

Wine Tourism Development in Spain and its Influence on LSP Teaching

El desarrollo del enoturismo en España y sus implicaciones en la enseñanza de LFE

Paloma López Zurita

Universidad de Cádiz

paloma.lopez@gm.uca.es

ABSTRACT

This article addresses the growing economic importance of wine tourism in Spain, particularly in Andalusia, a region in the South of this country, and highlights the difficulty posed by the language of wine. Professionals in the industry must have a comprehensive understanding of this rich terminology, replete with anthropological nuances, to accurately convey the cultural heritage as well as the scientific-technological information it entails. To meet this training need, this study conducts a generalised analysis of the official academic offerings in Spanish universities, with a specific focus on Andalusia. The findings reveal a significant gap in specialised courses on wine tourism and knowledge of the language of wine. Thus, there is an evident need to incorporate these non-existent contents into future study plans.

Keywords: wine tourism; the language of wine; languages for specific purposes; university LSP teaching; course assessment.

RESUMEN

Este artículo aborda la creciente importancia económica del enoturismo en España en general y en Andalucía (región al sur de este país) en particular, destacando la dificultad que plantea el lenguaje del vino. Los profesionales del sector requieren un conocimiento adecuado de esta rica terminología, repleta de matices antropológicos, para saber transmitir con precisión tanto el patrimonio cultural como la información científico-tecnológica que la misma conlleva. Para dar respuesta a esta necesidad formativa, este estudio realiza un análisis generalizado de la oferta académica oficial de las universidades españolas, con especial atención a Andalucía. Los resultados revelan una carencia manifiesta tanto en cursos especializados en enoturismo como en su lenguaje especializado. Por lo tanto, es evidente la necesidad de incorporar estos contenidos inexistentes en los futuros planes de estudio.

Palabras clave: enoturismo, lenguaje del vino; lenguas para fines específicos; enseñanza universitaria de LFE; evaluación de cursos

1. INTRODUCTION

1.1 Contextualisation

Spain has a lengthy and rich history in winemaking and possesses the largest area of vineyards in the world, with 100 protected denominations of origin, and 42 protected geographical indications (Ministry of Agriculture, Fisheries, and Food, 2023). France and Italy follow. According to the International Organization of Vine and Wine (OIV, 2022), these three countries collectively produce 47% of the world's wine and dominate the international export market.

However, although Spain holds the top position in terms of quantity, it falls behind France and Italy in terms of export value. This raises questions about why the country with the highest production and excellent quality wines is not the most profitable in the business. The wine sector holds considerable significance in Andalusia as well, as evidenced by a revenue generation of €107 million. In terms of the sales volume abroad, this autonomous community ranks tenth in Spain, with 44.9 million Liters. Wines from the Sherry area play a dominant role in these exports, accounting for 34% of the total and yielding €37 million in revenue (Romero, 2022). These statistics serve to underscore the significant role the wine industry also plays in this region and undeniably position it as a significant contributor to the country's economy.

Therefore, it is crucial to develop effective strategies that optimise results. This includes not only focusing on the export of wine but also exploring other avenues, such as comprehensive wine tourism development which obviously involves a good command of the wine terminology it implies.

1.2 Objectives

The objectives of this study are:

- O1. To demonstrate the growing significance of wine tourism in Spain as a new dynamic element in wine production areas.
- O2. To identify the characteristics of the language of wine as a language for specific purposes, by using the example of the language of Sherry wine.
- O3. To highlight the lack of training courses including the language of wine in Spain. This objective, together with O1 and O2, serves as a justification for the necessary inclusion of this language for specific purposes in university tourism programs, particularly in areas where wine production is a significant industry.

The aforementioned objectives will be carried out from two distinct perspectives: a broader one encompassing the entirety of Spain and a more specific one with a primary focus on Andalusia, the birthplace of various denominations of origin, including Jerez, Xeres, and Sherry.

2. METHODOLOGY

In order to fulfill objectives O1 and O2, a comprehensive investigation was conducted, employing a descriptive methodology of primary and secondary sources, detailed in the references section. To achieve objective O3, the research was divided into three phases: (a) the initial phase focused on data collection, (b) the subsequent phase involved data analysis, and (c) the final phase encompassed drawing conclusions based on the analysis.

The first phase involved the identification and compilation of training courses related to wine tourism and the language of wine. This stage primarily focused on locating Spanish universities, faculties, and other institutions that provided this type of programs. The search also covered other studies related to wine, including programs in Oenology, for example. The process was conducted using the Registry of Universities, Centers, and Titles (RUCT) provided by the Ministry of Universities, which offers up-to-date information on all higher education institutions, both public and private. Additionally, the Google search tool was used, employing keywords such as oenology, viticulture, wine culture, language of wine, wine tourism, etc.

The second phase involved the analysis of the identified and compiled training offerings. To analyse the relevant information for the study, a catalogue consisting of 16 items was completed for each subject/course with the available information obtained from the websites of the respective institutions/organisations. The design of the catalogue drew upon previous prototypes conducted between 2018 and 2023 within the European Erasmus+ Projects "TRAILS" and "LSP-TEOC.Pro". These projects received collaborative input and peer review from the participating universities (7 for "TRAILS" and 8 for "LSP-TEOC.Pro"), ensuring internal consistency and validity. The established foundation of catalogue items was adapted to suit the specific topic in this research.

The collected information comprises general academic and organizational details (a-o): a) name of the subject/course; b) name of the Degree/Master/etc.; c) level of the program (undergraduate, postgraduate, etc.); d) name of the institution; e) whether there is a specialization in wine tourism; f) nature of the program (official, institutional, etc.); g) target students; h) type of instruction (face-to-face, online, mixed); i) language of instruction; j) language taught; k) general prerequisites; l) language prerequisites; m) number of credits/hours; n) course/year and o) type of subject (mandatory, elective). Secondly, it incorporates another section devoted to the content of the programs: (p).

The data obtained through the catalogue underwent analysis from both quantitative and qualitative perspectives, employing a combined approach increasingly used across various disciplines (Leech and Onwuegbuzie, 2009).

The third phase of the investigation presents the conclusions derived from the aforementioned analysis.

3. THEORETICAL FRAMEWORK

3.1. Wine tourism

The European Network of Wine Cities (Recevin, 2006: 2) provides a definition of wine tourism that emphasises the cultural dimension: "the development of tourist activities, leisure, and free time dedicated to the cultural and oenological discovery and enjoyment of the vineyard, wine, and its territory". It is conceived as a system composed of three subsystems: territory, tourism, and wine culture. Under this overarching concept, numerous activities go beyond mere visits to wine-producing regions or wineries. The immense potential of this sector has not gone unnoticed by tourism professionals worldwide, leading to its development in wine-producing regions with increasing interest. This industry has already been generating significant profits in many countries. In 2020, the United States generated \$15 billion in revenue from wine tourism, establishing itself as the country with the highest income derived from this type of tourism. France ranked second, followed by Australia. Germany, Italy, Canada, Argentina, and New Zealand also featured in the ranking (Orús, 2022). But Spain, despite being the largest wine producer globally with an extensive vineyard area, does not appear in this classification. This observation highlights the need for a paradigm shift in the way wine tourism is conceptualised in this country, as it remains deeply rooted in the traditions of the "old world." This contrasts with the commercial strategies implemented in other emerging regions:

In the new world countries, the tourist is welcomed by a professional of tourism. [...] On the contrary, it is the winemaker, his wife or possibly his cellar master who will receive you in a large number of European estates. He will insist on telling you about his wines and making you taste them. But he is by no means an expert in tourism and out of his domain, he would not be able to sell you a global experience [...] Generally speaking, the new world claims a "business" approach (Potevin, 2020).

The authenticity, closeness, experience, and emotional connection that winemakers in the "old world" have towards their wines and vineyards are essential characteristics that contribute to the idiosyncrasy of each wine-producing region. These qualities should be cherished and preserved, as they form an integral part of the heritage of these areas. However, we also acknowledge the underlying notion expressed in the previous quote that wine tourism in Spain requires greater professionalization and a more strategic approach. This entails comprehensive training for individuals responsible for its development and marketing. These professionals should possess not only a solid background in wine knowledge but also in cultural aspects to enhance competitiveness, consolidate market share, and foster expansion. By combining the preservation of traditional values and the implementation of a more professional and strategic approach, Spain's wine tourism industry could strike a balance that ensures the continuation of its unique character while embracing opportunities for growth and development.

3.2 Wine Tourism in Spain with a focus on Andalusia

The initial two quarters of 2022 in Spain revealed a noteworthy revival of the tourism sector, although Exceltur (2022) anticipated a potential setback to this progress due to the global instability resulting from the war in Ukraine and the disproportionate increase in energy prices. Regarding wine, in the interannual period up to February 2023, the total value of Spanish wine exports reached a new record, amounting to €2,990.5 million (*Observatorio Español del Mercado del Vino (OEMV)*, 2023). Despite the prevailing uncertain circumstances, the data pertaining to wine tourism exhibit positive trends. The Annual Report on Visits to Wineries and Wine Museums (*Observatorio Turístico Rutas del Vino en España (OTRVE)*, 2022), indicated a significant growth of 101.49% in 2021 compared to the previous year, largely influenced by the effects of the Covid19 pandemic. 2022 shows a progressive recovery that, in general terms, is very close to the pre-pandemic situation (OTRVE, 2023).

According to Cortina (2022), Spain encompasses 131 wine-growing areas, comprising 36 wine routes and 741 wineries. In Andalusia, specifically, there are four routes and 61 wineries. However, there are numerous wineries that have opted not to participate in these designated routes, outnumbering those that have joined: across the entire country, they account for 914 wineries, 117 located in Andalusia. This situation poses a difficulty in collecting comprehensive data that accurately reflect the existing wine tourism offerings, the number of visitors, expenditure per person, etc., as the wineries not affiliated with these routes do not contribute their information to these statistics. Despite the aforementioned limitations, the Spanish Wine Routes (SWR) also registered a significant increase in visitor numbers in 2021. Furthermore, there was a remarkable recovery in terms of economic impact, with a rise of 130.5% compared to the 72.5% decrease caused by the pandemic. These figures only include the wine route visits and do not account for additional expenditures incurred by wine tourists, such as accommodation, meals, purchases, visits to monuments, etc. According to Pérez (2022), approximately one-third of the visitor's budget is allocated to winery-related expenses, while the remaining two-thirds are spent on other elements; thus, the estimated economic impact amounts to approximately €160 million. Surveys conducted in wineries affiliated with the SWR during the second half of 2020 and the first half of 2021 shed light on the visitors' profile. Approximately 46% of respondents identified themselves as individuals with a fondness for the world of wine, 19.7% as passionate enthusiasts, and 7.4% as professionals in the wine sector. In terms of their origin, the majority consists of domestic tourists, although there has been a growing number of foreign visitors, accounting for approximately 15% of all visits (Statista, 2022).

As mentioned above, Andalusia is home to four wine routes, namely the Sherry Wine and Brandy Route, the *Montilla-Moriles* Wine Route, the *Condado de Huelva* Route and the *Ronda* and *Málaga* Wine Route. However, the Sherry Wine and Brandy Route is the only one that stands out in terms of visitor numbers and experiences in wine tourism at a national level. It ranks as the most visited route in 2022, followed by the Wine Route *Rioja* and the Wine Route *Ribera del Duero*, both outside Andalusia (OTRVE, 2023). This

suggests that the wine tourism sector in this region still possesses a significant untapped potential that is not being fully exploited.

However, there is growing recognition of the sector's significance, and a noticeable increase in interest regarding its development can be observed in recent years. Many studies also indicate a trend towards investigating wine tourism from various perspectives. For instance, research conducted by López-Guzman, Millán and Caridad (2008) assesses the economic potential of wine tourism in the Montilla-Moriles denomination of origin. Similarly, Rodríguez, López-Guzmán, Cañizares and Jiménez (2010) carried out econometric analyses of wine tourism in the Sherry zone; López-Guzmán and Sánchez (2008) focused on the creation of new wine tourism products; López-Guzmán, Rodríguez and Vieira (2013) conducted a comprehensive review of scientific publications on wine tourism in Spain, and López (2010) analysed the potential of wine tourism in the Sherry area, among others.

3.3 Languages for Specific Purposes and the Language of Wine

Languages for Specific Purposes (LSP) have undergone a remarkable development and transformation since the creation of the concept, whose origins some authors date back to the 16th century (Bueno and Hernández, 2002). The exploration of LSP began in the early 20th century, when Palmer (1921) initiated a questioning of the prevailing principles that guided the teaching of second languages. This development originated from a descriptive approach that prioritised learners as the primary focus, rather than the content itself (Halliday, Strevens and McIntosh, 1964). Over time, the teaching process has been conceptually expanded to encompass additional aspects and objectives, such as the analysis of scientific-technical discourse (Trimble, Trimble & Drobnic, 1978); learners' needs and their awareness (Hutchinson and Waters, 1987); the perception of language as a service, a tool (McDonough, 1984; Robinson, 1991), etc. This utilitarian approach to teaching reached its peak in the 1990s with significant advancements (Dudley-Evans and St. John, 1998). From 2000 on, LSP entered the modern age, incorporating the examination of anthropological and intercultural influences on learning. This approach focused on situational aspects and emphasised the development of authentic tasks that occur within specific professional contexts of various disciplines. The objective was to foster effective communication in these specific situations. Over time, this approach expanded its scope and was applied to disciplines beyond the social sciences, including Law, Tourism, Medicine, Nursing, Advertising, and more (Bhatia, 2008).

Currently, the concept of LSP has expanded to include nearly all languages and disciplines, acknowledging the need for specialised language use in a wide range of contexts and domains.

Language for Specific Purposes is a field that extends well beyond using English for specific purposes such as English for Academic Purposes and English for Occupational, Vocational or Professional Purposes. There is also English for other categories such as English for business, English for engineers or even English for museum guides. However, LSP extends beyond the domain of English in languages

because there are, for instance, Arabic for Religious Purposes, Portuguese for Academic Purposes and Chinese for Occupational Purposes (Gollin-Kies, Hall and Moore, 2015: 11).

This communicative approach has also become one of the most significant branches in the teaching of Spanish as a foreign language, establishing a division into two major groups, Spanish for Professional Purposes (SPP) and Spanish for Academic Purposes (SAP). According to the Cervantes Institute (2008), language learning situations for specific purposes can be summarized into two types: those carried out in institutional settings and those taking place in non-institutional contexts to achieve improvement in a profession.

The case at hand clearly falls into this second group, as Tourism is obviously incorporated in the expansion of disciplines and fields included in LSP for professional situations. In this sphere, Languages for Tourism Purposes (LTP) programs have been successfully developed, which include the speciality that concerns us, Wine Tourism, and, consequently, courses in Languages for Wine Tourism Purposes (LWTP). These courses can be developed within the frameworks of both Languages for Academic and for Occupational Purposes (LAP and LOP). While it may not typically be included in traditional inventories of LSP, the language of wine possesses all the necessary specificities to be considered within this sphere. It includes specialised terminology, discourse patterns, and communicative practices that are unique to the wine industry and requires a deep understanding of oenology, viticulture, tasting techniques, wine production processes, etc. Therefore, the language of wine can be recognised as a distinct area of LSP, highlighting the specialised nature of communication within the industry.

Thus, given that communicative competence is the main learning objective in LSP, the study of the language of wine within this perspective arises from the genres and textual types (oral or written) specific to this field: guides and promotional brochures, articles and advertisements in press (traditional or online), glossaries, labels, dictionaries and encyclopaedias, market studies, monographs, scientific articles, phytosanitary bulletins, laws and regulations, technical sheets and tasting notes, blogs, websites, manuals and treatises, as well as emerging genres such as commercial negotiations through WhatsApp or other social networks (Ibáñez, 2022). Working with real-world materials facilitates understanding and describing the linguistic uses that characterize each particular context of specialized communication.

The professional culture to which the language of wine belongs is also an important learning objective. Matters such as the behaviour and attitude of professionals in everyday situations are learned in each specialized context, with their own interaction and mediation techniques. This encompasses not only the broader aspects of wine production and marketing but also specific vineyard tasks such as caring for vines and clusters to ensure optimal production, pruning, harvesting, handling musts and wines, etc. Additionally, it is necessary to learn the behaviour and attitude of professionals in other situations which may be less specific to wine but are equally important. This includes those professionals who participate in the dissemination of theoretical or

practical knowledge of wine, whether in the field of catering as sommeliers, maîtres, and chefs, or in other contexts such as winery or production area visits, marketing or advertising tasks, product distribution, drafting and interpretation of regulations, etc.

The significant growth of wine tourism in recent decades has aroused great interest among researchers in the language of wine from the perspective of LSP. This interest covers a wide spectrum, ranging from the specialised language employed in the production process of wine (Cobos, 2011) to the language used in its advertising and marketing (Negro, 2013). The language of wine encompasses a wide range of terminology that covers different fields. It includes terms related to the characteristics of the terroir where the wine is produced, cultivation techniques, different types of vines and grapes, the influence of winds on wine development, the processes involved in wine preparation, product descriptions, wine tasting, marketing, and more. As Silverstein states, it is a "sociologically complex field of discourse spanning wine production, marketing, consumption, and connoisseurship" (Silverstein, 2006: 481).

The specialised wine discourse has been extensively analysed in Spain from various perspectives: from a translation approach (Ibáñez, 2017); from a lexicographical point of view (Bajo Santiago, 2001); from a communicative perspective (Suárez-Toste, 2009); from an intercultural standpoint (Bertulesi, Lupano, Mottura, Riva and Zhou, 2022); in different languages, such as French (Panelles, 2013) or German (Ramírez, 2019), etc.

Furthermore, researchers have started investigating the diatopic variables within different regions, like *Jerez* (Noya, 1993), *La Rioja* (Martínez, 2007), *Badajoz* (Barros, 2008), *Soria* (Carracedo, 2010), or *Montilla Moriles* (Luque, 2017). These studies aim to understand the linguistic variations and peculiarities specific to each wine area. Other analyses combine multiple approaches. As an example, Castillo (2018) examines various terminological electronic tools available to translators while reflecting on the terminology used in six German digital applications used for wine marketing.

As wine tourism has gained popularity, many Spanish wine-producing regions have recognised the potential of establishing themselves as specialised destinations in this industry and have implemented strategies to attract wine tourists. This trend has caused interest in studying the terminology specific to wine and vineyards in each of these areas (Riera, 2014).

Wine language complexity lies in the fact that terms of different characteristics coexist, as detailed below:

- General chemical/oenological terminology

Wine production, elaboration and consumption includes general wine terms that are shared internationally across all wine-producing regions and constitute a traditional scientific-technical terminology, "*patrimonio de un grupo reducido de hablantes, estos son los especialistas a la hora de utilizarlos para llevar a cabo la comunicación científica en cualquiera de sus manifestaciones de investigación, didáctica, técnica, profesional, etc.*" (Hoffman, 1998: 62)¹. This includes elements belonging to scientific sciences such

as Chemistry or Oenology, which tend to maintain the univocal meanings associated to terms (e.g.: "acetification", "acetic aldehyde", "potassium bitartrate", etc.).

- Geographical chemical/oenological terminology (geolects)

Each wine-producing region employs autochthonous terminology, specific to its geographical area, that reflects the local traditions, grape varieties, winemaking techniques, and cultural heritage of that precise part of the country (Ibáñez, 2007). This localised terminology can present translation challenges due to its diatopic variations, unique terms, and expressions, which may not have direct equivalents in other zones (e.g.: "solera and *criadera* system" in the Sherry area).

- Specific Cultural Elements (SCE)

The presence of specific cultural elements within the language of wine further complicates the analysis and translation process. These elements reflect the unique cultural heritage, traditions, and local practices associated with each wine-producing region. They encompass aspects such as local customs, gastronomy, folklore, historical references, and social values, among others. Translating these cultural elements requires not only linguistic proficiency but also a deep understanding of the cultural context to ensure accurate and culturally appropriate communication. Therefore, in the analysis and translation of wine language, it becomes crucial to consider these elements that shape the discourse and communication within the wine industry (e.g.: "candié" - from candy and egg -sherry area-).

- Sensory language

The world of wine is full of sensory expressions that establish a lexicon far from the monosemy commonly attributed to terminology. Within this domain, sensory language assumes a specialised value, activating precise meanings dependent on the communicative situation's pragmatic conditions and frameworks (Cabré, 2007). This dimension is characterised by the extensive use of metaphor and other stylistic figures, particularly in wine tasting (Bach, 2021), although they can also be observed in the specialised technical language of wine (Molina, 2016).

In recent years, the burgeoning field of gastronomy and wine pairing has introduced new elements into the lexicon of wine. These elements not only pertain to the description of wine itself but also encompass the sensory nuances that arise when the wine is paired with different types of food (Meluzzi and Balsamo, 2021).

In addition to all these fields, other specialised languages may be taken into account, such as meteorology, biology, tax law, advertising, marketing, architecture, or journalism, among others. All of this highlights the multifaceted and interdisciplinary nature of the language of wine in Spanish.

3.4 The Language of Sherry: a case of LSP terminology

The language of sherry has its own specific terminology and phraseology due to its particular elaboration system. While glossaries can be found on the websites of major wineries and the Regulatory Council of the Denominations of Origin, detailed academic analyses on the topic are not abundant. Some examples of research on the language of sherry include Smith and Casas (1982), who study the semantic changes in the context of sherry and explore the evolution of certain terms; Noya (1993), whose studies focus on the linguistic mechanisms involved in translating sherry-related terms; Paredes (2010) that approaches sherry language from a sensory perspective; Luque (2019), who incorporates fortified Jerez wines into an analysis of metaphor in the discourse of wine tasting, or Vázquez and Lario de Oñate (2019), that investigate how English has impacted the vocabulary used in the sherry industry, among others.

Although the language of wine in Spanish is characterised by the influence of other languages through the incorporation of calques and borrowings, mainly from French (as it can be considered the vehicular language of oenology), there is very little influence from others, such as Italian, and almost no influence from English (Ramírez, 2021). However, it is noteworthy that terminological studies on the language of sherry in particular are often associated with English. Its influence arises as a consequence of the coexistence of other factors rather than stemming directly from viticulture itself. Thus, the interferences between both languages are mutual for various reasons: the settlement of families of British and Irish origin in the city played a significant role. During the 19th century, the Jerez region underwent substantial changes, aligning itself with a market-oriented economy. The export markets for Sherry began to expand, becoming one of the country's main sources of income. This economic boom brought about considerable foreign investment, gradually shaping the city with a strong international influence, particularly from Great Britain, as major winemaking companies originated from there, such as Garvey, Harvey, Byass, Duff, and others (Ramos and Maldonado, 1996). This influence, both economically and socially, can still be observed in the city nowadays, maintaining its peculiar identity.

From a linguistic perspective, this phenomenon led to the interference of both languages in contact within the sherry viticulture terminology. The settlement of these families, along with the presence of two other British communities in Andalusia in that epoch (Río Tinto and Gibraltar), contributed to their influence. As a result, this region became an important destination for travellers. They often included a visit to the Jerez wineries as part of their itineraries, which later recounted to their fellow countrymen, often incorporating Spanish terms of difficult translation and including descriptions and references to the vineyard landscapes, wineries, local labourers, wine types, etc. Translating these concepts frequently resulted in the use of Spanish terms (hispanisms) as loanwords in English, usually completed with calques or/and explanatory periphrases. Simultaneously, the contact between the two languages fostered the creation of numerous Sherry wine terms directly in English.

Among the many examples of these language interferences, some of the most common instances are (Domecq, 2019; Saldaña, 2022):

- Hispanisms: *amontillado, palo cortado, bodega, capataz, fino, manzanilla, Xeres*, etc.
- Anglicisms:
 - Types of wines: dry, cream, medium, sherry, east indian sherry, pale sherry, V.O.S. *Vinum Optimun Signatum* (Very Old Sherry) V.O.R.S. *Vinum Optimun Rare Signatum*, (Very Old Rare Sherry), etc.
 - Brands: Dry Sack (Medium), Bristol Cream, Croft Original Pale Cream, Croft Twist, Pastrana Single Vineyard, etc.
 - Phraseology: Bag in box, Sherry cask, Sherry academy e-learning, Sherry lover, etc.
 - Culturally specific elements: *Candié* (candy and egg), Sherry week, etc.

4. RESULTS. UNIVERSITY ACADEMIC OFFER IN SPAIN AND ANDALUSIA RELATED TO THE LANGUAGE OF WINE

4.1 Oenology (Spain)

Without including Andalusia in this analysis (as it will be particularly developed later), there are five Oenology Bachelor's Degrees listed in the Spanish RUCT, offered by the Universities of Castilla-La Mancha, Extremadura, La Rioja, Rovira i Virgili, and Valladolid. While the primary focus of these programs is Chemistry, many also include subjects that go beyond technical aspects (e.g.: the program at the University of La Rioja includes Marketing). Only the Degree at the University of Castilla-La Mancha includes the term "wine tourism" in its curriculum, in the fourth-year subject "Wine Culture and Wine Tourism", which covers topics such as "Wine in the cinema, pictorial arts, and literature". Although it also addresses aspects of wine and health, as well as specialised press, the syllabus does not specifically mention the language of wine or its specific terminology. The University of Valladolid stands out, offering an optional six-credit subject in the fourth year called "Oenological Technical English", focusing on the specific technical language. This subject includes communication in English within the context of engineering in the agricultural and food industries.

Regarding Master's Degrees, the following seven cases have been recorded: "Wine Technology, Management and Innovation" (University of La Rioja); "Innovative Oenology" (University of the Basque Country and the Public University of Navarra); "Oenology" (Polytechnic University of Valencia); "Oenology and its Adaptation to Climate Change" (University of Salamanca); "Viticulture, Oenology and Wine Marketing" (University of Castilla-La Mancha); "Viticulture and Oenology" (Miguel Hernández University of Elche) and, finally, the Erasmus Mundus University Master in "Viticulture, Oenology and Wine Company Management" (Polytechnic University of Valencia in collaboration with various foreign universities).

No results regarding the language of wine or wine tourism have been found in these degrees.

4.2 Wine Tourism (Spain)

A comprehensive search conducted under the criteria "enotourism" and "wine tourism" has yielded the two following Master's Degrees at a national level (excluding Andalusia):

- "Wine Culture: Wine Tourism in the Duero Basin" (University of Burgos). This program focuses on exploring the cultural aspects of wine and its significance within the context of tourism.
- Erasmus Mundus University Master in "Innovation in Wine Tourism" (Rovira i Virgili University, University of Porto (Portugal), and University of Bordeaux (France)). This program emphasises the innovative aspects of wine tourism and encourages international collaboration.

Although not listed in the RUCT as an official degree, the Master in "Wine Tourism" (UNIR -Internet University) appears on web sources. This program is endorsed by the Spanish Wine Federation and provides specialised knowledge in the field of wine tourism. Similarly, not included in the RUCT, the Miguel de Cervantes European University of Elche offers its own Master in "Wine Tourism Direction and Management". It has a business specialisation.

In the case of the master's program at the University of Burgos, a Module on "History, Heritage, and Wine" is included, offering elective subjects such as "Architecture and Wine," "Wine in Art and Literature," and "Cultural Aspects of Wine Routes", which provide students with a broader understanding of the cultural significance of wine. However, it is important to note that the language of wine, as a crucial means of transmitting culture, is not explicitly addressed in these courses. Similarly, the Erasmus Mundus program offers subjects based on marketing, heritage, and leisure, as well as two language modules (Spanish or English and French or English), but there is no information regarding their level of specialization.

Upon analysing the contents of these programs, only the Master in "Viticulture and Oenology" at the Miguel Hernández University of Elche includes a subject dedicated to wine tourism, "Wine Tourism and New Market Techniques". However, even in this case, the specific language of wine is not incorporated into the training of students and remains absent in the curriculum. The majority of courses focused on the language of wine available on the internet belong to the non-regulated sector. Offered by private institutions, they are typically conducted as workshops rather than formal academic programs, e.g.: "Course in the Language of the Vine and Wine: Translation and Terminology" (Antonio Machado International Center (CIAM) in collaboration with the University of Udine (Italy)), and the "English-Spanish Wine and Wine Translation Course" (AulaSIC).

The Research Group "Specialised Translation (Spanish, English, German, and French). GIRTraduvino", at the University of Valladolid, has a specific objective to enhance knowledge and standardization of specialised languages and their translation within the wine and tourism domain (GIRTraduvino, 2022). This research group also provides training workshops, occasionally in collaboration with the Antonio Machado International Center (CIAM), which are highly relevant for our study. However, as these workshops do not constitute regulated university academic programs, they do not fulfill the requirements for inclusion in this study.

4.3 Oenology and Wine Tourism offer in Andalusia

The existing offerings on the websites of Andalusian universities are the following:

Cádiz University

Degree in "Oenology": this undergraduate program includes the subject "Wine Culture" that focuses on the socioeconomic aspects of viticulture and wine tourism. While it does not specifically address the language of wine, it establishes the connection between tourism and wine.

Master in "Viticulture in Hot Climates": this course is designed to enhance knowledge and skills in viticulture within such environments.

Master in "Tourism Management": it consists of a common module and three 20-credit specialities, one of which is Wine Tourism and includes the following five-credit subjects:

- Management of oenological heritage: art, culture, and traditions.
- Basic legislation and economic activities of the agro-viticulture industry applied to the tourism industry.
- Wine production processes.
- Vineyard and wine terminology in English. This subject addresses the language of wine and will be further analysed in Section 5.
- Master in "Management and Innovation in Gastronomic Culture": This program, offered in collaboration with other institutions, focuses on gastronomic culture and includes the growing importance of wine and pairing.

Córdoba University

Degree in "Oenology": it includes "Viticulture", focussing exclusively on scientific oenological aspects.

Degree in "Translation and Interpreting": it offers specialised language subjects including legal, economic, bio-sanitary, advertising, and tourism terminology. Two other subjects address translation with a potential focus on the language of wine:

- "Translation of agri-food texts", offered in English and French. The English version does not explicitly mention wine tourism. However, the French version does, with a program including "The translation of agri-food in tourism". It covers topics such as gastronomic tourism, wine tourism, translation in the hospitality sector (restaurant menus), and export products. This subject will be further studied in our subsequent analysis.
- "Translation of advertising, tourism, and commercial texts", offered in English and French. Wine tourism is not specifically addressed in either case.

Double Degree in "Tourism and Translation and Interpreting": it includes the subjects mentioned above from the Degree in "Translation and Interpreting".

Master in "Specialised Translation (English/French/German-Spanish)": The subjects "Translation in the agri-food sector: viticulture and olive growing (German-Spanish/French-Spanish/English-Spanish)" include specific content related to translation in the agri-food sector, focusing on viticulture and olive growing. Due to their alignment with the subject of our study, they will also be thoroughly analysed later.

Málaga University

Degree in "Gastronomic Sciences and Hotel Management": it offers several courses that touch upon the topic of oenology within the context of tourism:

- "Denominations of Origin and their Tourist Exploitation": it covers aspects of commercial law and tourism and contains the elementary terminology related to denominations of origin.
- "French Applied to Gastronomy and Hotel Management": it incorporates a thematic block called "Products and Preparations," which encompasses the topic of "Wine and Spirits in French".
- "Enogastronomic Tourism Experiences": it involves various types of tourist experiences, including wine tourism, and explores the intersection of gastronomy, enology, and tourism.
- "English Applied to Gastronomy and Hotel Management": although it doesn't explicitly refer to the language of wine, this subject indirectly alludes to it in Unit Five, with terminology related to food, raw materials, preparations, dishes, and alcoholic beverages.

No results have been found in the rest of the Andalusian universities.

5. ANALYSIS, DISCUSSION AND PEDAGOGICAL IMPLICATIONS

According to the catalogue of elements outlined in the Methodology, the analysis of the subjects and courses that incorporate the language of wine within their programs produces the following findings:

- a. Name of the subjects/courses:
- b. The terminology of Vineyards and Wine in English
 - Gastronomy and the generation of meanings: creativity, morality, and language
 - Translation of agri-food texts (French)
 - Translation of agri-food texts (English)
 - Translation in the agri-food sector (German-Spanish): viticulture and olive growing
 - Translation in the agri-food sector (French-Spanish): viticulture and olive growing
 - Translation in the agri-food sector (English-Spanish): viticulture and olive growing
 - Denominations of Origin and their Tourist Exploitation
 - Enogastronomic Tourist Experiences
 - French Applied to Gastronomy and Hotel Management
 - English Applied to Gastronomy and Hotel Management
- c. Name of the Degree/Master/etc.; c) level of the program (undergraduate, postgraduate, etc.) and d) name of the institution:
- d. Six subjects are taught at the undergraduate level, with two being part of the Degree in Translation and Interpreting and four belonging to the Degree in Gastronomic Sciences and Hotel Management, both offered at the University of Malaga. Among the remaining five subjects, offered in Master's degree programs, three are included in the Master in Specialised Translation at the University of Córdoba. The remaining two subjects are offered at the University of Cádiz within the Master in Management and Innovation in Gastronomic Culture and the Master in Tourism Management.
- e. Only the Master in Tourism Management at the University of Cádiz has a specialization in Wine Tourism.
- f. All are official university degrees, except for the Master in Management and Innovation in Gastronomic Culture, which is hybrid.
- g. The target students are not specified, although Master's degrees are typically aimed at those who have completed the corresponding Bachelor's degree or at professionals seeking further specialization.
- h. The teaching modality varies. Seven subjects are taught face-to-face, three are online, and one combines both modalities.

- i. The language of instruction for all the subjects, according to their academic guides, is Spanish.
- j. Among the language subjects, three teach English, three teach French, and one teaches German.
- k. No specific prerequisites are established, other than the general requirements for admission to the degree programs themselves.
- l. Language prerequisites are mentioned in the translation-related subjects. In "Translation of agri-food texts (French)", excellent linguistic competence in Spanish (C2) and at least an intermediate competence in French (B2) are recommended.
- m. The subjects in the Degree programs consist of six teaching credits. The Master's subjects range from three to six credits.
- n. Four subjects in the Degrees are taught in the third year and two in the fourth. Masters have a single academic year.
- o. In the Degree programs, there are four compulsory and two optional subjects. In the Master's programs, all the subjects are compulsory within their respective specializations.
- p. The contents can be summarised as follows:

Specialised Translation:

- Acquisition of translation skills and sub-skills in the field of agri-food, focusing on wine and olive growing.
- Translation practices in the agri-food sector, covering various fields and textual typologies.
- Vocabulary and terminology:
- Familiarization with wine terminology.
- Acquisition of specialised terminology in the wine and olive growing sector.
- Resolution of terminology and translation equivalence issues in the working languages.
- Expansion of specific vocabulary related to the agri-food sector.
- Understanding the terminological features of the agri-food sector.

Analysis of Agri-food Texts:

- Understanding the characteristics of agri-food texts.
- Recognition of frequent syntactic structures in agri-food texts.
- Awareness of discursive features typical of agri-food texts.

Although the subject "Denominations of Origin and their Tourist Exploitation" addresses the topic of wine tourism, it takes a legal approach rather than focusing on language. It covers concepts and terminology related to denominations of origin for food and beverages.

Thus, concerning content, the most specialised subjects in wine tourism and the language of wine are "Vine and Wine Terminology in English" (Cádiz) and "Translation in the agri-food sector (German/French/English-Spanish): viticulture and olive growing" (Córdoba). They provide a focused and specific exploration of wine-related terminology and translation.

Other subjects indirectly address wine tourism and the language of wine within the broader framework of agri-food, including topics such as "The Chef's Speech: Persuasive Oratory Applied to Gastronomy and Oenology", "Translation of Agri-food in Tourism: Gastronomic Tourism and Wine Tourism", "Translation in the Hospitality Sector: Restaurant Menus and Menus", "Export Products" and "French Wine and Spirits"

Lastly, the subject "English Applied to Gastronomy and Hotel Management" includes the terminology of geographical areas and products in Anglo-Saxon regions, which may touch upon topics related to wine tourism. However, the specific content related to wine tourism is not elaborated upon in the published materials or syllabi.

The information gathered from the analysed courses and subjects did not, in any case, determine the type of didactic methodology implemented in the classroom that facilitated the teaching-learning process. However, based on the content descriptors, it can be deduced that the approach is primarily centred on terminological translation, with a clear lexicalist perspective, not directly associated with any specific didactic theory (thus, it does not follow the Lexical Approach proposed by Lewis in the 1990s). The only exception that deviates from the aforementioned pattern is the subject 'Analysis of Agri-food Texts,' which incorporates the syntactic structures of such texts, their characteristics, and the discursive features that define them.

This fact does not align with the predominant didactic approach of Language for Specific Purposes (LSP), which, as discussed in the theoretical framework, is inherently communicative. The mere study of the language of wine and its translation does not directly result in its acquisition by the learner. The most effective didactic methodologies for conducting specialised language courses often rely on task-based approaches, even when grounded in translation. In this case, tasks should encompass various types: : (i) Tasks preparing for text translation: pre-translation tasks (analysis of the original text); synthetic translation (summarizing a text in the target language from the source language); expanded translation (expanding the information from a text in the source language into the target language); comparative translation (analysing multiple translations to identify errors and successes); revision of a translation; correction of a translation (identifying errors). (ii) Tasks for acquiring knowledge: reading supporting texts and informational sheets; conducting debates; analysing parallel texts. (iii) preparation of various types of reports: reports on the translation profession; reports

on cultural aspects; reports on the translation of a text (annotated translation), etc. (Hurtado, 2015: 14-15).

By implementing these didactic strategies, including real working situation simulations, active learner participation in solving real professional problems would be improved.

These deficiencies highlight that, when operating within the realm of specific terminology, the obstacles identified by M^a Teresa Cabré at the beginning of the century still persist:

El avance de su consolidación [la terminología] debe ir acompañado del rigor, y en nuestra opinión, para progresar por esta vía es necesaria una clarificación de su objeto y de sus métodos de análisis, hoy por hoy confusos si analizamos los programas de enseñanza que se imparten en las facultades de traducción españolas y la bibliografía heterogénea que acompaña a dichos programas (Cabré, 2000: 1)².

6. CONCLUSION

The results of this comprehensive study reveal a limited and insufficient offering in Spanish and Andalusian universities when it comes to adequately train professionals in the field of wine tourism and its language. Only one program in the entire region provides a specialization in Wine Tourism along with a dedicated subject on the language of wine.

In the remaining cases, wine tourism content is included tangentially, often within the broader field of gastronomy. However, it is worth noting that the presence of these specialised offerings in the provinces of Cádiz and Córdoba is not coincidental. These two provinces have a long-standing tradition of wine production, which is intricately linked to their socioeconomic fabric and cultural wealth. Despite the overall lack of specialised programs, it is encouraging to see that these universities have tailored their academic offerings to align with the local environment and its unique characteristics.

This scarcity raises questions about why other disciplines, such as literature, cinema, audiovisual media, and marketing, are included in academic programs while language and translation remain relatively neglected. In today's globalised and increasingly international world, language proficiency and translation skills are crucial, yet they occupy a limited position in the curriculum.

This issue warrants reflection to understand the underlying causes and take action to address them before other regions, countries, or even private academic institutions recognise the need for training in this area. There is a clear demand from professionals and enthusiasts alike to acquire the necessary language skills to navigate the world of

wine, even in multiple languages. A simple internet search reveals a wide range of courses dedicated to this topic.

Therefore, it is puzzling that the public universities in Spain and specifically Andalusia continue to overlook this existing and evident reality, considering the growing strength of the emerging market niche of wine tourism. There is a pressing need to create specialised educational offerings in order to train professionals who can compete at an international level and fully capitalise on the anthropological wealth that wine and its related tourism can bring.

When we engage in the language of wine, whether as professionals or consumers, it is for a specific purpose. It is essential to recognise the importance of language and translation in the context of wine tourism and ensure that the necessary educational opportunities are provided to meet the demands of this evolving field. Indeed, the offer of specialised courses and subjects related to wine tourism and the language of wine would greatly benefit various sectors of the population. This includes professionals who extensively use scientific terminology related to viticulture and winemaking, such as vineyard caretakers, harvesters, wine production workers, coopers, winemakers, etc. Another group that would benefit from such offerings consists of professionals involved in disseminating theoretical and practical knowledge about wine. This group may include tour guides, sommeliers, maîtres, chefs, marketing and advertising professionals, and others involved in the promotion and presentation of wine. Enhancing their understanding of the language of wine would enable them to communicate more effectively and accurately convey information to consumers. As the wine tourism industry continues to grow and gain prominence, it becomes increasingly vital for professionals to stay abreast of the evolving language and terminology associated with wines.

Additionally, consumers themselves would greatly benefit from access to courses and subjects focused on the language of wine. From those with a simple curiosity about wines to those with a deep interest that motivates them to travel and choose wine-related destinations, consumers would gain a greater appreciation and understanding of the wines they taste. Being well-versed in wine terminology would enable them to navigate wine menus, communicate their preferences, and fully immerse themselves in the wine-tasting experience.

NOTES

1 "heritage of a small group of speakers, these are the specialists when it comes to using them to carry out scientific communication in any of its manifestations of research, education, technical documentation, professional discourse, etc." (Translation by the author)

2 "The progress of terminology consolidation must be accompanied by rigor. In our view, to advance along this path, a clarification of its object and methods of analysis is necessary. Presently, these aspects appear ambiguous, particularly when scrutinizing the curricula of Spanish translation faculties and the diverse literature associated with these programs." (Translation by the author)

REFERENCES

- Bach, M. (2021). Sensorial discourse and corpus in the digital humanities era: The example of the wine language. *Digital Scholarship in the Humanities*, Vol. 35 (1), 1-17.
- Bajo, F. (2001). El léxico científico-técnico del vino en el DRAE. In M. Bargalló, E. Forgas, C. Garriga, J. Schnitzer & A. Rubio (Eds.), *Las lenguas de especialidad y su didáctica* (pp. 69-79). Tarragona: Universitat Rovira i Virgili.
- Barros, P. (2008). Estudio lingüístico sobre la terminología vitivinícola de tierra de Barros (Badajoz). In J. M^a Becerra and F. Torres (Eds.), *Estudios de Lengua Española: Homenaje al profesor José María Chamorro* (pp. 51-70). Granada: University of Granada.
- Bertulesi, C., Lupano, E., Mottura, B., Riva, N. & Zhou, Y. (2022). The languages of wine: negotiating intercultural exchanges through translation. *Food issues 食事: Interdisciplinary Studies on Food in Modern and Contemporary East Asia*, 233, 143.
- Bhatia, V. K. (2008). Genre analysis, ESP and professional practice. *English for Specific Purposes*, 27(2), 161-174.
- Bueno, C. & Hernández, M. (2002). Inglés con fines específicos: entonces y ahora. *Revista de Humanidades Médicas*, 2, 1.
- Cabré, M^a T. (2000). La enseñanza de la terminología en España: Problemas y propuestas. *Hermēneus. Revista de Traducción e Interpretación*, 2, 1-39.
- Cabré, M^a T. (2007). Términos y palabras en los diccionarios. Vernetzungen: Bedeutung in Wort, Satz und Text. In J. Cuartero & M. Emsel (Eds.), *Festschrift für Gerd Wotjak zum 65 Geburtstag* (pp. 71-84). Frankfurt: Peter Lang.
- Carracedo, E. (2010). El léxico de la viña y el vino en el sureste de la provincia de Soria. In M. Ibáñez, M^aT. Sánchez, S. Gómez & I. Comas (Eds.), *Vino, lengua y Traducción*. Vol 2 (pp.197-216). Valladolid: UVA.
- Castillo, M^a P. (2018). Terminology and features of German mobile apps for the commercialisation of wine: the translator's perspective. In M.^a M. Rivas & M.^a A. Veroz (Eds.), *Agroalimentación: lenguajes de especialidad y traducción* (pp. 47-60). Granada: Editorial Comares.
- Cervantes Institute (2008). Enseñanza de la lengua para fines específicos. *Diccionario de términos clave de ELE*. Retrieved from: https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/ensenanzafinespec.htm.
- Cobos, I. (2012). El lenguaje especializado en el proceso de producción del vino (alemán - español). *Estudios Franco-Alemanes*, 4, 73-97.
- Consejo Regulador de Jerez-Xérès-Sherry (s.f.) *El Consejo Regulador de las Denominaciones de Origen*. Retrieved from: <https://www.sherry.wine/es/marcode-jerez/el-consejo-regulador>.
- Cortina, M^a D. (2022). Informe sobre la situación del Enoturismo en España 2021. *Campus del Vino*. Retrieved from: <https://www.campusdelvino.com/blog/item/159-informe-sobre-el-enoturismo-en-espana>.
- Domecq, B. (2019). *El jerez y sus misterios. Cata y degustación*. Jerez: Consejo Regulador Vinos de Jerez.
- Dudley-Evans, T. & St. John, M.J. (1998). *Developments in English for Specific Purposes. A Multidisciplinary Approach*. Cambridge: C.U.P.
- Exceltur (2022). *PIB Turístico español*. Retrieved from: <https://www.exceltur.org/pib-turistico-espanol/>
- GIRTraduvino (2022). *Grupo de investigación reconocido sobre la lengua de la vid y el vino y su traducción*. Retrieved from: <https://girtraduvino.com/es/#>

- Gollin-Kies, S., Hall, D. R. & Moore, S. (2015). *Language for specific purposes (research and practice in Applied Linguistics)*. Palgrave Macmillan.
- Hoffmann, L. (1998). *Llenguatges d'especialitat. Selecció de textos*. Barcelona: Universitat Pompeu Fabra Institut Universitari de Lingüística Aplicada.
- Halliday, MAK, McIntosh, A. & Strevens, P. (1964). *The Linguistic Sciences and Language Teaching*. Bloomington: Indiana University Press.
- Hurtado, A. (2015). Aprender a traducir del francés al español. *Competencias y tareas para la iniciación a la traducción. Guía didáctica*. Castellón: Universitat Jaume I, Serie Aprender a Traducir 6.
- Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learner-Centered Approach*. Cambridge: Cambridge University Press.
- Ibáñez, M. (2007). La comunicación vitivinícola: vino, lengua y traducción. *Bulletin de l'OIV: Revue Internationale de Viticulture, Oenologie, Economie, Droit Viti-Vinicole*, 80 (911-913), 77-96.
- Ibáñez, M. (2017). *La traducción vitivinícola. Un caso particular de traducción especializada*. Granada: Editorial Comares.
- Ibáñez, M. (2022). *Enotradulengua. Géneros y tipos textuales en el sector del vino*. Peter Lang, Studien zur romanischen Sprachwissenschaft und interkulturellen Kommunikation.
- Leech, N. & Onwuegbuzie, A. (2009). A typology of mixed methods research designs, Quality and Quantity. *International Journal of Methodology*, 43, 265-275.
- López, J. A. (2010). Posibilidades de desarrollo del enoturismo en la denominación de origen Jerez-Xerry-Sherry y Manzanilla de Sanlúcar de Barrameda y vinagre de Jerez. *Boletín de la Asociación de Geógrafos Españoles*, 53, 21-41.
- López-Guzmán, T. J., Millán, G. & Caridad, J. M^a (2008). Análisis econométrico del enoturismo en España: un estudio de caso. *Estudios y Perspectivas en Turismo*, 17, 1-2, 98-118.
- López-Guzmán, T. J. & Sánchez, S. M^a (2008). La creación de productos turísticos utilizando rutas enológicas. *PASOS. Revista de Turismo y Patrimonio Cultural*, 6, 2, 159-171.
- López-Guzmán, T.J., Rodríguez, J., & Vieira, A. (2013). Revisión de la literatura científica sobre enoturismo en España. *Cuadernos de Turismo*, 32, 171-188.
- Luque, F. (2017). Estudio y propuesta de traducción de los culturemas en la D. O. P. Montilla-Moriles. *Skopos*, 8, 101-111.
- Luque F. (2019). *La metáfora conceptual en las lenguas de especialidad: estudio comparativo francés-español del discurso de la cata de vino*. Doctoral Thesis. Universidad de Córdoba.
- Martínez, A. (2007). Las palabras del vino. Un recorrido léxico por la vinificación riojana, Belezos: *Revista de cultura popular y tradiciones de La Rioja*, 4, 85-89.
- McDonough, J. (1984). *ESP in Perspective*. Londres: Collins.
- Meluzzi, C. & Balsamo, S. (2021) The Language of Food and Wine Tourism on the Web. *Online Journal of Communication and Media Technologies*, 11(2), Art. n^o: e202104. <https://doi.org/10.30935/ojcm/10821>
- Ministry of Agriculture, Fisheries, and Food (2023). *El Ministerio de Agricultura, Pesca y Alimentación presenta en Dijon el Congreso Mundial de la Viña y el Vino que se celebrará en Cádiz y Jerez*. Retrieved from <https://shorturl.at/tFHLV>.
- Molina, S. (2016). Multimodal Metaphors on the Spanish Technical Discourse of Wine: An Overview. In M. F. Litzler, J. García & C. Tejedor (Coords.), *Beyond the universe of Languages for Specific Purposes* (pp. 111-116). Madrid: Universidad de Alcalá.
- Negro, I. (2013). El lenguaje del vino a través de las notas de cata y la publicidad. *Revista Española de Lingüística*, 43, 2, 151-176.
- Noya, M^aC. (1993). *La terminología vinícola jerezana en inglés: mecanismos lingüísticos y estudio léxico*. Cádiz: Universidad de Cádiz.
- Observatorio Turístico Rutas del Vino de España (OTRVE) (2022). *Informe de visitantes a bodegas y museos del vino. Año 2021*. Acevin-Rutas del Vino de España.

- Observatorio Turístico Rutas del Vino de España (OTRVE) (2023). *Informe de visitantes a bodegas y museos del vino. Año 2022*. Acevin-Rutas del Vino de España.
- Observatorio Español del Mercado del Vino (OEMV) (2023). *Exportaciones españolas de vino – Feb. 2023*. Retrieved from <https://www.oemv.es/exportaciones-espanolas-de-vino-febrero-2023>.
- Organización Internacional de la Viña y el Vino (OIV) (2022). *Actualidad de la coyuntura del sector vitivinícola mundial en 2021*. OIV. Retrieved from: [es-state-of-the-world-vine-and-wine-sector-abril-2022.pdf](https://www.oiv.int/es-state-of-the-world-vine-and-wine-sector-abril-2022.pdf) (oiv.int).
- Orús, A. (2022). *Ingresos del enoturismo a nivel mundial en países seleccionados en 2020*. Statista. Retrieved from: <https://es.statista.com/estadisticas/1332658/ingresos-del-turismo-de-vino-a-nivel-mundial-en-paises-seleccionados/>.
- Palmer, H. E. (1921). *The Principles of Language teaching*. Oxford: Oxford University Press.
- Panellés, M. (2013). Construcciones del lenguaje del vino en español y en francés. *Cuadernos de Investigación Filológica*, 39, 205-220.
- Paredes, M^a J. (2010). El lenguaje de la cata técnica de los vinos de Jerez. In M. Ibáñez, M^a. T. Sánchez, S. Gómez & I. Comas (Eds.), *Vino, lengua y Traducción* (pp. 137-146). Valladolid: Universidad de Valladolid.
- Pérez, I. (2022). El enoturismo en España aumenta más de un 100 %, según ACEVIN. *Revista del Vino*. Retrieved from: <https://www.revistadelvino.es/2022/06/29/el-enoturismo-en-espana-aumenta-mas-de-un-100-segun-acevin/>.
- Potevin, F. (2020). The dynamics of wine tourism in the world. *Vins du Monde*. Retrieved from: <https://vinsdumonde.blog/en/the-dynamics-of-world-wine-tourism/>.
- Ramírez, I. (2019). Traducción vinícola DE-ES / ES-DE: las indicaciones geográficas del vino español y alemán y sus tipos de vino. *Futhark. Revista de Investigación y Cultura*, 14, 151-165.
- Ramírez, I. (2021). *El Mundo del Vino. Textos, terminología y traducción (alemán-español)*. Granada: Comares.
- Ramos, A. & Maldonado, J. (Eds.) (1996). *El jerez-xérés-sherry en los tres últimos siglos*. El Puerto de Sta. María: Ayuntamiento.
- RECEVIN (2006). *Carta Europea del Enoturismo*. Retrieved from: <https://docplayer.es/29199994-Carta-europea-del-enoturismo.html>.
- Riera, J. (2014). El vino y la cultura. *Anales de la real academia de medicina y cirugía de Valladolid*, 51, 201-240.
- Robinson, P. (1991). *ESP Today: A practitioner's Guide*. Prentice-Hall International.
- Romero, M.J. (31/05/2022). Los vinos de Jerez acaparan el 34% de las exportaciones de vinos andaluces. *Andalucía Información*.
- Saldaña, C. (2022). *El libro de los vinos de jerez: guía para comprender unos vinos únicos*. Córdoba: Almuzara.
- Silverstein, M. (2006). Old Wine, New Ethnographic Lexicography, *Annual Review of Anthropology*, 35, 481-496, Retrieved from: <https://www.annualreviews.org/doi/pdf/10.1146/annurev.anthro.35.081705.123327>.
- Smith, L. & Casas, M. (1982). *Cambios semánticos en el léxico vitivinícola de Jerez*. Sevilla: Universidad de Sevilla.
- Statista Research Department (2022). Vinculación de los visitantes de las Rutas del Vino con el sector en España 2020-202. *Statista*. Retrieved from: <https://rb.gy/8ag9o>.
- Suárez-Toste, E. (2009). Lenguaje y Comunicación en el Vino: Aciertos y Errores. *Vinaletras*, 2, 78-87.
- Trimble, M. T, Trimble, L. & Drobic, K. (1978). *English for Specific Purposes: Science and Technology*. Oregon State University.
- Vázquez-Amador, M. & Lario de Oñate, M^a C. (2019). La influencia de la lengua inglesa en el vino de Jerez. *Estudios interlingüísticos*, 7, 202-215.