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**TOURISM
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Spa Tourism in Serbia and Experiences of Other Countries



**THEMATIC
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THE NATURAL AND HISTORICAL ATTRACTIONS OF STIP-BUILDING LANGUAGE COMPETENCES FOR PROMOTING TOURISTIC RESOURCES

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Abstract

This paper present the current condition in tourism in Stip and its surrounding as the most important town in the Eastern Macedonia. Even though Stip is rich in natural and historical tourist resources, at its fullest, the capacities are left unused as well as unknown and non-affirmed as tourist attractions. The first part of the paper gives an introduction to the town profile and its geographical characteristics. A particular emphasis is put on the natural and historical wealth of the region and its landmarks. The second part of the paper gives a pedagogical approach towards reforms in the education and creation of transversal skills of the tourist workers in terms of language competences. It stresses the importance of knowing a foreign language, and it presents the English for specific purposes in the field of tourism.

Keywords: *natural and historical attractions, language competences, promoting touristic resources*

Intoduction

Stip is a town with a rich historical tradition. At the Stip region events took place with profound implications, not only for the residents of the town, but also for the region and neighbouring countries.

Stip is located in the eastern part of Macedonia, between Kocani, Lakavicka and Ovcepolaska valley, on the left side of the middle flow of the river Bregalnica at 280 meters above sea level. The terrain marks predominantly hilly city, surrounded by the Isar which dominates it. The

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wider area of Stip is widespread at 41°33'15" and 41°53'25" N and 21°50' and 22°26' GMT. It covers an area of about 810 square kilometers with its highest point Crkvishte at an altitude of 1676 m.

In terms of administrative-territorial structure, Stip borders the municipalities Probistip and Sveti Nikole to the north, to the east Karbinici, to the southeast Radovis, and to the southwest Lozovo and Gradsko, whereas and to the south Negotino and Konce.

Stip is an important geographical and transportation hub which crossed many important ways in the past. The most significant of these was "transversal road coming from Stobi through Astibo led to Pautalija (Kyustendil), linking the valleys of the Vardar and Struma. Later, when the Balkan Peninsula was stressed with the importance of longitudinal roads, one of these was Serski or Big Pat, which leads to Ovce Pole passing through Stip and continuing to Lakavicka Valley to Seres (Cackov, 2001). Due to its disadvantages, the road Stip-Radovis that ran through the mine Bucim, was soon abandoned.

Today's roads passing through Stip are: Veles Stip which builds the highway E-75 with its own branch to St. Nicole, then St. Nikole-Kumanovo and further towards the border with Serbia, Stip - Kocani, forking at the village Krupiste to Probistip and Kratovo and further which connects with Berovo Delchevo to the border to the Republic of Bulgaria, Stip-Radovis-Strumica to Novo Selo which borders Bulgaria, and through Valandovo to Greece, and Stip-Negotino Lakavica, through which it connects the highway to Gevgelija and north western part of Macedonia. There is a railway line to Kocani and Veles. Stip is locally connected with a number of villages along the mountain Plachkovica.

Numerous facts, point out that this area is of tectonic origin, closely associated with the creation of the Ovcepolska valley. As a result of the strong eruptions from the huge masses of granite and adenine with deposition, by formation of layers the surrounded terrain was created. As a result the pedogenic factors, in Stip territory points to more types of soils, such as alluvial-deluvial, resinous, eroded resinous and others.

Due to the relatively low altitudes "orographic openness for long sunny periods and high vegetation in the field, this area features a special temperature regime (Lazarevski, 1993).

In the city and the surrounding area the Mediterranean and continental climate dominates which causes long and hot summers and relatively cold and short winters. The warmest month is July (average temperature of 23,4° C) and the coldest January (average temperature of 1,5° C). The average air temperature is 12,9°S. Stip and Stip region is a relatively dry area with an average of 270-660 mm precipitation. The north-west and south-east is the most common direction from which the winds blow. The other routes are less common. It is worth mentioning that Stip is one of the sunniest towns in Macedonia (the data is taken from the Stip meteorological station).

This provides for almost nine-month growing season and makes it suitable for growing crops typical for the temperate and subtropical climate zone. Wheat and barley are fairly represented, and the oat is cultivated on the hilly and mountainous areas. As for the industrial crops, poppy and sunflower are grown.

Tourism capacities of Stip

Through Stip the Bregalnica River flows, which is the second largest river in Macedonia, as well as smaller rivers Kriva Lakavica, Kozjak and Otinja, and there are also natural sources of mineral and hot springs. The Bregalnica with its course of 225 km, springs in the Malesevski mountains and is part of the Aegean basin. It represents a major artery which supplies Stip with water. Lakavica is the second important river which flows into Bregalnica from its left side. It is of economic importance primarily due to the use of its waters for irrigation of the Lakavicka valley. The river Kozjak, except for the irrigation, is also interesting for its small yet picturesque canyon waterfall. From hydrographic aspect, the most important are the thermal springs of Kezhovica Bath - L`dji.

The Kezhovica spa is located 2 km from Stip on the road to Strumica and has a long and venerable tradition. The water temperature is 64°S which means it belongs to a group of hyper waters. Spa waters "Kezhovica" are known for their radioactivity. They are among the most radioactive thermal waters not only in Macedonia but also in the world (Taskov, 2004). Although in its characteristics it is the same as that of Karlovy Vary in the Czech Republic, it is underused. A comprehensive project is missing which will enable its full utilization. The town is directed towards a complete renovation of the existing infrastructure, complemented with

new content which will allow full animation of those who use it not only for physiotherapy reasons but also for visit and recreation.

Plackovica mountains stretches east, southeast, northwest and north, and Mount Serta are rich in flora and fauna. On the slopes of Plackovica there are several caves, the most famous being the Great cave with a length of 600 m. Plackovica offers favourable conditions for cycling cruise since its paths are long and wide and suitable for the use of cyclists of all ages. In particular, the so-called "bicycle tourism" can be expressed in one part of the municipality with typical steppe vegetation. In this part of Stip, one can use 27 km long path that the cyclist will ride through the steppe and rocky, to the exotic scenery like a tropical forest along the river Bregalnica that really no one can leave indifferent.

As for Plackovica it is interesting to mention the existence of the so-called Juruks, livestock population which migrated from Anatolia during the Ottoman period. They still have retained their traditions, customs and have a specific authenticity. In this context, the community continues to successfully oppose globalization thus presenting a particular challenge for the tourists. Visiting these villages, seeing their way of life, the way they are practicing their customs, their specific diet, manufacture of clothing, is only a part of all that can be experienced during a visit to these villages.

In the bed of the Plackovica mountain, the archeological town of Bargala (former Astibo), which presents the history of the region in terms of civilization and culture, was found. In the V century AD city was deeply Christianized, and the bishop named Dardanius, a participant from Macedonia Prima, was enrolled in the acts of the ecumenical koncil held at Chalcedon (Халкедон) in 451. The unstable situation in the late Roman Empire in the IV and V century, that caused flurries of barbarian tribes from the north, forced the city residents to withdraw 4 km to the south, at the foot of Mount Plackovica and the area "Kozji Grad" where they had continued the urban lifestyle. Following the pattern of late Roman castrum, strengthened by 6 defensive towers built, here was established early Byzantine city Bargala area of 4.7 ha. The entrance of the town was through the main gate, which was well defended. It was built on the north wall which amounted in height up to 12 m. The darkest historical period that lasted from the end of VII to IX century among the ruins of the city and around city walls settled small groups of people whose way of life was rural and their material culture significantly lagged behind the

previous Roman. In the tenth century, at the space near the ancient Bargala and Kozjachka river, a rural settlement called Kozjak was formed and existed until the XIX century. A small church, whose architectural and artistic values occupy a high place in Byzantine art, dedicated to St. George was built here.

Another aspect of the tourism capacities in Stip are the numerous monasteries and churches in the town, the oldest dating back to the 12th century. Seen from the fortress Isar, four of these monasteries mark a cross over the town. One of them was a former mosque turned into a church. The municipality invested a lot in the infrastructure of the town, building sport and recreation paths, thus providing conditions for extra outdoor activities as well as building a zoo park and reconstructing the existing parks and making them more attractive for all the visitors.

Very typical for Stip is its Stipska pastrmajlija, a typical food served and prepared only in this town for which a separate festival Pastrmalijada, an event visited by many people, is held every year in September. The pastrmajlija is a type of dish consisting of distinct corn bread and pork meat (some newer version with chicken) and served with a typical Macedonian wine. The traditional food of Macedonia is served in Stip as well and all visitors can enjoy it.

Besides a wide range of its potentials, Stip is still an unknown destination for tourists and its rich past is unused and left to the natural causes. In order for this to change, the first thing is to change the approach in attracting tourists. The Kezovica spa, as its core provider, is a good opportunity to attract tourists to use the curing waters of Kezovica spring and in the same time to enjoy the Stip surroundings and its other attractions and food. This paper continues with an aspect of building transversal skills for the tourist workers, among which the most important, the learning of foreign, i.e. English, language.

An aspect on English language as a transversal skill

The effective communication is the core of our social existence. It can lead to a plenty of successfully completed actions and relations, but it can also be a reason for plenty of misunderstandings, disapprovals and restlessness. The successful communication at an international level, upon some unwritten rule, relies on the appropriate and sufficient knowledge of English language. Therefore the learning of a foreign language, in

particular English language, and the fluency of speech are exceptionally important priorities for a guaranteed success for every professional. The EFL teachers have always strived to find effective ways in the teaching of a foreign language. As a result of the search for the best and the most effective teaching methods, a significant number of sub-methodologies in teaching a foreign language have arisen.

The teachers are the key figures in the transmission and upgrading the human experience and knowledge. Considering the very high technical-technological development and the globalization, the teaching profession is becoming even more complicated. It is no longer linked only to the ability for teaching, but it is also viewed through the active participation in the educational development. The professional teaching engagement refers to planning, organizing, leading, mentoring, evaluating, analyzing, collecting and processing the data- all these working activities imply establishing interaction within the core institution, but also with the outside similar subjects for an effective application, dissemination and processing of information, as well as analytical- research activities which are directly linked with the realization of the educational functions.

Consequently, in regards to the teaching and the English teachers, various sub-fields of teaching English for specific purposes emerged along with the field of general English teaching. In that context, on the following pages we first refer to the sociolinguistic and psycholinguistic perspectives on the second language learning and teaching for specific purposes with a reference to the field of tourism. The paper also encompasses the issue of the everyday non-formal communication of the tourism workers, including the modern forms of e-communication today. In that sense, part of this paper is focused on the discourse analysis from a social point of view, and the influence of the social and cultural factors over the understanding and interpreting the message between people from various backgrounds. Furthermore, within the paper an empirical research on the profile of the 21st century tourist worker is presented. Eventually, the aim of the paper is to present the results which point to the necessity of supplementation of the study programs for tourism students by stressing the importance of introducing language courses and well-adjusted syllabus so as to contribute to the efficient formal and informal usage of EFL.

Sociolinguistic and psycholinguistic perspectives on the second language learning - discourse analyses

In the context of the social discourse analyses and in regards with English for tourism purposes, the central role upon the understanding (misunderstanding) of any type of a message is put upon the ethnocentrism. In other words, this is about the difficulties in accepting the foreign (opinion/culture) and over-estimating the individual; this superior “element” is often the reason for cruel arguing, in toleration and impatience. On the other side, this is a frequently present element in every tourism experience abroad. The cultural differences between people have impact on the proper understanding of the message, or its misunderstanding.

A very useful model of preparing to understand the foreign culture and getting ready for a life in a multi-cultural environment is made by Quing (2007) who worked on a teaching module for the influences of the cultural factors over the communication and the understanding. In that sense he says that the key relations between the culture and the communication, the cultural dimensions and barriers, as well as some basic skills for cross-cultural communication, like the mindfulness, are the basic ones in studying the interpersonal understanding. His teaching module consists of lessons with duration of fifty minutes each, which should contribute to the efficiency in the understanding of the message. Thorough these, the students get acquainted with the power of the interpersonal relations, the human communication, the concept of the “global village” but also with the concept of hegemony, or the moment when the mediums influence the people opinion and the way of thinking. This is a very important segment to be considered when adjusting the curricula according to the needs of the specific target group, as emphasized in this paper.

On the other side, the sophisticated technology today implies the modern way of communication. The mass usage of the cell phones and the computers which are now available to everybody, has contributed to the rapid replacement of the ways of communication. These modern means of communication are praised for their efficiency, speed, accessibility and design. In brief, we would refer here to the “sms”, the informal message via popular social networks and the “mail”.

The short message service “the sms” is typical for it abounds with shortenings in writing – even the cell phone producers offer a few instant short messages like: “I’m coming”, “Call me”, etc. Besides this, the language of the sms is informal, the sentences are not fully completed, and usually one to two words are used so as the meaning of the message is understood. In this group of the informal messages, or short notice,s and posters, are also the ones published on some of the social networks: Facebook, Twitter, MySpace, Hi5, etc. Namely, these forms of social interaction between people are so popular today, that even a large number of companies or individuals use them as a place for advertisement, popularization but also for deepening the communication, building stronger inter-colleague relations, scheduling meetings and so on. These social networks, also offer the chance of chat - where just like with the sms, the language used is unofficial, full of shortenings and incorrect grammar, as well as plenty of slang words. The social networks are particularly popular among the tourism-travel workers, mostly because of promotion of their offers. Even more, almost every web-site of a travel agency offers an instant chat with the staff.

A special place in the context of written forms of communication is devoted to the e-mail itself, because of its powerful dominance and almost total replacement of the letter. Today, the e-mail as a true replacement of the letter is used for official (job application, job communication, reference letter, study enrollment, bookings, etc...) and unofficial communication (greetings, chat, and information). The e-mail is as well characterized and recognized by its format and style and also the tone of the e-mail equally says about the signatory, as the works say about an author. The language of the e-mail differs according to its functionality. The e-mail may consist of many shortenings, unofficial language, slang and incorrect grammar. It can also contain various images and smiley. But, the official e-mail is written according to the rules of writing an official letter. The e-mail providers offer the possibility for a selection of the most adequate font and size of the letter, as well as the other Word options (bold, italic, etc...).

The adequate knowledge of English in all the above mentioned forms of communication is particularly important for the tourism workers who offer guided tours abroad. With the openness of the free moving within the EU countries, the attractive travel arrangements offered drastically increased. But, the tourist workers face themselves with multiple difficulties which primarily arise from the level of language they have

because for every travel there is at least one guide of the tour who is in direct contact with the colleagues from abroad. This points to the double-side of the working position of a travel worker (one dealing with domestic issues, the other internationally oriented). Consequently, this leads to an urgent change in the English language curricula at the medical universities and faculties, and an adaptation of the general into the specific curricula which will respond to the needs that the future doctors will have. This is an issue which needs a serious approach in the other fields as well, like the tourism, since in the Western Balkan and South-Eastern countries a very little emphasis is put on the English for specific purposes-ESP.

An aspect on English for specific purposes

The need of a good knowledge of English language for every profession and in every segment of life is simply undisputable. But, the methodologists envisioned the need of introducing English language for specific purposes so as to make the whole learning process more effective and more beneficiary for the end user - the learner. This comes out from the fact that an accountant and a doctor have different perspectives and needs in the learning of language, for which they need distinct methodological approaches.

Going back to history, the first published document of English for specific purposes dates back from 1576 which consists phrases from the field of tourism. This shows that the importance of implementing the English for specific purposes for tourism dates centuries ago. Anyhow, the ESP is resurgent after the Second World War, and by the end of the 1980s some universities in England introduced Master programs in ESP.

ESP is in fact a sub-section of General English language which focuses on real-life outcomes of an ESP course (Dudley-Evans & St. John, 1998; Hutchinson and Waters, 1987). In general, it refers to a particular group of students learning English for specific fields of a professional career. The difference between the General English language and the English for specific purposes is in that the latter focuses on specific topics and skills that the ESP learners need in particular subject area. At the general English curriculum only the general English language needs are considered, but within the ESP curriculum an emphasis is put upon both the general and the specific needs. Thus, an ESP syllabus in tourism, in

particular, needs to focus more on the specific terminology and forms of communication, for example.

Anyhow, this sub-field of the General English is intended to help those who are already fluent learners as well as the immigrants in order to deal properly and appropriately at their workplace and to use English in their engineering, science and nursing careers. Although ESP is generally designed for intermediate and advanced students, it can also be taught to beginners as well but with a careful attention as to the needs analyses and an appropriate selection of the teaching materials.

Because the discourse diversity could be confusing for the designers of an ESP course, a particular aspect should be placed upon the needs analyses for it can yield a large number of needs, purposes, and discourses in order for the ESP course to be properly tailor-made and goal-oriented. The ESP is never taught in terms of predetermined methodology, but a specific teaching technique which mainly focuses on the communication skills is to be adopted in some teaching and learning contexts. During the learning of the second language it is supposed that all the learners have various learning styles, strategies, needs and motivations. Therefore, the discourse analyses needs to assign certain grammatical and lexical characteristics for every learner, so as the ESP materials will be relevant with the authentic working environment of the learner. For this to be accomplished, the needs analyses are of particular importance because through it the necessities and needs of the learner for a certain field are ensured. It is important for providing information linked to the linguistics and the discourse. It can be concluded that the essential characteristic in designing an ESP course is the effective analyses of the communication needs and aspirations of the learner for which the language is being learned; therefore the ESP teaching needs to be strongly learners-centered.

Designing a course on English for tourism purposes

The English for tourism purposes (ETP) is considered to be a specific sub-field of ESP. It differs from it particularly in its own set of tourism discourse. A very effective approach in designing the ETP course is when the need analyses is based on interviews with tourism workers, but also academic staff and students in this field, questionnaires of the students as well as observations of different ETP classes. These ETP courses need to focus on enhancing students' communicative skills and appropriate ETP

materials. The two most important questions to bear in mind when designing the ETP course refer on how compatible and effective the materials are, and, whether the needs analyses would clearly identify the course objectives.

Among the specific objectives in the designing of the ETP course are the improvement of the students' ability to recognize and produce written and oral ETP and the expectations of the course should range around the following:

- adaptation of the basics of ETP thorough a systematic approach of application of the four skills (listening, reading, speaking and writing);
- providing knowledge of basic ETP terminology and lexical phrases for the potential communication and interactive practice at the professional environment;
- enabling the students for communication within ETP for expressing their attitudes and opinions, proficiently guiding touristic tours and desk managers communication;
- enabling the students for application of the knowledge of ETP terminology at the professional environment and confident expression, as well as opportunities for short speeches and presentations related to tourism cases, professional tourism e-mail and report writings.

Led by the hypothesis that the current syllabus in English language at the faculties and universities in R Macedonia is not fully complementary to the actual needs of the future tourism workers, a fundamental, descriptive and individual research was made in order to prove or to neglect the above hypothesis. The subject of the research is the need of modification of the English language curricula for the students and it was studied through the following parameters: the level of knowledge of English language that the students have, the attitude of the teachers and the students for the ESP, the presence of creativity and the range of the available relevant literature. The main aspect ranged around integration, creativity, and curricula, whereas the analysis was conducted through the following tasks:

- to study the need and importance of modification of the English language curricula within the higher university studies;
- to determine to what instance the students and the travel workers are familiar with the ESP and its importance for their future profession;
- to obtain knowledge for the level of engagement and influence of the teacher over the students in relation to ESP;

- to get a perception of the attitude of the students and the teachers towards ESP;
- to determine the range of the available relevant literature for ESP classes.

In order to research the need of modification and integration of the ESP in terms of tourism within the curricula, the descriptive method was used in a form of the functional analyses and generalization. For the analyses the following instruments and techniques were used:

Instruments:

- interview
- scale of estimation
- questionnaire

Techniques:

- interviewing
- scalling
- qiestionarrie

The interview which was held for the professors was informal and it consisted of the following questions:

- How would you evaluate the effectiveness of English language teaching at the institution where you work?
- What are your expectations from the students in context of the ESP?
- What is your attitude for integrating the ESP in the curricula?

For scaling, the Likert scale without neutral category was applied. With this scale, the opinion and the attitude of the students, the teachers and the travel workers was questioned. They were expected to indicate to what degree they agree with a certain statement.

The students and the travel workers were given questionnaire forms as an instrument to obtain enough information about the learners' needs and goals: linguistic and professional.

The sample of the research was random and stratified. The population of students, travel workers and teachers consisting of students, travel workers and teachers from three different universities and ten travel agencies. The sample of teachers is 10, the sample of travel workers is 10, whereas the sample of students is 100 students from all the faculties within the universities. They were chosen randomly, that is, on a voluntary basis. The research encompassed students from first and fourth year of the academic studies who attend courses according to their schedule at those academic years.

Through application of the research techniques of questionnaire, scaling and interviewing, certain data was obtained for a further statistical elaboration. The data was administered manually on a centralized way. The data was signed and grouped, and quantity analyses was applied for calculation of the percentage.

This case study contributed to the identification of the communicative skills and needs of the travel workers but also students who were expected to work in travel agencies either as agents or guides. An observation was conducted on the agent-customer and the agent-agent from abroad communication occasions, which clearly identified the specific authentic talks those participants needed and which could be employed to develop a strongly focused syllabus truly addressing the learner's needs.

The nature of the travel agent- customer conversation was examined and it was found that it somehow correlates to the traditional teacher-student communication in terms of speech acts and response. The travel agents centered communication was more beneficial as it led to communication exchanges with less linguistic demands. This points to the need to emphasize accuracy while designing the ESP course which can be achieved by including more speaking and listening activities in the curricula than reading and writing. Yet, the analyses showed that most of the students over-estimate their level of language knowledge which makes the teachers to return to the Basic English rules in order to remedy the students' linguistic weaknesses and enhance their communicative skills.

The productive work of every travel worker depends on the efficiency in communication. This necessarily involves English language as the most attractive and profitable arrangements are of international nature. The usage of English language refers in both, the written and oral communication. The travel worker needs to be proficient in written English communication so as to provide secure agreement on the planned touristic arrangements, negotiate in price, make the trip agenda and consult the colleagues for that, and eventually successfully realize the trip. On the other side, as for foreign tourists in the native country, the travel worker needs to have a high-level knowledge in English language so as to be able to accommodate the tourists, but also to help them enjoy their stay and guide them to some trips of interest for which a proper terminology and eloquence is needed.

The above given directions of the analyses in the necessities at the higher education institutions offering study programs in tourism should contribute to a proper upgrade of the English language courses, adapting them to the need of the students so as to prepare them for the actual work that awaits them after graduation. More case studies, practice and interactive work should be implemented during the English language classes, in order to raise the awareness of the students for the need of having a high level of knowledge of English language as well as for their proper upgrade.

Conclusion

Besides its natural and historical wealth, the economy in Stip and its region still depends on the textile industry, thus leaving its touristic resource unused and unknown to the world. On the other side a proper approach in promotion, commercialization and advertisement will provide for efficient usage of the touristic potential. For these reforms to take place the investment in human resources is primarily needed. The knowledge of English language is among the first priorities in building the adequate staff for promoting, working and maintaining the touristic wealth. The introduction of the specific English language for tourism purposes at the faculties and high schools for tourism is a must and a necessity in the curriculum building. The gastronomy is another discipline which needs to be emphasized in the reforms in this field. By providing a competent staff for tourism working, the tourist capacities will be properly used and would contribute to the economic development of the town and the region. On the other side, the importance of the ESP course is unimpeachable for it equips the students with the necessary language skills that they need to cope with the linguistic requirements of their specialization and to use English properly and fluently in the professional environment they are expected to join. The course should be more oriented towards communication rather than knowledge acquisition in the field of tourism, and it gradually trains the students to interpret and to use words appropriately and to formulate grammatically correct statements.

Annex 1

Questionnaire

Dear respondent,

By completing this questionnaire you will contribute to a research on the importance of introducing an English for Specific Purposes course within the curricula. The results of the research will be further used for publishing in a scientific paper regarding this topic. This brief questionnarrie consists of 9 (nine) questions, with offered answers which you need to circle (either the letter in front of the answer, or the number, where the number “1” is taken as the lowest mark, and the number “5” as the highest”

1. I use English language for
 - a) official communication mostly
 - b) unofficial communication mostly
2. The sufficient professional knowledge of English language for my profession is
 - a) a prerequisite
 - b) not among the requirements
3. My personal evaluation of English language knowledge is
 - a) satisfactory
 - b) unsatisfactory
 - c) sufficient
4. For social usage I prefer to use (please circle the most appropriate number for you, where “1” represents the lowest and “5” the highest mark)

a) letter	1	2	3	4	5
b) e-mail	1	2	3	4	5
c) sms	1	2	3	4	5
d) chat	1	2	3	4	5
e) phone call	1	2	3	4	5
5. In writing (professionally) I use (please circle the most appropriate number for you, where “1” represents the lowest and “5” the highest mark)

a) official language	1	2	3	4	5
b) mostly official language	1	2	3	4	5
c) slang	1	2	3	4	5

6. When I need to give my opinion regarding a specific medical case, I
 - a) feel confident in my expression
 - b) need additional language support
7. I am familiar with the course in English for Specific purposes
 - a) yes
 - b) no
8. The introduction of ESP within the regular curricula at the university studies is something that
 - a) I prefer
 - b) I do not prefer
 - c) I don't have opinion
9. My knowledge of English would be better if I continuously followed ESP classes within the university studies
 - a) yes
 - b) no

Annex B

Teachers' interview questions

1. Do you believe that the course objectives have been fulfilled? Why? Why not?
2. To what extent do you feel your students understand the course medical topics, literature and terminology?
3. Was the course outline according to your expectations? If not, how do you think it should be modified in order to be more effective?
4. What are the impressions of your students of the EFL course? What are their actual needs?
5. To what extent are you ready to devote yourself in designing an EMP course? Why? Why not?

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