exhibitions and also shopping and leisure. Producing a great economic impact in the destination. But if just one characteristic deserves highlighting, which makes linguistic tourism so attractive and differentiates it from other types of tourism, it is that of the *multiplier effect* – every language tourist generates 3, 6 visits from family members, friends or colleagues during their stay. A new phenomenon where the tourist, during their stay at the destination, is visited by other tourists.

Another characteristic that we consider of interest is the high degree of satisfaction of language tourists in the city. This satisfaction invokes plans to return to the city on future occasions, either alone or accompanied, which translates into an increase in tourists in the near future.

The interventions that we consider of most importance in order to develop the sector of linguistic tourism are:

- Better coordination by those responsible at the state, the autonomous regional, and the local level, with members of the sector.
- The creation of a homogeneous product, uniquely branding the destination in a way that drives and supports all the ELE centres, putting forward Santiago as a point of reference within Spain.
- The exploration of new market niches such as working with under 18s and over 50s as do other countries with a longer tradition of language teaching such as UK, France or Germany.
- The reduction in seasonal concentration through innovative products directed at a public with greater flexibility in their holiday arrangements.

We believe that it is very important to continue research into language tourism in the city. This report barely begins the task that should be the object of new and more ambitious approaches in the near future, to make possible sustained, professional management in this strategic sector.

In summary, we consider that language tourism has a strategic character – in the widest sense – because it helps to transmit local culture and reduce seasonality. The linguistic tourist has a high average expenditure, possesses a tourist *multiplier effect*, and develops a strong bond to their destination. For this reason Santiago de Compostela has an unequalled opportunity to develop this new sector, due to the characteristics of the city, to the presence of a university with more than 500 years of history and the critical mass that this implies, professionals of noted standing and, being already positioned within the landscape of global tourism, as a very prominent cultural destination, not just a religious one.

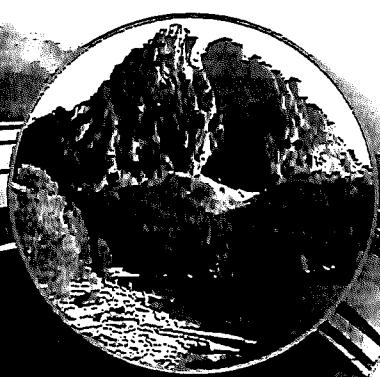
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