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**TOURISM
IN FUNCTION OF DEVELOPMENT
OF THE REPUBLIC OF SERBIA**

Tourism product as a factor of competitiveness of
the Serbian economy and experiences of other countries



**THEMATIC
PROCEEDINGS**

II



**UNIVERSITY OF KRAGUJEVAC
FACULTY OF HOTEL MANAGEMENT
AND TOURISM IN VRNJAČKA BANJA**



ENGLISH LANGUAGE CURRICULUM CONTRIBUTING TOWARDS TOURISM DEVELOPMENT

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Abstract

As stated in the Strategy for Tourism Development in the period from 2016 to 2025, the development of efficient tourism policy includes the enhancement of the Republic of Serbia tourism products and services and the advancement of human resources and labor market. In this respect, the changing educational paradigm of the current subjects and courses could produce the favorable results. Starting from the premise that effective curricula design could lend itself to tourism development in Serbia, this paper focuses on the curriculum of English language taught at tertiary level of education. The insights obtained from the documents related to the topic, on one hand, and relevant literature on teaching methodology, on the other, provide the basis for this descriptive study. Its main objective is to propose an effective English language curriculum designed to contribute towards tourism development. The design has been described in terms of curriculum framework components and sub-processes, as suggested by relevant specialists.

Key Words: *curriculum, English language, needs, methods, tourism development*

JEL classification: A23, Z32

Introduction

The repeatedly stressed potential of tourism in Serbia for generating economic growth and decreasing unemployment imposes the orientation towards boosting international tourist flows as one of its primary aims. For that reason, the improvement of the Republic of Serbia overall image

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in the region, Europe and worldwide was set as one of four aims of the latest Strategy for Tourism Development in the period from 2016 to 2025 (Ministry of Trade, Tourism and Telecommunications, 2016). Besides, according to the Strategy, the development of an efficient tourism policy includes the enhancement of tourism products and services and the advancement of human resources and labour market. Therefore, the vision of Serbia as a tourist destination globally recognized by 2025 creates the need for continuous improvement of tourism and hospitality (TH) human resources. The proposed development model implies raising capacity of all tourism stakeholders highlighting the importance of acquiring new skills and competences and upgrading the existing ones. In this respect, certain adjustments of educational system appear to be necessary. In addition to developing new occupational profiles in the TH sector and the curricula and syllabi development, the changing educational paradigm of the current subjects and courses could produce favorable results beneficial to tourism development.

For the foregoing reasons, the current paper attempts to investigate the possible enhancements of the EL curriculum aimed at meeting the expectations of the constantly developing tourism industry. The paper focuses on the EL instruction taught on all four years of undergraduate studies at the Faculty of Hotel Management and Tourism in Vrnjačka Banja (ETHM) which falls within the realm of English for Specific Purposes (ESP). This descriptive study starts from the assumption that an adequate ETHM instruction lends itself to the advancement of human resources and thus has a wide-ranging impact on the tourism industry. Hence, the main objective is to propose an EL curriculum design aimed at contributing towards tourism development. In this regard, the orientation of the following discussion is not geared towards the curriculum improvement in terms of enhancing and facilitating language mastery as in the previous study (Pešić & Radovanović, 2014). It should be noted, though, that the orientations of the previous and the current study are mutually-agreed. The curriculum design is considered in terms of curriculum framework components and sub-process, as suggested by relevant specialists (Graves, 1996, 2001, 2008; Hutchinson & Waters, 1997; Nunan 1993, 2013) bearing in mind that each component is contingent on every other (Graves, 1996: 35).

Importance of English Language for Tourism and Hospitality Industry

Being essential for providing a high standard of service, foreign languages skills are of the utmost importance in TH industry (Leslie & Russell, 2006; Sindik & Božinović, 2013). In this regard, EL proficiency stands out significantly as EL is the primary means of communication in the global world. In the period of the rapidly increasing globalization when global communication has expanded throughout the world, there has arisen the need for a language that can be used and understood by people all over the world either for personal or professional purposes. English is usually cited in this connection, as stated by Crystal (2003), and repeated by many. A language, as Crystal (2003: 3) explains, achieves a genuinely global status when it develops a special role that is recognized in every country.

The EL has indisputably acquired the role of a global language, or *lingua franca* (a common language), in the professional context of trade, commerce and, as the international language of travel, the key industry of tourism. Therefore, the explicit need of EL skills for occupational purposes in the TH industry is more than evident with the main aim being to achieve language proficiency for successful fulfilling occupational tasks and responsibilities. The growing body of ESP studies emphasizes the EL proficiency as one of the main prerequisites in the sector of TH (e.g. Blue & Harun, 2003; Bobanovic & Grzinic, 2011; Prachanant, 2012; Simion, 2012;) with Serbia being no exception.

To elaborate on the importance of EL in the context of Serbian TH industry, we can take a hospitality sector as an example. EL is essential for attracting and catering for foreign guests by providing quality services. Hence, the spoken skills are of paramount importance as they mainly are within service industry. According to the latest document on categorizing lodging establishments in Serbia (General features of lodging establishments categorization in Serbia), drawn up in 2013, the mandatory condition for the front office staff, of even one and two-star hotels, is the ability to establish effective communication in at least one foreign language. This basic criteria usually implies that the staff are required a good command of English as a guest-host relationship with foreign guests cannot be established without relying on English in most cases. Crystal's (2003: 1) comments that wherever you travel, English signs and advertisements can be seen, whenever you enter a hotel or

restaurant in a foreign city they will understand English, and there will be an English menu. This is evidently true of Serbia as the information related to lodging establishments' amenities and services are most often displayed in both English and Serbian. More importantly, the results of the previous qualitative researches conducted in Serbia corroborate the significance of EL. Based on a research carried out in two main urban tourist destinations in Serbia (Novi Sad and Belgrade), Vuković Vojnović and Nićin (2012) state the importance of EL, speaking skills in particular, among tourism employees in our country. The results obtained by Dimitrovski and Karavesović (2012) underlie the recognition of EL as one of the key skills for travel agencies employees in Kragujevac Region.

Due to its unique status that no other language can rival, the EL is the most often taught language as a foreign language worldwide³. In Serbia, it is the most widely taught second language on all levels of education, and it is reasonable to expect English to be a core academic subject in the TH tertiary education institutions. English for TH has been very attractive to researchers possibly because we are all tourists on countless occasions, as noticed by Simion (2012: 153). Most of the studies have focused on the analysis of the required skills and needs in work place, adequacy and appropriateness of instructional materials and strategies (Simion, 2012: 153). Nonetheless, given that the main skills gaps and shortages mapped by European Commission (2016) relate to soft skills, language skills, interpersonal skills and ICT skills rather than to tourism-specific skills, as reported by employers, there is room for further research and improvements.

ETHM curriculum design

To begin with, it would be useful to clear up the widespread confusion over the terms a syllabus and curriculum mostly due to somewhat different use in British-influenced and North-American influenced literature on teaching methodology. Despite often being interchangeably used, even in academic circles, they differ markedly. According to Nunan (1993), curriculum pertains to planning, implementation, evaluation, management, and administration of education programmes. In other words, it encompasses the processes and products of planning, teaching and evaluating a course of study (Graves, 2008: 147). On the other hand,

3 Statistics presented by Crystal (2003: 6) reveal that a quarter of the world's population is already fluent or competent in English and this figure is steadily growing.

syllabus focuses more narrowly on the selection and grading of content and it is, in fact, a plan for what is to be learned in a particular course of study (Graves, 2008: 147). Curriculum, therefore, as a more comprehensive term than syllabus, comprises both syllabus design and teaching methodology. Although its three phases are singled out (a planning phase, an implementation phase, and an evaluation phase) (Nunan, 1993; Graves, 2008), following below are the considerations tackling the first one and addressing the main objective of the study.

Given that ETHM belongs to ESP, more specifically to English for Occupational Purposes as one of two ESP main branches⁴, the well-accepted crucial task in curricula design is related to needs. There is not one generally accepted definition of ESP, yet, most of them emphasize the specific needs of the learners. In this regard, both a needs analysis and needs assessment are seen as a good starting point. They are, in fact, closely related: needs assessment involves obtaining data, whereas needs analysis involves assigning value to those data (Graves, 1996: 12). Students' needs, have been seen and interpreted in several different ways by relevant ESP practitioners and researchers. The distinctions were made between objective and subjective needs, target needs and learning needs (Hutchinson & Waters, 1987; Nunan, 1993), among others. Nonetheless, whatever approach to needs may an ESP practitioner take, there is always one aim only: to gather relevant data on student's perceived or real requirements regarding EL learning and mastery. As observed by Lūka (2007: 66), one interpretation of students needs is goal oriented as associated with students' further aims, whereas the other is process-oriented and related to the tasks students have to perform while studying the language. These data assessment is essential as it predetermines the effective ways of addressing them. The proper assessment enables making informative decisions on what to teach and how to teach it.

As stated by Hutchinson and Waters (1987: 12), more preferable term is target situation analysis as the main purpose of any ESP course is to enable learners to function adequately in a target situation. Consequently, needs assessment is to be seen as a diverse and multisource process as valuable information can be obtained from several relevant sources other

4 Simion (2012: 152) summarizes this distinction as follows: EOP is more general compared to ESP because it does not focus on the specific job disciplines but it is more based on general basic skills required by students in order to be prepared for the work force.

than students. That is, a needs analysis can be carried out at different levels including educational, professional authorities, and the students' group being only one of them. In the case of EHTM, information input is to include the data obtained from various stakeholders, i.e. professionals related to the course in some ways. These data should not be neglected in a curriculum design since there is a broader community that fundamentally determines the goals of the EL course. It should be noted that these needs may not actually be related to students' wishes because students' needs do not imply existence of need as such but rather an awareness of the need, as stated by Hutchinson & Waters (1987: 53).

An effective needs assessment is to include the information on societal expectations. As for EHTM, societal expectations could be seen in terms of state-driven expectations on the graduate TH professionals to provide high quality service to foreign guests. Accordingly, the relevant documents drawn by Serbian TH experts and professionals are clearly indicative of the societal and institutional concerns. As a matter of fact, students' needs are largely determined by the current labor market that seeks highly skilled professionals able to contribute to the prospective tourism development. Hence, various skills necessary for the TH industry development are to be interpreted as needs to be addressed by the EHTM curriculum. After obtaining the essential information from students and creating the curriculum that would address the needs revealed by the analysis, the curriculum could be further enhanced towards the proposed objective by including other relevant information. In fact, subsequent modifications to any curriculum are recommended as the process of the curricula design is ongoing and cyclical (Nunan, 1993).

Curriculum goals and desired outcomes

Setting curriculum goals and objectives is essential for a coherent curriculum framework. In general, goals and objectives are associated with the purposes and intended outcomes of the course. Resorting to the metaphor of moving along the path, Graves (1996: 17) states that goals are general statements of the overall, long-term purposes of the course (the destination), whereas objectives express the specific ways in which the goals will be achieved (various points that chart the course toward the destination). The goals may refer to the attainment of knowledge and skills but also the development of attitude and awareness (Graves, 1996: 17). The goals having been established, the objectives can be stated. As

the objectives are "a particular way of formulating content and activities" (Nunan, 1993), they will be implicitly addressed in the next section.

Based on Stern's proposal (1992), cited in Graves (1996), of four types of goals for language learners, the general goals of EHTM curriculum can be established as follows:

- Proficiency goal – mastery of four language skills needed for carrying out real-world tasks⁵ and mastery of TH specific professional lexis;
- Cognitive goal – mastery of linguistic skills as well as cultural knowledge;
- Affective goals – achieving confidence as an EL language user and achieving confidence in oneself as a learner; and
- Transfer goal –learning how to learn so that students can use learning skills gained in learning EL to facilitate further learning, of specific vocational subjects for instance.

Based on the drive towards tourism development, the curriculum is expected to potentially generate the following desired outcomes:

- graduates will be able to provide top quality services to foreign tourists visiting the Republic of Serbia;
- graduates will be able to adapt to constant demands of the growing industry and fit for emerging new occupations;
- graduates will be able to engage in trans-national mobility and cooperation and thus contribute to the professional community; and
- graduates will be able to undertake a wide range of communication and promotion activities mainly related to offering satisfying effective internet presentations of Serbian attractions and destinations in EL.

Syllabus design and content conceptualization

The prevailing communicative approach in foreign language teaching generally determines conceptualizing the content and syllabus. The syllabus design is concerned with selection and grading of the content (Nunan, 1993) and, as indicated above, is based on needs analysis since it essentially determines the content. In terms of syllabus types, the most widely discussed ones are: content-based syllabus, skill-based syllabus, and method-based comprising process-based and task-based syllabi. As the EL is taught on all four years of undergraduate studies, there is not a shortage of time driving the selection of only one syllabus type.

⁵ Nunan (1993) draws a distinction between real-world tasks and pedagogic tasks.

Therefore, all types can be combined in the curriculum giving prominence to different ones on different levels of the study. This would mean that the priority could be given to a content-based syllabus on the first year of study when the students are expected to get acquainted to the most frequent professional lexis. Skill based syllabus can be the leading one on the second year fostering students to master the functional skills they will need in prospective professional life. The syllabi on higher years of study are to focus on performing the tasks, the more demanding ones mainly.

According to Graves (1996), goals and objectives setting enables conceptualizing the curriculum in terms of teachable chunks. Content conceptualization refers to deciding on the backbone of the course and it can be considered in relation with several categories. The ones typically specified by a syllabus are: grammatical structures, functions, notions, topics, themes, situations, activities, and tasks (Nunan, 1993). However, they should not be seen as conceptually separate entities as they substantially overlap (Graves, 1996).

Hutchinson and Waters (1987: 19) indicate that “ESP is an approach to language teaching in which all decision as to (the) content and method are based on the learner’s reason for learning, thus the curriculum can be described as content-based and work-related”. Given that tourism, hospitality and management is a multifaceted field with numerous miscellaneous job prospects, the preferable syllabus type is the extensive one covering as many topics related to the industry content as possible (Lūka, 2007). Irrespective of the language level, the most widely used textbooks for teaching and learning ETHM issued by prominent publishing houses and native speakers’ writers address the most relevant topics and themes. This is closely related to a wider application of a needs analysis and a fact that material writers certainly think very carefully about the goals of learners at all stages of materials production, as Anthony (1997) observed. In this regard, the choice of topics in the course books *Tourism, 1, 2 and 3* (Walker & Harding 2011, 2012a, 2012b) has proven to be highly satisfactory, not ideal, though. Understandably, the necessary topics not covered by them are related to the specific, if not unique, salient features of TH field in Serbia. To name but a few, accommodation options, Serbian cuisine, Serbian historical and cultural heritage. Namely, as types of lodging establishments, for instance, vary worldwide it is important to include sufficiently detailed themes on accommodation options in Serbia as they differ from the ones presented in the textbooks. Furthermore, as the EL learning through or in

conjunction with subject matter is usually the focus of ESP courses and the interdisciplinary link should be maintained with EHTM, the curriculum could be enriched with the state-of-the-art topics covered by other specialized courses at the Faculty. In addition, as students are expected to become a part of not only professional community, but of an academic one as well, probably continuing their education on higher levels of education, elements of English for Academic Purposes should also be addressed.

In the era of globalization, culture is increasingly given greater attention in EL instruction. Reasonably, this orientation is most prevailing in the field in question. In fact, culture is to be seen as an integral part of the EHTM syllabus as the intercultural competence is advantageous for prospective future success. In order for students to be able to create an effective communication with people coming from different world regions, they should develop awareness of cultural differences. Thus, topics that contribute to developing and understanding of various cultures different from students' own should be included as much as possible. The countries producing most international tourists to Serbia should be given priority, non-European countries in particular.

The curriculum content orientation is intrinsically related to the development of the TH specific vocabulary. Namely, boosting professional lexis necessary for prospective careers in TH industry is an essential element of notions and topics. Simultaneously, it is interrelated with language functions students are expected to acquire and develop as they frequently incorporate professional vocabulary. The question to be born in mind "What does the learner want to do with the target language?" (Nunan, 1993) implies the orientation of the curricula seen in terms of functional skills the learners are to master in order to establish effective communication in their prospective workplaces. As Nunan (2013: 16) stresses it, language acquisition should be viewed as a process of acquiring skills rather than a body of knowledge. The language functions, along with various communicative situations TH professionals engage with, are appropriately identified and presented by the authors of the above mentioned textbooks. Numerous language functions ranging from the general (e.g. apologizing, meeting and greeting) to vocationally specific ones (responding to inquiries and requests, giving presentations, recommending products, taking booking) have been created in a manner to provide an extensive situational and contextualized language practice.

The ETHM curriculum, like most ESP ones, is aimed towards developing all four relevant language skills (speaking, reading, listening and writing). Yet, unlike general EL instruction stressing all skills equally, the skills revealed by needs assessment as the most relevant ones are primarily addressed. Previous studies revealed that the prospective jobs in TH industry would involve both oral and written skills (Adorján, 2013, Bobanovic & Grzinic, 2011). Speaking skills are, however, given precedence to other language skills by ETHM students (Pešić & Radovanović, 2016). To increase students' confidence and proficiency in planned and spontaneous oral communication, various activities in the form of role-plays, simulated dialogues and situations focused on communicative effectiveness in real-world interactions are given a significant part in a syllabus. Developing writing skills, with the attention paid to writing conventions, genres and registers, should also be fostered. Apart from enabling students perform less demanding writing tasks (such as email correspondence), students should get introduced to reports writing, designing questionnaires, and creating SWOT analysis. Written competence can be important for performing efficient work of TH personnel (keeping client contacts, browsing the Internet, setting up web pages, etc.) and it would prove to be immensely beneficial in projects writing, which is an often mentioned activity in the Strategy (Ministry of Trade, Tourism and Telecommunications, 2016) the graduates will hopefully engage with.

The heavy stress on communicative skills determines the relevance and priority of teaching grammar items and constructions. A communicative or functional-notional approach is organized on the basis of communicative functions that learners need to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately (Canale & Swain, 1980: 3). A basic principle underlying all communicative approaches, as stated by Nunan (2013: 18), is that learners must not only learn to make grammatically correct statements but must also develop the ability to use the language to get things done. Therefore, grammatical items and structures typically needed to perform real-world tasks in the field of TH are given emphasis: tenses, questions, modal verbs, and passive voice. In this regard, also indicative are the results of the research (Bobanovic & Grzinic, 2011) revealing that hospitality employees and students studying business tourism found idiomatic phrases and tense usage most problematic. It should be noted, though, that the adequate knowledge of grammar and vocabulary need not

imply a proper language use. Therefore, the level of discourse the grammar structures are used in should be pointed out.

Approaches and methods

The choice of the appropriate approach and methods⁶ always emerges as an important aspect of a curriculum design. Yet, it is rarely the case that one approach will be sufficient. As it is clear from the discussion so far, there is not a single approach to be taken in the ETHM curriculum, but rather several ones should be varied with the appropriate shift of focus. To begin with the traditionally proposed learner-centered and closely related learning-centered approaches found at the core of ESP instruction, through content-based, task-based and project-based approaches. Given that communicative skills are given precedence to other language skills by prospective tourism and hospitality professionals (Pešić & Radovanović, 2016), the curriculum design rests on communicative approach. Yet, it is neatly intertwined with the the previously mentioned ones and hardly separable from them. Hence, they are all to be regarded as complementary approaches leading to the general aim to systematically educate students in the skills and knowledge needed not only at the course of study but more importantly in students' prospective careers.

Therefore, a well-balanced eclectic approach is preferable. It should be extended, though, with the latest approach imposed by the desired outcomes and the age we live and work in. The tremendous advancements of information and communication technologies affect the changes in business operations in all industries and generate the emergence of new niche occupations. It is a given that much of TH work involves information and communication technologies as employees in tourism industry work in a multimedia-driven environment (Adorján, 2013: 168). Most of communicative situations and promotional activities of both written and oral genres imply the adequate level of electronic literacy. Therefore, incorporating Computer-Assisted Language Learning (CALL) seems unavoidable. Broadly defined, this approach, or a branch of applied linguistics, refers to any process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2010: 7). As Shetzer and Wasthauser (2000: 172) state, it is now essential to consider how to teach

⁶ Pešić & Radovanović (2014) offer a detailed description of the methods, approaches and techniques suitable for the curriculum of EL at this institution along with their definitions.

language so that learners can make effective use of information technology. Based on this, the authors (Shetzer & Wasthauser, 2000: 172) advocate an electronic literacy approach which involves the ability to find, organize and make use of information as well as how to read and write in a new medium. As it "considers how people use computers to interpret and express meaning", communication is also seen as one area of electronic literacy that involves different ways of interacting and communicating (Shetzer & Warschauer, 2000: 174).

Since the traditional distinction between syllabus design (specifying the 'what') and methodology (specifying the 'how') has become blurred (Nunan, 1993), the most significant method, the communicative one, has already been pointed to throughout the discussion. This, however, does not mean that EL instructors must not resort to the traditional methods characteristic of the previous teaching methodology phases. Occasionally and when appropriate, these could prove useful in overcoming perceived obstacles in language production. The audiolingual method associated with repetition and transformation drills, for instance, is valuable for lower-level proficiency students in overcoming communication anxiety in predictable situations. On the other hand, the grammar-translation method allows for stressing contrasts and similarities between the source and target language. Hence, it is useful for the grammar items most students have difficulties with. However, the most suitable method is the communicative one meaning that all language items including grammar and vocabulary need to be taught communicatively. As Nunan (2013: 65) puts it, language needs to be learned functionally so that learners are able to see that different forms communicate different meanings. For this reason, the main emphasis is placed on students' active involvement in a creative language use. This, certainly, refers to the computer mediated communication, as well.

It can be concluded that an effective curriculum should encompass an array of various approaches and methods focused on the real-world tasks and activities including the ones simultaneously aimed to enhance the students' electronic literacy.

Addressing the challenges

Various challenges may be met which can reduce the effectiveness of the suggested curriculum. Firstly, it is not an easy task to design a curriculum to meet the needs of all learners primarily due to the great differences in

EL level arising from prior education. Although it is often assumed that the students at the tertiary level of education have a sufficient knowledge of general EL serving as a good basis for effective ESP instruction, the communication skills and a general language proficiency of not an insignificant number of students enrolling the Faculty are not on a sufficient level (Nedeljković, 2016). Therefore, it is suitable to design a syllabus appropriate to the majority of students EL level and include specific tasks intended for more advanced learners. Secondly, a great number of students attending classes can also hinder curriculum implementation. Faced with more than 90 students present, makes a hard task to organize an effective communicative class. Hence, different forms of group or pair work including after class assignments are a good way of working within the constraints.

The further issue is related to teaching materials. As mentioned, the available textbooks provide a good basis but they need be supplemented. Namely, in order to be able to inform on and promote Serbian destinations, attractions and cultural content specific to Serbia it is advisable to introduce the materials well suited for this purpose. Hence, additional teaching materials focusing on the TH industry in Serbia should be developed and tied in well with the other aspects of the curricula. In this respect, the use of authentic materials characteristic of an ESP course is advisable. The ones available, however, require substantial adaptations and modifications. Due to this, developing new materials effective in achieving the goals of the curriculum and appropriate for the students is not such an easy task. Although there is a plethora of available electronic materials, teachers should have the necessary skills to use them as well as basic material development skills (Dashestani, 2013). These are worth improving as CALL materials can contribute to the quality of teaching mainly due to easy access, high quality, interactivity, attractiveness, and authenticity (Dashestani, 2013).

Conclusion

The paper investigated the EL curriculum expected to contribute to better performance of prospective TH professionals and meet the expectations of the constantly developing tourism industry in Serbia. The EL curriculum design aimed at contributing towards tourism development was proposed. The explicit need of EL skills for occupational purposes in the TH industry is more than evident with the main aim being to achieve language proficiency for successful fulfilling occupational tasks and

responsibilities. Therefore, an adequate carefully designed curriculum could ultimately lead to the improved performance of the overall TH industry and tourism development.

The proposed curriculum is based on needs analysis comprising societal expectations. In addition to the EHTM curricula specific goals, the desired and potentially expected outcomes based on the drive towards tourism development were stated. The categories relevant to content conceptualization, including the syllabus types, were considered. As indicated, a curriculum should encompass various approaches and methods focused on the real-world tasks and activities comprising the ones simultaneously aimed to enhance the students' electronic literacy. In general, students and their communicative purposes are placed at the centre of the curriculum. Hence, communicative proficiency underlies all curriculum and syllabus components and serves as a basis for all decisions regarding methodology.

The EHTM graduates are expected to acquire the adequate knowledge to engage successfully in spoken and written client contacts, if not gain the desired level of fluency. When viewed from the angle of tourism development, the proposed curriculum could prove beneficial in the following respects:

- EHTM graduates competent in terms of satisfying the needs of foreign tourists will increase visitors' satisfaction level, and consequently contribute to the increase of international tourists arrivals;
- by being able to undertake a wide range of communication and promotion activities, including the use of promotional tools based on e-marketing technology, they could contribute to the enhanced promotion and marketing of Serbian tourism products and services in foreign markets; and
- the competitiveness of the tourism industry of the republic Serbia could be increased as "competitiveness of tourism very much relies on the competencies and skills of its human capital" (European Commission, 2016).

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