

The Role of English in Higher Education

Proceedings of the International Seminar

ESP and CLIL – Current Drivers of HEI Internationalisation,
11–12 March 2021



THE ROLE OF ENGLISH IN HIGHER EDUCATION

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Edited by

Mária Bakti, Valéria Juhász, and Tamás Erdei



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FOREWORD

This volume is a collection of papers that were delivered at the online International Seminar *ESP and CLIL – Current Drivers of HEI Internationalisation*, which was the closing event of the Visegrád 4+ project *CLIL-HET*. There are five higher education institutions involved in the project: the Slovak University of Technology in Bratislava, Faculty of Materials Science in Trnava (MTF STU), Slovakia, which is the project grantee, the University of Szeged, Hungary, the State Higher Vocational School in Tarnów, Poland, the University in Priština's Faculty of Philosophy in Kosovska Mitrovica, Serbia, and the EPOKA University, Albania.

The project aimed at grouping ESP and CLIL experts to prepare an online platform for networking within the Visegrád 4 and West Balkan countries to support disciplinary teachers (DTs) working in higher education institutions (HEIs) to set up an English Education Environment. In the first phase of the project, project partners compiled a Didactic Material for DTs on the principles of CLIL methodology. In addition, a linguistic test was prepared for DTs to assess their language level.

During the second phase of the project, DTs who teach their course totally or partially through English received tutoring from the ESP teachers involved in the project, and they discussed lesson plans prepared by the DTs. Then, video recordings were made of the classes taught by the DTs, while ESP teachers observed these classes.

An integral part of the project is the online platform (www.clil-het.eu). There are three important parts of the platform: the Community Corner, the Didactic Corner and the Research Corner. The main goal of the Community Corner is to build professional communities of CLIL and ESP experts and DTs around Europe and to provide a platform to contact each other and share experiences and best practices related to setting an English Educational Environment. The CLIL-HET Didactic Corner is an online environment where DTs who are willing to start teaching their subject(s) through English can gain knowledge on how to start preparing CLIL lessons and how to follow the dual principle of the CLIL (Content and Language Integrated Learning) approach while teaching. This section of the platform includes the Didactic Program for DTs, which consists of three chapters: Essentials of CLIL, English Didactics and Essentials of CLIL Lesson Planning. The Didactic Program is available in seven languages, including English. There are also didactic materials in this section. This is the practical part of the Didactic Corner, where didactic materials including the CLIL lesson plans from real CLIL lessons or CLIL activities conducted by DTs can be downloaded.

The Research Corner is an online space for the research part of the project. Here you can find the tools for meeting the objectives of the project outcome called ILWs

– Identifying Language Weaknesses of DTs. It includes a non-standard placement test prepared by ESP experts involved in the project. Disciplinary teachers at each project partner have been asked to complete the test.

The papers in this edited volume are organised into four chapters. Chapter 1, *Internationalisation and CLIL. Reflections from the CLIL-HET Project Partner Institutions*, includes five papers which describe the current situation of CLIL and internationalisation in the partner institutions of the CLIL-HET project. There are four papers in Chapter 2, *ESP in Higher Education*. These papers describe how ESP teachers, through cooperation with stakeholders, design curricula and plan their courses to prepare students to be able to meet labour market demands. The papers discuss ESP in the fields of nursing, special needs education and political science. The last article in this chapter describes the usefulness of mind mapping in ESP courses. Chapter 3, *English for Academic Purposes*, contains two papers, both focusing on teaching Academic Writing, albeit from different vantage points. Chapter 4, *ESP and CLIL in Teacher Training*, includes two papers related to preparing English teachers to teach English for Specific Purposes or to practice CLIL.

The editors and authors hope that the lessons learnt in the course of the CLIL-HET project and the good practices shared in this volume will contribute to the deepening of higher education internationalisation in the V4+ countries and in other parts of the world.

The editors

CHAPTER 1

INTERNATIONALISATION AND CLIL

REFLECTIONS FROM CLIL-HET PROJECT PARTNER INSTITUTIONS

WE ARE IN THE SAME BOAT

Setting an English Education Environment through Cooperation in Higher Education

A CASE STUDY FROM SLOVAKIA

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Abstract

Higher Education Institutions (HEIs) around Europe are supposed to deal with internationalisation intensively, and there has been many attempts to enhance this process. Some initiatives come from the management of universities, while others from individual teachers. In some European states, the process is driven and supported by national strategies, in other states, Higher Education Institutions are supposed to cope with that without any official support. This contribution presents a case from a Slovak university, where the initiative to internationalise was taken by individual teachers (ESP/CLIL experts), following internationalisation at home (IaH) principles. The application of CLIL in two subjects, within an international project (Visegrad+ CLIL-HET), demonstrates options to set an English Education Environment. In addition, mutual interdisciplinary cooperation and its potential is introduced. We also indicate the future roles of ESP/CLIL experts in higher education.

Keywords: internationalisation of higher education (IoHE), internationalisation at home (IaH), teacher cooperation, co-teaching, CLIL in higher education, English Education Environment (EEE)

INTRODUCTION

Globalisation gave rise to the internationalisation of higher education across the world. It is a complex process that varies based on educational, geopolitical and social contexts. This process (IoHE) first appeared in Western, Anglo-Saxon contexts, however, recently internationalisation has appeared in all continents, and more and more Higher Education

Institutions (HEIs) have been engaged in this process. Nevertheless, the rationale for internationalisation of HEIs varies depending on the motivation of individual HEIs. After launching the Bologna process and establishing the European Higher Education Area (EHEA), the internationalisation process of HEIs across Europe has intensified. Nonetheless, the latest Bologna process implementation report (European Commission 2020) indicates:

“While researchers and practitioners alike agree that the concept of internationalisation has widened considerably over the last 20 or even 30 years, there is no full consensus on what the phenomenon includes and excludes. There is no shortage of definitions. Yet as a result of the attempt to adapt to an ever-increasing number of issues, themes and activities regarded as part of internationalisation, they are very general and thus offer little practical guidance.”

The Bologna process was triggered by two major motivations. The first one was to build and provide a single space for higher education in Europe, and the second one was the ambition to accelerate student degree-mobility, particularly to attract students from non-EHEA countries (European Commission 2020). Both of these motivations require providing a common education system in higher education from various perspectives. The three-cycle degree and credit system, including the recognition of degrees, could support the idea of setting a single space of higher education in Europe. Despite this, the student mobility target of 20% till 2020, set in the Bologna documents, has not been fulfilled. Diversity of the contexts in which HEIs operate across Europe might be one of the reasons. Internationalisation at Home (IaH) is considered as a potential way for fostering student mobility in the EHEA, and it should merit greater attention in the future.

SITUATION IN SLOVAKIA AND AT THE MTF STU

As far as internationalisation is concerned, HEIs in Slovakia are more focused on mobility programmes, international projects and research cooperation than on IaH. The latest data from the Bologna process implementation report indicate that Slovakia is classified as a country with a higher level of imbalance in mobility flows. The number of students studying abroad surpasses the number of mobility students studying at Slovak universities. Degree mobility students dominate in the group of students studying abroad, and Slovakia has been suffering from a brain drain for several years. We can find several reasons why Slovak HEIs are not so attractive for foreign students to visit as mobility students. One of them is a low level of international environment in HEIs, in other words, the lack of an English Education Environment (EEE). Most universities offer their study programmes (SPs) in Slovak, which is an official state language and the prevailing schooling language on all levels of education. 35 universities with their

115 faculties provide 4,416 study programmes (SPs). 1,041 SPs are offered both in Slovak and in English, 283 SPs of these focus on Technical Sciences. However, in many cases, these offers do not reflect reality. The Faculty of Materials Science and Technology in Trnava (MTF STU) is a good example of that, because for almost 2,000 students, the offer was 45 SPs through English in the academic year 2018/2019, on all degrees. In addition, we opened none of them, as there was a little students' interest. Moreover, according to the data from the Registrar's Office, we had only 12 mobility students within the framework of inward credit mobility, who were educated individually. Unlike some universities providing active SPs in Medicine or Business, our faculty has not succeeded in establishing an active English Education Environment so far.

INTERNATIONALISATION AT HOME

Internationalisation at home is a part of the internationalisation processes of higher education. Recently, there has been a more serious interest to deal with IaH as a "co-partner" to mobility systems to enable more and more students to be educated in an international environment and become aware of intercultural competences. Beelen and Jones (2015) believe that focusing on the concept of IaH is important mainly for HEIs with a strong emphasis on mobility systems which prevail as a representation of the internationalisation process of HEIs. De Wit and Leask (2015) suggest a great shift from exclusive mobility for the elite to internationalising the curriculum for all students. Moreover, Greene (2020:25) considers the COVID 19 pandemic as "an opportunity for IaH", since mobilities have been slowing down and the online environment provides a space for easier communication, studying and sharing knowledge across the world. International awareness and intercultural competence are required attributes of the graduates in the future, and these can be gained in an international education environment (Coelen 2015). To accelerate IaH in a HEI, we need to fully understand what IaH means and what the concept of IaH is. We have found several terms relating to IaH, such as internationalisation of the curriculum or disciplines (de Wit and Leask 2015); internationalisation of teaching and learning (Proctor 2015); or the internationalisation of education (Coelen 2015). All of them mean the same, however, we perceive IaH as a more complex process, not just because it prepares an international environment for students and teachers, but also for administrative staff, in order to build a real international campus. If we consider the term IaH as the internationalisation of education, then we can agree with Beelen and Jones's definition (2015):

"Internationalisation at home is the purposeful integration of international and intercultural dimension into the formal and informal curriculum for all students within domestic learning environments."

IAH AT THE MTF STU

We consider that establishing an English Education Environment can lead to building an international education space in HEIs. ESP/CLIL experts initiated working on internationalising education at the MTF STU in 2017. Since neither the university, nor the Ministry of Education has provided a strategy for the process of internationalisation of HEIs in Slovakia, that was an individual action. Our ESP/CLIL experts were aware of the specificities of our education context from the results gained by an ERASMUS+ project (Transnational exchange of good CLIL practice among European educational institutions), that focused on studying ways of CLIL implementation into classes in secondary schools in Latvia, Lithuania, Italy, Sweden and Slovakia. Having had experience with the CLIL approach in primary and secondary levels of education, the project partners aimed to investigate if CLIL can be a driver of establishing an EEE smoothly in higher education. They started by investigating the preparedness and readiness of faculty teachers and students for an English Education Environment. Two institutional and one international research projects have been conducted with the main aim to get data which can be useful for developing a concept of IaH and fostering the internationalisation processes at the MTF STU. A questionnaire and a language diagnostic test were included in both institutional projects to gain data on the linguistic preparedness of teachers and students and, at same time, their readiness/willingness for establishing an English Education Environment. The institutional project findings are not subject of this contribution, however, we can provide some insights into the results we obtained. Although most of the 100 teachers who participated in the questionnaire haven't had any experience with teaching their courses through English, they declared their willingness to start establishing an English Education Environment. From the 54 teachers who took the language diagnostic test (Cambridge Listening and Reading test), 27 achieved either B2 or C1 level (CEFR), which indicated a solid base for teaching through English. 304 Bachelor students were tested by the Oxford placement test (Grammar and Listening). 31.3% of the students were at B1 level, 29.9% at A2 level, and B2 level was achieved by 18.8% of students. These students' linguistic results are in line with their own perception that their language level is not sufficient for studying through English, and they mostly prefer to be educated only partially through English.

CLIL-HIGHER EDUCATION TEACHER VISEGRAD+ PROJECT (CLIL-HET)

The MTF STU became the leader of the CLIL-HET (Visegrad+ project) in 2019, and, with partners from Hungary, Poland, Serbia and Albania, aimed to design and develop an online platform for training teachers, sharing teaching materials, cooperating in the field of internationalisation and CLIL application into higher education across

Europe. Another objective was to build an online professional community space for ESP/CLIL experts and Disciplinary teachers (DTs).

To assist the disciplinary teachers with applying CLIL into their courses, a Didactic Program was designed by CLIL/ESP experts. It is an internal part of the web platform www.clil-het.eu. Within the research part of the project, disciplinary teachers were asked to prepare either full CLIL lecturers/labs, seminars or some CLIL activities. Close cooperation between disciplinary teachers and ESP/CLIL experts was required since none of the DTs had had any experience with the CLIL approach and its dual principle. The DTs were supposed to study and pass the final test of the Didactic Programme in order to learn the essentials of English Didactics, the CLIL approach and CLIL Lesson Planning. They took a non-standard language placement test and filled in a questionnaire. ESP/CLIL experts observed the CLIL lessons / CLIL activities of DTs to identify their potential weaknesses from both linguistic and didactic perspectives. The students involved in the CLIL lessons/activities were asked for feedback.

INTERDISCIPLINARY TEACHER COOPERATION AT THE MTF STU

Two disciplinary teachers were asked to participate in the CLIL-HET international project, both of them have been working for the MTF STU for several years, so they have got an extensive teaching experience, including teaching through English both at our faculty and abroad. Additionally, they are highly rated teachers by students. The cooperation with them within the project started in pre-COVID-19 times, so in-person meetings were used to discuss and consult the project issues. While the DTs were studying the online Didactic Programme to become familiar with the CLIL approach, one of them, in close cooperation with an ESP/CLIL expert, piloted a CLIL activity in an ESP class with Bachelor students. The activity was recorded for further analysis of how to effectively organise CLIL activities from technical, didactic and content perspectives. The response of the students was observed and taken into account. After the DTs successfully passed the final test of the Didactic Programme, they started selecting topics for their CLIL activities. Unfortunately, the COVID-19 pandemic brought about the prolongation of the project, and the process of CLIL application was postponed to another academic term and moved into an online education environment. The new situation required new tools for preparing CLIL activities. Selecting the topics, forms and groups of students was supposed to be done again. The procedure followed by CLIL/ESP experts and DTs is summarized in Table 1 below.

Besides the preparation of CLIL activities, DTs were required to inform their students before involving them in the project. The students were given information about the process, assignments and assessment of their performance in English. The students were assured that in their performance the level of English language will not be evaluated, only the content

Step	Activity	Aim	ESP/CLIL assistance
1.	Didactic Programme – studying – passing final test	Raising DT's awareness of CLIL's dual principle, understanding the essentials of English Didactics, acquiring skills to prepare a CLIL Lesson Plan.	– Intensive assistance – Detailed explanations of the individual chapters of the Didactic Programme – Face to face meetings
2.	Selecting/Reselecting topics, forms and groups of students for CLIL activities	To select topics for CLIL activities and be aware of both the content and language aims of the CLIL activities. The DTs were free to choose topics, forms and students for the CLIL application.	– Consultations – Online meetings / phone calls, some face to face meetings
3.	CLIL Lesson Plan	To design a CLIL Lesson Plan – to be aware of how to organise the activity, what assignments will be in English, to set requirements regarding performance and list the sources needed for the CLIL activity	– Specifying what language support is needed for students to deliver the requested assignments
4.	Teaching Materials preparation	To prepare teaching materials for CLIL activities following the dual principle of CLIL (content and language). Content sources by DTs and language support by ESP/CLIL expert.	– Consultations – Online meetings / phone calls, recorded-instructional videos – preparation of language support materials
5.	CLIL activities	To do the CLIL activities with students in online environment. Introducing the topic/-s through English using some scaffolded teaching materials and comprehension tasks. Assessing the students' assignments delivered in English.	– Observations
6.	Students' Feedback	To get students' immediate feedback on CLIL activities they were involved in and also their attitude to being taught in English.	– Feedback Form preparation
7.	Assignment Assessment	To assess students' performance in the English assignments, without assessing English competence.	– Consultations

Table 1. The process of CLIL activity preparation through cooperation between DTs and the ESP/CLIL expert

delivered within the assignment. One of the DTs has decided to require a presentation on one of the given topics related to Additive Manufacturing methods and 3D digitisation. The students were grouped into 6 teams to deliver the assignment. The second DT asked students to write a metallography report in English using the instructions and a report form predesigned for them, which was an individual outcome.

DTs' views on cooperation with ESP/CLIL experts

Both DTs appreciated the cooperation with the ESP/CLIL expert on teaching materials, especially as regards the language support. They appreciated materials prepared by the CLIL/ESP expert to assist students to deliver the given assignments at the required quality from a linguistic perspective. Linguistic and didactic support in creating CLIL activities was seen as a benefit for DTs as well. Cooperation based on the translation of content for CLIL activities was also proposed by one of them. DTs negatively perceived the time aspect of preparing teaching materials for CLIL activities, where they collaborated with other colleagues more skilled in creating educational videos. This was also due to the pandemic situation and the transfer of education to the online space; the preparation of teaching materials in an online environment was a burden for all teachers.

The ESP/CLIL expert's view on cooperation with DTs

Cooperation with the DTs was perceived very positively, as it has brought with it a mutual enrichment of teaching practice for both professional communities. Thanks to the pandemic and online education, the study materials created can be used for dual purposes, for the development of the language competence of students in ESP classes and for the understanding of subject content in English in content classes. Observations of CLIL activities also provided insights into the linguistic readiness of students, as well as DTs, for establishing and maintaining an EEE. ESP/CLIL experts can take on the role of facilitators to assist DTs to develop their language competences and increase their self-confidence in speaking English through using new teaching tools in an online educational environment.

CONCLUSION

Our experience within the project CLIL-HET indicates that deep cooperation across disciplines is a necessity in higher education to set an EEE and thus to accelerate IaH. English as a common language, used in academia in all fields (education, research, project cooperation) seems to be a required tool for wider collaboration also at international level to build professional networks. ESP/CLIL experts and DTs' cooperation brings benefits

for both groups, they can share and develop their knowledge and skills in English, didactics and discipline content. Mutual cooperation produces an education environment enriched with specific English related to the professional discipline. Moreover, through applying CLIL, students are provided a chance to gain knowledge/skills in two languages which can assist them to be ready for both a national and an international job market. Coelen (2015) thinks that intercultural contract will be the norm rather than the exception in the future. The internationalisation of HEIs has started and recently has been accelerating across the world, however, context diversity forces HEIs to search for personalised solutions. To broaden the internationalisation process of HEIs, we should also focus on IaH, and not just on mobility, especially in cases when outward students' mobility exceeds inward one. Interdisciplinary cooperation might lead us to stand on one board as a teaching crew to foster all processes in order to build an active international environment in HEIs. Wilkinson (2018) perceives collaboration between DTs and language teachers (LTs) as a challenge in course design, implementation and assessment. He sees a necessity to design training courses in methodology on how to integrate content and language development into classes, and also underlines that an English Education Environment might reshape teacher identity.

What approach is best to apply in education to establish an EEE? Chmelíková and Hurajová (2018) consider ESP and CLIL as methodologies based on the principles of effective learning to fulfil learner's needs. They also emphasise that sometimes it is difficult to see a clear line between ESP and CLIL. Both approaches are used to develop students' specific register in the disciplines they study and also increase their intercultural awareness. Leshchenko et al. (2018) warn that CLIL is not sufficient enough without ESP support. They believe that the right way is a close collaboration between content and language teachers in higher education and a combination of CLIL classes with ESP classes. It seems that HEIs from almost all continents have been trying to internationalise their higher education sector accepting their contexts, so we can see a variety of different approaches from individual institutions in Europe. Lepori and Wagner-Schuster (2020) provide insights into the classification of HEIs in Europe and warn that we still have not got sufficient data to investigate the level of diversity of HEIs in Europe. A better understanding of diverse contexts can result in better cooperation between HEIs across Europe. Even though internationalisation has given rise to "Englishisation" of higher education, Harbord (2018) highlights that a bridging element is needed to join and also to keep distinct global and national professional communities, so academic skills should be developed both in English and in the local official language.

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CLIL AT THE UAS IN TARNÓW

Students' and Teachers' Experiences

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Abstract

CLIL has been a relatively new phenomenon within the context of the UAS in Tarnów for a number of reasons. However, the recent trend to increase the overall level of internationalisation of higher education in Poland stimulates the process of introducing English-medium instruction at our institution. Introducing CLIL methodology seems a favourable solution for both students and higher education teachers. This paper discusses the opportunities and challenges of CLIL, elaborated on the basis of a qualitative study carried out among the teachers and students involved in English medium instruction. It includes the teachers' and students' reflections on the usability of the CLIL approach. Our conclusions might serve as a basis for the introduction and development of CLIL practices within similar contexts.

Keywords: CLIL, internationalisation, ESP

INTRODUCTION

Content and Language Integrated Learning is an approach to teaching content subjects in a foreign language based on several principles summarised by Coyle et al. (2010:42). Firstly, the approach puts the learner in the centre of attention. He or she is expected to create their own understanding of the knowledge gained in the process of education. Each learner also develops a unique set of skills they need to acquire and operationalise information and put it into practice.

To allow for an individualised approach to in-class work, Coyle et al. (2010:42) emphasise the teacher needs to anticipate some of the sets of skills the learners might need at the stage of planning the lesson. These may include: communicative competence in the foreign language, cognitive competence and intercultural competence. In other words, during the lesson planning stage, the CLIL teacher needs to include elements of content knowledge cognitively accessible to the learners, elements of language use necessary for the learners to access the content and act on it, as well as elements of intercultural awareness to cater for possible differences between the learners' culture and the culture

of the community the foreign language developed in. When it comes to language use, care should be taken to make sure that the vocabulary items, expressions and grammar structures used during the class are accessible to the learners both at the stage of content acquisition and while discussing and manipulating new information, since interaction is one of the core features of every CLIL lesson. Coyle et al. (2010:42) point out that CLIL should be closely connected with the overall context of the learning process and the educational culture in a given institution.

Mehisto et al. (2008:29–30) identify the core features of CLIL. The first characteristic of the approach is multiple focus. It refers to the fact that CLIL can be implemented in a number of environments such as content lessons, language lessons or cross-curricular projects. However, the dual focus of language and content must be upheld, with an emphasis on the students' active participation both in the learning process and in the retrospective evaluation of their activity. The second aspect of CLIL classes entails providing students with a safe and enriching learning environment. The authors suggest that teachers use repetitive language for instructions (if possible supported with visual aids), allow students to experiment with language and investigate content on their own. It is likely to positively influence their confidence and increase their language awareness. The third facet associated with CLIL is authenticity. The authors recommend achieving it by appealing to the students' interests, pointing at the utilitarian value of the classwork, connecting the educational activities to current issues found in accessible media and encouraging students to be honest about their language difficulties. The fourth quality of CLIL identified by Mehisto et al. (2008:30) is active learning. It is understood as students' engagement in the learning process, namely setting the content and language aims, group work, cooperation with the teacher in negotiating the meaning or evaluating learning outcomes. Teachers need to take on the role of a facilitator supplying the solutions to individual students' problems. The fifth attribute of CLIL classes is scaffolding, comprising a variety of means that support the learners in acquiring the content and the language and fosters the development of creative and critical thinking. Finally, Mehisto et al. (2008:30) stress the collaborative nature of CLIL. Preparing a CLIL lesson often involves cooperation of a number of teachers, sometimes the students' close ones or even the local community.

CLIL AT THE UNIVERSITY OF APPLIED SCIENCES IN TARNÓW

Although CLIL has recently been gaining ground in higher education in Poland, the academic teachers at the University of Applied Sciences in Tarnów have been hesitant in adopting the approach in their daily practice of teaching content subjects through English. In fact, when approached at the stage of preparing the CLIL-HET project application with a quick poll asking the academic teachers of the UAS in Tarnów to clarify whether they

know the main principles of CLIL, only 2 out of 43 respondents confirmed being familiar with them. None of the respondents admitted using the approach in their daily work. Therefore, bringing the topic of CLIL to the attention of the teaching community and the introduction of CLIL-HET project resources have been of great importance, as it is vital for the University to intensify the introduction of courses taught through English, which will be student-friendly and educative.

A call for participation in the project brought several responses from the academic teachers. The selection of the academic teachers who were to take part in the project activities was based on their commitment to realising the main aims of the project, their declared level of English, and their willingness to introduce English-medium courses in their departments in the future. Two teachers were selected, as planned in the CLIL-HET project application. One of the teachers is a lecturer in the Department of Chemistry and the second one lectures in the Department of Administration.

Since there are currently no English-medium courses in the departments, they decided to realise CLIL activities which would be optional for the students. They cooperated with an ESP specialist while preparing their tasks and improving their English performance before teaching. The realisation was monitored by the ESP specialist, who also served as an additional resource during the activities carried out for the students of Administration. The assistance provided by the ESP specialist was used by the disciplinary teacher and by the students. It consisted of paraphrasing, defining vocabulary, providing synonyms more appropriate for a given context and translating idiomatic phrases which appeared necessary during discussions.

CHEMISTRY THROUGH ENGLISH – STUDENTS’ AND TEACHER’S EXPERIENCES

There were four activities designed in the framework of the project: “How to make your life sweeter: chocolate”, “How to make your life sweeter: artificial sweeteners”, “How to make your life sweeter: honey” and “Fragrance oils in perfumes”. They were planned to be an extra resource made available to the students via a videoconferencing platform which also makes file-sharing available. The activities mainly aimed to introduce the topics of the lectures and provide basic information to be expanded in lectures of the same content in the native language (the content aim); provide listening practice, revise and enhance vocabulary related to the topics (language aims). A presentation and voiceover recorded for future reference was the tool aimed at content and graphic representation of difficult words and phrases (pictures) and definitions of vocabulary items constituted the tools aimed at language. Measures taken to scaffold student learning included visual representation / illustration of difficult concepts, vocabulary or formula, providing information in multiple formats (written and audio), and leaving the video for students to be accessed multiple times if they needed it.

Students who saw the recordings were asked to comment briefly on their usefulness as a possible resource. Their comments could be divided into two categories: general impressions and language difficulties. When it comes to the general impressions, the students were generally quite positive. They liked the resource and they thought it was useful. When it comes to language, they found the vocabulary difficult and they wanted more pictures which could help them understand the concepts. They also found names of chemical compounds difficult to recognise because they did not know the pronunciation or they could not figure out the Polish equivalent. They also voiced a need for more extensive and regular practice in listening to materials connected with Chemistry in English to get better prepared to following a lecture through English.

On reflection, both the content aims and the language aims were realised. However, the content teacher admitted that she needs to perfect her language competence to be able to help students by providing for example multiple definitions or paraphrases of important words and passages. Still, English medium instruction seems an interesting resource for the students and there are clear benefits CLIL brings. It helps the content teacher who is not a language specialist to see the learners' language needs and it shows him or her how to assist them. However, more practice is needed on the part of the teacher to provide quality experience for the students and students need extensive exposure to the foreign content vocabulary to benefit from the foreign language input.

A SOCIOLOGY SEMINAR THROUGH CLIL

A sociology seminar is generally realised via discussions and students' presentations, therefore, this form was suggested to the students as an extracurricular activity. Three students volunteered to take part in the activities, but they opted for a discussion as the form of implementing the activities through English. At the stage of preparing the scenarios for the activities the students were presented with a choice of topics for discussions. They chose four topics: "Safety in contemporary society: Am I safe?", "Social problems", "Taking decisions – reasons for choosing the direction of studies" and "Presenting places – A short story of a place: University of Applied Sciences in Tarnów".

The activities mainly aimed to introduce the topics of the seminars and provide basic information to be expanded in seminars on the same topic in the native language (content aim). The language aims included providing fluency practice as well as revising and enhancing vocabulary related to the topics. The tools which were used to realise the content aims included a group discussion and the teacher's input, while the tools aimed at content involved paraphrasing and making definitions of vocabulary items.

Student learning was scaffolded in three different ways. Firstly, by introducing the topics well in advance so that students could prepare the vocabulary they might need during the discussion. Secondly, by recommending websites in English on relevant

topics a few weeks before the discussions so that students had a chance to read about the topics and familiarise themselves with the vocabulary before they formulated their own thoughts on those matters. Thirdly, by lowering the affective factor, in other words, by encouraging a friendly atmosphere. The students were informed that participation would be rewarded with positive grades.

After the activities students were asked to share some impressions. They were asked what they had thought about the way the activities were carried out. Their comments focused on: the importance of fluency practice in a foreign language (language gains), language difficulties (mainly with vocabulary and listening comprehension), stress connected with using a foreign language in public, and the assistance of the English teacher.

Below you can find some examples of the students' comments:

"I wish we had more such discussions in English – I didn't think I am able to say so much in English."

"I know I make a lot of mistakes but I hope I can get better at English if I practise."

"I can see I need to work on my vocabulary – when I want to say something, only French comes to my mind."

"Social problems' was a difficult topic for me to discuss. I think my English is not good enough to talk about it."

"Some of the words were new to me, but it is easier to understand something if other people don't speak fast and don't use difficult words. I liked talking to my friends."

"I felt really stressed at first but it got a lot better at the end."

"I really appreciate being able to practise English in a situation where the language is not graded – it makes you feel relieved!"

"I was glad the English teacher was present at the meeting – it was fast and easy to find out how to say things when we didn't know something that came up during the discussion."

The activities appeared to be really insightful to the content teacher. The content aims and language aims were realised. However, the teacher voiced a need for more fluency practice on his part, as he saw his ability in moderating a discussion insufficient. A lot more fluency practice was needed to be able to help students who need a word or phrase that they have forgotten. The teacher also reflected on the need for academic teachers with certain teaching experience to organise their knowledge of English. The formal foreign language instruction they received during their years of schooling a few decades ago might have either been unsystematic or focused on form rather communication.

It is interesting that a similar conclusion was also drawn by the students who realised they had had too little conversation and discussion practice. It may be one of the reasons why they were not very eager to participate in the activity. Another problem identified by the students was their range of target, subject-specific vocabulary which was still not sufficient to express everything they wanted to say.

The affective filter was assessed as low by the students, but they said they were stressed when they had to take part in the discussion because they were really not used to using a foreign language in public. What seemed to be of great advantage was the presence of the ESP specialist, who served as a language facilitator to both the teacher and the students. However, it was interesting to observe the students gradually becoming more adventurous in their language use and gaining more and more pleasure from the exchanges with their peers. The group quickly began to cooperate helping each other with paraphrasing or correcting each other's utterances.

To sum up, English medium instruction certainly enriches the seminars and there are clear benefits of the CLIL approach. While the vocabulary related to the content could be predicted and prepared beforehand to certain extent, the teacher needs fluency practice in the foreign language to be able to focus on the students' needs and scaffold their language on the spot – when they need it. Team-teaching with an English teacher enhances the experience for both the CLIL teacher and the students.

CONCLUSIONS AND RECOMMENDATIONS

The two cases described above prove that it is feasible to begin intensifying the process of internationalisation at the University of Applied Sciences in Tarnów. They, however, point at an important aspect of CLIL. CLIL teaching techniques largely depend on the area of specialisation and can be really different. Similarly, students' abilities and competences may differ largely. For chemistry students, fluency in speaking was of little importance. For the students attending the sociology seminar, fluency proved to be the most desirable competence. Therefore, it seems recommendable to start working on a catalogue of skills and competences needed by students and academic teachers of respective disciplines to make preparations for English medium instruction more effective.

Also, it is important to start the preparation for teaching through English well in advance. Time should be allowed to consult ESP specialists, work on some language deficiencies, become familiar with CLIL principles, and build the scaffolding that students of a particular discipline might need.

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MAPPING THE CLIL LANGUAGE COMPETENCES OF DISCIPLINARY TEACHERS

Preliminary Project Results from Hungary

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Abstract

There has been a growing pressure on higher education institutions in the Visegrád 4 countries to implement Content and Language Integrated Learning (CLIL). The aim of the courses taught through English is to enhance mobility, and to contribute to the internationalisation of higher education institutions. However, Disciplinary Teachers are not always prepared for this task. The aim of this paper is to introduce preliminary results related to the mapping of English language competences of Disciplinary Teachers at the Faculty of Education of the University of Szeged, within the framework of the Visegrad 4+ Project CLIL-HET (Content and Language Integrated Learning – Higher Education Teacher).

Keywords: CLIL, CLIL in higher education, CLIL-HET project, language competences of disciplinary teachers

INTRODUCTION

Content and Language Integrated Learning (CLIL) is “using a language that is not the students’ native language as a medium of instruction and learning in primary, secondary and/or vocational level subjects” (Mehisto et al. 2008:11). CLIL, as an umbrella term, can be seen as a continuum of low- to high intensity exposure methods of teaching and learning through a second language, ranging from total immersion to teaching part of a class through the CLIL language (Mehisto et al. 2008).

Research into CLIL in higher education has revealed a north-south divide (Hultgren et al. 2015), meaning that Nordic and Baltic states have a higher proportion of English-medium master’s programmes per 100,000 inhabitants than southern European countries. The region of the CLIL-HET project countries is a transition zone between North and South, with differing degrees of CLIL in higher education.

In Hungary, CLIL is seen as a tool for the internationalisation of higher education. There are 37 universities in Hungary, most of which offer courses or complete study programmes through a foreign language, mostly English. International students attend 460 study programmes, predominantly in the fields of medicine and business. However, all universities offer selected (elective) courses that are taught through English, for mixed groups of Hungarian and international students. In addition, in BA and MA programs, students have the opportunity to attend ESP courses, offered by university language centres.

As concerns the disciplinary teachers who teach a course through English, they usually have a good command of English, but they are not necessarily familiar with CLIL methods, best practices and classroom language. Also, in most universities there are no criteria for teaching a course through English.

The Hungarian Association of Teachers and Researchers of Language for Specific Purposes (szokoe.hu) is the national forum for ESP teachers, and a forum for research and good practices in CLIL.

This paper looks at the language competences of Disciplinary Teachers (DTs) teaching a course through English. A report on university lecturers' beliefs and practices in CLIL in higher education in Spain (Doiz et al. 2019) identified three problem areas: firstly, teaching through a foreign language, secondly, the impact of English on the development of the classes, and, thirdly, students' language skills. Lecturers find it difficult to deal with language problems in class, and planning and teaching through English is seen as time-consuming and stressful, thus decreasing lecturers' self-confidence. The second problem is the impact of English on classes (Doiz et al. 2019:169): the students' level of English determines how much content can be taught, and at what level. This leads to the third problem, the problem of the students' language skills. Low language skills can slow down the pace of the classes and might require frequent stops to rephrase or check understanding.

CLIL AND INTERNATIONALISATION AT THE FACULTY OF EDUCATION OF THE UNIVERSITY OF SZEGED

The Faculty of Education of the University of Szeged was originally a teacher training college for upper primary teachers (grades 5–8), established 90 years ago, and the college became part of the University of Szeged in 2000. The Faculty trains kindergarten and lower primary teachers, special needs education teachers, music teachers, PE teachers, and language teachers for minority languages (German, Slovak, Romanian). In addition, the Department of Modern Languages and Cultures offers CLIL courses for future and practicing teachers.

The Faculty has taken steps towards internationalisation, it has around 100 partner institutions from all over Europe, and there are considerable numbers of both incoming and outgoing students. We have incoming students from Italy, Spain, France, Germany,

Romania, and Turkey, and the most popular destinations for outgoing students are partner institutions in Germany, Spain, and Italy. The Faculty advertises several core and elective courses through English for the students of the Faculty and for international students. Currently, the Faculty offers one study program (Central European Studies) through English, and the accreditation of other English-medium study programs is under way.

In order to contribute to the internationalisation of the Faculty, the International Office and the Department of Modern Languages and Cultures have developed three courses for disciplinary teachers. The first one, *Presenting research results in written and oral form*, focuses on the fundamentals of academic writing and presentation skills. The course *Individual tutoring* helps disciplinary teachers with writing a paper in English or prepares them for a conference talk to be given in English. The third course, *Teaching a subject through English* (fundamentals of CLIL methodology), prepares DTs to teach a subject through English. The first training was held in January 2020, using the Didactic Material developed for the CLIL-HET project.

RESULTS

In this section, the preliminary results of the mapping of the language skills of DTs are presented. First, we detail the results of the questionnaire, then those of the linguistic tests. This is followed by the results of the classroom observations and student questionnaires.

Questionnaire results

First, DTs from the Faculty were asked to fill in a questionnaire about their experience and problems related to teaching a course through English. The questionnaire can be found at the Research Corner of the CLIL-HET project website. Those DTs who plan to teach a course through English could answer questions related to anticipated problems.

DTs with experience in teaching a course through English found grammar and dealing with the language level of the students the most problematic. These were followed by problems related to materials. They found interaction with students, choosing the right register and pronunciation the least problematic. These results are in line with the findings of Doiz et al. (2019).

DTs who plan to teach a course through English gave an overall lower ranking for almost all of the anticipated problems. The most important differences between the two groups concerned register and pronunciation; DTs who plan to teach a course through English see pronunciation as less problematic than DTs with an experience in CLIL, and DTs who haven't taught through English consider register as more problematic than DTs who teach through English. For more details, see Figure 1.

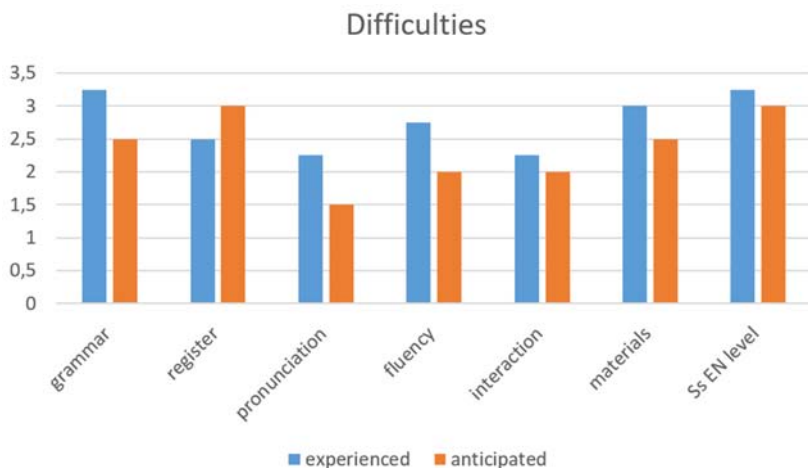


Figure 1. Experienced and anticipated problems

Language Diagnostic Test results

DTs were also invited to fill in the Language Diagnostic Test, which can also be found at the Research Corner of the CLIL-HET project website. Figure 2 shows the average scores the DTs have achieved at the different parts of the language test.

Based on the results, the English language level of the DTs was determined. (See Figure 3.)

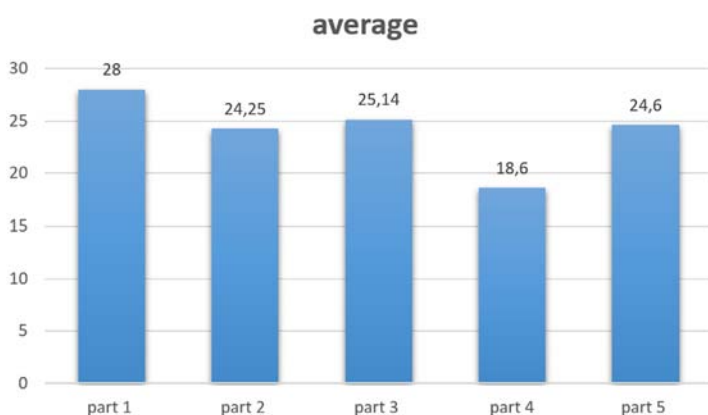


Figure 2. Language test results

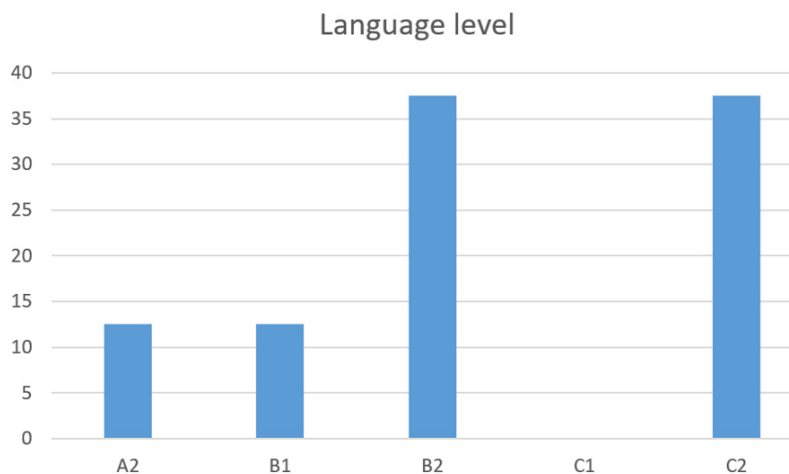


Figure 3. Language level of DTs

The data show that the language level of the DTs is rather high, C2 for 37.5% of the DTs, and B2 for another 37.5% of DTs. 12.5% of the respondents are at B1 level, and 12.5% of DTs are at A2 level. In other words, DTs teaching or planning to teach a course through English at our Faculty have a very diverse language background, thus language assistance needs to be tailored to their specific language level.

Classroom observation

Within the framework of the CLIL-HET project, the lectures and seminars taught through English by a DT at our Faculty were observed by ESP teachers. The language level of the DT participating in the project is C2, according to the language test. However, some minor issues were noted in the course of the classroom observations that could be addressed. These issues relate to cross-linguistic influence from Hungarian, on the level of syntax and related to intonation and pronunciation.

The first group of issues can be related to complex grammar structures, such as embedded questions or subordinate clauses where *that*, following the Hungarian syntactic rules, is overused. The second group of issues is related to pronunciation and intonation, where the influence of Hungarian pronunciation and intonation could be detected. It needs to be noted, however, that these issues did not impede communication in any way, course content was communicated to the students without any problems.

Students' views

The results of the questionnaire designed for Hungarian and international students taking courses taught through English at the Faculty of Education are discussed below, because they can be linked to the problems mentioned in the DTs' questionnaires (problems related to the language level of students).

The questionnaire was prepared for students both in English and in Hungarian, and asked about their expectations of a teacher who is teaching a subject through English, and the problems and benefits they experienced in relation to the courses taught through English.

Hungarian students who filled the questionnaire reported to have C1 language level. They expect good English skills and the ability to provide good explanations of technical terms in English from a DT teaching through English. The benefit of studying a course through English is the knowledge of technical terms, which would be important in a workplace. The Hungarian students didn't mention any problems related to studying through English.

International students expect first and foremost good interaction with students from a teacher teaching a course through English, good English skills, clear explanations of technical vocabulary, and clear explanations of logical links. In other words, there is a considerable overlap in the expectations of Hungarian and international students. The least important expectations from international students included the use of visuals, pair or project work, well-written study materials, the use of multimedia materials or student presentations. In addition to methodological implications, these results highlight the importance of the English skills of DTs and their ability to explain technical vocabulary and logical links through English. For more details on the views of international students, see Bakti, Erdei and Juhász 2020.

SUMMARY

This paper looked at the different aspects of language competences of DTs planning to teach or teaching a course through English. DTs identified as problem areas the level of their own English grammar, and coping with students' language levels. This is in line with the findings of Doiz et al. (2019). According to the results of the Language Diagnostic Test, the language level of DTs teaching or wishing to teach a course through English ranges between A2 and C2, which means that linguistic (and CLIL-methodological) assistance has to be tailored to the individual needs and language level of DTs.

Classroom observations have shown that the language weaknesses of the DT observed could be linked to cross-linguistic influence from Hungarian. Based on this, we propose some form of linguistic assistance taking into consideration contrastive linguistics.

Evidence from student questionnaires supports DTs perceived problems related to students' language level. In future methodological assistance, we should focus on teaching DTs how to deal with groups of diverse linguistic ability.

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PUTTING CLIL INTO PRACTICE

A CASE STUDY FROM SERBIA

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Abstract

This case study aims to show how CLIL is put into practice and how well would the content teachers (CTs) at the University of Priština's School of Technical Sciences in Mitrovica cope with the introduction of CLIL into the curriculum. The results of the oral test (that was given for the purpose of this case study) showed a significant difference between some teachers' oral competence. The average score was 10.69 out of 15, which was a lower score than expected for oral competence (71.27% of CTs answered all questions correctly). The results of the oral test showed the most common gaps in teachers' English and ESP skills (chiefly fluency, pronunciation, vocabulary), which implicate a potential problem for delivering lectures through English.

Keywords: CLIL, content teachers, ESP

INTRODUCTION AND LITERATURE REVIEW

Content and Language Integrated Learning (CLIL) has become an umbrella term describing both learning a content subject (such as physics or thermodynamics) through the medium of a foreign language and learning a foreign language by studying a content-based subject.

Different forms of CLIL have previously been known as 'content-based instruction', 'English across the curriculum' and/or 'bilingual education'. According to Marsh (1994), CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous

learning of a foreign language. More specifically, as Mehisto, Marsh and Frigols (2008) point out, CLIL is a dual-focused teaching and learning approach in which a mother tongue and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.

Unlike general English, content language is experienced in real-life situations in which students can acquire the language. Fluency is more important than accuracy and mistakes are a natural part of language learning. Learners develop fluency by using English to communicate for a variety of purposes (Ball, Kelly and Clegg 2016; Coyle, Hood and Marsh 2012).

In Serbia, both teachers and students believe that delivering lectures through English is very important for their professional career and that good English skills are necessary to succeed in the professional world. Hence, this paper will show the overall potential of introducing and implementing CLIL in higher education in a university in Serbia, the actual level of internationalisation at Serbian universities and, finally, test results of teachers who have expressed interest in teaching their courses through English at the University of Priština's School of Technical Sciences in Mitrovica.

Based on current literature and research on CLIL, a potential issue for the introduction of CLIL in higher education is the insufficient interest of students (whose native language is not English) in such programs and a lack of critical mass of international students. Fortunately, this is not the case in Serbia. First, there are more and more Serbian students who want to participate in CLIL to further expand their knowledge of English for Specific Purposes (ESP) that is necessary for their future careers (Ignjačević 2006; Ignjačević 2012; Ignjačević and Mirić 2006). Second, there is a significant influx of international students to Serbian universities.

METHODOLOGY

For the purpose of this study, the qualitative research method was used. Sixteen (16) teachers from the University of Priština's Faculty of Technical Sciences in Mitrovica took the test in the oral form in December 2020. This specialised ESP oral language test comprising 15 questions (1 point each) related to Mechanical Engineering was distributed to test teachers' oral competence in English and, hence, their ability to deliver lectures through English.

RESULTS

To gain a better perspective of CTs readiness and preparedness to teach CLIL, we tested 16 CTs from the School of Technical Sciences for the purpose of this case study in December 2020.

The results of the oral test show the most common gaps in teachers' knowledge of the technical language and they also implicate a potential issue for delivering lectures through English.

The results showed a statistically significant difference between some teachers' oral competence. The results showed an average score of 10.69 out of 15, which was a lower than expected score for oral competence. To put this into percentage, 71.27% of CTs answered all questions correctly (the level difficulty of the questions asked was B1 bordering B2). Thus, the results of the oral test showed that teachers have to improve their knowledge of technical vocabulary in English first, in order to be able to deliver lectures through English.

SAMPLE TEST QUESTIONS*

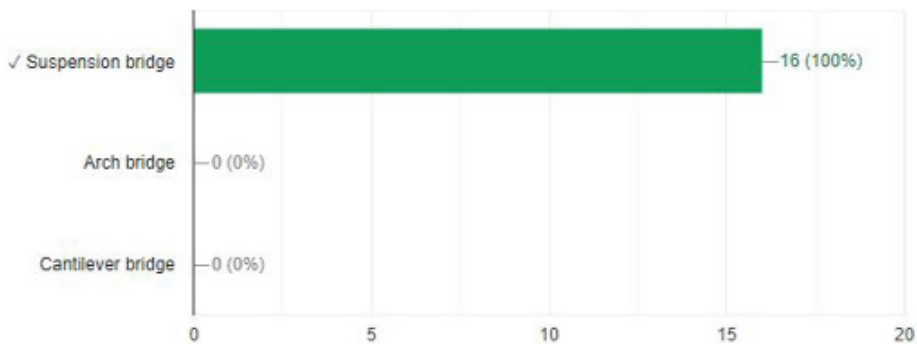


Figure 1. What kind of bridge was the Brooklyn Bridge? (16/16 correct responses)

* Some deliberate mistakes were made in the first, second and third question because the CLIL experts wanted to see whether CTs would notice the mistakes. CTs were so focused on answering the questions correctly that they had not noticed the mistakes.

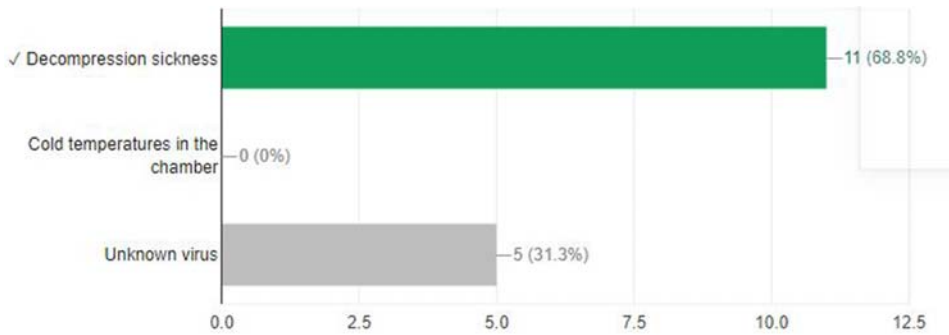


Figure 2. What was the true cause of 'the bends'? (11/16 correct responses)

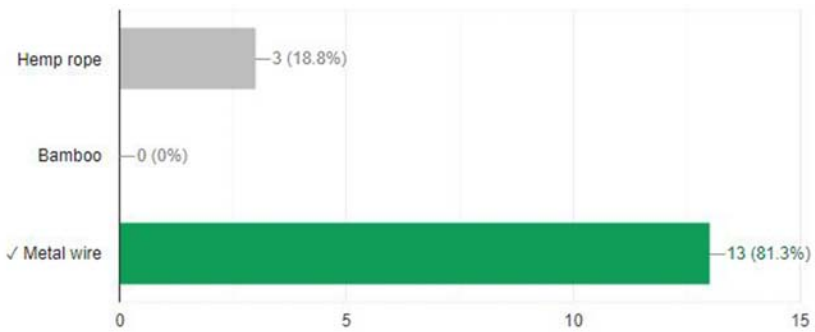


Figure 3. What were the cables made of? (13/16 correct responses)

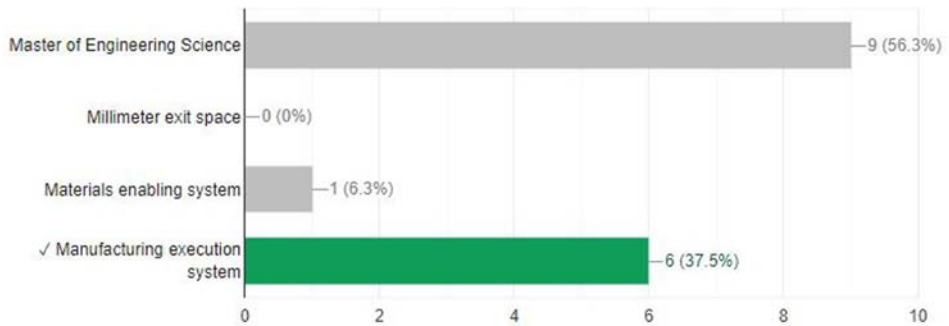




Figure 4. What does MES mean? (6/16 correct responses)

The following questions were frequently missed on the test:

 Frequently missed questions 

Question	Correct responses
Henry F. Phillips patented the Phillips screw and screwdriver in 1936. What does patented mean?	6 / 16
What does MES mean?	6 / 16
To dismantle a machine means...	5 / 16

Figure 5. Frequently missed questions

After the test, the content teachers were interviewed by the CLIL experts about CLIL. During the interview, CTs said that they were not confident enough to deliver lectures through English (even those who did quite well on the test), mostly because of their lack of experience and practice. When they were asked what would be their greatest obstacle if they were to deliver lectures through English, 90% of them answered fluency, vocabulary and even pronunciation of technical terms in English.

DISCUSSION

CLIL and ESP are considered a very important part of higher education in Serbia. Numerically, this means that 80% of all universities in Serbia offer English as the only foreign language, while the remaining 20% of universities offer other languages (such as German, French, Italian, Spanish and Russian) in addition to English. Interestingly, in 80% of Serbian universities, English is a required course, while only 20% offer English as an elective course. This is a clear indication of the prominent position of the English language at Serbian universities. The application of CLIL at some universities in Serbia, has, so far, fully achieved required goals: increased knowledge, better understanding and communication, and enhanced student mobility. Moreover, according to the instructors, CLIL offers benefits to both teachers and students (Vučo et al. 2014:5).

The application of CLIL at some universities in Serbia (only at medical schools, schools of economy, schools of electrical engineering and English studies for now), has, so far, been fully and successfully implemented. So far, according to the Serbian instructors,

CLIL has had a double focus on learning the subject matter and on the communicative and cognitive aspect of language learning with an emphasis on professional vocabulary expansion. Hence, there is a growing number of students who want to participate in CLIL to further expand their technical knowledge in English (Vučo et al. 2014:120–130).

Following the Ministry of Education, Technology and Science's initiative, universities in Serbia have been testing all content teachers since 2019, in order to determine their level of English, as well as their willingness to teach their courses through English. This is due to the increased internationalisation of higher education at Serbian universities, owing to staff and student mobility, and an influx of international students (particularly from the US who study medicine at the University of Belgrade Medical School). The results have shown that 80% of content teachers' level of English is B1/B2, 15% are at C1 level while only 5% are at C2 level of English.

In addition, since there are still no available data about the level of English of Content Teachers at the University of Priština in Mitrovica, CLIL experts also interviewed the ESP teachers at the University of Priština's School of Technical Sciences in Mitrovica about the test results and the feasibility of the idea to introduce CLIL into the curriculum. They said that it is a very progressive idea but not easily executable due to the following:

- For a very few CTs teaching in English would not be a problem while for the majority it would be impossible (that is probably the reason why only 16 out of 105 CTs [that is only 15.24%] agreed to take the test).
- The three biggest hurdles for the CTs that would hinder their effectiveness in CLIL are technical vocabulary, grammar and fluency. They can read literature in English but cannot reproduce what they have read due to the lack of fluency in spoken language and a lack of knowledge of technical vocabulary.
- Finally, students' knowledge of general English should be mentioned. The problem areas include, first and foremost, grammar, vocabulary and fluency. Students understand spoken language but can hardly speak it. Also, there is a problem of technical terms; students are not familiar with them.

Basically, the number of CTs who were willing to take the test, the test results and ESP teachers' opinion about implementing CLIL at the School of Technical Sciences are all indicators that, for the time being, the implementation of CLIL is unfortunately not a realistic possibility. Perhaps, one of the ways to implement it in the future is by intensive and continuous training by CLIL and/or ESP experts.

The best way for CLIL teaching is to realise a cooperation of language teachers and content teachers to prepare adequate materials for real target group(s) with adequate knowledge of their language level. This can be very successful in enhancing the learning of languages and other subjects, and developing a positive "can do" attitude in students

as language learners. In particular, this is true for students who have opted for less academic educational programs (Ball, Kelly and Clegg 2016:100–103).

This just proves that close collaboration of ESP and content teachers is imperative at the post-secondary level because the knowledge economies depend on collective intelligence and social capital, both of which involve sharing and creating knowledge amongst professionals. To ensure the quality of teaching and learning, it is necessary to design programs which conceptualise the integration of content and language, bring together content teachers and language teachers on all levels, address the needs of learners, encourage participants to become skilled in terms of language competence and content knowledge (Coyle, Hood and Marsh 2012:55–60).

CONCLUSIONS

The results of the oral test showed that teachers have to improve their knowledge of vocabulary to be able to deliver lectures through English. One of the ways to achieve this is through intensive training by CLIL and/or ESP experts.

Moreover, the quality of language teaching at universities cannot be ensured without substantial knowledge of general English, where the reliable basis for further language training should be at primary and secondary level of education. The same applies for students, if they do not achieve B1 or B2 level by the end of their secondary studies, it will be very difficult for content teachers to ensure the quality of CLIL teaching and to be responsible for the outputs and outcomes.

In an ideal world, CLIL can provide an answer for successful teaching of languages that can be utilised in different fields of study. Students work with specific texts and their content is a very important basis for all language activities. Students can put the language they are learning into practice instantaneously, which is a powerful motivation factor. The conversion of language learning from “academic” to a more “practical one” may lead the students to feel better about studying a foreign language and use it in their respective areas of study (Ball, Kelly and Clegg 2016:100–103).

Finally, for CLIL to be fully implemented at our University, a strong governmental and institutional support is required, because CLIL can boost motivation of both content teachers and students towards learning English and it is closely connected with their respective areas of study and their future profession.

In conclusion, the impact of CLIL in higher education has a strong influence on knowledge-based multilingual competences which are interwoven into various areas of study that support the internationalisation and globalisation of academia, allow mobility, the acquisition of new knowledge through foreign language(s) and content acquisition within a particular area.

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CONTENT AND LANGUAGE INTEGRATED LEARNING AT HIGHER EDUCATION INSTITUTIONS VIEWED BY DISCIPLINARY TEACHERS IN SLOVAKIA AND CZECH REPUBLIC

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Abstract

The internationalisation agenda taken up by universities in Central Europe requires the accrediting and offering of modern study programs where English is becoming a common tool and means of communication, and gaining and sharing knowledge. The aim of this paper was to identify advantages and disadvantages identified by a sample of disciplinary teachers from selected Czech and Slovak higher educational institutions in selected study programs, who wish to implement CLIL and prepare modern teaching materials, use them in the process of teaching at their institutions, and cooperate with foreign language teachers or CLIL specialists. Team work and cooperation of disciplinary teachers with CLIL and ESP teachers and other specialists enables them to cope with and beat the barriers, and support foreign language empowerment through facilitation, and positive motivation and to enhance the preparation of activities and materials for the teaching process. A meaningful system of activities and close cooperation of disciplinary and ESP teachers can lead to the design and realisation of new, updated and modern study programs at Higher Education Institutions (HEIs) with the offer of English/multilingual modules.

Keywords: internationalisation, CLIL modules, disciplinary teachers, team work

INTRODUCTION

The acquisition of foreign languages is a part of the EU's educational policy and internationalisation agenda, moreover, EU documents in the field of work policy and education reflect the needs of the labour market. The processes of education and further training should be performed in compliance with recent requirements, where the process of language learning and teaching should be incorporated into university curricula,

and individual areas of study, while focusing on future professional and job requirements. Compulsory mainstream education in Europe (backed by European Council in Barcelona in 2002), supported language learning aimed at mastering basic skills, where, in addition to the mother tongue, the learning of two foreign languages were mentioned from a very early age (Bologna Beyond 2010, White paper). Languages are proclaimed to be crucial in EU documents, encompassing the whole system of education, from primary to tertiary education, in addition to life-long learning. The problem is that the EU's education policy is realised in the form of non-binding recommendations, thus each EU state decides on the way of implementation. Foreign language teaching at Slovak and Czech HEIs falls within the competence of each institution, and both countries lack a complex system of institutional foreign language education agenda. This results in an inadequate level of language competences of the university students and teachers.

LANGUAGES FOR JOBS **PROVIDING MULTILINGUAL COMMUNICATION SKILLS** **FOR THE LABOUR MARKET**

The thematic expert group Languages for Jobs, established by the European Commission (2010) as a part of a coordination scheme of the Commission and the EU member states, issued the document *Languages for Jobs – Providing Multilingual Communications Skills for the Labour Market* (2015). This document sets the policy recommendations to reflect a better match between the demand and supply of languages and communication skills on the European labour market. The findings of the expert group have implications for a wide range of actors, namely educational institutions, vocational training institutions, employers, businesses, and decision makers at national level (Languages for Jobs 2015:5). The document comprises of fourteen recommendations (addressing what to do, why is it important, recommended realisation steps) for action planning in individual Member States. The Table of Recommendations (Languages for Jobs 2015:36–39) reveals the actions to be taken in each Member State to support language learning, teaching and training as follows:

1. *Improve the information flow about the language skill needs on the labor market* (perform surveys, search for trends and demands for languages in labor market, bring them to educational institutions at different levels).
2. *Widen the supply of languages taught and learned in secondary education* (promote adequate methods of FL teaching, motivate learners to study, keep languages during the whole process of education, reduce the gap between supply and demand).
3. *Increase opportunities to continue language learning and training throughout education pathways, including in higher education* (all HEIs widen and support language training with cross-curricular cooperation, invest time and effort in language learning,

orient at skills and their development, language should become a complementary part of an academic diploma).

4. *Re-orient language teaching to develop targeted options and put language skills into context* (from initial vocational to tertiary education, orient language learning based on the future job, utilise LSP to cover the requirements of different occupations).
5. *Develop specialised language training modules and methodology for teachers and trainers in vocational education and training* (cooperation of language teachers and DTs and trainers; support, promote and create in-service teacher training, develop proper language skills with teacher mobility support).
6. *Create best practice networking between training institutions* (various categories of teaching and training institutions involved in language teaching should link with practical training and related skills, importance of networking and facilitating the mobility of teachers and learners, support their ability to work in a multilingual and multicultural area).
7. *Increase learner mobility across the board* (strong promotion of mobility, remove the lack of language skills as an obstacle for mobility, make languages an integral part of a strategy to make international mobility a reality through partnerships promotion between the European authorities, business and educational institutions, increase financial support for language teaching, learning and mobility).
8. *Encourage targeted language learning in the adult population* (find support in the LLL system for language learning with adult learners, offer vocationally oriented language supporting career changes, support vocationally oriented teaching to migrants).
9. *Develop methods to test and assess language competences connected to specific professions or professional contexts* (facilitate transparency and objective assessment through implemented diplomas and certificates of language competences based on CEFR, standardise the requirement of employers, prove the proof of language competences).
10. *Validate informal language skills* (recognise and validate language skills acquired through informal and non-formal learning, develop a Europass Language Passport with a formalised dossier of documents).
11. *Improve the structures for dialogue between education and the world of work* (identify institutions and businesses to lead dialogue, and participate in continuous development of teaching syllabuses, together with further counselling and guidance of students in their educational pathway).
12. *Improve the employer capacity to manage and exploit language skills* (promote trade organisations and employers to articulate correct needs for language skills and effective deployment of languages for specific purposes in companies and in staff training).
13. *Establish awards for companies to recognise outstanding multilingual performance* (on the national level introduce a business language label award, and encourage companies to manage language skills supplied by the educational sector).

14. *Identify new financing models to secure provision of good language skills for labor market (support language skills development and its funding with the involvement of public authorities and companies and prevent the permanent risk of severe cuts in language education around Europe).*

REAL LIFE REQUIREMENTS VERSUS FOREIGN LANGUAGE TEACHING AT HEIS IN THE SLOVAK AND CZECH REPUBLICS

Real life requirements and labor market needs highlight the importance of creating balanced, properly planned study programs at HEIs with foreign language (languages) involvement as a part of continuous professional development, and continuous complex language education through diversified lifelong learning formats. The demand for communication skills in the labor market rises, and that should be reflected in the actual steps taken in the complex system of language education at all levels. Practice shows that the requirements for language for specific purposes and CLIL match labor market needs and reflect the recommendations of the EC, but in practice it does not exist everywhere in HEIs.

Teaching ESP at universities requires an interdisciplinary approach, where the designing of the language teaching process is considered as a part of the whole study program aimed at meeting the specifications of a graduate profile. The 'specific' in ESP means a relation to a scientific discipline within which English is taught, thus meeting the specific needs of students, based on the content of their curriculum and the core subjects within the study program.

The knowledge economies depend on collective intelligence and social capital, both of which involve sharing and creating knowledge amongst professionals. To ensure the quality of ESP teaching and learning, it is necessary to try to introduce some form of CLIL teaching and learning and to introduce specific teacher-training. It is important to design programs which conceptualise the integration of content and language, and bring together content teachers and language teachers and specialists on all levels. It involves addressing the needs of learners, encouraging participants to become skilled in terms of language competence and content knowledge via empowering teachers to create their own resources and share them (Hargreaves 2003).

It is worth to mention that the quality of language teaching at universities cannot be guaranteed without providing the students with an appropriate level of general English first, but that is a part of system-planned education (by qualified teachers) across all educational levels. The first reliable basis for further language training should start at elementary, then at secondary level of education (responsibility of the state), but the complex notion of life-long language education is missing in many countries. That is reflected also in the

current situation of both the Slovak and Czech Republics. If the graduates of secondary schools have not achieved B1 or B2 level (based on CEFR), it is very complicated for university language teachers to ensure the quality of ESP teaching and be responsible for the outputs defined as higher education language competencies.

During the last decade in both countries, the nation-wide implementation of compulsory school-leaving exams in foreign languages at B1 and B2 level (CEFR) has started. It is part of the secondary school leaving exam (Maturita), but very different results appear when students enrol at universities. An important point is then the scope of foreign language teaching and learning in the education processes at HEIs. The following factors hinder proper development at HEIs: the lack of a step-by-step language development program, which neither overestimates, nor underestimates students' abilities and foreign language skills in a HEI environment, together with a lack of long-term planning, a proper understanding and implementation of the EC recommendations.

A possible solution is a platform for closer contact of experienced ESP teachers and disciplinary or mainstream teachers, that aims to prepare CLIL materials and also follows ESP teaching in education systems in Slovakia and the Czech Republic. Many English language teachers worry about using CLIL materials because they feel the lack of background knowledge of the subject, and think that preparation is time-consuming. Although this may be true to some extent, it is important to remember that the material is only a "vehicle" for the language and the language teacher does not need to know everything. In the teaching process, there is a room for cooperation and support for teachers to learn as they teach and sometimes for the students to teach the teacher. This type of atmosphere also supports the cooperation with disciplinary teachers. Facilitation is the proper way to explore things together with students, but being a teacher-facilitator is not an easy task. Still, it is the proper way to understand the position of a teacher as well as to support and immerse a student in a creative classroom environment.

The idea of a CLIL lesson is that English is simply used as the medium for expressing the ideas and information and the main focus of the lesson is on the content. The reason why CLIL has received special attention in Europe is that it is one of the ways to achieve the objective of learning foreign languages in addition to the mother tongue. This approach involves learning various subjects through an additional language.

CLIL teaching tips can be found on various websites, but the best solution is the close cooperation of language teachers and disciplinary teachers, who can prepare adequate materials or modules for a real target group, with proper knowledge of their language skills. This can be a successful way of enhancing the learning of languages, as well as the other subjects, developing a positive, "can do" attitude in students as language learners. The conversion of language learning from *academic* to *practical one* may lead students to feel more comfortable with studying a foreign language and using it in their major.

Based on my own 26-year-long professional academic experience in the area of foreign languages, 22 years were connected with teaching languages for specific purposes at HEIs in Slovakia (University of Ss. Cyril and Methodius in Trnava, Goethe UNI in Piešťany) and in companies, but I also have a two-year experience at a technical and economic university in the Czech Republic (VSTE). I can state that my career has been characterised by permanent studying, preparing and adopting materials, immersing into different areas of study, and using English for professional purposes. An inseparable part of teaching has always been communication with study program designers and mainstream teachers in order to communicate about their requirements to students in core courses and recommended study materials (Slovak, Czech, English or in other languages). Teachers asked me, an ESP teacher, to recommend sources. Personal experience shows that not all disciplinary teachers were or are willing to participate in CLIL, share materials in English or cooperate with an ESP teacher and help in the preparation of study materials. A negative experience has been the closing of the Department of Languages for Specific Purposes (at various faculties at universities) and cancelling the foreign language courses (inconsistent system of education and underfunding of HEIs). It was difficult for DTs to take into account the real language knowledge of their students in English, and sometimes they saw LSP teachers as translators or interpreters of their materials and papers. Some attitudes to LSP teachers were strange, or even disrespectful. However, it is worth mentioning the positive experience and support of foreign language teaching and learning, especially by academics with high language proficiency and strong support of language learning in HEIs, namely in Ethnology, Psychology, Public health, Physiotherapy, and recently in Management of tourism and hospitality, and Quality management, where foreign languages are understood as the means of widening knowledge and accessing information and as a prerequisite for mobility. Their support, close co-operation and communication show and opportunity to widen my knowledge in different areas, use ESP, support CLIL methodology, and use facilitation in language classes.

THE CZECH CLIL-HET-PARTNER: VSTE (2019)

During my almost two-year experience (2018–2019) at the Institute of Business and Technology in České Budějovice (VŠTE), Department of Field Didactics and Department of Languages in the Czech Republic, I took part in a cross-border INTERREG project between Upper Austria and the Czech Republic, named CLIL – Methodological concept to effectively support key professional competences using a foreign language (INTERREG

V-A Austria–Czech Republic 2014–2020). The project aimed at fostering foreign language skills and intercultural competence, and participants prepared E-learning modules and online materials for the fields of logistics, informatics, mechanical engineering, civil engineering, didactics in Czech, German and English. Recently, the majors for which the modules were prepared have not been offered.

In 2019, the VŠTE became a partner of the V4+ project CLIL-HET for the Czech Republic (all team members were Slovak nationals working at the VŠTE), and we believed that the previous Interreg project could be continued in a new dimension. We started addressing the disciplinary teachers and specialists at VŠTE concerning CLIL methodology and mapping their willingness to cooperate and prepare new English–Czech CLIL study modules, materials, and videos for the areas of Economy Technique and Hotel Management. We planned a newly prepared study program of Teacher-Training for Economics and Technical Subjects, with ESP and CLIL modules involved and for the re-accredited study program of Hotel Management.

During 2019, 59 disciplinary teachers were addressed, but willingness to cooperate was shown only by 9 academics with previous experience or connection with CLIL practice (aged 35–45), who understood the necessity of FLT during the education process at HEIs, and cooperation with ELT was a support for them. Unfortunately, the end of 2019 brought organisational changes at VŠTE, the new study program was not submitted for accreditation, and several other study programs were not submitted for re-accreditation, some VŠTE departments and institutes were closed, and project members from the Czech partner institute were dismissed.

CONCLUSION

Communication in several languages is part of the vision of a multicultural Europe, and European languages should be supported and taught all over the EU. A possible way to achieve improved language competence of students in tertiary education is to implement CLIL. It can be realised through collaboration of ESP and disciplinary teachers, through understanding the need for integrating language skills and content in co-taught modules by the teams created of ESP or LSP teachers, mainstream teachers and media specialists. Cooperation, preparing bilingual/multilingual modules, and realizing them in teams, or co-teach them in a mother tongue or foreign language are ways to meet the goals and preparing students for their real professional life in a multicultural environment. It is also important that national and institutional policies in Slovakia and the Czech Republic realise these goals and implement European recommendations.

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CHAPTER 2

ESP IN HIGHER EDUCATION

TAILORING ESP MATERIALS TO NURSING STUDENTS' PRACTICAL NEEDS

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Abstract

This article illustrates an attempt to create optimal content of an English course for nursing purposes, following reflections from the results of a motivation survey. The course is dedicated to a particular and defined group of nursing students studying at the University of Applied Sciences in Tarnów, Poland. The paper addresses the issue of choosing job-related topics, useful functional phrases, vocabulary and terminology to prepare a nursing student for a demanding labour market in the health care environment. The selection of linguistic materials was carried out on the basis of a fruitful cooperation between the representatives of the following groups: Polish teachers of English, Polish nursing professionals, nursing students and nursing practitioners. As a result, the specific topics, functional phrases as well as examples of new, “missing” phrases and vocabulary were presented for students during the academic year 2020/2021.

Keywords: ESP course, nursing students, linguistic material

INTRODUCTION

High quality education of health care providers at university level is a key imperative. A qualified nursing student is an individual who has acquired qualifications, key nursing skills, job related competences and knowledge of a practical nature to perform patient-oriented care with success. All these features are highly valued by employers not only in Poland, but also abroad, where nursing posts are vacant for English speaking nurses. The question which arises is how to equip a nursing university graduate with the required English skills and competences, while paying attention to the limitations of time, students' real needs, their capacity, and their English proficiency during an English course for nursing. These limitations require a very careful selection of the linguistic material. The material to cover, which is determined by the content of the syllabus, is worth

discussing, reviewing and evaluating to make sure that students acquire the basic and most useful skills and competences in English for nursing purposes. The very first criterion of the chosen topics, phrases, vocabulary, linguistic structures, and types of tasks is their practicality. This means useful phrases at work, up-to-date texts (including medical documents), and dialogues in real life situations. The second criterion is the quality of language learning activities. The language learning activities must develop skills and competences necessary while performing a good nursing care.

The process of tailoring materials and ways of practising English for nursing purposes cannot be done without the description of the target group – nursing students at the Nursing Department of the University of Applied Sciences in Tarnów, Poland. All students starting university have passed a school leaving or maturity exam in English. Although foreign language courses at the university have mixed-ability groups, there is a tendency to form groups of one proficiency level – intermediate English. According to the European Framework of English, the level of students is B1, or B1+. The English course for first-cycle nursing students lasts 3 semesters (the first, the second, the third) and covers 150 hours (60 + 30 + 60). Each group consists of maximum 24 students. Every year, starting in the academic year 2005/2006, there are at least four groups of students who study nursing, which clearly shows that the demand for educated nurses is quite high.

AUTHENTIC LINGUISTIC MATERIALS

Linguistic material is any piece of language served to a learner. It covers oral and written language, as well as the language's other aspects, such as pronunciation, intonation, syntax, grammar and vocabulary. Taking into consideration a whole text, the term linguistic material also covers different discourses whose characteristic linguistic features (structure of sentences, typical phrases, division of the content) determine these discourses. Linguistic material for nursing purposes is any piece of language served to a specific receiver: a nursing student or a practicing professional nurse.

The question of the authenticity of linguistic materials has been discussed by many scholars. Some definitions suggest that all unedited and unmodified materials in a written form or utterances expressed by native speakers are authentic. Other definitions emphasise that original oral or written texts are not perceived as authentic by learners as the comprehension of the message poses difficulties for the learners. In our case, authentic materials are most of all useful, interesting and must be comprehensible for learners. As the latter definition is student-friendly, the authors tend towards it when tailoring linguistic materials to nursing students' needs at the UAS in Tarnów, Poland. Although authentic materials, that is materials from the real world, do not guarantee authentic interactions, the authors

believe that gradually introduced authentic materials help in experiencing authentic (real), job-related activities and tasks. That view is confirmed by Bielousova (2017), a practising ESP teacher in the area of technology. She emphasised the third stage in organising an ESP course, which consists of a selection and adaptation of authentic texts accompanied by illustrations. The usability of texts is the basic criterion for choosing them.

REASONS FOR EVALUATING LINGUISTIC MATERIALS

The reflections on the adequacy of the English course for nursing students were collected in the form of a satisfaction questionnaire at the UAS in Tarnów. The results showed students' readiness to acquire nursing skills in English, however, they expected it to be taught by nursing professionals. Taking into consideration the fact that teachers of ESP are not professional nurses, cooperation with both nursing teachers and students has been crucial and resulted in creating a bank of useful phrases that are frequently used during students' training in healthcare institutions. A great demand to prepare this useful vocabulary list was dictated by the needs of foreign students who actively take part in their apprenticeship in clinical areas in Tarnów, Poland. The list of phrases is evaluated every year by both nursing teachers and students. Additionally, typical medical documents widely used in healthcare institutions have been translated from Polish into English. These steps support our attempt to create a student-centred syllabus that is tailored to labour market demands.

The need for introducing practical skills into foreign language courses to prepare students for their careers was discussed by Gerndt (2012). The curriculum should be transformed to enhance a candidate's chance for employment. In her research, she gave evidence that an overwhelming majority of job posts requiring foreign language skills are for industry jobs and not for jobs in the field of education. To suit the labour market demands, foreign language courses should not concentrate on literature (the humanities), but on job related courses, and should offer students more options to choose from. Shifting the curriculum this way, educators help students to become competitive in a global job market. Another need for syllabus changes, with an emphasis on introducing tasks aimed at performing English professionally, was discussed by Silva (2004). The author paid attention to learners' communicative needs and linguistic experience through interactions in the target language. Puteh and Mohamad (2017) conducted a detailed vocabulary analysis of two English course books for nursing in Malaysia and confirmed the lack of possibility to create the list of "right vocabulary" in nursing. That impossibility is caused mainly by the limited content of course books and the fact that choosing the core vocabulary is time consuming. They also emphasised the need to form the exclusive list

of words based not only on general and nursing world lists, but also on an academic word list. The relevance of the English online course to Chinese nursing students' place of work was a significant factor in acquiring their clinical language skills in English (Tang et al. 2014). That relevance, as one of three parameters measuring the success of language learning in the context of learning strategies, was also mentioned by Shatz (2015). Calma et al. (2019) gave evidence for the importance of preparing nursing graduates for employment in primary health care with the help of well-tailored curriculum content. That content may influence graduate students' choice of job positions.

The book *Curriculum Development in Nursing Education*, written by experienced nursing professionals from the Arthur Labatt School of Nursing (Iwasiw et al. 2020) has contributed to assessing the effectiveness of the curriculum at the UAS in Tarnów. A very positive outcome of the RICH model applied to the Chinese ESP curriculum is worth mentioning here (Zhang et al. 2020). The acronym RICH describes four components integrated into the English course for nurses. R means research-based learning, I stands for integrated curriculum, C for cooperative methodology, while H refers to humanistic outcome. Chinese students gathered information on topics related to nursing through scientific articles on their own. It was students who decided what topic should be discussed. Their level of vocabulary acquisition was checked by tests prepared by teachers. During discussions, students exchange opinions and develop critical thinking in groups. A kind of summary was provided by the representative of a students' group in a presentation. All students were satisfied and 94.9% of the respondents were highly satisfied with the learning method. In the UAS in Tarnów a few hours of the course for nursing is assigned to a similar learning method, which provides an introduction to reading professional scientific articles in nursing. Only a limited number of hours can be devoted to this method because of the insufficient proficiency of English of the students at the first circle of their studies. However, the method could be widely applied in the second circle of studies.

Finally, the most helpful source of information of a practical nature was the analysis of the curriculum for non-native English learners, who would like to join classes for nursing assistants at the Utah Valley Regional Medical Center in Provo, Utah. A project report was carried out by one of three English teachers implementing an ESP course for nursing assistants at Brigham Young University with the cooperation of a Certified Nursing Assistant. The reviewed curriculum, methods of teaching, types of language activities, didactic materials as well as learners' needs analysis are the base and reference to refer to while implementing the evaluated content of an English course for nursing at the UAS in Tarnów (Romo 2006). The need of interdisciplinary curriculum marked by Hermann et al. (2016) also confirms the assumption of indispensable professional cooperation.

WAYS OF ASSESSING AND CHOOSING PRACTICAL LINGUISTIC MATERIALS JOB-RELATED TOPICS AND USEFUL FUNCTIONAL PHRASES

The process of choosing core topics for nursing classes was started by listing them to find their counterparts in the Polish nursing subjects and deciding on their level of practicality. As the list was a very long one, students', as well as Polish nursing specialists' opinions were taken into account. The most helpful suggestions in this process came from nursing student graduates working in healthcare institutions. As a result, in a syllabus the lengthy topic on surgical instruments was shortened in order to give priority to the topics on injuries, ailments, illnesses and wounds. Another topic suggested by our graduates was safety rules safety in healthcare institutions abroad. There was also a suggestion about topics related to nursing procedures discussed during the Polish practical classes in nursing care. For the next two academic years, 2020/2021 and 2021/2022, the following topics were chosen: 1. Greeting and introducing, 2. The place of work and specialists in health care institutions, 3. The English alphabet and spelling, 4. Numerals in everyday life, calendar, dates, 5. Describing a routine day, daily activities, time expressions, 6. Schedule, making an appointment with a doctor on the phone, 7. Describing parts of the body, 8. Injuries, symptoms, ailments, signs and symptoms, 9. At the doctor's, comments and requests, 10. Nurses' duties, 11. The contents of a first aid kit, 12. The place of work for nurses, 13. Some information about a nurse in an informal letter, 14. Curriculum, subjects, lectures, seminars and exercises, 15. What's going on in a hospital, 16. Curriculum Vitae/CV, 17. Being a student nurse, 18. Facilities, rooms, units and wards, 19. Medical equipment, trolleys and instruments used in a hospital ward and unit, 20. Interviewing a patient, data gathering, filling in a patient form, vital signs, 21. Explaining a medical procedure to a patient, 22. An operation consent form, 23. Medications, their use, dosage, prescriptions, 24. Ways of sterilizing, cleaning, arranging, organizing and storing items, 25. First aid, 26. Common nursing procedures 1: hand washing, giving injections, administering drugs, 27. Common nursing procedures 2: inserting types of tubes, giving a bed bath, making a bed, assisting a patient, 28. Job interview, 29. Reporting an emergency and taking it by the dispatcher, 30. Workplace health and safety, critical alarm system, HIQUA standards.

The division of educational materials according to topics could be as follows: topics 1 to 12 for 60 hours, topics 13 to 18 for 30 hours, topics 19 to 30 for 60 hours. This arrangement of learning materials is required by the necessity of organising at least 2 meetings (4 hours) for revisions and 2 meetings (4 hours) for tests in case of 60 hours per term, and respectively at least 1 meeting (2 hours) for revisions and 1 meeting (2 hours) for tests in case of 30 hours per term.

The cooperation with second-circle students studying at the Department of Nursing at the UAS in Tarnów and at the same time working in healthcare institutions has resulted

in creating a list of useful vocabulary. The list is reviewed at the end of each academic year. Graduate students write down new phrases and words in Polish which, in their opinion, are important and missing from the list. The list was an initiative of Polish teachers of English at the Nursing Department, as they have a lack of own medical knowledge in Polish, let alone in English. This suggestion was also made by teachers of Nursing after a hospital internship done by Erasmus foreign at the gynaecological and paediatric wards. The lack of specialised medical English was an obstacle in communicating precisely in the clinical environment and also in testing foreign students' knowledge, skills and competences. The list of medical English phrases and words for the academic year 2020/2021 concentrates on the following topics: 1. Medical examinations and tests, 2. Nursing skills, 3. Illnesses and ailments, 4. Manuals at work and instructions to follow during nursing procedures, 5. Nursing procedures and activities, 6. Professional positions of nurses, 7. Medical documents, 8. Hospital rooms, units and wards, 9. Medical professionals, health care providers and workers, 10. Medical equipment and fittings.

Useful phrases which are used by health care providers at work are used quite often in dialogues in healthcare institutions, including in dialogues with a patient and a patient's family members. Proper communication has been emphasised as a key skill in nursing by employers. Listening attentively and reacting adequately, both verbally and non-verbally, to a situation requires the use of specific phrases. These phrases mirror certain language functions, which are used to affect a person emotionally, help in controlling a difficult situation of a patient's life and health. The main principle of using these phrases must be a commonly understood respect to each human being. For the next two academic years, 2020/2021 and 2021/2022, the following entries for functional phrases were chosen: polite requests, communicating bad news, calming down, comforting, giving precise and clear explanations of a medical procedure, giving instructions, introducing oneself and others, invitation for a meeting, agreeing and disagreeing, asking for the patient's wellbeing and mood, asking for information in a polite way, asking the way, asking how something works, expressing hopes and dreams, making a complaint, apologising, giving advice, offering help, expressing assumptions, surprise, empathy, or anxiety, rejecting an offer, using useful expressions which help to keep up the conversation including small talk, making telephone calls, doing interviews keeping to ethical rules.

VOCABULARY AND TERMINOLOGY

An optimal number of vocabulary items used in the healthcare clinical field is determined by the topics presented above. What should be paid attention to is the level of language formality and informality used in these phrases. To avoid misunderstandings or awkward and embarrassing situations, the register of vocabulary items must be emphasised.

In other words, one expresses a given phrase differently depending on the recipient and the situation. A quite neutral phrase: “Do you need to go to the toilet?” sounds different while asking a child: “Do you need to wee-wee?”, is vulgar in case of “Do you need to pee-pee?” and the equivalent: “Do you need to spend a penny?” cannot be used because of breaking a code of good conduct, as it is too intimate. What’s more, in the report the precise medical terminology must be used like for example: “urine was passed”.

The highest level of formality is observed in medical documents. Typical phrases for each type of medical document are highlighted. Additionally, rules for writing medical documents are presented, as, in most cases, the content and order of phrases are easy to predict. The criterion of choosing typical phrases for medical documents is the documents themselves, as they contain fixed, predictable phrases. These phrases are found in, for example, an admission card, a referral letter, a standard discharge summary, a case history, prescriptions, short work messages, nursing reports, nursing assessment plans, or information leaflets. We assigned these medical documents to our topics: 4. Numerals in our everyday life, calendar, dates: an admission card, 6. Schedule, making an appointment with a doctor on the phone: a referral letter, 8. Injuries, symptoms, ailments, signs: a nursing assessment plan 9. At the doctor’s, comments and requests: a case history, a prescription, 10. Nurses’ duties: short work messages, 12. The place of work for nurses; facilities, rooms, units and wards: information leaflets, 20. Interviewing a patient, data gathering, filling in a patient form, vital signs: an admission card, nursing reports, 21. Explaining a medical procedure to a patient: a nursing assessment plan. 22. An operation consent form, a standard discharge summary.

EXAMPLES OF USEFUL PHRASES SUGGESTED BY NURSING STUDENTS

At the end of each academic year, nursing students are asked to complete the list of useful phrases and vocabulary for nurses. The latest list was checked at the end of the academic year 2019/2020. Here there are some examples of phrases which were added by students.

– *Nursing skills*: gather information, collect records, formulate a nursing diagnosis, state the objectives and nursing plan of care, perform nursing procedures, provide patient education and counselling for self-care patients with different age groups, assess psychophysical development in children, take a sample for a diagnostic test, identify emergency conditions, identify drug therapy problems, identify eating problems, perform nurse-patient therapeutic relationships, assess patient intake and output, prepare and administer medicine via different routes themselves or by the physician’s order, implement nursing interventions, refer the patients and their guardians

- to a self-help group, do a screening test, assess the level of pain, assess the patient's reaction to pain and pain intensity
- *Documents*: sick leave, discharge, birth certificate, physical therapy note, operative notes, progress notes, physician certificate
 - *Patients*: nursing mother, a person with disability, carrier, casualty, a premature baby
 - *Equipment*: infusion apparatus, infusion bottle, incubator, medicine chest, scales, call light
 - *Nursing care*: cuddle, stroke, whisper to a baby, put a cannula on, take a cannula off, wash between the skin folds, unwrap a baby, calm it down, give a massage to the breasts, have a catheter inserted, cut the umbilical cord
 - *Disorders and ailments*: underweight, mental deficiency, cerebral palsy, colic, have hiccups

IMPLICATIONS FOR LEARNERS AND TEACHERS

This article attempted to outline the core topics and linguistic materials that constitute the basis for a course in English for nursing purposes. As the choice of topics and linguistic materials have undergone limitations, the issue of optimisation was raised. It must be emphasised that the optimal content of a course is addressed to a specific target group, nursing students at the Department of Nursing at the University of Applied Sciences in Tarnów, Poland. As a result, adopting the content of the proposed course in other institutions may not be successful. However, the authors primarily aimed at a contribution to create a framework of linguistic materials for similar target groups.

The presented proposal of the linguistic framework for an English course in nursing is particularly significant due to the cooperation between teachers of English and nursing professional teachers as well as nursing students. All participants contributed to the final result, an ideal course in English for nursing. What seems to be useful for teachers does not cover students' real linguistic needs. That is why the most valuable opinions have come from university graduates working in healthcare institutions. These practitioners know what linguistic material they need while practising nursing in an English speaking environment. The cooperation of teachers and students is the most valuable one, as it gives an opportunity to reflect on the course content for teachers, and critical thinking, shared responsibility, consciousness of learning, and autonomy for students. Systematic evaluation of topics and language materials helps in learning useful, up-to-date language.

Personally, the authors' intended aim was to have an influence on teachers to rethink and re-evaluate the content of other courses in English for specific purposes.

CONCLUSION

Cooperation at the UAS in Tarnów has brought measurable benefits in forming a student-centred and job-oriented syllabus. Graduate nursing students contributed to the content of the English course for nursing. Their suggestions about core linguistic materials including vocabulary, professional topics, and useful function phrases are of a great value and are of a practical nature. Professionally active medical professionals' opinions also complement this process. This method of preparing a course in English for nurses reflects the time-consuming and dynamic processes of fulfilling the students' real needs.

A well-tailored programme is a challenge, as there are limitations concerning different aspects (number of teaching hours, acquired level of language, speed of acquiring new language, amount of new language to be covered in a class, the content of the final exam in English by department authorities and so on). However, the challenge to assess, change and adjust the curriculum to new demands is worth students', teachers' and nursing professionals' efforts. The efforts are rewarding as students take responsibility for their education, and they gradually become actively engaged in decision making on the shape of their future career. What's more, having a good model of teachers respecting students' perspectives, students start implementing critical thinking while choosing linguistic materials. They are aware that constructing an optimal programme for nurses is of their interest. Graduate nursing students not only offer topics that are of professional interest and need, but also specialist course books and scientific articles to work on during classes.

The success of these joint efforts gives us an opportunity to continue developing the curriculum for second cycle nursing students. It could be a follow up curriculum with additional topics suggested by interested parties and with the emphasis on reading scientific articles.

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Appendix 1. Useful phrases collected in cooperation with nursing students and professional nurses

Criticizing

I’m not at liberty to say...

Let me get back to you about it.

I’m sorry, that’s confidential.

(Sorry) That’s personal.

I’d rather not talk about it.

That wasn’t very clever.

What were you thinking of?!

I bet you wish you hadn’t done that.

Why on Earth did you do that?

I wouldn’t do that again (in a hurry)

What a total disaster!

Delaying answering

Well, you see...

Now, let me see.

Just a moment / Just a second

Hang on a moment / second / mo / sec

How shall I put it?

What’s the word for it...

Now, let me think...

Let me get this right...

It’s on the tip of my tongue...

(Now) that’s an interesting question...

Describing graphs

A sharp increase
 A steep drop
 A massive reduction
 A gradual rise
 A slight decline
 A peak
 A slow-down
 A spike
 A steady recovery
 Fluctuations

Disagreeing

I'm not sure about...
 You could be right, but...
 (I'm afraid) I don't agree.
 I agree up to a point, but...
 That's an interesting idea, but...
 Do you really think...?
 Rubbish! / Nonsense!
 You can't be serious!
 Actually, as a matter of fact. I think...
 That's not how I see it.

Encouraging

You're coming along well
 Keep up the good work
 That's a good effort
 That's a real improvement
 You're on the right lines
 Keep going
 Come on, you can do
 Give it your best shot
 What have you got to lose?
 If at first you don't succeed...

Expressing improbability

I don't expect they'll...
 It's (quite) unlikely they'll...
 They are not very likely to...
 I shouldn't think they'll...
 There's not much hope / chance it will...
 I'd be (very) surprised if they...

I wouldn't bet on them ...ing.
 There's no chance of them ...ing.
 There's little likelihood of them ...ing.
 It'll never happen in a month of Sundays.

Expressing interest

Really?
 That's interesting!
 Could you tell me something more about it/... ?
 If we do that, what will happen next?

Apologizing

Sorry.
 I'm (so / very / terribly) sorry.
 Ever so sorry.
 How stupid / careless / thoughtless of me.
 Pardon (me).
 That's my fault.
 Sorry. It was all my fault.
 Please excuse my (ignorance).
 Please don't be mad at me.
 Please accept our (sincerest) apologies.

Asking about future plans

What are you doing tomorrow?
 Got any plans for tomorrow?
 What's your plan for tomorrow?
 Are you doing anything tomorrow?
 What's on the cards for tomorrow?
 Busy tomorrow?
 Have you got anything on tomorrow?
 Have you got anything planned for tomorrow?
 What's happening tomorrow?

Asking for approval

Do you think it's all right to...?
 What do you think about (me) ...ing that?
 Do you think / reckon I ought to...?
 What would you say if I...?
 Would you approve of ...ing...?
 What is your attitude to the idea of...
 Are you in favour of (me) ...ing...?
 You are in favour of..., aren't you?

Do you think anyone would mind if I...
Do you think it would be really awful if I...

Asking for explanation of an unknown word or phrase

What does "fields" mean?
Could you explain the word "fields"?
Would you mind telling me what "field" means?

Asking for help

Can you give me a hand with... /...ing ...?
Could you help me for a second?
Can I ask a favour?
I wonder if you could help me with...?
I could do with some help, please.
I can't manage. Can you help?
Give me a hand with this, will you?
Lend me a hand with this, will you?
Could you spare a moment?
I need some help, please.

Asking for information

I need to find out...
Do you know...?
I'd like to know...
I'm not sure...
Could you tell me...?
I need to find out...

Asking for opinion

What do you think of...?
What do you think about...?
How d' you feel (about...)?
What d' you reckon (about...)?
What's your opinion of...?
What are your views on...?
Where do you stand (on...)?
What would you say to... / if we...?
Are you aware of...?

Asking for repetition / speaking more slowly

Pardon?
Repeat, please.

Sorry, I didn't quite catch that.
Can you say that again please?
Speak more slowly, please.
Could you repeat / speak more slowly?
Would you mind repeating that /speaking more slowly?

Avoiding giving information

No comment.
I'm not at liberty to say...
Let me get back to you about it.
I'm sorry, that's confidential.
(Sorry) That's personal.
I'd rather not talk about it.

Being sure

I'm quite sure...
I'm absolutely positive...
I'm fairly / quite certain...
It must be right.
I know...
It's definitely...
You can be sure...
I've no doubt at all that...
I'm a hundred percent certain that...
I'm (utterly) convinced...

Generalizing

Ninety percent of the time...
Nine times out of ten...
More often than not...
Usually...
As a rule (of thumb)...
What normally happens is...
In general...
Generally speaking...
On the whole...
By and large...

Introducing accepted facts

It's common knowledge that...
It's a fact (that)...

Anyone will tell you...
Everybody knows that...
It's a well-established fact that
Few people would deny that...
It's no secret that...
I think we can all accept / agree that...
It is generally assumed that...
It has been scientifically proven that...

Paraphrasing

Basically,...
In a nutshell,...
To paraphrase,
To put it another way,...
What it all boils down to is...
To sum up (then)...
In other words,...
What this means is (that)...
Put it this way...
Look at it this way...

Reassuring somebody

Don't worry.
You'll be fine. / It'll be fine
What are you worrying for?
There's no need to worry.
There's nothing to worry about.
It'll turn out all right.
It isn't as bad as all that.
Whatever you may have heard...
Rest assured,...
I can assure you that...

Showing concern

What's the matter?
Are you alright?
What's getting you down?
What's up (with you)?
Why the long face?
You look a bit down.
Is there anything I can do to help?
Do you need a shoulder to cry on?
You look like you could do with a drink.
Oh you poor thing!

Small talk

You must be Susan's husband.
How's your wife / friend?
Nice weather, isn't it?
What's new?
I haven't seen you for ages.
What have you been up to?
Are you still working for the same firm?
Have you heard from Jenny recently?
What a coincidence!
Fancy meeting you here!
No doubt...
It's unlikely that...
I bet / you can bet (that)...
I imagine (that)...
The chances are that...
There's no chance of...
In all probability, it will...
My guess is that...
There's just a chance that...
I wouldn't be surprised if it...

ENGLISH FOR SPECIAL EDUCATION

ESP, CLIL and the Internationalisation of Higher Education

A CASE STUDY FROM HUNGARY

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Abstract

This paper examines some aspects of ELT and internationalisation in courses of English for Special Education, offered for Hungarian and international students. First, the courses are briefly described and considered as EFL, ESP and CLIL, then it is discussed how they fit into the internationalisation of teacher training at the faculty. Finally, some teaching methods and experiences with different student groups are highlighted, based on the differences of L1. If the groups consisted of only Hungarian students, the main focus was on lexis, but issues of grammar and translation were also covered, as related to content and language. If the groups had only international students, with various L1s, the main focus was on content and L2 communication itself, as well as on some cultural issues. The mixed groups, with both Hungarian and international students, proved particularly fruitful, both from the point of CLIL and internationalisation. It was found that CLIL or content-based language teaching can be very useful and effective in special education teacher training as well as in internationalisation, particularly if the methods of the actual ESP classes are carefully tailored not only to the specific subject, but also to the specific student groups.

Keywords: CLIL, ELT, ESP, special education, teacher training, internationalisation

INTRODUCTION

Over the past several decades, English has increasingly become the language of international communication and science, which involves teacher training and the study and practice of special education (or special needs education) as well. It is therefore inevitable that the literature on the field is more extensive in English than in most other languages, and students can profit considerably if they study at least some of their

courses through English, or if their English as a foreign language (EFL) courses cover their own subjects, either in the form of as English for specific purposes (ESP) or Content and Language Integrated Learning (CLIL). This is related to the issue of internationalisation: on the one hand, students can be more competent if they gain an international insight into their field, even if in their own universities. On the other hand, apart from the recent interruption due to COVID-19, internationalisation involves travel to foreign countries and universities, and courses or study programmes are offered in English for international students as well; sometimes they are designed primarily for them. In such contexts, English is usually used as an additional language (EAL) and as an international language (EIL) or as a lingua franca (ELF), which is defined as “any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option” (Seidlhofer 2011:7).

The University of Szeged is among the top universities of Hungary, with twelve faculties and a number of study programmes on various degree levels in several languages, but most of the international programmes are in English. The Faculty of Education, with some other faculties, has been traditionally the centre of teacher training in southeast Hungary. Some of its programmes, like the BA Degree Programme in Special Education, attract students from all over the country and even from abroad. This programme of the Institute of Special Education is taught through Hungarian (its regular foreign students are usually ethnic Hungarians from the neighbouring countries), but some English language courses are also offered, mainly to improve the professional or technical language skills of the students, who tend to have a good command of general English. These courses are taught in collaboration with our department, the Department of Modern Languages and Cultures, which offers various language courses, not only for students of the Faculty and the University, but also for international students, mostly incoming Erasmus students. These are discussed below, both from the point of language teaching and that of internationalisation.

ENGLISH FOR SPECIAL EDUCATION COURSES, STUDENTS AND OBJECTIVES

The courses *Professional English for Special Education I–II* are elective ESP courses designed primarily for Hungarian students of special education, who usually have a certificate of intermediate level (B2) language exam in English, according to the Common European Framework of Reference (CEFR), however, this is not a prerequisite. Therefore, the groups can consist of students with different language skills: some are on pre-intermediate level, while others have already passed the advanced level exam (C1). Students can take the course in any semester; therefore they can have various amounts of knowledge and experience in the field of special education.

The courses *English Communication and ESP: Special Education Needs I-II* are offered for all students with a sufficiently high command of English and an interest in special education. This includes international students, usually Erasmus students from the EU, Turkey and Israel, visiting the University for a semester. They also have various levels of English and varying familiarity with special education, as they are not necessarily students of special education. They can also be students of general education, the arts, social sciences or humanities; sometimes they attend other faculties, like the Faculty of Economics, but are interested in the field. These international students have sometimes relatively poor speaking skills in English and no prior knowledge of special education, but occasionally they can be native speakers of English with considerable experiences in the field: for instance, I had an Israeli-American student who was born and raised in New York, but was a special education student in Israel, with extensive experience. The ratio of Hungarian and foreign students varies, from all-Hungarian to all-international groups; the mixed groups provide the opportunity to share their considerably different perspectives. However, the presence of international students tends to have other benefits too, which will be discussed below.

These courses have two main objectives: the general aim is to improve the English language skills of the students possibly in all areas, including reading, writing, listening and speaking, but the focus is on reading and communication, particularly on the topics of the field of special education. Therefore, the specific and most important objective is to introduce students to the special (professional or technical) language of special education, hence the short name “English for Special Education”. This is done mainly by reading, analysing and discussing the literature on the subject, some articles published in international journals and an introductory yet fairly comprehensive American textbook on special education (Heward 2014). Thus, these courses also offer an introduction to special education in English; therefore, they are particularly useful for special education students in the early stages of their studies and for any international student interested in the field. But how are they related to the various types of language learning, and what are the topics and methods?

METHODOLOGY AND TERMINOLOGY OF THE TEACHING APPROACH ELT, EFL, ESP, EAP AND CLIL OR CBI

All these courses belong to English language teaching (ELT), though, as has been mentioned, it may happen that some students are native speakers of English. As the name of some of the courses indicates, they are also ESP, which is defined as “the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (Paltridge and Starfield 2013:2). In fact, the courses show every

characteristic of ESP in its classic definition, both the “absolute” and the “variable” ones: as they are “designed to meet the specific needs” of “adult learners” in a “tertiary level institution”, studying a “specific discipline”, therefore using “in specific teaching situations, a different methodology from that of general English” for “intermediate or advanced students” (Dudley-Evans and St John 1998:4–5).

As for the teaching materials and methodology, the American textbook used in the courses was not designed for language learning; it is intended for students of special education, or students and readers interested in the field (Heward 2014). The textbook is thus not concerned with grammar, but at times it is necessary to discuss some grammar problems. However, as we shall see, the textbook highlights the terminology of the field throughout the chapters, covering the various disability categories and related services, which is particularly useful for the ESP courses, too. As has been mentioned, the main focus of the courses is on reading and communication. This is based on a number of questions on the text; some of which are included in the textbook itself, but most of them are formulated and asked by the instructor, who can assess the needs of the students as a language teacher. The questions are therefore usually not simple reading comprehension questions: they also solicit comments to share the views and experiences of the students. The texts or extracts from the textbook are studied in detail, but not as an end; they are also used as a starting point to trigger discussion or sometimes activities, as the courses are not lectures but seminars or practical lessons.

These courses are also English for academic purposes (EAP), which is usually regarded as a branch of ESP, but sometimes as an independent discipline to teach academic English (AE). Analysing and discussing academic texts on special education, these courses certainly highlight the main features of scholarly or scientific writing, for instance, the formal aspects and requirements, which must be observed in the written assignments, too. In addition to reading and oral communication, students are required to write an essay as a home paper. When discussing the requirements of the paper, the issue of plagiarism is also explained. A major point of AE and academic writing is that plagiarism must be avoided, otherwise it has major consequences, even though some argue that it can be allowed at the practice stage (Ireland and English 2011:165). As we shall see, some typical patterns or problems of language and style are at times also highlighted, but the point is not merely to teach academic writing or advanced reading and communication techniques in general; the focus is, again, always on the specific content.

These courses can also be considered as CLIL, as the contents of special education are taught in the second language (L2); but they can also be regarded as content-based instruction (CBI). In fact, the terminology of these approaches is debated in the literature: whereas “CLIL and CBI refer to the same concept in different regions” (Thompson and

McKinley 2018), some emphasise the differences between them (Dalton-Puffer et al. 2014:213). In a strict or narrow definition, these courses are not hard CLIL lessons; however, they apply some aspects of CLIL methodology. As Dalton-Puffer et al. point out, “CLIL is timetabled as content lessons” (Dalton-Puffer et al. 2014:215), but these courses are timetabled as language courses, albeit not as general English lessons. However, as has been noted, the content is particularly important in these courses, and as we shall see, in some of the courses, or with some student groups, the main focus is actually on the content, rather than merely on the language.

TOPICS AND TERMINOLOGY OF THE CONTENT

DISABILITIES AND LABELLING IN SPECIAL EDUCATION

If the terminology of the various teaching approaches is debated, so is that of the subject or the field of special education itself, which provides the content of these language courses. As has been noted, the textbook used in the courses is particularly useful for learning the key terminology and hence the lexis or vocabulary of the subject. But, as the textbook explains, there have been major changes in the terminology in recent decades, involving extensive debates in the field. When these are studied in the course, they provide a very fruitful opportunity for CLIL, teaching not only the specific vocabulary of a subject, but also some highly useful communication skills: debating. As I explain it in another article, debating skills are very important both in L1 and L2, and if debating is taught and actually practised in L2, if an actual debate is arranged in class, it can have a number of benefits (Bernáth 2020:325).

This is one of the main topics of the course, whose reading assignments include extracts from selected chapters of the textbook: (1) “The Purpose and Promise of Special Education”, (2) “Planning and Providing Special Education Services”, (4) “Intellectual Disabilities”, (5) “Learning Disabilities”, (6) “Emotional or Behavioral Disorders”, (7) “Autism Spectrum Disorders” (Heward 2014). These chapters consist of various types of materials, including personal accounts by featured teachers, definitions and characteristics of the disabilities, discussions of current issues, and methodological suggestions on teaching and learning. The debating skills exercise is based on Chapter 1, and particularly its section on labelling exceptional children (Heward 2014:9–13). This raises an important issue already at the beginning of the textbook, serving as a useful introduction to the field and as an excellent tool for a debate, both for native speakers of English and for language learners who are already at an intermediate level or above. The author gives the main reasons for labelling and then also lists the possible benefits and disadvantages, along with some examples

for changes in labels or terminology. For instance, the term or category “intellectual disability” officially replaced “mental retardation” in the US in 2010, after some even earlier and even more arguable or actually unacceptable labels like “imbecile” or “fool”, some of which, however, are still used by some from time to time. This is thus an issue that really matters not only in the field, but also in our modern society, as well as in language use and language learning.

INTERNATIONALISATION AT THE FACULTY OF EDUCATION OF THE UNIVERSITY OF SZEGED

The above cited textbook describes the American context by an American author, but these issues also matter in Europe and globally, and can therefore be related to internationalisation. In fact, as the back cover of the textbook notes, it is a “special adaptation of an established title widely used by colleges and universities throughout the world” and “this exclusive edition” was actually published in the UK “for the benefit of students outside the United States and Canada”. This description perfectly fits the international students at our faculty, coming from the EU, Turkey or Israel, but of course, it also fits our Hungarian students of special education or in fact any student at our university, who may also be English language learners at the same time.

The internationalisation of teacher training at our faculty is described by Mária Bakti and Klára Szabó (Bakti and Szabó 2014:213–218). They apply the definition of internationalisation of higher education as “the process integrating an international/ intercultural dimension into the teaching, research and service of an institution” (Knight 1993:21), and introduce the programmes aimed at the internationalisation of higher education, which fit the competency approach to internationalisation described by Zha (Zha 2003:250). This “focuses on the development of skills, knowledge, attitudes and values” involving teachers, students and staff in higher education (Bakti and Szabó 2014:213). These programmes, launched several years ago, focused on particularly the competences of teachers and other staff members, so that they can develop new courses effectively in a chosen foreign language, while administrators could also develop their skills of dealing with international affairs and students. As Bakti and Szabó demonstrate, these programmes had tangible benefits not only for the teachers and staff, but also for the students, including the Hungarian students, who could also improve their language and cultural skills when attending classes in a foreign language and meeting international students. As a result, a number of students have decided to visit a partner institution in the Erasmus+ programme.

The English for Special Education courses described in this paper also fit into this internationalisation. Even though, as has been noted, they are not primarily content courses

like various other courses developed by other faculty members, but language courses, or content and language courses, both the Hungarian and the international students benefitted from them. They could gain new knowledge and skills, and reported very favourably on the courses. While the main topics and contents were essentially the same for the various groups of students, the methodology and the teaching and learning experiences differed according to the students' L1.

GROUPS OF HUNGARIAN STUDENTS

If the groups consisted of only Hungarian students, who were generally students of special education, the main focus was on lexis. As has been noted, the textbook itself highlights the terminology of the field and its particular topics, but students also had to prepare their own lists of vocabulary, looking up the words and expressions both in monolingual and bilingual dictionaries or other internet sources. In other words, they had to find brief definitions or synonyms in the L2, as well as the equivalents in L1, and students often produced quite long lists of vocabulary on the given texts or extracts from the textbook. Although the lessons were mainly in the target language, this involved occasional translation; while the issues and the terms were discussed primarily in English, as in the text, they were often related to the Hungarian context. This was also mainly in English language, but with the key terms, the Hungarian equivalents were also discussed, and also the parallel changes of terminology in L1. Although this took time, and therefore only selected sections of the long textbook could be covered, they were studied in detail, and students found the effort worthwhile.

As has been noted, the courses are not grammar-based, but at times grammatical or syntactic problems were also highlighted, which was necessary particularly with some longer sentences involving remarkably complex structures with multiple clauses. Nevertheless, in addition to reading comprehension, the lessons also focused on oral communication in the L2, which involved pair work or group work as well. Depending on their language skills, some students found the texts and the activities quite difficult, but both their language skills and their knowledge of the subject improved considerably, and their motivation was enhanced concerning both. In addition to the sections on terminology and current issues, students found particularly useful those on featured teachers and teaching and learning, where they could learn from the experiences of American special educators and also about methodology, described in an American context in English language. These provided useful examples of internationalisation, developing various skills of the students, including both content and language, through new, international insights into their subject.

GROUPS OF INTERNATIONAL STUDENTS

The international students were mostly Italian, Spanish or Turkish and sometimes Israeli, thus they had various L1s and usually spoke English as L2, indeed as an international language or lingua franca in the classroom context. In these groups translation was not an option, therefore the focus could be solely on the content in L2. This meant that in addition to reading, more time was left for communication in the L2. However, the students were often not students of special education, therefore this extra time could also be used to relate the field of special education to their own fields of study, whether general education or other disciplines from the humanities, or sometimes business and economics.

The cultural issues were generally also discussed in more detail, therefore the cultural awareness and competence of these students improved considerably. Whereas cultural issues were also described in the groups of Hungarian students, in those lessons the American context and problems of the textbook were compared usually only to the Hungarian ones. In the groups of international students, students could relate these issues to those of all the countries involved in the class, sometimes with major cultural differences, resulting in highly interesting and fruitful discussions. However, in some cases all the international students were from one country, which meant that they had the same L1. In such cases, a similar situation could arise as in the all-Hungarian groups: students were sometimes inclined to use their L1 in pair work or group work, even though this was usually not an option when talking to the instructor.

MIXED GROUPS

The more, the merrier: this applies not only to the number of students, up to a manageable size of group of students (which is usually up to 15 or 20), but also to the number nationalities in the group. It is perhaps not surprising that the discussions of the cultural issues were most fruitful when both Hungarian and international students attended the class, particularly if several nationalities were involved. Then the issues could be discussed not only in their American and European contexts, but it could also be specified in more detail what it means to be European; to what extent the issues are international or how they can be related to the specific countries and the national issues.

These mixed groups were generally bigger than the other groups, and more time could be spent on the various cultural issues, that could partly be saved by the fact

that the lesson was again almost exclusively in L2; issues of translation were rarely addressed, mostly merely as related to the cultural issues. This had a particularly beneficial effect both on CLIL and internationalisation. The international students, who were often not special education students, could learn about issues of special education not only from a textbook, but also from the Hungarian students of special education, in addition to discussing the various cultural issues. In the presence of the international students, the Hungarian students had to use and practise their English; the use of L1 was limited to a minimum. This was thus mutually beneficial on content and language integrated learning in a truly international context.

SUMMARY

Internationalisation has been increasingly important in higher education institutions, and this can be enhanced by various language programmes and courses, particularly in English, which has long become the language of international communication and science. Teaching approaches in language learning like English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL) are among the current drivers of internationalisation, and courses applying their methods can yield tangible benefits. This also applies to teacher training and special education programmes, where English for Special Education courses can develop not only the language and intercultural skills of the students, but also their professional skills, if they study their field and its literature in English.

At the Faculty of Education of the University of Szeged, English for Special Education courses are offered both for Hungarian students of special education and for international students interested in the field. These ESP courses are tailored not only to the specific discipline of special education but also to the specific student groups, taking into account the students' backgrounds and needs. These courses also apply the methods of CLIL, and both Hungarian and international students have benefitted from them. The content of the courses is essentially the same for the various groups of students, but the focus and the methods are somewhat different if there are only Hungarian students or only international students in the classes. The mixed groups, with both Hungarian and international students, have proven particularly fruitful, both from the point of CLIL and internationalisation.

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METAPHORS AS A TOOL IN POLITICAL SPEECHES

Student Reflections

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Abstract

This paper covers several aspects related to the figurative language of metaphors. It is based on theoretical insights from cognitive linguistics. In addition, it considers the relevance of the classical Aristotelian principles of rhetoric, as well as the role of the audience related to the persuasiveness of the metaphors used.

To check awareness of these aspects, a group of university students were interviewed and asked to reflect on their perceptions of metaphors, the use of metaphors in political speeches and the need for formal training on their proper use in public addresses.

Keywords: metaphor, political speech, ESP students' background knowledge and perception

INTRODUCTION

This paper covers several aspects related to the figurative language of metaphors in political discourse. To check the awareness of these aspects, a group of university students were interviewed and asked to reflect on their perceptions of metaphors, the use of metaphors in political speeches and the need for formal training on their use in public addresses. The questions used to map students' views were theoretically based on the major tenets of both cognitive linguistics and traditional linguistic theories.

The perspective of cognitive linguistics related to metaphors is that the meaning we recognise in language is primarily based on semantic concepts. The notions such as Semantic primitives (Wierzbicka 1992:34), or metaphorical concepts (Lakoff and Johnson 1980:7) stand for a collection of cognitive concepts which can be found at the basis of meaning transferred by language, which is in turn expressed by the lexical and grammatical means that every language can display. Cognitive linguistics introduces a new approach to the images our minds form and, according to Rafaelli (1996), cognitive linguistics as a discipline genuinely represents the first complete linguistic system fully describing the nature and the dynamics of constructing meaning (Rafaelli 1996:38).

Regardless of whether they are primitive or culturally conditioned, metaphorical concepts represent fundamental structures of human thought, social communication and concrete linguistic manifestation through a rich semantic system based on the human physical, cognitive and cultural experience (Fauconnier 1999:2).

In the conceptual metaphor theory highlighted by Lakoff and Johnson (1980), metaphors are pervasive in daily life, and not just in language but also in thought and action. In "Metaphors We Live By" (1980), they describe conceptual metaphors primarily as journey metaphors, human metaphors and war metaphors in order to support their view that the above metaphors make the abstract politics more concrete.

In traditional theories, on the other hand, a metaphor was considered as a matter of language, not thought. Metaphorical expressions were assumed to be distinct from ordinary everyday language and it was believed that everyday language contained no metaphor. A metaphor was regarded as a novel linguistic expression, where words were used outside of their normal conventional meaning to express a particular concept.

CONVENTIONAL METAPHORS AND CREATIVE METAPHORS

Expressiveness of messages conveyed via metaphors is probably the most substantial feature that makes them applicable for public address. Conventional metaphors exist in a language system and they are in a zone between literal and metaphorical use of a specific word. In fact, that is where one initially metaphorical phrase becomes established over time within a language after its frequent use. Gradually, they are unconsciously built into the language by established conventions (Ungerer and Schmid 2001:117). One of the mechanisms how a metaphor becomes conventionalised is underlined by Lakoff and Turner (1989), who claim that a metaphor is conventionalised to the extent that it is automatic, effortless and generally established as a mode of thought among members of a linguistic community (1989: 55).

However, there is not always a clear-cut distinction between conventional metaphors and creative ones and that is attributed to the differences between individuals' experience of language. As Lyons (1977:60) argues, it is impossible to draw a sharp distinction between the spontaneous extension of meanings by individual speakers on particular occasions and their use of the pre-existing meanings of a lexeme (as explained in a dictionary).

In addition, the extent to which a metaphor is active might differ between different individuals using a language, and between speakers of different languages, because metaphors which have been lexicalised in one language may not necessarily overlap with those lexicalised in another. Consequently, a conventional metaphor in one language may appear to be an innovative one to a speaker of another language.

Along similar lines, in his essay “Politics and the English Language”, first published in 1946, stressing the bad habits of writing, Orwell argued that sloppy writing encourages sloppy thinking. Therefore, another concept to support the views detailed earlier is the notion of dying metaphors. A dying metaphor, according to Orwell, is one that is neither useful for evoking an image, nor one that has become a meaningful phrase in its own right. They are “worn-out metaphors which have lost all evocative power and are merely used because they save people the trouble of inventing phrases for themselves” (Orwell 1946).

POLITICAL SPEECHES

Although it is accepted that metaphors are integral segments of every language and discourse, still, in political speeches they are carefully constructed, are highly figurative and are used with premeditated intent. Political speeches are important discourses where the key aim is convincing citizens, boosting their morale, motivating the confidence of people, or seeking the largest possible amount of support. To make a good impression on the public, a politician will carefully polish his/her speech by adopting different language strategies. Metaphors are widely used for reaching these goals.

The wide use of metaphors is attributed to the vividness of language, and as Jeffrey and Katz point out, metaphors in politics are applied to convey policies, convince or persuade the public to act, or to characterise political opponents (Jeffrey and Katz 1996:127). Lakoff, as one of the major proponents of the idea of metaphors in political speeches, argues that metaphors were used as analytical tools to help people have a better understanding of the ideology presented in and the value of political speeches. The mental aspects of language production and recognition, as seen by cognitive linguistics, are viewed as the possible reasons for the applicability of metaphors in speeches, since they can contribute to the successful manipulation of ideas and images produced in people’s minds. Additionally, metaphors are regarded as having a great power for rhetoric. This is supported by the belief that metaphors affect our thinking and our emotional response to a given message. It is believed that “Great rhetoric is primarily metaphorical” (O’Shaughnessy 2004:70). Metaphors are believed to have the power to persuade and to have the ability to generate propaganda, and even influence how a specific subject is perceived and interpreted.

CROSS-CULTURAL IMPORTANCE

The extra-linguistic context plays a significant role in all aspects of language. While most Western cultures are speaker-based in their communicative strategies (the job of determining what an utterance is to mean is that of the speaker who bears the responsibility for the meaning), the Japanese strategy is listener-based, in other words, meaning

resides in the listener's mind, and it's the listener's job to extract the point of what is being said, and it is not the speaker's job to be clear about it.

Examining the rhetorical practices of other cultures, we can find that persuasion is not the same everywhere. There are similarities between cultures, together with some profound differences. The more two cultures are isolated from each other by time, space or politics, the more different and exotic the rhetorical traditions of each may be to the other. In addition, whichever culture is most influential politically or economically will tend to export its rhetorical style. When there is little contact between cultures, each will resort to the mechanisms established in their own culture, and, consequently, figurative language of one culture may appear bizarre and unintelligible to one another.

STUDENT REFLECTIONS

For the purposes of this paper students from our university (from the Department of Law and Political Science, with ESP as a compulsory course in their curriculum) were interviewed and asked to provide their insights on the aspects regarded as relevant for this topic and incorporated in the questionnaire as individual questions.

The curriculum of the Department of Law and Political Science includes other courses (like Rhetoric, Philosophy of Law, History of Political Science), which provide students with sufficient background in terms of awareness of the use of varied strategies in political addresses. This fact served as an assumption that the respondents will be able to provide more insightful observations on the topic. In addition, students' perceptions can be used as a sound basis for adjustments of the course content.

There were 38 respondents to the online survey (See Appendix). The findings are as follows.

When asked whether they think a tailor-made, specifically-designed training is needed for the use of figures of speech in political speeches, 78.3% agreed, recognizing the significance of metaphor in this context. Furthermore, more than a half of them consider speech analysis and possible communication barriers as substantial part of such a training. 35.3% feel that cross-cultural differences are important as well. However, exploring literature extracts was selected by only 23.5% of the respondents and an insignificant 6% of the respondents think that body language deserves attention. Also, individual phraseology, as part of political discourse, remained unrecognised to the same extent, and that was an additional argument towards the need for future and more detailed insight into the matter and its incorporation in the language classroom.

Most of the respondents (78.2%), when presented with extracts from political speeches, were able to identify the sections containing metaphors. In addition, they were asked

to provide a translation and Macedonian equivalents for these phrases, and comment on whether they felt the original message was lost in translation. Most of them felt that the original meaning was preserved within the constructions selected from the target language. Those students who maintained that there were differences, and that the original message was not fully conveyed answered that this was due to the lack of such structures in the target language (TL). This is also a substantive indicator of students' awareness of available discourse devices and their use in political speeches in both languages.

Following this, the students were asked to select which of the provided reasons for the use of metaphors they felt were the most important. 57.9% opted for persuasiveness as the most important reason, followed by sounding sophisticated, which was the choice of 47.4% of the respondents, while 36.8% selected simplification of the message, which is indicative of the importance of stylistic devices in political discourse.

Only 25% of the respondents were able or willing to provide examples of memorable political speeches in both English and Macedonian, citing Martin L. King, President Kennedy, Amanda Gorman and several unidentified authors. Not being able to name the author, but citing the message speaks volumes about the power of proper wording and conveying the message, eventually reaching the target audience. Interestingly, the students didn't provide examples of Macedonian political speeches with only two exceptions (Gorjan Jovanovski, a journalists at Engage, and an unidentified gender equality speaker), though there were comments that recent Macedonian speeches were politically vulgar, without significance or essence. In their comments, students also added that political speeches lack sophisticated wording, including the use of metaphors, or when they use metaphors they tend to use predominantly dying metaphors.

CONCLUDING REMARKS

The student insights we collected have pedagogical implications for the future. The reflections indicate that a significant body of students is interested in and willing to discuss the rhetorical and stylistic devices in speeches and the purpose of each one, providing expedient guidelines for future ESP course planning, in particular for students of law and political science. Designing of relevant courses should include exposure to and analysis of varied speeches elicited as most important by the student body. Moreover, courses should focus on rethorical strategies politicians and political speech writers use to influence their audience. Namely, addressing the target audience can be viewed in a historical and social context with precise identification of the particular occasion, pinpointing the ultimate purpose of the analysed political discourse.

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Appendix. Questionnaire

1. Do you think a specific and tailored training is needed for the use of figures of speech in political speeches?
 - Yes
 - No
2. Which of the following should be included in such a training?
 - Speech analysis
 - Literature extracts

- Cross-cultural differences
- Communication barriers
- Body language
- Phraseology
- Other

3. Underline the metaphor in the following extracts.

For all of us are on that same journey of our lives, and our journey, too, will come to an end.
But the journey of our America must go on.

.....

Let it be said by our children's children that when we were tested, we refused to let this journey end.

.....

But there are many mountains yet to climb. We will not rest until every American enjoys
the fullness of freedom, dignity and opportunity as our birthright.

.....

We have come to a turning point, a moment for hard decisions.

.....

4. Translate the extracts and answer whether the translation can retain the strength and achieve
the same effect as the original English text. Explain why.

For all of us are on that same journey of our lives, and our journey, too, will come to an end.
But the journey of our America must go on.

.....

.....

.....

Let it be said by our children's children that when we were tested, we refused to let this journey end.

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But there are many mountains yet to climb. We will not rest until every American enjoys
the fullness of freedom, dignity and opportunity as our birthright.

.....

.....

.....

We have come to a turning point, a moment for hard decisions.

.....
.....
.....

5. What is the purpose of the use of metaphor?

- to send a coded message not understood by everyone
- to be persuasive
- to simplify the message

6. Provide examples of noteworthy speeches, both in English and Macedonian. Explain your answer.

.....
.....
.....

MIND MAPPING IN AN ESP CONTEXT

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“We do not teach a group, but thirty separate people. Because of this, the problem of mixed abilities in the same room seems absolutely natural, and it is the idea of teaching a unitary lesson that seems odd.”
(Rinvoluceri 1986:17)

Abstract

This article deals with mapping in the context of teaching foreign vocational language, in our case English for Specific Purposes. The Cambridge Dictionary defines mapping as “the activity or process of creating a picture or diagram that represents something”. This article provides an overview of teaching and learning vocational language and the necessity of using it in the modern globalised world. Considering the individual personality of each learner and their ability to learn foreign vocational language, mapping seems to be a unique technique suited to language learners’ individual needs. The article focuses on using maps during teaching and learning one receptive skill, reading, and one productive skill, writing. It discusses using mind and concept maps in classes when reading is practiced, giving ideas on how to use mapping and what further impact on developing reading it might have. Mapping in writing is focused mostly on pre-writing tasks to lead learners to see the connections between the main topic and sub-topics, to limit vocabulary in order to use words and expressions related only to the topic and develop the problem within the topic.

Keywords: mind map, mapping, vocational vocabulary, reading, writing, ESP

INTRODUCTION

Nowadays, in the process of globalisation, when a number of multinational and international companies operate in the labour market, knowledge and mastery of foreign vocational language is an absolute necessity. Each industry has its own vocational terminology while communication within and among such organisations takes place exclusively in a foreign language. This is due to the fact that companies are mostly headquartered in one state and other branches, filial and production plants are located in different

countries where it is economically advantageous. Employees of such companies must automatically master the professional language.

English for Specific Purposes (ESP) is a way to teach language to students who have specific professional needs with learning English. These students focus their learning on specific vocabulary and communication skills. “ESP must be seen as an approach. It is an approach to language learning, which is based on learner need.” (Hutchinson and Waters 2001:19) “Learners are seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning.” (Hutchinson and Waters 2001:8)

Every learner is an individual personality with his own abilities, skills and the way he acquires a foreign language. ESP tends to use various methods and activities of teaching and working with vocational vocabulary in such diverse fields as economy, firefighting, medicine, or military. One way ESP can be taught efficiently is to use mind maps. Using mapping allows to provide a common activity during the lesson with the involvement of all learners but, at the same time, respecting their individual needs. Learners work at their own pace and acquire the language according to their own abilities.

MAPPING

Mapping is often described as a type of brainstorming. Mapping and brainstorming may be used to encourage the generation of new material, such as different interpretations and viewpoints. (University of Victoria – Counselling Services) Mapping, by its structure, provides an opportunity for fitting ideas together, as well as thinking up new ideas, since it requires all ideas to be connected to the centre, and possibly to each other. (University of Victoria – Counselling Services) Mapping relies less on intentionally random input, whereas, during brainstorming, one may try to think up wild, zany, off-the-wall ideas and connections. (University of Victoria – Counselling Services)

Many experts deal with the issue of mapping. The advantages of mapping were clearly summarised by the University of Victoria.

- “1. It clearly defines the central idea, by positioning it in the centre of the page
 2. It allows you to clearly indicate the relative importance of each idea
 3. It allows you to figure out the links among the key ideas more easily.
- This is particularly important for creative work such as essay writing.
4. It allows you to see all your basic information on one page.
 5. As a result of the above, and because each Map will look different, it makes recall and review more efficient.
 6. It allows you to add in new information without messy scratching out or squeezing in.

7. It makes it easier for you to see information in different ways, from different viewpoints, because it does not lock it into specific positions.
8. It allows you to see complex relationships among ideas, such as self-perpetuating systems with feedback loops, rather than forcing you to fit non-linear relationships to linear formats, before you have finished thinking about them.
9. It allows you to see contradictions, paradoxes, and gaps in the material, or in your own interpretation of it--more easily, and, in this way provides a foundation for questioning, which in turn encourages discovery and creativity."

Creating a map can be a very interesting and enjoyable activity where learners can use colours indicating various fields of studies or vocabulary areas, images, pictures or technical devices such as graphic software or mind mapping software such as Compedium, Wisemapping, Semantik or Freeplane. These applications can be easily accessible and free to download. They allow individuals or teams to create a mind map in a very effective, time and cost saving way.

TYPES OF MAPPING

Mind maps

A mind map is a picture that represents semantic connections between pieces of learnt material. Mind maps were first introduced in the late 1960's by British psychologist Tony Buzan as an effective method of note-taking and generation of ideas by associating key words and images. They are very easy and quick to make, and easy to remember due to their visual quality. "Mind mapping stimulates cognitive mental skills of analysis, categorisation and synthesis" (Buzan 1993:57).

"The Mind Map is your external mirror of your own thinking and allows you access into this vast thinking powerhouse" (Buzan 1993:31). To create a mind map, it is the best to begin in the middle of the page where the main idea is placed, and continue with sub-topics or ideas outward in any direction. The result will be an organised and structured picture of images such as bubbles, circles, ellipses or squares containing keywords. In addition, colours might be used to differentiate the ideas and topics. Mind maps have a great potential to be applied in any field of ESP in the way of note taking, summarising, revising, reviewing, creative writing, etc. "The mind map is a uniquely appropriate learning tool. It not only uses images, it is an image." (Buzan 1993:84)

Concept maps

"A concept map is a top-down diagram showing the relationships between concepts, including cross connections among concepts, and their manifestations (examples)" (Parikh 2015:149). "Compared to a mind map it is hierarchically arranged, usually top-down.

Start with main concept (at the top), and end with examples (bottom, without circles); boxes/bubbles designate concepts, arrows represent relationships. It includes cross-links among elements” (Parikh 2015:149). They are very flexible and cover complex ideas.

USING MAPPING FOR TEACHING READING AND WRITING

Reading

Using mind mapping in teaching reading skills is based on certain learning theories and approaches. “These include, for example, the top-down approach in reading, radiant thinking, graphic organisers, schema theory, the educational significance of visual learning and communication, and constructivism” (Sabbah 2015:5). Reading is one of the skills through which the learners of ESP can learn vocational vocabulary very effectively. Summarizing reading is important for at least two reasons: 1. it aids memory, and, 2. it encourages high-level, critical thinking, which is so important in university work. (University of Victoria – Counselling Services) Mapping might be used to summarise an article, chapter or report. Once the map is made up, it should include the required information, in ESP terms it is usually focused on specific vocabulary and terminology but it also might show logical links, etc. Then the learners can add their own comments or questions that will lead them to find out more about the topic, or to study the issue in the context of related problems.

“Why do mind maps work well? The way one learns bears a strong relationship to the way his/her senses operate and a very high proportion of all sensory learning is visual” (Avegerinou and Ericson 1997:287). Learners recall the existing knowledge and relate it to the text. “Likewise, mind mapping reflects the principles of constructivism. Constructivists see learning as an active process in which the learner himself/herself uses sensory input and constructs meaning out of it” (Sabbah 2015:5).

Writing

Mapping is a very useful tool during pre-writing an essay or any kind of assignment or before learners write their first draft. Organizing the material is a common problem that people have when they are writing essays. Mapping will allow you to see the major categories of your essay, but will not impose an order on them. This will allow you to place your ideas in a sequence most applicable to your purposes (University of Victoria – Counselling Services). A map in writing can serve as a visual tool to support and stimulate or model the story. It also helps to see relationships between ideas clearly. Through such a map, a learner can emphasise arguments or see connections between the main topic and the sub-topics and is able to determine the hierarchy of topics in a further assignment.

In other words, it helps to decide which sub-topic dominates over the others, while having them all still linked to the main idea to avoid any deviation from the topic.

Hayes (1992:203) states that “through mind mapping students turns random thoughts into patterns that can be written down and developed. Students become increasingly motivated to complete a writing task as their ideas emerge in organised forms. Mind mapping can reduce difficulty in starting writing assignments by giving students an organizing strategy to get them started”. Mapping as a pre-writing activity in ESP helps learners to see fruitful areas of the assignment, limit the right vocabulary related to the topic, to see their own opinions and questions that should be answered.

CONCLUSION

Reading as a receptive skill and writing as a productive skill are very important in learning ESP. There are many techniques that help learners to develop their skills in reading and writing. One of such techniques is mind mapping, through which the learner is able to transfer the text into the map and sees the main topic, the sub-topics and their relationships and consequently acquires new information that enlarges his knowledge and opens new horizons for further studying. Based on this, the use of maps during lectures, seminars or trainings has benefits and positive effects on learners.

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Appendix



Figure 1. The mind map used in reading; it summarises the reading text to indicate the key areas of the topic with related vocabulary.



Figure 2. The map was created during the pre-writing activity when the students were discussing thesis writing. The task was to create a map showing the main topic, usually the title of the thesis, the sub-topics and the related areas to be discussed.

CHAPTER 3

ENGLISH FOR ACADEMIC PURPOSES

ANALYSIS OF POLITENESS STRATEGIES IN THE CONTEXT OF ENGLISH FOR ACADEMIC PURPOSES IN JAPAN*

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Abstract

Politeness is present in various forms in each culture in the world, and it plays a vital role in our society. It allows us to perform smooth interactions with others, but at the same time it can pose some serious problems once linguistic or cultural boundaries are crossed. Such problems can also be found among students learning a new language. This paper analyses various issues concerning politeness in L2 learning in the context of EAP, particularly focusing on the case of Japanese students learning English as a part of their tertiary education. Both English and Japanese have intricate systems of politeness achieved by various linguistic means, and Japanese learners often encounter special difficulties in academic writing in English, where politeness in Japanese interferes with controlling self-assertiveness when offering subjective opinions. This paper discusses how such cases can be dealt with in EAP.

Keywords: EAP, politeness, honorific, passive, assertiveness

INTRODUCTION

Cultural elements in a language have sometimes been sadly neglected in language teaching and learning, and priority has been given to features such as pronunciation, vocabulary and grammar. Language and culture are inseparable, as Vaughn (2019:99) claims: “a person who speaks more than one language may in fact think differently in each of the languages. Because learning a language well typically occurs within the context of a culture, people learn to have different associations and feelings associated with a particular language.” Thus, learning a language means that one has to learn a new culture, if he/she wants to reach a decent level of fluency, and a learner will thereby

* The following abbreviations are used in this paper: ACC = accusative; NOM = nominative; PASS = passive; PL = plural; PRS = present; PST = past; SG = singular; TOP = topic.

attain cultural intelligibility or cultural competence (cf. Holmes and O'Neill 2012). Once awareness of culture in language learning is raised, as Kramsch (1993:238) claims, a learner of a new language has to step out of the comfortable realm of his/her culture and venture into a new, foreign set of social practices. In this spirit, this paper shows a case of students in Japan learning English as L2, where various issues related to politeness may interfere with teaching or learning.

This paper is organised as follows: culture and culture-related issues in language learning are first addressed. Then, politeness and its internal structure and various realisations in different cultures are explained. Following these, politeness-infected problems in learning English in Japan, particularly focusing on students' assertiveness, are analysed.

CULTURE AND POLITENESS

Hofstede (1980) claims that some cultural behaviours can be made reasonably visible and then used as tools to measure difficulties in intercultural communication in an environment such as a business negotiation. Politeness is not listed *per se*, but the components of politeness are there, e.g. power distance, individualism vs. collectivism and uncertainty avoidance. Within the Japanese context, a teacher-student relationship can form a strict hierarchical order, while a newly-formed individualism in Japan forces one to look after oneself, which enforces responsibility for one's own deeds. In addition, Japanese people are used to unwritten rules and they often behave by reading between the lines, and in this sense, what appears to be uncertainty to people outside the society turns out to be not so uncertain. Japan is what Hall (1976) terms a high-context society, where implicit information is indirectly communicated, and therefore the contextual or background information shared among the interlocutors is crucial in decoding intended messages. In addition, moral values can be a factor in understanding politeness, and polite behaviour can be given added moral value once a learner gets used to a new system of politeness and the social values attached to it (cf. Rozin 1999).

One should note, however, that previous research has mostly been carried out in places where western culture prevails. Cultural and cognitive differences often go hand in hand, and different cultures often indicate different ways in cognition. Nisbett (2003), as well as Nisbett and Matsuda (2007), reveal differences in visual perception, claiming that eastern culture often pays due attention to background, which is often given less attention in western culture. Toyota (2012a) also introduces various other cases comparable to Nisbett, such as counting and the idea of futurity.

A duality between collectivism and individualism is often found in the literature, but the reality is not so clear-cut, and ambiguity seems to be inherent in discussing culture. For instance, Miller et al. (1990) report a comparative case study between Indians and

Americans concerning taking responsibility. As for students, it has been reported that Chinese students in Japan find it difficult to comprehend Japanese culture, especially in terms of interpersonal relationships, although both of these countries are found in East Asia (Mao and Daibo 2016). From a linguistic and semiotic perspective, these types of differences can be compared in terms of linguistic orientation (Durst-Andersen 2011). The distinction by Durst-Andersen reflects the socio-cultural history of speakers, and the three types proposed by him, i.e. language with reality-, speaker- and hearer-orientation, indicate what is prioritised in communication. For instance, reality-orientation focuses on 'here and now' and whether interlocutors can interact with items under discussion directly or now. Consider the examples in (1) from Russian. Both instances refer to possession, but there are two constructions: (1a) refers to possession of an abstract concept, something not tangible, whereas (1b) involves a concrete object which a possessor can see and feel in real life. This type of distinction is not necessary to make in, for instance, a hearer-oriented language, such as English. This line of approach has not been fully adopted in language teaching, except for some tentative attempts concerning Russian and English (e.g. Toyota 2012b). It is only the tip of the iceberg in interdisciplinary research, and cultural differences can be dissected in various ways in various disciplines.

Russian

(1) a. *Ya imeju mnenie*

I.NOM.SG have.PRS opinion.ACC

'I have an opinion.' (abstract noun)

b. *U menja jest' kniga*

with I.ACC.SG exist.PRS book.NOM

'I have a book.' (concrete noun)

POLITENESS STRATEGIES IN L2 LEARNING

Politeness here refers to "one of the constraints on human interaction, whose purpose is to consider other's feelings, establish levels of human comfort, and promote rapport" (Hill et al. 1986:349), involving two characteristics, i.e. conforming to the expected norm (such as the use of an honorific) and the speaker's active choice to act. In previous literature, the former is termed as honorific, and the latter as politeness. However, there are many instances where it is difficult to make a firm distinction between them, and thus these are both collectively considered under the term politeness in this work. What is crucial in politeness is that a social or personal distance between interlocutors is created. This is schematically represented in Figure 1. Whether a speaker is humble by lowering him/herself (i.e. Figure 1[a]) or respectful by raising the status of his/her interlocutor (i.e. Figure 1[b]), the social and personal distance between them is increased.

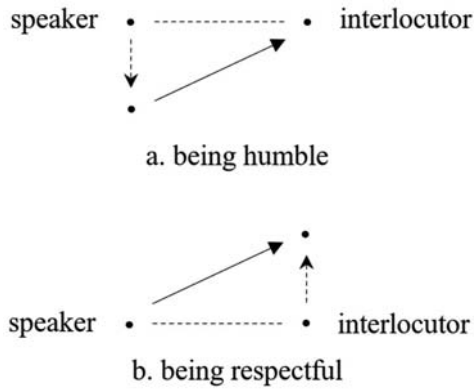


Figure 1. Schematic representation of being humble (a) and respectful (b)

The basic principle can be relatively easily stated, but politeness tactics can vary from language to language. For instance, the choice of language can be a sign of politeness in Paraguay. This is called diglossia, i.e. Spanish is used at work or in school, and Guaraní at home. When people wish to show respect to their elders, they choose to speak Spanish even at home. In a number of languages, grammatical devices such as specific polite vocabulary or special affixes are used, but in a Caucasian language, Lak, the use of specific agreement is used when addressing young females (cf. Corbett 1991:26). Furthermore, remaining silent can be a sign of politeness in Japanese, especially when it is done by young people (cf. Nakane 2007). What these grammatical devices are concerned with can vary, but factors such as age and gender are what trigger politeness behaviour. Due to this variation, politeness is often a source of misunderstanding in intercultural communication.

Politeness prevails in our daily life so much that it forces radical language change in some cases. One such case can be found in English. Its second person pronouns have an identical form *you* for both singular and plural. Up until the beginning of the Early Modern English period, there were two pronouns, *thou* (SG) and *ye* (PL), and due to an increased pressure to be alert concerning politeness since the fourteenth century (cf. Toyota 2011), the polite form *ye* prevailed and the familiar form *thou* even became a sign of contempt, e.g. (2). Notice that *thou* is also used as a verb in (2), carrying an ending *-st* for the second person singular present indicative. Thus, the pervasive use of *you* originates from an awareness of politeness in earlier English society. In addition, apologies, such as *sorry*, can be now used as a polite attention-drawing device (cf. Fox 2004), where its original sense of apology is almost negligible.

- (2) Taunt him with the license of ink, if thou thou'st him some thrice,
it shall not be amiss. (Shak. Twelfth Night)

ACADEMIC WRITING IN JAPAN

Politeness can have an impact on language learning, and in the case of Japan, due to its own intricate politeness system, this influence can be all the greater. As already mentioned, age can influence politeness strategies, but occupation can be another factor. In other words, some people in Japan receive more respect solely due to their occupation. The example in (3) illustrates the point in question very well. Japanese has a so-called honorific passive (e.g. [3b]), where the passivisation does not yield the verbal passive reading as found in languages like English, but rather the active with an added sense of politeness. Notice the addition of the passive marker *-(r)are* in (3b), in which an honorific reading is the only possible option from this clause. However, once the subject entity in (3b) is replaced by *gakusei* “student” as in (3c), a verbal passive is the only possible reading denoted by this clause. This is due to the fact that teacher is one of the occupations that automatically receive much respect in society, which automatically excludes the possibility of a teacher being laughed at in society. On the other hand, students are unlikely to receive respect, and therefore the verbal passive reading in (3c) is the only option.

Japanese

- (3) a. *Sensei-ga warat-ta*
teacher-TOP laugh-PST
‘The teacher laughed.’ (neutral active)
- b. *Sensei-ga warawa-are-ta*
teacher-TOP laugh-PASS-PST
‘The teacher laughed.’ (polite active)
- c. *Gakusei-ga waraw-are-ta*
student-TOP laugh-PASS-PST
‘The student was laughed at.’ (verbal passive)

Since Japan is a high-context country and the society runs smoothly based on collectivism, the teacher-student relationship is well understood and permeates throughout society. Thus, the superiority of a teacher in relation to a student has long been established in the Japanese educational environment, and it is not difficult to assume that the hierarchical teacher-student relationship has a huge impact on students’ performance in academic activities. It is not easy to find a similar hierarchical system elsewhere, and this can be a hindrance in intercultural communication, even at the level of foreign language teaching. As seen in (3), this cultural pattern is also inherent in the language, and raising awareness of this and overcoming differences can be key factors in teaching.

ASSERTIVENESS AND ACADEMIC WRITING

In producing academic writing in English, one of the common tactics employed for stating one's opinion while maintaining academic objectivity is the use of the impersonal passive with the dummy subject *it*, as exemplified in (4). The impersonal passive construction often contains so-called factual verbs, some of which are listed in (5). These are a type of speech act verb, which can introduce an indirect statement (cf. Toyota 2008:104–111). Furthermore, when used in the passive voice, they normally appear in a construction with the dummy subject *it*. In addition, among the verbs listed in (5), notice the varying degree of commitment implied, i.e. *argue* and *confirm*, for instance, suggest a stronger subjective proposition, whereas *say* and *state* deal with statements based on objective observation. Therefore, when used in academic writing, the former type is used to highlight a focal point in the writing, especially when the author makes a new proposition.

- (4) a. It has been suggested that the old plan may be suitable for this project.
b. In the last chapter, it is argued that there are five ways to achieve our goal.

- (5) affirm, allege, argue, assert, certify, claim, confirm, exclaim, forecast, insist, mention, object, predict, promise, protest, remark, report, say, state, suggest, swear, warn, write, etc.

When university students in Japan are asked to produce an academic piece of writing, various errors and anomalies are produced. One of the culture-inflicted anomalies is that they often fail to deal with making a focal statement in their work. In particular, the impersonal passive is not found, and even if it is, the verbs used are either *say* or *state*, and those which can denote more affirmative senses, such as *argue*, *claim*, *suggest*, etc. in (5) are rarely used. There are various factors involved in this, and a lack of knowledge and exposure to academic texts prior to producing writing, i.e. unfamiliarity with the style, can be a possible cause. However, note that students do have a passive knowledge of the verbs listed in (5), and they perform well in reading comprehension exercises containing these verbs.

Rather than linguistic factors, what could hinder students from performing well are sociocultural matters surrounding linguistic behaviours in Japan, especially the social hierarchy involving the teacher-student relationship and the collectivism in Japanese society, which often suppress creativity and forces students not to stand out. This can be seen in academic writing, where students do not want to be bold and too assertive about their statements. In addition, the hierarchical order puts students lower than their teachers, and stating an overt subjective opinion can be considered a challenge against this order. This is not desirable, and one would avoid it if possible. Thus, students

are unwilling to be assertive when making a strong statement in their academic work, but rather, they want to present their ideas as objective, reported ideas. This behaviour stems from the prevailing politeness in Japanese society, i.e. students tend to be humble (cf. Figure 1a) due to their social position. With the addition of collectivism, avoidance of assertiveness thus seems to be the norm among them. This feature has not often been pointed out in relation to L2 learning, let alone academic writing, but overcoming politeness-laden issues can make a difference for students in Japan in the teaching and learning of a new language.

CONCLUSION

This paper has argued that politeness is achieved in various ways in different languages, and this can cause problems in intercultural communication and L2 learning. Politeness-related issues may make it harder for Japanese learners to write effectively in academic English. Learning a new language certainly poses questions for students, but those in Japan face a unique problem. In particular, academic writing, as argued so far, provides a new cultural setting for Japanese students where learners have to understand new cultural norms in order to be able to behave naturally in a new environment. This is not directly related to linguistic ability but to social practice or pressure in the students' L1, which forces less assertive behaviours on them. Students in Japan, therefore, have to familiarise themselves with new linguistic devices as well as sociocultural variations in a target culture, and must learn to venture into a new social and cultural norm in order to achieve a certain level of proficiency in academic writing.

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SUPERVISING STUDENT PAPERS IN ENGLISH-MEDIUM INSTRUCTION WHEN BOTH CONTENT AND ACADEMIC LANGUAGE ARE INSUFFICIENT

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Abstract

With the internationalisation of higher education and a low selection of local applicants for various English language programs, it becomes increasingly challenging to support students in both their subject knowledge and language development. While L2 academic writing would build on students' L1 academic literacy, L2 academic reading skills, high general language proficiency, content knowledge, reflective skills and practice, often more than one of these prerequisites are missing. This paper reflects on the author's experience as an instructor, supervisor and reviewer of papers from BA to PhD level at a Hungarian university. Examples for common mistakes are drawn from seminar papers, thesis and dissertation drafts written by students of English, English Applied Linguistics and English Teacher Training. It explores the most common areas of difficulties for students at different stages of writing, many of which would normally be unexpected in the given study program. It also points out the author's response to the problems. Signs of possible accelerated development in academic writing or the failure to improve under time pressure are also discussed.

Keywords: English-medium instruction, English for academic purposes, L2 academic writing, content knowledge, supervision, internationalisation

INTRODUCTION

As a result of the growing diversity of students in Hungarian higher education institutes in terms of their educational, sociocultural, and linguistic backgrounds, there is a pressing need to provide additional support for academic skills development. This is especially true in the case of programs that operate through English (or other foreign language) medium instruction. Diversity in English language programs is a result of both higher education internalisation and the low selection of local applicants. The enhancement of cultural and intellectual diversity is without doubt a positive outcome for universities, but internalisation has complex sets of goals and outcomes in different contexts

(de Wit and Altbach 2021). Extensive research exists on the general experience and study challenges of international students, especially in English speaking countries or other large countries such as China (Gou and Gou 2017; Heng 2019). But even in these study contexts much less is known about the effects of internalisation and diversification on the job of the teaching staff. While Gou and Gou (2017) warns against a general deficit model which looks at students as those lacking certain skills, the returning themes mentioned by instructors are students' slow academic progress and lack of participation due to their language proficiency, problematic attitude and insufficient interaction with local students and staff (Han et al. 2020).

Both for local and international students, lower than needed proficiency skills will result in serious challenges in following their classes and completing their assignments. When both general and academic languages are difficult and this difficulty is paired up with a lack of research skills and subject knowledge, thesis writing and supervision become a challenge for both parties. Several studies have investigated the academic writing stages of (graduate) dissertation writing, thesis supervision, and roles of supervisors (see Filippou et al. 2019; Guerin et al. 2015; Guerin et al. 2017). However, these studies rarely combine different student levels, study programs and the issue of a combined content and language supervision. In an attempt to bridge this research gap, the present article offers a personal reflection of the author's job on providing guidance and feedback to written assignments in content classes and during BA or MA thesis and doctoral dissertation supervision. It explores the most common areas of difficulties for students, many of which would normally be unexpected in the given study program. It also offers some solutions that seem to work when both academic skills and content knowledge are lacking.

BACKGROUND

Similarly to other countries, Hungarian higher education has undergone constant transformation and has been shaped by educational policy and funding reforms. There is a growing competition between and within institutions for students in order to secure result- and number-based funding schemes and financial incentives. This means, on the one hand, a low selection of local applicants in order to fill available places. For the various English language programs this may result in students entering with lower than necessary general language skills, low academic literacy skills, and critical thinking skills. Many have unclear study goals, little genuine interest in the subject matter, inability to catch up and unwillingness to seek help (e.g., Doró 2011, 2020; Dupák 2019; T. Balla and Bajnóczi 2015).

On the other hand, the number of foreign students also affects the funding and prestige of a university. On top of the involvement in short-term study abroad programs such as the Erasmus+, the Hungarian government has been offering a full-degree scholarship

for thousands of international students annually (Lannert and Derényi 2020; Tong 2020). The cultural and linguistic diversity of students studying in the same classrooms has made it increasingly difficult to support students in both their subject knowledge and language development. Routine written assignments, therefore, may bring unexpected challenges for both students and instructors.

The specific context of the present reflection is the work with students of English, teacher trainees and English Applied Linguistics postgraduate students at a large Hungarian university. These programs use English medium instruction (EMI) and courses involve various degrees of content and language integration. It needs to be pointed out that, in line with previous research on EMI in higher education (Doiz and Lasagabaster 2020), content teachers in Hungary also often do not consider language integration as their task and language teaching is viewed as an inferior job. L2 academic writing is based on students' L1 academic literacy, L2 academic reading skills, high general language proficiency, content knowledge, reflective skills, source selection and evaluation, editing skills, and practice. However, often more than one of these prerequisites are missing and without additional support students either struggle with written tasks or misunderstand them.

Supervision referred to in the title of the present paper means supervisory work on theses from BA to PhD level and the feedback given on seminar paper drafts. In all cases it refers to a multi-stage supervision of content and language and a process view on writing rather than a product view. The goal is to provide feedback that will assist students to improve their drafts and reach a good quality piece of academic writing. The selection of a thesis topic and a supervisor by both BA and MA students happens a year before graduation (two years for teacher trainees). Ideally, this selection is based on earlier work on the topic in a seminar or attendance of the future supervisor's class or some other kind of collaboration with him/her. Lately, however, I have witnessed that the thesis topic and supervisor selection is often random and students are not familiar with the topics selected. This implies the need for more individual source selection and reading on the topic and continuous cooperation with the supervisor. But reality often shows that students delay thesis work to the last semester, often do not seek regular supervision out of commodity or shame, and send 5–20 page sections considered as final thesis drafts or seminar papers for one round of feedback, frequently with pressing deadlines, to their supervisors. Others check with supervisors on marginal questions and resend full drafts with minor changes, overloading them with additional reading.

There is little agreement within programs, let alone across programs, of what we should be expecting of students and supervisors. The above conditions make supervision very uneven, with supervisors often reading more than hundred pages in a few days. Students expect and need various degrees of commenting and editing on their drafts and are often unable to handle general comments such as 'check language' or 'confusing section, read sources again'.

RESULTS AND DISCUSSION

While BA students may experience problems at all levels, their difficulties are expected and understood. They have very little content knowledge and background reading, very limited academic writing experience, and few academic skills classes in three years. On the contrary, we would expect students by the MA and PhD level to have gained academic literacy skills, yet unexpected difficulties with assignments and thesis writing still exist. Based on my experience, some are at a BA level in academic literacy skills, but are reluctant to admit it. Supervisors may not be ready to bridge this gap with the limited time and energy they have for individualised tutoring.

As an instructor of language, language pedagogy and applied linguistics classes, I have witnessed the need to integrate more academic language instruction even in classes that would normally be considered disciplinary or content classes. Students need more step-by-step guidance for short assignments, starting from source selection, paraphrasing and referencing to the use of academic style and editing. The following sections review some of the most common problems with thesis or assignment writing.

Most common problems: pre-writing stage

FINDING (RELEVANT) SOURCES

I have recently found that students at MA and PhD level are just as puzzled about source finding and selection as BA students are. This may mirror a combination of problems from general key word selection, narrowing down the search based on titles and abstracts, to not wanting to abandon their own source selection strategies (even when they fail). Some are reluctant to do additional reading of abstracts or texts that may turn out as not needed for their project. A possible solution to this problem is a step-by-step screen shared source finding guidance for students and awareness raising to the fact that good academic writing is based on source reading.

EVALUATION OF SCHOLARLY FINDINGS

A huge selection of freely available scholarly papers is at students' disposal, but they often cannot judge the quality and relevance of sources. This is a difficult task for a BA or MA student with little topic familiarity. Nevertheless, I have witnessed that some of them, even at PhD level, may also have strong preconceptions about what makes something a quality paper and teaching them about different types of quality reassurance is quite challenging. It definitely needs good reading and synthesizing skills. A solution to these problems can be found via accelerated reading (reading large numbers of academic texts,

sometimes beyond the students' comfort level) and an explicit observation of sources in order to build genre awareness. See an example for erroneous preconceptions about conclusions in excerpt 1, expressed using informal language in an annotated bibliography assignment in a doctoral seminar.

- (1) overall, the line of the manuscript was clear and was well-organized in terms of structure, but I have no idea why they added a few citations in the conclusion part since the section should be only the authors' words. To me it was a more discussion part rather than highlighting the concluding marks. (PhD annotated bibliography assignment)

Most common problems: writing stage

REFERENCING ANOMALIES

Referencing problems may stretch from patchwriting (close textual borrowing with minimal connection or rewriting), missing sources or reference lists, incomplete information about sources to unusual in-text referencing (full titles, no author names). These are unexpected and unacceptable at MA and PhD level as students have read enough published sources to make these aspects of academic writing automatic. Excerpt 2 indicates an example in which only the title of the referenced work was indicated, but the full information about the source was missing. It also had an unusual in-text reference to the author by 'he' and date of publication, something which the student should not have seen as an example to imitate. The other two references mentioned had a vague role.

- (2) In line with his previous study like Singh (2008) and the one of Graf-Estes and Hay (2015), *he* (2017) argued that bilingual infants progressed to cooperate non-native phonological variation into newly learned words in compared to monolingual. (PhD annotated bibliography assignment)

In excerpt 3, only the first one of multiple authors (Jaekel et al. 2017) is indicated, giving the impression that this is a single-authored work. This was a consistent problem throughout the student's first assignment, and remained unchanged in a subsequent written task regardless of the corrections made and oral feedback provided during class.

- (3) *Jaekel's article* states that foreign language education has become more and more important across Europe ... (PhD annotated bibliography assignment)

We can conclude that even unusual formatting problems are hoped to be easily corrected by drawing students' attention to the specific referencing anomalies and showing good examples of the given referencing issues.

LANGUAGE AND STYLE

Appropriate general and academic language use is often problematic for students, even at more advanced stages of their studies. Problems may include informal writing, general syntax, part of speech and vocabulary errors and terminology inconsistency. Examples for non-academic vocabulary choice and general language use problems are given from a BA thesis draft in excerpt 4, and from a doctoral assignment in excerpt 5 below.

- (4) This thesis delves into the complex nature of second language acquisition...
(BA thesis draft)
- (5) In the light of second paper carried by Hubbard and Levy (2016), the study emphasizes on theories, practices in CALL research, design and integration in the book chapter. Especially, it introduces the theoretical sources and current trend in technology and language learning and CALL researches elaborately, the interaction account, sociocultural theory and constructivism.
(PhD annotated bibliography assignment)

Language issues may not only make the supervisor's job painstaking, but they seriously interfere with content and the role of supervision. A constant dilemma is how much language editing should be done, how much students should discover their shortcomings on their own and how much language use jeopardises the success of thesis writing and graduation. An ideal solution would be an ongoing general language proficiency development on the students' part and a step-by-step academic writing development prior to the final stage of writing (and not introductory academic writing tips in the final semester, in parallel with advice given on research skills and content). Academic reading hopefully accelerates the process, as academic language is implicitly learned along content discovery. However, much of these are the responsibilities that fall well outside the realm of the supervisors' core role, especially if they are contacted by their students or see their drafts only prior to deadlines.

GENRE AND STRUCTURAL DIFFICULTIES

It often becomes evident at student-supervisor meetings that the task is not clear to students because they do not have a good understanding of genre conventions or the structure of the given paper type. It is often assumed that students are familiar with assignment formats or thesis requirements by the time they start writing. However, due to the limited practice with shorter assignments or the lack of clear outlines for thesis and dissertation requirements, it remains the supervisor's task to review requirements, often at repeated intervals. The joint observation of student papers and published articles are also of great help during which students can ask direct and more informed questions.

Most common problems: rewriting and editing stage issues

MAKING SENSE OF FEEDBACK

Even when feedback seems to be carefully tailored to students' needs, supervisees may find it difficult to make good use of the received comments. Language, referencing and content problems may be corrected or left unchanged, regardless of the given feedback. Fortunately, some students improve quickly, as shown in excerpts 6a and 6b. In this student's case informal commenting and the lack of references were modified to a good academic piece of writing after drawing her attention to the problem.

- (6) a. These ideas might give a deeper understanding and explanation of the Big Five traits and include aspects that are missing from the original theory. *This is an interesting field of research but my paper will not include it as most research is based on the Big Five theory and these models are far more complex. The traits from the Big Five are interesting enough to reflect upon and discuss them in a qualitative research.* (Teacher MA thesis draft)
- (6) b. These ideas give a deeper understanding and explanation of the Big Five traits and include aspects that are missing from the original theory (Strus et al. 2014). (Teacher MA theses draft revised section)

It is often the case that only directly language-edited sections are fixed and many of the comments are not understood. As a result, problematic sections are simply left out of the new version or replaced with a new (still not appropriate) section. Language problems and unclear content may sometimes persist even after several rounds of feedback. Excerpt 7 shows a section from a doctoral research proposal that underwent multiple rewriting, still showing language and content difficulties. I have found it very difficult to give advice on these persistent, multiple language and content problems. This may lead to a point when the supervisor can do little and a lack of trust and frustration may develop on the part of the students. Fortunately, this is quite uncommon.

- (7) English is one of the most frequent languages used around the world. The relevance of this language is closely connected to Ammon (2006); he states that since 1995–1996, for approximately 23 years ago, English has been the international language for publications. In effect, Ammon argues that in natural science it accounts the 90.7% whereas the 82.5% concerns to social science and humanities. (PhD research proposal)

It is important to point out that so called success stories of revision and meaningful development are not rare. I have had BA and MA supervisees writing 20–50 page theses

in a few months' time with little prior academic writing practice, content knowledge or general understanding of the task. The solution I have found useful is a few face-to-face or online discussion sessions at the beginning of our collaboration to make sure that students can draw an outline of the major steps needed. I encourage an accelerated reading of sources and the explicit observation of published papers, previous theses and the use of academic phrase banks. Written feedback should draw attention to content, language, structure and style. It is often difficult, however, to find a balance of these and not to directly correct large sections of the papers, and at the same time motivate students to persevere with the writing tasks.

DIFFICULTY SETTING PRIORITIES AND TIME MANAGEMENT

On top of all the above described challenges, the lack of time set aside for reading, planning and then for supervisor's review and then again for rewriting is a major factor in the quality of the final paper and the student-supervisor relationship. Solutions could include drawing a timeline, or setting deadlines for smaller tasks, but students may have other priorities that overwrite these. General language and content issues are hard to fix at a final stage, especially under serious time pressure when supervisors themselves may have multiple drafts to read. This needs to be clearly explained to students so that they make decisions about their timeline changes while keeping in mind possible quality consequences.

CONCLUSION

This paper aimed at giving an account of the most common academic writing problems of students in specific EMI programs and list the author's solutions to the problems based on years of supervision, reviewing, and researching the given topic. One general conclusion is that students' prior academic skills should not be taken for granted, even at PhD level. If the content knowledge and academic language problems are paired up with lack of time and slow progress, the supervisor's job becomes extremely difficult (give feedback on what and how?). It becomes increasingly important to set smaller steps, require more drafts and to show good sample papers. The tendency to assign fewer written tasks in content classes is only a surface solution that lifts off the task of teaching both academic skills and content and correcting low quality student papers from the instructors' shoulders. Accelerated reading – reading a large number of academic publications on a given topic – seems to be a key solution along with the tasks given to foster both content knowledge and language awareness. Indeed, the ability to do accelerated reading is an early sign alongside the quality of drafts or short

assignments to predict if meaningful student progress can be expected. Those who complain about reading or are reluctant to find sources on their own are likely to show very slow development in their writing and have various levels of academic literacy difficulties that are hard to overcome. This paper was based on the author's own experience of working with her students. More research is needed to systematically map the supervisors' roles, responsibilities and challenges in similar study contexts.

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CHAPTER 4

ESP AND CLIL IN TEACHER TRAINING

ESP AND CLIL

Their Importance in Pre-Service English Teacher Training

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Abstract

This paper discusses the theoretical backgrounds of the terms English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL). The aim is to find their common features. The paper further discusses the engagement of CLIL and ESP methodological courses as part of pre-service English teacher education at the Faculty of Education in Nitra, Slovakia. The curriculum of future English teachers covers the courses of ESP and CLIL. The design of these courses is discussed, as well as their importance in the teaching practice of qualified English teachers, who should be competent to teach not only general English, but also ESP and CLIL lessons.

Keywords: ESP, CLIL, pre-service English teacher preparation

INTRODUCTION

The theoretical part of this paper defines the basic terms in English language teaching, English for Specific purposes (ESP) and Content and Language Integrated Learning (CLIL). There are different types of English courses that are offered to learners at public, private, or language schools on elementary, lower-secondary, secondary and higher-secondary levels of education. In Slovakia, qualified English teachers are competent to teach general English, ESP as well as CLIL, provided they have successfully accomplished their master's degree in an English teaching programme, either as a single major or in combination with another subject. In order to provide quality education, the curriculum of pre-service teachers should contain the methodologies of all types of English courses.

ESP

English for Specific Purposes (ESP) is a term that has been traditionally used for courses teaching English language necessary for specific fields, mainly related to occupational contexts. Classifications of ESP mostly refer to Hutchinson and Waters (1983:17) and their “tree of ELT”, depicting ESP as one of its branches. The idea of picturing English language teaching as a tree enables us to see the relation between General English and ESP which are both represented as different categories of ELT, but with common roots.

On the contrary, according to Dudley-Evans and St. John (1998:18), the tree approach is somewhat problematic, as it does not show a base of different types of ESP. Therefore, they suggest to see the whole system of ELT as a continuum, at one end of which there are clearly definable courses of General English, and at the end there are specialised ones. The main distinction of ESP is that the English taught in these courses caters to the needs of learners in specific disciplines other than the arts and languages (Raisanen and Fortanet-Gómez 2008). The focus of ESP is on terminology used in specific fields such as law, medicine, technology, or finance. While knowledge of the subject and its terminology is essential, it is important to remember that it is the usage of English language in a specific context which is being taught (TEFL temp dot com, n.d.).

In higher education, particularly in non-philological education, English language teaching is covered by ESP courses, such as Business English (BE), English for Academic Purposes (EAP), Technical English (TE), etc. ESP may take a variety of forms based on different aims and contents. It plays a significant role at the tertiary level of education where students need to use their English for furthering their academic studies (Carver 1983; Widdowson 2003). According to Dudley-Evans (1997), ESP courses may be designed for a very specific discipline and thus they may use quite a different methodology than that one used for teaching general English. With the spread of the learner-centred approach, a lot of attention has been paid to the design of ESP courses that can prepare students for professional communication. As a result, considerable focus has been given to needs analysis in making a particular course serving particular interests (Hutchinson and Waters 1993). The aim of an ESP course is to acquire professional vocabulary as well as to develop communicative competence with the focus on all four language skills: reading, listening, speaking, and writing. Within communicative language teaching, much attention has been paid to the content-based and task-based approaches. Stojković, Chmelíková and Hurajová (2018) point out the necessity to balance content with linguistic issues when designing an ESP course and thus ESP teachers should undergo relevant methodological training to be able to teach it.

CLIL AND ESP

There are different views on the mutual interconnection between CLIL and ESP, but it is necessary to say that CLIL methodology has its roots in ESP. ESP is not a product but an approach. Greere and Räsänen, in a report on a LANQUA (2008) Subj-project on Content and Language Integrated Learning, note that CLIL should be seen as a continuum of various pedagogical approaches which aim to facilitate learning and they describe this continuum in six steps:

1. *Non-CLIL*: Non-concern for language learning, no pedagogical collaboration;
2. *Discipline-based language teaching*: language specialists providing discipline specific language teaching to support learning, no systematic collaboration with subject specialists;
3. *Pre-CLIL (language)*: pre-sessional teaching of language to support learning of content, collaboration of language and subject teachers, language learning outcomes specified according to content learning needs;
4. *Pre-CLIL (content)*: language learning expected due to exposure, but outcomes not specified, implicit aims and criteria, rare collaboration of subject specialists with language teachers;
5. *Adjunct-CLIL*: language support coordinated with or integrated in subject studies, which takes place simultaneously, joint planning between teachers and specified outcomes for both content and language;
6. *CLIL*: fully dual approach and full integration of language across subject teaching by a subject specialist or team teaching.

Kovacikova (2020) claims that CLIL is a methodology concerning all languages, not only English, while ESP is closely related to ELT. CLIL and teaching ESP have common objectives, beliefs, principles, and approaches. Both aim to work on the communicative competence of learners by using the appropriate means, methods, and techniques. These aims are followed even in the most specific contexts. As for the oversimplification of language in CLIL, as it is criticised by some teachers, we must add that ESP does not work with advanced learners only. The simplification of scientific language is necessary in A2 and B1 levels as well, and it does not mean that the content of the subject is poorer. ESP prepares students for the real world by developing their language skills and this would not be in contrast with CLIL methodology. On the contrary, teaching methods motivating students to use the language in the given context are highly recommended in CLIL. Case studies, PowerPoint Presentations, role plays, and projects are all widely used in CLIL classes. They also support learners' autonomy. We may state that the main difference between ESP and CLIL is that the main focus of a CLIL lesson is on content,

whereas an ESP lesson highlights the language. Thus, CLIL lessons are mainly taught by content teachers whereas ESP lessons are instructed by language teachers. Garido et al. (2015) characterise the relation between ESP and CLIL noting that there are researchers who state that CLIL has greatly influenced the teaching of ESP, as it incorporates meaningful authentic language processing. There are some principles which are common for both and make them overlap in a way. According to Jendrych and Wisniewska (2010), from Kozminski University in Poland, teaching materials in ESP should enable learners to acquire the variety of language and skills that they will probably need in their professional lives. Therefore, ESP teachers integrate content with language teaching. They find themselves teaching not only the language, but also professional skills. To some extent, this overlaps with the 4 Cs of CLIL: content, communication, cognition, and culture (Coyle 2007). Their combination makes CLIL a very powerful tool to learn and teach languages and subjects.

ESP AND CLIL IN PRE-SERVICE ENGLISH TEACHER TRAINING

Currently, there are 12 faculties in Slovakia that prepare future English teachers for their career (Portál 2020). The curriculum of future English teachers is divided into four categories: *linguistics*, *intercultural studies*, *literary studies*, and *didactics*. The outcomes from *linguistics courses* provide theoretical knowledge on a foreign language, correct grammar, pronunciation, syntax, lexicology and morphology, and vocabulary on B2 and C1 level according to CEFR (2011). Future English language teachers acquire practical skills and communicative competences in foreign language systems and skills with the aim to be an appropriate role model as a correct language user.

Intercultural courses provide theoretical knowledge on cultural specifications of English speaking countries, together with sociolinguistic, pragmatic and intercultural skills and competences.

The learning outcomes of *literary courses* are theoretical knowledge of literary periods of English speaking countries, and their main representatives in poetry, fiction and drama. Future English teachers gain skills in critical thinking by reading literary works that are unique for certain periods with the aim to use authentic materials for the acquisition of English, and intercultural and pragmatic competences.

The outcomes of *methodological/didactic courses* are theoretical knowledge regarding the approaches towards teaching foreign languages within historical contexts and related teaching methods founded in those times. Particular methodological processes, variety

of tasks and their application, the role of the teacher and the use of mother tongue are usually indicators and specifications of certain language teaching methods. Future English teachers can critically evaluate and select through principled eclecticism (Scrivener 2011) the appropriate teaching method with regard to the needs of the learners, their age, aims and language levels. Further on, English language teachers acquire theoretical knowledge, practical skills, and competences in teaching language systems, i.e. grammar, vocabulary and pronunciation as well as language skills. In addition, they become familiar with didactic principles that are applied intentionally into an educational process with consistent aims and objectives.

There are only three faculties out of twelve that provide CLIL methodological courses for future teachers in their Master's degree. Didactic courses on CLIL and bilingual education at the Faculty of Education in Nitra, Slovakia introduce the principles of integrating the content of a non-linguistic subject and a foreign language, in other words, they acquire the practical skills and competences in planning a CLIL lesson in cooperation with a subject teacher. In the didactic courses, future English teachers gain theoretical knowledge regarding the planning of particular activities directed towards the aims and competences in evaluation, error correction and developing the team-working skills, self-reflection and self-evaluation of students. They learn how to plan, realise and evaluate the teaching process, apply CLIL principles and also how to apply the knowledge, competences and skills acquired in the course *Use of Modern Technologies in English Language Lessons* for pupils and students of all language and age levels. Future teachers are able to choose, adjust or prepare adequate learning materials, adapted or authentic, with the aim to use it effectively during English lessons. They can use adequate instructions that are understandable and acceptable for learners of particular age groups. They can eliminate unnecessary translations and switches into a mother tongue. With the use of inductive and deductive teaching approaches to teaching language systems and skills, they are able to cover all the learning styles and use modern methods with the aim to develop the language skills of their learners.

The same faculty also offers an *ESP* course that belongs to linguistics courses. It is offered in the bachelor's degree only. Its aim is to introduce professional vocabulary from different fields of English. Students work with different texts and materials from the legal, medical, technical and scientific fields. They also prepare their own project that they present to their peers in order to prove their expertise in the branch they are interested in. However, from a methodological point of view, they do not focus on the didactics of teaching ESP in their future career.

SUMMARY

The terms ESP and CLIL have been used in English language teaching for several decades. As it is described in the theoretical part of this paper, there are some similarities and differences between them. All in all, teaching ESP and CLIL are based on a learner-centred approach and follow the principles of content-based language learning and task-based learning. ESP thus represents the context in which English and the professional subjects are learnt and taught. These approaches deserve to be included and provided in full within the pre-service English teacher training. However, CLIL courses for future teachers of English in Slovakia are provided only by three faculties out of twelve. The Faculty of Education in Nitra offers a CLIL course for single and double major teaching programmes with the aim to introduce future teachers how to prepare, plan, teach and evaluate CLIL lessons in their careers. On the contrary, an ESP course is included only in the bachelor's curriculum, where it is one of the linguistic courses, in other words, ESP is not approached from a methodological point of view. Some graduates may happen to teach ESP at some point in the future. With the internationalisation of education and the increasing popularity of English language learning, courses on teaching CLIL and ESP should be included in the curriculum of every pre-service English teaching programme.

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DESIGNING AN ESP GRADUATE PROGRAM BASED ON NEEDS ASSESSMENT ANALYSIS

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Abstract

This article discusses the incompatibility of university English programs in Albania with the linguistic needs of the market. It argues for the necessity to propose and design tailored graduate programs on English for Specific Purposes (ESP). The accelerating rhythm of globalisation processes requires qualified ESP teachers equipped with the relevant content knowledge to teach tailored ESP courses at tertiary level, as ESP provides functional communication through authentic class materials and constructive teaching approaches based on learners' needs analyses. The SEM econometric model has been used to interpret the statistical data obtained from a survey conducted with 146 staff members from multinational companies in Tirana, 350 undergraduate students majoring in English and 30 full time English lecturers at Tirana university. In addition, some face-to-face interviews were held with high-profile English lecturers at Tirana university and business executives in Tirana. The findings strongly confirmed the need to prioritise the establishment of a master's program on teaching English for Business and Economics for more effective content teaching of ESP lecturers and, as a result better learning output to their ESP students.

Keywords: Albania, ESP program, learners needs analysis, business needs

INTRODUCTION

There is abundant literature dealing with the quality of foreign language teaching approaches and the content of English language academic programs in relation to the evolving communicative needs of an open, European, and global market (Richards and Rodgers 2001; Richards 2006; Fortanet-Gomez and Raisanen 2008; Phillipson 2009; Celce-Murcia et al. 2014; Moeller and Catalano 2015). Research focus has been placed on English as a *lingua franca* utilised to interpreting (Richards 2006) and assessing the complex and multi-dimensional socio-economic transition of the Western Balkans in light of the European integration processes (Didiot-Cook et al. 2000; Commission

of the European Communities 2003; British Council 2013; Report of Albania 2016). The eagerness and necessity to possess functional communicative competence of English has increased research interest related to the quality of teaching methods (Hutchinson and Waters 1987; Krashen 1994; Winberg 2008; Harrop 2012), university curricula of English programs (Krahnke 1987; Basturkmen 2010) textbook language content (Cunningsworth 1995; Dudley-Evans and St. John 1998), and the role of the teacher and students in the teaching/learning process (Tickoo 2001; Ahmed 2014). Scholars like Dimitar Vesselinov (2018) have emphasised the importance of teaching foreign languages in the current socio-cultural context instead of being treated in isolation from society. Moreover, foreign language education has a direct influence on the development of professional EU citizens and on the human competencies needed to survive in the 21st century world of constant socio-economic and technological changes (Vesselinov 2018).

Albania is currently undergoing political, socio-economic, and educational transformation as a candidate country to become a full member of the EU. Although central governmental authorities in Albania have been placing theoretical emphasis upon the improvement of English foreign language curricula at tertiary level of education, there is no academic research focused on the compatibility between English teachers' competence with the written and oral professional English skills required by the domestic labour market and, in a wider perspective, with the global labour market. In contrast, at a European level, research projects have been conducted aiming to identify the discrepancy between foreign language teachers' general linguistic background with the specific demands of professional sectors of the European market (Celan 2011). Therefore, this article will aim at filling this gap by providing original findings and answers to the following research question: *To what degree do statistical findings verify the assumption that businesses and English students need tailored ESP courses in economic and business content at graduate programs?*

The hypothesis of this research is that the current English programs in Albania operate solely on comprehensive English mainstream curricula which do not provide opportunities to provide tailored disciplinary content and skills; in our case the investigated subject unit is English for Business and Economics. If English teachers are qualified and trained effectively through ESP Master's programs, there will be a remarkable increase in the quality of English teaching by equipping future English instructors with pedagogic teaching skills and disciplinary knowledge relevant to specific discipline since current ESP courses are taught by ELT qualified teachers. This research was carried out through a mixed qualitative and quantitative data analysis by using a case study methodology for an in-depth examination of the compatibility of the English teaching graduate program with the professional linguistic demands of the free market sector in Albania.

IDENTIFYING THE NEED TO REFORM GENERAL ELT AND BUILD ESP

In Albania, English as a Foreign Language (EFL) instruction starts from the third grade of primary school continuing through all cycles of education up to university graduation. At tertiary studies, students take two years of English courses and they must take English classes in the course of their master's studies. Also, prior to obtaining the diploma of master's studies or/and PhD degree, the candidates still have to prove their proficiency of English by taking one of the internationally recognised English tests such IELTS or TOEFL (Beshaj 2015).

The European Commission's 2016 Communication on the EU's Enlargement Policy of Albania underlines the necessity for Albania to further build up capacities to deal with the competitive environment and market forces within the Union in the approaching expansion (Beshaj 2015). This report acknowledges some progresses made to improve the quality of higher education and vocational education; however, it noted that "the quality of education needs to be raised at all levels to better equip people with skills in line with labour market needs" (Beshaj 2015:13). In addition, the EU Commission identifies the development of a liaison with employers, constant curriculum development and integrated work-based learning schemes, and ultimately the necessity to further reinforce teacher training as weak and sensitive points (Commission Staff 2016).

Before 2008, all foreign language teachers, English, French, German, Italian, Greek, and Turkish, were trained at four-year undergraduate programs. Thematic courses on teacher education comprised merely 10% of the total classes, which numerically accounted for 180 classes and one month of teaching practice out of a total 2400 classes offered in a four-year full cycle at the English Department of Tirana University (Krodhima and Tabaku 2011). Statistically, this small percentage dedicated to the preparation of future English teachers explains the inadequate pedagogical skills of English teachers. Having identified the drawbacks of the academic curricula of foreign language programs, and in full compatibility with the EU directives addressing the improvement of foreign language teaching curricula of the Bologna Process signatories, the Albanian Ministry of Education compiled the Higher Education National Strategy (2008–2013). This National Strategy noted that the language program was extremely overburdened in general, however, the program did not provide enough classes for teacher education courses (Tabaku 2011).

Krodhima and Tabaku compiled a survey questionnaire emailed to 120 students, where 105 responded to their digital survey. The questionnaire consisted of four parts: teaching skills, mastery of foreign language, knowledge, and skills in doing action research, and skills in intercultural education. The respondents assessed each criterion set in the survey in compliance with a Likert scale ranging from 1 (not important at all) to 5 (extremely important). The statistical findings of Krodhima and Tabaku (2011)

are given in Appendix 4, as cited in the original source. Among their most significant findings was teacher-centred guided exercises and lessons, the inconsistency between teaching strategies for the four skills, reading, writing, listening, speaking, and the language competence students really demonstrate, reflecting the lack of student-driven communicative tasks during classes. The study of two scholars Krodhima and Tabaku made attempts to fill in the vacuum of recent research based on needs assessment analysis prior to designing an academic course at masters' level.

METHOD

To estimate the link between the academic community (staff and students are combined), and businesses and their need for ESP, the method of structural equation modelling (SEM) was used. Variables such as 'business activities', 'motivation for ESP', and 'reasons for ESP' are measured initially from the least useful (i.e., = 1) to the most useful (i.e., = 5). This SEM estimation, using a path diagram method, is appropriate for our data analysis for two main reasons. First, the model is based on a system of equations using a path diagram and, second, our variables are highly correlated and saturated. Therefore, SEM analysis is appropriate for this study. The questionnaire survey was designed by Prof. Dr. Shpresa Delija. The questionnaire was comprised of both structured and unstructured questions. (see Appendices 1, 2 and 3). The target group consisted of 350 students attending the English Bachelor's program of the English Department and 30 full-time English lecturers. This survey was compiled and carried out as a group-administered questionnaire. The sample of students was brought together at Tirana University's auditorium, and each respondent was asked to complete the survey questionnaire while in that auditorium. Finally, the responses by English language students were aggregated into a composite scale for statistical analysis. The second target group was comprised of 146 staff from regional and international businesses in Tirana. Likewise, ELT academic staff were invited in an auditorium at the Foreign Language Faculty building to fill in the paper questionnaire preserving their anonymity. The questionnaire of the three target groups involved in this survey comprised following the sample of questions used in the CELAN-EU project 2011 under the academic consultation of Prof. Delija and myself. The CELAN template was the most appropriate survey used to measure linguistic compatibility with international communication needs in the EU zone. Table 1 shows the companies whose staff members participated in the survey.

Company /Firm Name	General Profile Information	Number of participants
1. ALBASIG Albania	Insurance company	6
2. “A-S Gruda” Door and Window Factory	Manufacturing	3
3. Atika Lounge BARS Chains	Tourism	3
4. Balkan Finance Investment Group (BALFIN)	Balfin Group’s beginnings originate in 1993. Currently, BALFIN group is active in Albania, Austria, Macedonia, Dubai, Kosovo, Greece, Bosnia Herzegovina, Italy and USA. This company employs 4,000 people in all the countries where it performs its business activities, which include real estate, mineral industry, services, construction investments, tourism, energy, agriculture.	28
5. British Consulate	International Presence	2
6. Bankers Petroleum	Regional petrol company	1
7. ESPANA Col- Factory of building materials	Regional manufacturing	4
8. EMANTE sh.p.k – Construction Company	National and regional construction	4
9. Green Rock Textile Company	Textile manufacturing and service	5
10. HEC – Bisnica; Hydropower Generation and Distribution	Energy producer and distributor	2
11. “GjokaToursim” Hotel Chains	Tourism services	4
12. ICTS Europe – Tirana	Part of Groupe Sofinord, ICTS Europe offers long-term security service to businesses	2
13. Intensa San Paolo Bank (Italian bank)	Banking and financial transactions	13
14. MSC – Mediterranean Shipping Company	Shipment and delivery service	6
15. Neptun Electronics	Service-based activity	18
16. Nokia – Siemens	Telecommunication service	2
17. Raiffeisen Bank	Banking and financial transactions	11
18. Schneider Electric – Rep. Office of Bulgaria	Digital transformation of energy management and automation.	3
19. Shell Albania – Petroleum Company	Fuel and petroleum distribution	7
20. SPAR Albania	SPAR is the world’s leading food retail chain	6
21. Tirana Business PARK	Largest German real estate project in Albania	5
22. Turgut Ozal Educational Company	International educational service	6
23. VERDE – Watches and Jewellery company	Swiss Brands Representative	5
	Sales and maintenance sector	
Total		146

Table 1. Companies participating in our survey in Albania

RESULTS

Based on Structural Equation Model (SEM)

Table 2 presents the statements related to businesses' need for ESP. Cronbach's alpha (α) values higher than 0.90 were found for variables which were measured in three categories and labelled as 'activities', 'knwlg', and 'motivation' (see Table 2 for details). The Cronbach's alpha values (> 0.90) suggest that most of these statements are closely related and have high internal consistency. Table 2 reports the list of variables of businesses and their descriptive statistics. In column 1, the variable named 'ESP-Latent' coded activities as a latent variable i.e., unobserved. To measure business activities that demand relevant business English language mastery, ten variables were coded as 'meet', 'IR', 'pres', and so forth. Overall, the mean values are greater than 4 for each variable, which indicates that most of the business preferred ESP.

Variables	Coded for SEM	Mean	Std.dev	Min	Max
ESP-Latent	activities				
Attending business meetings	meet	4.35	0.76	1	5
Maintaining international relations	IR	4.56	0.78	1	5
Presenting company, products, services	pres	4.51	0.72	1	5
Using multinational communication	mult	4.06	0.87	1	5
Attending trade fairs, conferences etc.	fairs	4.37	0.78	1	5
Preparing communication material	comm	4.35	0.75	1	5
Interacting socially with customers	inter	4.44	0.74	1	5
Interacting in teams with colleagues	teams	3.84	1.04	1	5
Reporting market analysis and policies	report	3.91	0.92	1	5
Installing and maintenance products	insta	4.2	0.92	1	5
ESP-Latent	knwlg				
Dealing with customers	cust	4.3	1.03	1	5
Dealing with partners	part	4.4	0.98	1	5
Dealing with headquarters abroad	head	4.6	0.78	1	5
Dealing with suppliers	sup	4.3	0.84	1	5
Dealing with human resources	HR	3.9	1.23	1	5
ESP-Latent	motivation				
Economic reasons	eco	4.3	0.87	1	5
Cultural reasons	cul	4.2	0.88	1	5
Product quality reasons	prod	4.0	0.97	1	5
Master's degree for ESP (outcome)	master	2.6	0.56	1	3

Table 2. Variables' codes and descriptive statistics of businesses for ESP (N = 145)

Figure 1 shows the relationship of businesses' need for ESP in terms of specific business activities, motivation and where English knowledge is required. Businesses were asked to answer a range of questions on scale of 1 to 5 (1 = least useful to 5 = very useful). The path analysis suggests that business activities (labelled as activities) positively influence the businesses. These included 'attending meetings', 'maintaining international relations' and 'presenting company products and services'. The standardised coefficients (β s) reported in Figure 1 along each arrow directed to the latent variable 'activities' rejected the null hypothesis (p - value < 0.01) at 1% significance level. This outcome indicates that activities such as 'attending business meetings', 'maintaining international relations'

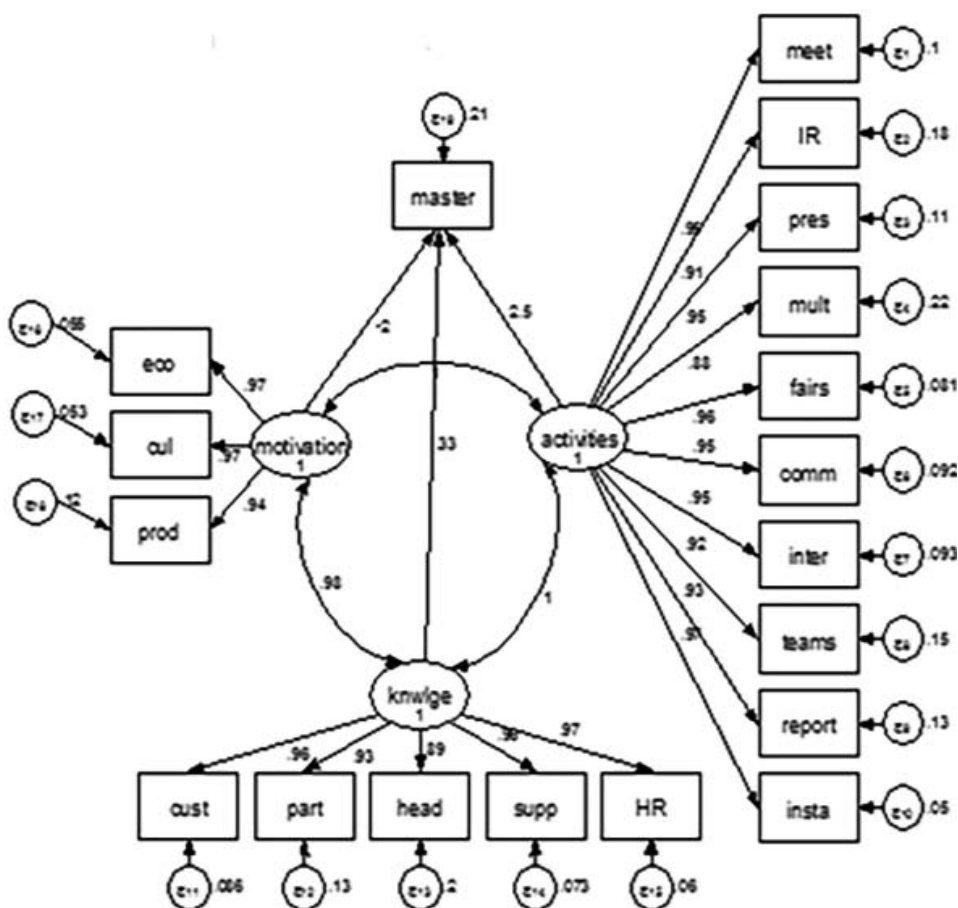


Figure 1. SEM Analysis of business for ESP

and 'presenting company products' were important determinants of business activities that demand relevant business English knowledge. The error terms or unobserved factors values are reported in the small circles. The low value of error terms suggests that most of the variables in the SEM are well identified.

Statements related to where business English is mainly needed was labelled as 'knowlge' which is a latent variable that showed a statistical link with customers 'cust', partners 'part', dealing with headquarter abroad 'head' and so forth. Based on the standardised coefficient values for each statement, the model showed that these variables have positive association with 'knowlge'. The third latent variable labelled as 'motivation' was used to measure business motivation for using ESP (see Figure 1). In sum, three latent variables statistically influenced the endogenous variables with error terms. Furthermore, the high correlation between latent variables shows that they are closely related. An outcome variable which is reported as 'master' in the structural equation model suggests that businesses expressed their requirement of master's degree in ESP. Two latent variables 'activities' and 'knowlge' with standardised coefficients such as $\beta = 2.5$ and $\beta = 0.33$ rejected the null hypothesis at 1 and 5% significance level. Business activities that demanded relevant business English language mastery and source of knowledge for ESP positively associated with the master's program for Business Studies from ELT to ESP. Business need their staff to have been trained in business English courses for better job performance in their international business. In other words, most of the employees in these business firms showed high demand for ESP master program instead ELT. Likewise, the coefficient value of source of knowledge for ESP has significant association with the master's program for in ESP to offer ESP programs by qualified English teachers in this narrow track of business and economics from ELT to ESP. However, the source of motivation for ESP showed negative association with ESP. This outcome has rejected our prior expectation and suggested that economic, culture and product quality reasons have less importance in influencing the master's program for teaching ESP. Business Studies from ELT to ESP. Overall, the goodness of fit statistics, such as comparative fit index (CFI = 0.90), root mean square error approximation (RMSEA = 0.05) and standardised root mean residual (SRMR = 0.035), for Figure 1 show that our SEM is a good fit.

Table 3 presents the list of variables and their codes using descriptive statistics for teachers and students. Overall, the mean values are greater than 4 which are interpreted as a preference for ESP over general ELT. Statements related to motivation from general ELT to ESP indicates that most of the teachers and students were in favour of ESP.

In addition, Figure 1 shows the structural equal model (SEM) representing the responses of students and academic staff. Concerning the goodness of fit of SEM, CFI is 0.90, RMSEA = 0.05 and SRMR = 0.025 values suggest that our SEM is a good fit. Furthermore, a high value of Cronbach's alpha (α) is obtained, which is greater than 0.90 and suggests a high reliability score for the academic need for ESP.

Variables	Coded	Mean	Std.dev	Min	Max
Motivation from general ELT to ESP-Latent	motivation				
Specific linguistic demand of labour market	demand	4.2	1.09	1	5
Functional English language mastery	elm	4.2	1.08	1	5
Authentic business centred content	business	4.2	1.05	1	5
Professional knowledge actively constructed	knwlge	4.2	0.99	1	5
Learners driven classroom environment	class	3.9	1.11	1	5
Fostering of interdisciplinary scientific...	scien	4.0	1.11	1	5
Reasons for ESP usefulness-Latent	reasons				
Business or economic reasons	eco	4.1	1.15	1	5
Cultural reasons	cul	3.9	1.13	1	5
Employability reasons	emp	4.2	1.00	1	5
Pedagogic needs analysis	peda	3.9	1.23	1	5
Master's degree for ESP (Outcome)	master	1.74	0.43	1	2

Table 3. Variables codes and descriptive statistics of teachers and students for ESP (N = 380)

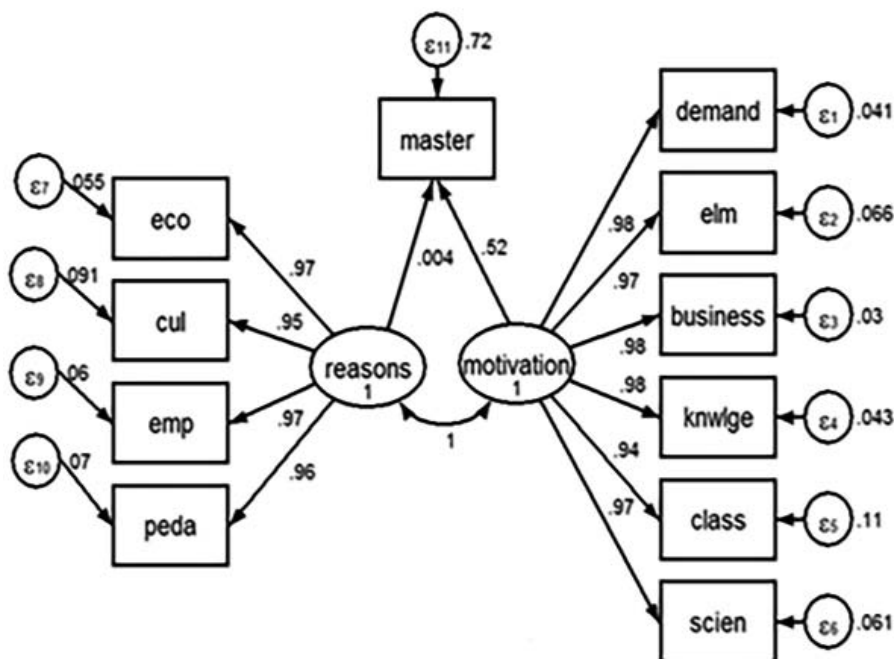


Figure 2. SEM analysis of academic staff for ESP

Figure 2 reports the standardised coefficients using two unobserved variables which are 'reasons' and 'motivation', also known as latent variables. Motivation is directed to six statements or variables such as 'specific linguistic demand of labour market' coded as 'demand', 'functional English mastery coded', as 'elm' and so forth (for more details, see Table 2). In sum, motivation is statistically significant ($p < 0.01$), related to the variables 'demand', and 'elm', and suggest that academic factors positively influence motivation for ESP. Moreover, motivation has a strong statistical relation ($\beta = 0.52$; $p < 0.01$) with the need for a master's degree in ESP. This outcome apparently indicates that respondents from the academic area have strong preferences for a Master's in ESP compared to ELT. Reasons for ESP usefulness also show that economic, cultural, employability and pedagogic factors are statistically related ($\beta > 0.90$, $p < 0.01$). Regarding the link with the endogenous variable 'master', the standardised coefficient is $\beta = 0.004$, which is low compared to the findings shown in Figure 1. However, the sign of coefficient is positive and rejects the null hypothesis at 10% significance level. The results show that motivation and reasons for ESP strongly increase the need for a master's program tailored to English for Business Purposes. In sum, the statistical findings from SEM (or path) analysis imply that both businesses and those in the academic area (teachers and students) showed a strong preference for ESP over ELT.

Findings from open interviews

Open interviews were held with Prof. Shpresa Delija (2018), one of the founders of the English Department and, at the time of interview, Vice-Dean of the Faculty of Foreign Languages at Tirana University, and her colleague, Dr. Elvana Shtepani. Both scholars highlighted that the English department should prioritise in its agenda the preparation of qualified ESP teachers by establishing such tailored master's programs. Regrettably, the department continues to operate solely on the conventional ELT master's programs. They expressed the need to raise awareness among linguistics and education policy makers at the Ministry of Education on the better compliance of their academic programs with the most recent economic and social developments of Albania.

It was interesting to find that some of the companies involved in the survey even proposed offering financial support to achieve this joint project. The direct interview with Ms. Erina Cani (2018), the General Manager of Tirana Business Park Headquarters, asserted that this matching of academic programs to their English professional needs is precisely what they have been looking forward to seeing in Albania. Cani acknowledged

the usefulness of such mutual research collaboration as a linking niche to successful professional performance by newly recruited graduates. Moreover, the Chief Entrepreneurs of Verde Swiss watches, (Mulla 2019) explained the importance of very good business English fluency for their sales agents when describing quality standards to international customers. Also, they argued that the English linguistic competence of their staff in explaining the terms of their products' warranties to customers had a significant influence in consolidating a relationship of professional trust and brand loyalty with clients, from a long-term perspective. (Direct Interview with Mulla managers, November 2019, Tirana).

CONCLUSION

This study demonstrated that general ELT does not fulfil the needs of students who need tailored English competence. Furthermore, ELT does not guarantee high employability and professional growth. The proposal to establish a master's program on English for Business and Economics stemmed from an original needs analysis involving three stakeholders using English for Business and Economics. It was based on the unbiased feedback of participants to design and offer tailored master's program in ESP to acquire specific business English teaching competence for future-to-be teachers and business English communication for those involved in business sector. The undergraduate sample of 350 students of English department were predominantly in favour of attending a MA in English for Business and Economics instead of General ELT teaching if they were offered that program. The 30-academic staff of ELT at Tirana State University approved of this gap and the need to design such tailored content courses for future teachers of English. In addition, the business sector representatives comprised of 146 participants in a questionnaire-based survey approved of the benefits of having their staff members trained by ESP teachers of English for Business and Economics. It would improve the efficiency of their staff business communication regionally and globally. Additionally, some direct interviews were conducted with two leading academics at a university English department, and chief executives of main enterprises such as the Tirana Business Park in Tirana and Swiss watches in Albania. As revealed by the analysis, such triangulation of stakeholder cohorts for scientific research purposes has been conducted for the first time in Albania. For the first time, it brought together the academic community, university curriculum designers and English courses content to the real needs and interests of the business community.

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APPENDICES

Appendix 1. November 2017 on an ESP Master's Program Proposal Academic Staff of the English Department of Tirana State University

Interviewee's Name and Position:

Question 1. Does the knowledge of General ELT programs guarantee linguistic compatibility with the labour needs of the regional and international market?

YES NO

Question 2. Would you consider that it was high time the university offered English for Specific purposes at graduate programs?

Very Useful Fairly Useful Not Useful

Question 3. Select the reasons for ESP's usefulness on a scale from 1 (least important) to 5 (most important).

Business/Economic Reasons	1	2	3	4	5
Cultural Reasons	1	2	3	4	5
Employability Reasons	1	2	3	4	5
Pedagogic Needs' Analysis	1	2	3	4	5

Question 4. Is your department motivated to have a master's program tailored to English for Business Studies?

YES NO

Question 5. What motivates/would motivate that curriculum development from ELT to ESP?

Specific Linguistic Demands of the Labour Market	1	2	3	4	5
Functional English Language Mastery	1	2	3	4	5
Authentic Business-Centred Content	1	2	3	4	5
Actively Constructed Professional Knowledge	1	2	3	4	5
Learner-Driven Classroom Environment	1	2	3	4	5
Fostering of Interdisciplinary Scientific Collaboration	1	2	3	4	5

Appendix 2. Semi-Structured Interview – November 2017 on Business – English Language Needs in the Albanian Market

Designed in consultation with Prof. Shpresa Delija (ESP Scholar in Tirana)

Company Name:

Interviewee's Name and Position:

Question 1. Does the knowledge of business English language in your enterprise matter for its operation and its competitiveness on the market?

YES NO

Question 2. Where is business English knowledge mainly needed? Rank by scoring from 1 to 5 in increasing order of importance

Dealing with Customers	1	2	3	4	5
Dealing with Partners	1	2	3	4	5
Dealing with headquarters abroad	1	2	3	4	5
Dealing with Suppliers	1	2	3	4	5
Dealing with Human Resources	1	2	3	4	5

Question 3. When recruiting staff, how important is communicative competence and content knowledge of business English? Select one alternative from the following categories from 1 (least important) to 5 (most important).

Management	1	2	3	4	5
Technicians	1	2	3	4	5

Shop Floor	1	2	3	4	5
Other Categories	1	2	3	4	5

Question 4. Is your company motivated to have a formal business English language development policy?

YES NO

Question 5. What motivates/would motivate the establishment of a formal business English development policy?

Economic Reasons	1	2	3	4	5
Cultural Reasons	1	2	3	4	5
Product Quality Reasons	1	2	3	4	5

Question 6. How would you rate the English language knowledge offered by the current English Language university programs in Albania? Select one of the following:

Poor Fair Good Excellent

Question 7. Which are the most specific business activities that demand relevant business English language mastery? Rank on a scale from 1 (least useful) to 5 (most useful).

Attending business meetings	1	2	3	4	5
Maintaining international relations and travelling	1	2	3	4	5
Presenting company, products, services	1	2	3	4	5
Using multilingual communication	1	2	3	4	5
Attending trade fairs, conferences, congresses	1	2	3	4	5
Preparing communication materials	1	2	3	4	5
Interacting with customers	1	2	3	4	5
Interacting with colleagues in teams	1	2	3	4	5
Reporting: market analysis, policy documents	1	2	3	4	5
Installing and maintaining company products	1	2	3	4	5

Question 8. Would you be interested in the establishment of a master's program on *English for Business Studies* thus, shifting from *General English* to *English for Specific Purposes*?

Fairly interested Modestly Interested Highly Interested

Appendix 3. Semi-Structured Interview – November 2017 on ESP Master Program Proposal

(Prof. Dr. Shpresa Delija – ESP Scholar Tirana)

Undergraduate students of English Department at Tirana State University

Interviewee's Name and Position:

Question 1. Does the knowledge of General ELT programs guarantee linguistic compatibility with the labour needs of regional and international market?

YES NO

Question 2. Would you consider that it was high time university offered English for Specific purposes at graduate programs?

Very Useful Fairly Useful Not Useful

Question 3. Select the reasons for ESP usefulness on a scale ranking from 1 (least important) to 5 (most important).

Business/Economic Reasons	1	2	3	4	5
Cultural Reasons	1	2	3	4	5
Employability Reasons	1	2	3	4	5
Pedagogic Needs' Analysis	1	2	3	4	5

Question 4. Would you be interested to attend a professional master's program tailored to English for Business Studies?

YES NO

Question 5. What motivates/would motivate your study interest from general ELT to ESP?

Specific Linguistic Demands of the Labour Market	1	2	3	4	5
Functional English Language Mastery	1	2	3	4	5
Authentic Business-Centred Content	1	2	3	4	5
Actively Constructed Professional Knowledge	1	2	3	4	5
Learner-Driven Classroom Environment	1	2	3	4	5
Fostering of Interdisciplinary Scientific Collaboration	1	2	3	4	5

Appendix 4. The statistical findings of Krodhima and Tabaku are given below

Mastery of Foreign Language	N	Mean
The language teacher masters the language and uses this knowledge to model and provide effective teaching in English	105	5
The language teacher integrates listening, speaking, reading, and writing and develops students' language proficiency	105	4.1
The language teacher understands the processes of first-language and foreign language acquisition	105	1.9
The language teacher knows common difficulties experienced by students in learning a foreign language and effective strategies for helping students overcome those difficulties	105	1.3

Table 4. Language teacher competences (Mastery of the foreign language)

Teaching skills	N	Mean
The language teacher understands teaching methods and uses this knowledge to plan and implement effective teaching	105	3.1
The language teacher uses knowledge of theories, concepts, and research on second language acquisition to select effective, appropriate methods and strategies for developing students' language skills	105	1
The language teacher knows how to design and implement appropriate teaching strategies in the language class	105	4.2
The language teacher selects and uses instructional methods, resources and materials appropriate for students' learning goals and promoting learning in students with diverse needs	105	2.4
The language teacher engages students in critical thinking, and fosters students' communicative competence	105	1.5
The language teacher integrates technological tools and resources into the teaching process to facilitate and enhance students' learning	105	2.8
The language teacher applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity	105	2.9

Table 5. Language Teacher competences (Teaching Skills)

Knowledge and skills in doing action research		N	Mean
The language teacher knows how to identify a research problem		105	1.4
Research problems teachers can analyse:			
a.	Classroom problems such as instructions, participation, teaching techniques, pace, balance of talking time	105	4.1
b.	Course book and teaching materials, themes, approach, level	105	2.1
c.	Planning, lesson objective, lesson plan, timing, balance of activities	105	3.9
d.	Classroom dynamics, relationship to students, students' relationship to each other	105	1
e.	Student learning, learning difficulties, learning strategies	105	2.6
The EFL teacher knows how to develop an action plan		105	1.5
The EFL teacher knows how to analyse the data and share them		105	3.5

Table 6. Language teacher competences (Knowledge and skills in doing action research)

Skills in intercultural education	N	Mean
The language teacher educates and facilitates the construction of learners' personal and social identities in the process of developing language skills	105	3.5
The language teacher motivates learners by making learning topics and activities more complex in order to challenge learners to build intercultural competencies	105	2.7
The language teacher integrates intercultural ELT activities through casual conversations in the classroom	105	2.1
The language teacher integrates into its curriculum authentic cultural topics and activities that provide opportunities for reflection and critique of both native and target cultures	105	2.8

Table 7. Language teacher competencies (Skills in intercultural education)

Direct Interviews conducted by then author of the research

1. Interview with Prof. Dr. Shpresa Delija, the only ESP academic expert and Vice dean of the Faculty of Foreign Languages at Tirana State University. Interview conducted by the main author of this research study in Tirana, Albania.
2. Interview with Dr. Elvana Shtepani – Lecturer at English Department at Tirana State University.
3. Interview with Mr. Ardit Mulla and Mrs. Noela Mulla – Chief Executives of Verde Watches & Jewellery international Swizz Company.
4. Interview with Mrs. Erina Cani – General Manager of Tirana Business Park Headquarters.

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