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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**BLENDING CLASSROOM-BASED AND WEB-BASED  
LEARNING OF ENGLISH FOR SPECIFIC PURPOSES  
FOR SOCIAL CARE SPECIALITIES  
AT KURESSAARE REGIONAL TRAINING CENTRE**

**MA thesis**

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## **ABSTRACT**

The main purpose of this MA thesis is to examine the ways of blending classroom-based and web-based learning and teaching of English for Specific Purposes (ESP) for adult social care learners at Kuressaare Regional Training Centre. A needs analysis research by means of questionnaires and interviews was conducted at Kuressaare Regional Training Centre in order to determine the needs of learners. The questionnaires were completed by forty learners and graduates of Kuressaare Regional Training Centre in the period of February – April 2016. The interviews were organised among twelve social care learners and graduates in the same period. In general terms, the completed research aimed to determine the language skills needed for social care learners in occupation-related fields, the most practical ESP tasks and activities in order to gain the necessary skills and finally, to evaluate and provide rationales for the implementation of the current web-based course.

The thesis comprises the introduction, two core chapters, the conclusion, references and seven appendices. The introduction lists the reasons of the present study, the aims and the introduction of methodology. Furthermore, the background and rationales of the current research are discussed in this chapter. Chapter One presents a theoretical overview of combining technology and ESP, pedagogy in computer-assisted learning and in addition, the learner-centred approach in teaching adults and the discussion of needs analysis are described in this chapter. The practical part consists of the presentation and the analysis of the survey results and besides, the blended course outline is provided in the last section.

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## **THE LIST OF ABBREVIATIONS**

<b>ESP</b>	English for Specific Purposes
<b>KRTC</b>	Kuressaare Regional Training Centre
<b>SC</b>	Social Care
<b>VET</b>	Vocational Education and Training
<b>CALL</b>	Computer Assisted Language Learning
<b>TSA</b>	Target Situation Analysis
<b>PSA</b>	Present Situation Analysis

## INTRODUCTION

This thesis explores the ways of blending classroom-based (face-to-face) and web-based (online) teaching and learning of English for Specific Purposes (henceforth, ESP) for adult learners at Kuressaare Regional Training Centre (henceforth, KRTC). The needs of learners will be taken into consideration to design a sample blended course (including 20 face-to-face classes and web-based individual work) for social care specialities at KRTC. It needs to be noted that the aim of the research is not to compile a new web-based course but to improve and implement the existing available e-course meant for adult care and child care learners. The interest in the particular topic was evoked by the following three educational aspects:

1. Changes in the Estonian Vocational Education and Training
2. Advanced language needs of learners of doing work placement abroad
3. Unlike language competencies within a language group

**Changes in the Estonian Vocational Education and Training:** due to the reforms in the Estonian Vocational Education and Training (henceforth, VET) it is crucial to analyse and implement the school curriculum and syllabus (available on the Kuressaare Ametikool website) in order to motivate learners and create flexible learning opportunities. The new outcomes-based curricula in VET (available on the Riigi Teataja website and the Foundation Innove website) are based on occupational standards and integrate general education subjects more closely with professional studies.

The aim is to make the vocational education studies more learner-centred, creative and effective and, above all, to improve the level of education and to increase the competitiveness

of the target group in the labour market. Learner-centred education refers to a wide variety of educational programs, learning approaches, and academic support that addresses learners' needs, interests, or cultural backgrounds. (Great School Partnership 2014: Para 1).

Therefore, the research examines the blended learning opportunities in order to compile a sample learner-centred course. Blended learning opportunities like computer assisted learning (henceforth, CALL) and technology in combination with ESP are examined in this paper. For achieving the goals, the learners' needs will be surveyed by means of questionnaires and interviews. The results of the questionnaire and interviews will be analysed by using needs analysis framework by Hutchinson and Waters (1987, see Appendix 1) and representation of ESP course development by Basturkmen (2010, see Appendix 5) in order to determine the most efficient ways of combining face-to-face and web-based learning.

Although the sample course is specific and meant for social care learners of KRTC the theory of blended learning and teaching and the results of the survey will be considered in the working process with other adult learners' groups: spa therapists and hairdressers. The latter groups of learners resemble social care (adult and child care) learners since they have an integrated school curriculum and cyclical study sessions that means attending school either once or twice a month. Accordingly, the aims of the research gain broader meaning, as it is not only focused on one specific area but also seeks the ways to facilitate the blended learner-centred teaching.

**Advanced language needs of learners of doing work placement abroad:** one of the aims of the vocational education that is pointed out in the VET curriculum, is supporting learners to be successful in the labour market. Therefore, it is necessary to assist the learners who need to take their work placement abroad. At Kuressaare Regional Training Centre there are several mobility projects meant for a large number of students. For instance, social care

students of KRTC have opportunities to do their work placement in many different countries. Approximately four or five learners every year are offered the experience of working abroad. As an example, a few of the learners have practised in England, in Norway, in the Netherlands, in Finland, or in Italy.

Although there are not any special requirements for the learners of KRTC who do their work placement abroad, there are a few skills and personal qualities that are expected. For instance, the trainees should be able to socialise with their co-workers and employers. They are expected to be tolerant, enthusiastic and open-minded. Therefore, it is necessary to have at least elementary level in English. Especially when nursing the clients with special needs, carers need to explain the working procedures and justify their decisions. Consequently, it is crucial for them to understand their working duties and responsibilities.

This thesis investigates different blended and integrated learning issues, including web-based learning opportunities, to design self-study materials for adult learners who attend school once/twice a month with the learning period of four-five days ('cyclical learning session'). The adult learners of KRTC are considered to be distance learners ('e-learners') and the way of learning is distance learning (e-learning).

The necessity to create new learning sources or implement the ready-made materials is crucial for providing new learning outcomes. With twenty face-to-face classes the learners need to work independently for gaining the necessary vocabulary, writing, reading and speaking skills.

According to the school implementation plan (syllabus) for the English for Specific Purposes for social care students at KRTC there are no set requirements for the number of individual learning hours. Because of the extremely low number of contact ESP hours, the



teacher of the subject is responsible for the well-structured and clearly designed work plan for home study.

**Unlike language competencies within a language group:** besides the above-mentioned reasons of researching the current area, the level of the language within a language group may vary: there are students, who have no knowledge of English at all; students with A1 language competence, and some learners have gained B2 or even C1 language competence. One of the evident tasks for the teacher and the author of the research would be fulfilling the needs of all the students with dissimilar language competences having no suitable sources for teaching. In other words, one of the ways for facilitating the learners to improve their language skills would be designing blended courses for ‘cyclical’ learners’ groups of KRTC.

## **1. Methodology**

In order to accomplish the aims, set for the present MA thesis, a needs analysis research was carried out during the period from February to April 2016. For designing a well-structured and learner-centred blended course for social care students it was essential to conduct surveys by the means of questionnaires and interviews among the social care learners at Kuressaare Regional Training Centre to analyse their needs focusing on using English at the workplace abroad and in general for their future career.

The interviews and questionnaires were conducted among the SC learners at Kuressaare Regional Training Centre. All the students were selected according to their involvement in the social care studies and experiences of doing work placement abroad. The questionnaires were organised among the learners who are participating in English classes or have completed their studies of social care. The interviews were carried out among the

learners who have done their work placement abroad. The survey was designed to collect information on students' subjective and objective needs in order to improve the blended ESP course for social care specialities (care work and child care) at KRTC. The questionnaire/interview was compiled to collect the information on students' subjective and objective feedback about their ESP studies at vocational school and their use of ESP during their training period abroad in order to analyse the needs of the sample group.

**The purposes of carrying out the survey** were the following:

- to find out the strengths and weaknesses of students' English in general
- to learn about students' subjective needs and discover their expectations of the course
- to analyse the usefulness of integrated activities
- to analyse learners' completion of learning outcomes
- to learn about students' feedback to their ESP course
- to analyse learners' performance in job-related environments in order to implement the ESP course for social care specialities.

## **2. Research questions**

The conducted survey aimed to answer the following questions:

- 1) What sort of language skills do the learners of social care (adult and child care) apply the most in everyday life in occupation-related fields and in their work placement abroad according to their own evaluation?
- 2) What kind of ESP learning involving activities do the learners consider to be the most practical and efficient in doing their work placement abroad and in their professional life?

3) How can the web-based course (the Moodle course) enhance their English language improvement?

The results were taken into account when implementing the e-course for care work and child care groups and blending classroom-based and web-based training at KRTC in general.

### **3. Outline of the MA thesis**

The introductory part of the present paper determines the main reasons of the current study and moreover, it gives an in-depth overview of ESP and technology enhanced language learning. The thesis consists of two core chapters. Chapter One analyses the concept of blended learning. In addition to that, the introduction of language learning pedagogy and teaching philosophy in computer-assisted language learning (CALL) is provided. Additionally, it contains the analysis of learning ways of adult learners, the aspect of learner-centredness in the learning and teaching process and the explanation of the alternatives and means for the needs' analysis. Chapter Two signals the beginning of the empirical part of the study, the analysis of the questionnaires and interviews with social care learners at KRTC provides an understanding of the learners' subjective and objective needs. Furthermore, the needs analysis was conducted in forms of questionnaires and interviews among the two target groups: the questionnaires (see Appendices 2 and 3) among social care learners of KRTC and the interviews (see Appendix 4) were organised among the learners who have experience in doing work placement abroad. The last section provides a sample blended course outline for social care students at KRTC. The outline of the course is based on the outcome-based syllabus, containing three main learning outcomes:

1) The learner is expected to understand basic oral speech and text related to daily living.

- 2) The learner is expected to find specific information from basic everyday texts and letters.
- 3) The learner is expected to demonstrate independence in using the basic language structure in oral and written communication to meet everyday needs.

The content of the course was chosen according to the above-mentioned outcomes and the results of learners' needs analysis and besides, practical considerations in other words, that the learners would be capable of coping in everyday working situations abroad. The relevance of the particular topics was analysed and the learners' feedback was gathered to complete and justify the selection of these subject matters. The Conclusion summarises the main issues related to the implementation of the ESP course for adult and child care learners and explains the principles of the compiled outline. It also sums up the data gained during the survey and its application to improving the web-based course for the distant learners of adult and child care at KRTC.

#### **4. Background and Rationale**

Since one of the objectives of the current MA thesis is designing a sample ESP course (by combining face-to-face and e-learning) for social care learners, it is relevant to give an explicit overview of the terms.

##### **What is English for specific purposes and its areas?**

“English for specific purposes (ESP) refers to the teaching and learning of English as a second language for foreign language where the goal of the learners is to use English in a particular domain” (Paltridge, Starfield eds. 2013:2). The need to communicate across

languages in areas such as commerce and technology emerged the need for the teaching ESP as stated by Paltridge, Starfield.

The key feature and key issues of ESP is explained as follows: a key issue of an ESP course is that the content and aims of the course are aligned with the specific needs of the learners, as the name itself indicates. ESP courses focus on the language, skills, and genres related to the specific activities the learners need to perform in English. Paltridge, Starfield (eds. 2013:2) claim that the learners of ESP are often a homogenous adult learners' group. The homogenous group refers to the similar learning goals and not always in terms of language proficiency. The target groups of the current study are adult learners' groups, studying at the post-secondary level and as initially alluded differing from the language competencies. The learning goals, though, remain the same, gaining necessary occupational skills and experiences for succeeding in the labour market.

**Key issues in teaching ESP** are the following:

- 1) how to identify learner needs;
- 2) the nature of the genres for learners to produce and participate in;
- 3) how to know what learners are capable of doing, how successfully and what can be done for being successful.

According to this, conducting surveys for determining learners' needs, their 'wants and lacks' is fundamental. It would be the first step of facilitators of ESP courses in the designing process to collect learners' needs in order to design learner-centred courses.

There are different areas of ESP teaching: English for Academic Purposes (henceforth, EAP), English for Professional Purposes (henceforth, EPP), and English for Occupational Purposes (henceforth, EOP). The mentioned areas have their sub branches as illustrated in Table 1 (See Appendix 6).

Since the area of the study is concerned with researching and teaching English by those who use the language to perform occupational tasks, not academic tasks as in EAP, the focus of the terms is mainly on EOP. The term 'English for Occupational Purposes' (EOP) refers to English that includes professional and vocational purposes for non-professionals in work or pre-work situations. English for Occupational Purposes can be divided into two sub branches English for Professional Purposes (EPP) that involve more prolonged training and formal qualification than gained at KRTC and English for Vocational Purposes (henceforth, EVP).

Dudley-Evans, St. John (1998:6-7) indicate the sub sectors of English for Vocational Purposes: Pre-Vocational English and Vocational English. Vocational English is concerned with the language of training for specific trades or occupations, whereas pre-Vocational English examines having a job and interview skills. It also deals with succeeding in a job through an understanding of an employer expectations and policies. Jendrych and Wisniewska (2010, in Aksinovitš 2014:5) maintain that "for vocational purposes at least some knowledge related to the occupation is required from learners". In English for Occupational Purposes courses learners know more about the subject matter than the language teacher and their aim is to improve their language skills. (Aksinovitš 2014:5).

In this thesis, the term that will be used to describe this research area is 'English for Specific Purposes (ESP)'. On the one hand, the English learned in the course is English for Vocational Purposes (EVP) that is based on the learners' needs concerning succeeding in the work placement and in the future work career. But on the other hand, the learning outcomes and objectives set in the school curriculum are more general and not so specifically job-related. (See learning outcomes pages 12-13). For example, most of the learning outcomes involve basic language skills and refer to the everyday needs and less to specific social care-

related fields. Therefore, the term 'ESP' with its broader meaning has been used in the current thesis.

The group of social care learners has dissimilar background of work experience and working skills: varying from the learners with no experience to the learners who are employed in the field of social care. Considering learners' work experience, the course can be classified to be mainly a pre-, or during-experience course. For those learners who are working and studying at the same time it is a during-experience course and for those learners who are looking for jobs the course is considered to be a pre-experience course. The roles can be changing during the course.

## 5. Summary of ESP

Basturkmen (2010:12) maintains that ESP has both **variable** and **constant** features. A list of the constant features was explained above (key issues) but its variability stems from the following:

- The range of areas for which ESP courses are developed (from the general – academic English speaking courses to the highly specific, English for child care, for example).
- Differences in relationships ESP learners have with their community of practice (in some cases students are already working or have already worked or studied in their target workplaces or disciplines and have knowledge of their specific ways of working and in other cases, they may not have any working experience in these communities).
- Differences in how familiar ESP teachers are with the target disciplines, professions and vocations and their specialist discourse.

Basturkmen (2010:12) concludes that ESP involves discussion of learners' needs and inspecting learners' work- and study-related roles. The author suggests that language and skills taught in ESP courses should be narrowed down in order to teach that language or those skills that are related to the target communities of practice and disciplines.

The characteristics of ESP are defined by Dudley-Evans and St John (1998:4–5) in the following list:

**1. Absolute characteristics**

- ESP is designed to meet specific needs of the learner;
- ESP makes use of the underlying methodology and the activities of the discipline it serves;
- ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

**2. Variable characteristics**

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

## 6. What is e-learning?

Dudeny and Hockly (2007:136) expound the term *e-learning* as follows:

“E-learning refers to learning that takes place using technology, such as the Internet, CD-ROMs and portable devices like mobile phones or MP3 players.”

Dudeny and Hockly (2007) supply several terms associated with e-learning that are used as equivalents:

- **Distance learning**

The term distance learning originally was applicable to traditional paper-based distance courses delivered by mail. Nowadays distance learning involves using technology for learning and according to Dudeny and Hockly (2007:136), the newer term for distance learning is *e-learning* as referred above.



- **Open learning**

Dudeny and Hockly (2007:136) see open learning as one of the aspects of distance learning. Distance course openness depends on the autonomy of the learner. For example, the autonomy of the learner means that the learners are given the options to decide what course content to cover, how and when.

- **Online learning**

Dudeny and Hockly (2007: 136) maintain that online learning is a facet of e-learning. It is learning that takes place via the internet.

- **Blended learning**

Blended learning is a combination of online and face-to-face course delivery. Dudeny and Hockley (2007: 137) illustrate blended learning with examples of having face-to-face classes weekly for an hour and two hours' work online.

There are various forms of digital or online learning in relation to time and place. Online learning can be *asynchronous* or *synchronous* learning.

*Asynchronous* (self-directed, self-paced) learning refers to a student-centred method that uses online learning resources (such as emails, electronic mailing lists, threaded conferences systems, online discussion boards, wikis, blogs, course management systems, as Moodle, WebCT, etc.) to facilitate learning outside the constraints of time and place. It is based on constructivist theory: a student-centred approach that prioritises the importance of peer-to-peer interaction and combines self-study with asynchronous interaction to promote learning and learners' autonomy.

*Synchronous* (instructor-facilitated) learning, on the other hand, is a learning tool that involves real-time learning. Students who participate in synchronous learning courses are able

to interact with other students and teachers during the lesson. This method includes various forms of televisual, digital, and online learning in which students learn from teachers, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning. Synchronous learning enables learners to avoid feelings of isolation since they are in communication with others throughout the learning process. One of the disadvantages of synchronous learning is its inflexibility in terms of time as students are required to find a specific time slot in order to attend a live teaching session or online course in real-time. (The Great School Partnership 2013 and Epignosis LLC n.d.).

Since the sample blended course of ESP includes computer-assisted learning, the following terms need to be overviewed. At this point, it is important to highlight that computer-assisted learning does not only refer to web-based learning but is applied in classroom-based learning as well. Inasmuch as classrooms at KRTC are equipped with desktops, overhead projectors, and audio equipment. Learners have the Wi-Fi connection that enables them to use other technological tools in the language learning process.

- **CALL**

CALL is the acronym for “computer-assisted language learning”, according to Chapelle and Jamieson (2008:1), “the area of applied linguistics concerned with the use for teaching and learning a second language. /.../ CALL as an academic area includes learning any of the world languages in many different situations.”

In recent years, there has been an increasing interest in this specific area but still, a few of the issues have to be examined concerning blending face-to-face and web-based learning.

## **7. Findings in researches of ESP and web-based learning**

A recent study of designing an ESP course for national handicraft specialities at KRTC by Mäe (2013) involved a survey to determine learners' needs. Two questionnaires were conducted at KRTC and at vocational schools of Estonia. Questionnaire 1 focused on finding out students' needs, opinions and suggestions for an ESP course. Questionnaire 2 concentrated on the learners who have spent their training period abroad and was related to their experiences about language learning gained abroad. The first questionnaire was completed by students of KRTC and the second was answered by learners from a few vocational schools of Estonia.

In her study, Mäe (2013:30) concluded that regardless of educational background and age, the majority of respondents considered the ESP course at vocational schools equally essential with other subjects. The opinions were similar among respondents with mobility experience abroad and without mobility experience. The survey showed that the ESP course should comprehend different forms of work and special attention should be drawn to developing oral skills and learning specialist terminology. Mäe (2013:32) claimed that the analysed data proved the importance of the teacher's previous experiences and judgement in planning the ESP course because the preferred target and learning needs of different groups were relatively similar.

In another study of CLIL and designing Moodle learning activities, Aksinovitš (2014) conducted a needs analysis research in order to determine the socio-linguistic needs of students and teachers of mechatronics in Tartu Vocational Education Centre. The learners' questionnaire included questions about CLIL, use of the four language skills, job-related skills in connection with language skills and web-based learning. Considering that one of the areas

of the current thesis is web-based learning and ESP, the results concerning the last mentioned aspect are discussed below.

The results of the study confirmed that for linking online and classroom learning (making presentations and participating in discussions) it is important to foster collaboration and the speaking skill through Moodle activities (e.g. videoblogging, creating/posting videos and audio files). Listening activities such as watching videos are motivating for students and can be easily included into Moodle environment (in contrast to the fact that many ESP course books often lack authentic listening materials) (Aksinoviš 2014: 51). It was recognised by Aksinoviš in the survey that the language skills are necessary not only for succeeding at work but also for getting a job and being competitive in the labour market.

These findings (special attention to listening and speaking activities via Moodle in order to foster collaboration and more focus on activities of specialist vocabulary) should be taken into consideration in designing a blended ESP course.

## **CHAPTER ONE**

### **BLENDING CLASSROOM-BASED AND WEB-BASED LEARNING AND CONDUCTING NEEDS ANALYSIS**

One of the aims of the present work is to give an overview of classroom-based and web-based learning and search the ways of mingling these two ways of learning. Chapter One presents an examination of combining classroom-based and web-based learning. As computer-assisted language learning (CALL) is a part of blended learning, a closer examination, and explanation of the language pedagogy in CALL is provided in this chapter. Web-based learning that may include both CALL or TELL (technology-enhanced language learning) is considered to be a self-directed and self-paced learning activity, therefore, explicit explanation and instruction is required in order to help learners with specific knowledge and skills. In addition to this, a closer look at teaching adults is provided and the concept of learner-centred teaching is analysed.

In blended learning (also called *hybrid* and *mixed-mode* learning) the focus is on designing with the right combination of face-to-face and web-based learning. The methods used in blended learning should be learner-centred, interactive, participatory, and action-oriented (the World Bank Group 2016). Hadjiconstantinou, Yerou (2012: 2) define blended learning as follows, “Blended learning constitutes a training modality that involves the use of different pedagogical methods and techniques, through a combination of classroom and online sessions with the purpose of achieving the best learning outcomes”.

Hadjiconstantinou and Yerou (2012:2) maintain that blended learning is not simply a matter of the combination of face-to-face and online communication beyond that it includes social interaction between participants and learner support in order to facilitate learners' free communication and reduce fears, for instance in open forums. The following figure illustrates the important components of blended learning from the two perspectives, of a human and technology. It has been emphasized that "the benefits of virtual blended learning solutions range from motivation, personalization, consistent quality, on-demand results tracking, high scalability and easy global implementation". (Pearson English division n.d.).

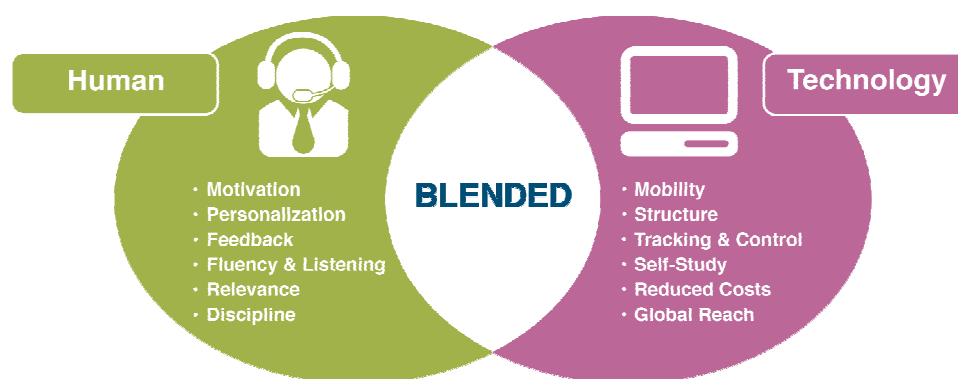


Figure 2. Virtual blended learning (Pearson English n.d.)

Online learning, though, may be a minor component of a classroom-based course, other digitally enabled learning activities may be a student's primary instructional interactions with a teacher. In some cases, students may work independently on online lessons and complete assignments at home or elsewhere. Learners may meet with teachers only to evaluate their learning progress, discuss their work, ask questions, or receive assistance. In other cases, students may spend their entire day in a traditional class, but they will spend more time working online and independently than they do receiving instruction from a teacher. There are numerous potential variations. (The Great School Partnership 2013)

To sum it up, face-to-face sessions are *synchronous*, meaning that it is a live meeting among participants and facilitators. While on-line sessions can be both *synchronous* and *asynchronous*. Moreover, web-based classes require the use of technologies, whereas classroom-based sessions can be held with or without technologies. The combination of ESP and technology is overviewed in the section below.

## 1.1 Combining technology and ESP

Technology permeates every aspect of everybody's life. In addition to its time- and labour-saving function, technology can inspire creativity and bring new opportunities to people. Stanley (2013:1) offers a list of activities and tasks in language learning and teaching technology can be used for:

- accessing information, including information about the language
- exposure to the target language
- entertainment (reading/listening for pleasure)
- creating text
- publishing learner work
- communicating and interacting with other language users/learners
- creating community
- managing and organising learning (e.g. learning management systems, online vocabulary, notebooks, etc.)

Using technology in language learning is beneficial for learners because the use of technological tools empowers learners to go beyond the traditional concept of the classroom and allows to reach the learners through e-learning (web-based learning) tools. Similarly, the

use of technology can lead to learners taking greater ownership of their learning, especially through being actively involved outside the classroom. (Terrel 2011, in Stanley 2013:2).

It has been indicated by Stanley (2013) and other scholars that having internet access (in the classroom) opens up learning to the real world, beyond the confines of the classroom. By helping the learners help themselves, a teacher promotes their autonomy, as learners and users. In her article *Technology in ESP Pedagogy* (2015) Lesiak-Bielawska shares similar opinions on ESP and technology. She claimed the usefulness of technology in ESP pedagogy, technology has defined focus on needs assessment, materials creation/adaptation, ongoing course and/or materials evaluation, and methodology that draws on target situations and disciplines.

Technology has played a major role in teaching of ESP in two ways as offered by Bloch. “First, as a tool for helping with traditional types of learning and, and second, as a space for creating new forms of communicating”. (Bloch in Paltridge and Starfield eds. 2013:385). Teachers can use programs to create their own recordings or podcasts and allow students to monitor a visual pattern of their spoken language, like *Audacity* which is a free programme used for podcasting and has been implemented by ESP teachers.

In order to become effective communicators, language learners need to understand complex relationships between language and social context. Despite the well-known technology tools (email, Twitter, Facebook), Bloch highlights the necessity of direct teaching of the use of technologies in the ESP classroom. Since newer technologies have tended to integrate different forms of environments, Bloch (2013:387) presents examples of opportunities for environments, such as video, audio, and textual communication occur at the same time. Besides that, some of the newer communication tools allow participants to carry out backchannel conversations while a speaker is giving a presentation. While many learners



may be acquainted with these technologies, their use for the specific goals of the ESP classroom may not be as familiar. Therefore, the necessity to teach the use of technologies is crucial.

Another point is that technology provides the vast amount of materials outside the classroom, through the development of local networks (LAN), wide-area networks (WAN), the internet, and the World Wide Web to new mobile technologies. One of the strengths of the internet for ESP teaching is the availability of different types of oral and written texts, *authentic* materials, including newspapers, magazines, journals, news broadcasts, and lectures.

The growing importance of collaborative working, often in different physical spaces, referred to as cloud computing, has been supported by a large number of tools. The cloud refers to the storage of the programme and the files so that they can be accessed simultaneously from different locations. (Cloud sites like Google Docs, Zoho, or Dropbox).

ESP teachers need to be flexible in determining the kinds of tools they would like to use. It has to be considered what problems need to be solved and which tool is the best for solving them. This is one of the challenges ESP teachers need to face in integrating these tools into new forms of learning environments. (Bloch 2013:385-399).

## **1.2 English language pedagogy in computer-assisted language learning (CALL)**

English language in the classroom includes the three main components: the teacher, the learner and the English language itself. The role pedagogy is explained as follows: “it must address the question of how the teacher can help the learner acquire English; pedagogy

includes the teaching strategies, the materials, and the activities that teachers provide in the classroom” (Chapelle and Jamieson 2008:1-2).

The authors Chapelle and Jamieson (2008:2) point out that many teachers find that the computer makes teachers realize HOW learners learn and WHAT learners need to become successful English users.

The authors of the book warn that the computer cannot play a central role in pedagogy. Teachers should “use the computer as a part of their pedagogy without letting it take over their lesson plans”. (Chapelle and Jamieson 2008:2)

### **1.2.1 Teaching philosophy in computer-assisted language learning**

Chapelle and Jamieson (2008:3) present three assumptions about language, the learner, and the teacher in CALL:

1. Learners need guidance in the learning process
2. Learners need help to select the appropriate language
3. Learners need guidance in improving their knowledge of the language

Firstly, learners need guidance in order to become autonomous learners. They need to be guided in choosing what to learn and how to learn. When designing an e-course these factors should be taken into consideration. Well-selected assignments, clear tasks, well-chosen tools and logical rationales are the main guidelines when planning a course.

The selected assignments, activities, texts, etc. cannot be too difficult or too simplified for students to engage in. Krashen (1982 in Chapelle and Jamieson 2008:3) describes the issue clearly by explaining that the language input for learners should make them stretch their

language knowledge just to the right amount. This idea has to be considered when selecting materials for learners.

In the research on English language teaching, Gu (2011:249) points out that one of the salient issues in the guiding process is active students. How to motivate the students to be concentrated on their studies?

Gu (2011:249 – 250) suggests that “/.../the students must insist on the “four studies” (individual learning, collaborative learning, focus on learning, on-line learning); it is essential for long-distance learners to master the teaching”.

Gu recommends that language teaching should be student-centred. Teachers’ goal is to find activities for all of the receiving organs: eyes, ears, hands, brain etc. “Teachers make full use of students to participate in some activities, combined the teaching of English listening and speaking exercises naturally into the classroom, the students improve the abilities with pleasure and consolidated the knowledge what they learned”. (Gu 2011:249 – 250).

Secondly, there are many styles of English used for many different occasions to achieve a variety of purposes. The language students need to use in everyday basis when communicating with foreign friends differs from the language they use in academic papers or formal occasions. To sum it up, English learners need analytic skills for interpreting the styles of English on the internet. Moreover, teachers need to provide learners with useful language models including the target language that the learners need to learn. (Chapelle and Jamieson 2008:4).

Thirdly, teachers should provide guidance by selecting appropriate language and by structuring learning activities. Teachers’ guidance involves selecting materials, structuring activities for self-studying, evaluating performance, and offering their expertise and encouragement in many ways. (Chapelle and Jamieson 2008:4-5).

Most students have forgotten and some of them do not even know how to learn English but they should have acquired knowledge of the language, the ability to use their knowledge, and strategies for continuing to expand their knowledge of English. Chapelle and Jamieson (2008:4) remind that learners count on teachers to provide them with explicit instructions and evaluation of their performance through specific feedback on responses in class, as well as on quizzes and tests. This important purpose of classroom assessment, called *washback*, is a part of the language learning process (Cheng & Watanabe 2004, in Chapelle and Jamieson 2008:4). Assessment pushes students to get organized, to study, and to learn. Washback is a type of impact, which relates to the effects of tests on classroom practices – particularly teaching and learning. (Wall n.d.) Positive washback refers to expected test effects and negative washback refers to unexpected, harmful consequences of a test.

In conclusion, examples of English should be carefully selected to provide learners with useful models. These models must include the target language and must have appropriate level for the learner's level of development. Giving feedback and washback is necessary for the language improvement.

### **1.3 Concept of teaching and learning online**

How online learning works in practice is additionally introduced by Dudeney and Hockly. They present a learning platform for online learning, called Virtual Learning Environment (henceforth, VLE), also known as a Learner Management System (henceforth, LMS), or a virtual classroom. A Virtual Learning Environment (VLE) is explained as follows

“VLE is a web-based platform on which course content can be stored /.../.” (Dudeney and Hockly 2007: 137).

It is accessed by learners on the internet, it contains course content, such as documents, audio and video lectures and in addition to the content students can do activities (for instance, quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat, or integrate through blogs and wikis).

Dudeney and Hockly (2007: 137-138) claim that Moodle is increasingly popular in the Virtual Learning world. The latter authors propose the advantages of a Virtual Learning Environment for course delivery. Firstly, all the necessary materials and sources are in one place. Secondly, VLEs provide tracking facilities, so that the online tutor can follow who has logged in, what activities have been done and what documents and forums have been accessed. Thirdly, VLEs provide tools for assessment and grading with records kept for each learner. (Dudeney and Hockly 2007: 137-138).

In summary, Virtual Learning Environments (VLEs) enable a more sophisticated tool with the combination of automatically graded activities and tutor assessment.

## **1.4 Dividing up work**

Chapelle and Jamieson (2008:4) direct our attention to one of the primary tasks of teachers at the beginning of preparing the work “to divide up the job of language learning into manageable pieces”. They compare the language skills “with the building blocks of language knowledge”.

According to Chapelle and Jamieson (2008:4-5) the most discrete and concrete building blocks: grammar and vocabulary are located at the centre, the next layer contains the four skills of reading, writing, listening, and speaking. These skills are in need of knowledge of vocabulary and grammar. All of the above-mentioned skills form one coherent knowledge of language. They are dependent on each other. It is vital to create CALL activities for “helping learners develop in all of these skill areas” (Chapelle and Jamieson 2008:4). Furthermore, they present “the most holistic and integrated abilities” - communication skills and content-based language to be located in the outer layer. Both of them require grammar and vocabulary knowledge and mingling of the four skills.

Marsh (2012:12) maintains that supporting students through managing and planning their independent study plan is crucial. First, learners should be provided with a clear *course plan* that includes an overview of the course schedule, the start and finish dates of units, the start and finish dates of the unit tests and final test. Moreover, the course plan should also involve an estimate weekly workload (for instance, two hours in class plus four hours online).

Second, learners should be encouraged to use this course plan as a basis for planning their own time and to work out the best times to study. Learners need to become accustomed to working independently, to be responsible for their learning (Marsh 2012:12).

### **How to involve the main language skills in the blended learning course?**

There are different ways to blend learning opportunities and environments. Many different factors need to be considered in order to attain a blend that is suitable for the needs of learners. Marsh (2012: 15) proposed a list of factors for achieving a blend that is appropriate to the needs of the learners.

First, the identified learning outcomes for the lessons and programme of learning, and second, the constraints presented by timetabling and the numbers of classroom hours the

learners are expected to attend, need to be taken into consideration. In addition, calculations about the number of hours of independent study for learners, and the time teachers spend on monitoring and supporting online learning are necessary for the preparatory process.

Although there are no suitable ways for all blended learning pathways, Marsh (2012: 15-19) suggested a number of key steps, as outlined below, that teachers may follow.

### 1.4.1 Key principles

The following key steps are designed to provide the students with an effective and efficient use of classroom time, increased opportunities for using English outside of class and finally, maximum opportunities for review and recycling for improved learning.

There are three main parts in the blending learning:

1. Online: prepare for class
2. In class: focus on communication
3. Online: review, extend, and consolidate

(Marsh 2012:15-16)

**1. Online: prepare for class** (involved blocks of language knowledge: vocabulary, interaction, listening, reading)

One of the key roles of the teacher is to introduce and present new language. New **vocabulary** can be introduced and practised before face-to-face class. “/.../ [It] allows students to explore and practise new language in their own time and at their own pace, according to their own personal needs, before class”. They can be better prepared and more confident before participating in classroom activities. (Marsh 2012: 16)

Chapelle and Jamieson (2008:38) share the same view, they also suggest that vocabulary can be developed through the use of computer-assisted language learning activities. Furthermore, it widens their scope of individual word learning to learning lexical phrases or collocations. Teachers can construct their own materials and help students understand how to learn the lexical phrases that they will need beyond the English class.

Online tools enable students to be prepared for “real-life” native speaker **interaction**. Students have more exposure to different contexts, voices, and accents, in this respect, they feel more confident in the “real” world use of language (Marsh 2012:16).

**Listening** and **reading** are usually activities to be done at learners’ own pace. In “real life” reading and listening takes place individually and at the appropriate time. Therefore, students can develop their listening and reading skills in their own time and at their own pace (Marsh 2012:16).

According to Chapelle and Jamieson (2008:80-86), practical strategies for online reading comprise using available monolingual and bilingual dictionaries, including translation services, and storing the notes of texts in word processing files. Additionally, using computer-assisted reading activities improves the process of language development, offers new forms of interaction, provides learner-centred instruction and evaluation, and helps develop learners’ strategies for working with texts (Chapelle and Jamieson 2008: 87).

Walker and White (2013:18) claim that the language on the internet to a large extent appears in written form, nevertheless, it still provides many examples of spoken language and opportunities for practising second language speaking and listening skills. They encourage teachers to make an effort to search for examples of spoken language on the internet. Walker and White (2013:32) list a few examples of listening strategies:



- Inferring: guessing the meanings of unknown or unclear words from clues in the linguistic or non-linguistic context.
- Seeking clarification: getting the repetition from the speaker or the replay of a video or audio file.
- Predicting: rehearsing in your mind speakers' text. It is easier to understand a speaker when he actually starts speaking.
- Focusing: trying to get the main idea and not worrying about understanding every word.

White (1998, in White 2013: 33) suggests that listening could be better learnt and taught if learners were able to:

- choose what they listened to
- control when and how often they listened
- make their own listening texts and tasks
- link listening and speaking where possible (for instance, *reciprocal listening* or interactive listening where the listener takes part in the interaction and alternately listens and speaks, such as face-to-face conversations and telephone calls, as well as non-*reciprocal listening* or non-interactive listening where the listener is engaged in listening passively to a monologue, or speech, or conversation, for instance listening to the radio, CDs, TV, films, lectures etc. (Saha, Talukdar 2008)
- become active listeners
- reflect on why and where they were having problems with understanding
- reflect on their listening problems

Taking it into consideration, the blended course should contain the language tasks that include spoken English, appropriate to learners' language level, and guidance from a teacher. For one of the options, the teacher could consider that learners choose what to listen and read. It is essential that post-listening and post-reading discussions involve learners' reflection on their language problems.

**2. In class: focus on communication** (involved blocks of language knowledge: **communication** and earlier prepared tasks for improving the above-mentioned language skills: vocabulary, listening, reading, interaction)

In class, the focus is on communicative activities that encourage "real" language use through pair and group work. Students can be prepared online to participate actively in personalised communication activities. These activities enhance learners' confidence to communicate in the "real" world and increases students' motivation to learn. (Marsh 2012:17)

**3. Online: review, extend, and consolidate** (involved blocks of language knowledge: interaction and writing)

Marsh (2012:18) discusses that students learn in different ways and at different paces. Communication and interaction activities can be continued online with the support of a variety of Web 2.0 tools, such as chat rooms, forums, wikis, and real-time audio and video conferencing applications such as Skype. The advantages of "real-life" online interaction are the following: first, "real-life" online interaction raises learners' motivation and interest to go online and interact in the target language. Second, students can develop **writing** skills in their own time and at their own pace and this personal activity can be developed and supported online through the use of blogs and wikis (Marsh 2012:18).

Chapelle and Jamieson (2008: 95) assert the importance of writing skill because it is used in everyday communication (such as emails). Writing is essential for language

development, as a writer needs to choose tools for writing and draw attention to forms of language, such as the orthographic and morphological forms of the language. “/.../ learners must be taught to write by focusing on the language that is required for accomplishing specific purposes” (Chapelle and Jamieson 2008:101). They highlight a variety of types of feedback and help when writing at the computer. Learners have access to spelling and grammar facilities and to typing word forms. The process of writing with feedback and help is valuable because learners focus on the specific language; primarily the vocabulary and grammar that learners do not know well become more noticeable during the process of writing.

To sum up, computer-assisted language learning (CALL) writing programmes offer individualised instruction and evaluation, enrich the language experience and introduce the world of electronic texts (Chapelle and Jamieson 2008:124).

In conclusion, for designing blended learning four steps need to be followed: identifying the learning outcomes for classroom lessons, the activities for learners to do **in** class, the activities for learners to do online **before** class, and finally, identifying the activities for learners to do **after** class.

## **1.5 Learner-centred approach of teaching adults in blended learning**

Most of the SC learners in KRTC are adult learners with all kinds of skills, experiences, backgrounds, language competencies, and history as learners. Despite the diversity, these groups of learners have some things in common. Neidorf (2006:48-51) lists five key characteristics shared by most adult learners:

**First, personal history and experience:** learners come into the classroom with the wisdom of experience. In a blended learning context, adult learners bring their experiences

with classroom-based and web-based learning. Some adult learners may come with no experience in the web-based learning environment. In this case, facilitators in blended learning need to take into account the personal history and experience of their adult students.

**Second, preferred learning style:** every student has a preferred way to encounter and master new information. Some are audio learners (who absorb information best through hearing and listening; others are textual learners (who prefer the written word), and some of them are hands-on learners who need hands-on activities to be fully engaged with the material. Teachers' preliminary task at the beginning of a course is to identify the styles in order to facilitate learning.

**Third, additional responsibilities and demands on their time:** adult learners are often busy because of the workload at work and at school. Instructors should understand their demands on their time by providing more asynchronous web-based learning activities. The flexibility of the tool is well adapted to the needs of busy adults.

**Fourth, motivation to learn:** adult students look to learning to satisfy a broad range of needs and interests. Every interaction between the teacher and the students needs to increase their motivation.

**Fifth, psychological dimensions:** adult students arrive in the classrooms with their egos, fears and defence mechanism in working order, in addition to this no one likes to feel like a beginner. Many adults find learning to be a scary experience. As instructors, it is important to make room for the fears consciously or unconsciously motivating students. Adult learners need to understand that it is acceptable to feel all kinds of feelings.

Among these five general characteristics, it is important to keep in mind learners' personal individualities by helping them reflect on a positive experience they have with learning or with something else they can benefit from. (Neidorf 2006:48-51)

Distance learners benefit from guidance that helps them focus on the specific language. Interaction could be one of the remedies, interaction between a learner and the computer or between the learner and another person (the teacher or course mate) may benefit distance learning. Pica (1994, in Chapelle and Jamieson 2008) suggests that interaction involves getting clarification about the meaning of language that learners at first do not understand.

White (2003) shares the above-mentioned opinions and points out the significance of the learner support in distance language learning. She outlines the three primary functions of learner support – **cognitive, affective and systematic** (as identified by Tate 2000, in White 2003:176 – 178).

**The cognitive functions** of learner support relate to the need to enhance and assist the learning process, and the teaching-learning relationship. They refer to tutoring, actual and virtual study groups, feedback on assessment and progress, and finally, learning support.

**The affective functions** of learner support are critical for distance language learners to help them develop a comfortable, effective learning environment. These functions include guidance and advisory services, and peer contact.

**The systemic functions** of support are necessary for learners to relate easily and effectively with the institution. The systemic functions involve technical support, enquiry and admission services, and course/academic information and guidance.

To sum it up, the three core functions of learner support are interrelated, and can work together to provide a much-enhanced experience for learners. Attention to affective aspects plays an important role in improving confidence and motivation of learners.

The MA thesis by Reino (2011) focused on adult learner groups (aged 18 and above) at the post-secondary level. The author of the above-mentioned MA thesis has designed an English for Occupational Purposes (EOP) course in LMS Moodle for learners who study

English for Secretaries at a distance. Reino (2011:29) discusses the additional requirements that arise in distance education, requirements to the teacher and the institution. Anderson (2004, in Reino 2011:30) has divided learner support into the following areas:

- administrative and logistic – key component in distance studies,
- information and technological – reliable networks, clear instructions, synchronous and asynchronous access, identifying and solving problems,
- assistance with studying and metacognitive support – time management, peer assistance, reducing anxiety.

Reino (2011) and other scholars point out the change of the teacher's role in distance education. In the distance or online context, the teacher is more a facilitator and moderator. The approach to distance learning is more learner-centred – the learner takes more responsibility for learning.

Anderson (2004, in Reino 2011:30) has drawn attention to the teacher's tasks in the online learning context as follows:

- welcoming (making learners feel comfortable);
- supporting (making suggestions, answering questions, moderating discussions);
- providing feedback;
- facilitating (providing support by encouraging discussion and participation);
- monitoring (detecting problems as soon as possible).

It can be concluded that learner support does not only consist of the learning guides but it also includes providing sufficient academic and non-academic support to learners, responding to the individual learner and his or her needs. Before designing a course syllabus

and course itself, learners' needs, lacks, wants and expectations are required to define, the explicit overview of learners' needs has been provided in the next section.

## 1.6 Learners' needs analysis

The main aim of a needs analysis is to establish the '**what**' and the '**how**' of a course. According to Basturkmen (2010:17), the term 'needs analysis' refers to the identification of language and skills of language learners to determine and refine the content of a course. As noted by Flowerdew (Paltridge and Starfield eds.2013: 325), needs analysis is the first stage in ESP course development. It is followed by **curriculum design, materials selection, methodology, assessment, and evaluation.**

These stages do not stand separately, Dudley-Evans and St John (1998:125) emphasise that they are interdependent overlapping activities. Hyland (2006:73 in Flowerdew 2013:325) maintains that needs analysis is at the same time a continuous process, since teachers modify their teaching during a course, as they get familiarised with learners' language skills.

Learners' needs can be collected and analysed in a variety of ways. The concepts of needs analysis are highlighted by the several scholars (Dudley-Evans, St John, and Flowerdew). Broadly, as offered by Dudley-Evans and St John (1998:125) needs analysis consists of target situation analysis (henceforth, TSA) and objective needs; wants, means and subjective needs; present situation analysis (henceforth, PSA); learners' lacks; learning needs; linguistic analysis; discourse analysis; genre analysis, and means analysis. The figure below illustrates the classification of needs by Hutchinson and Waters (1987).

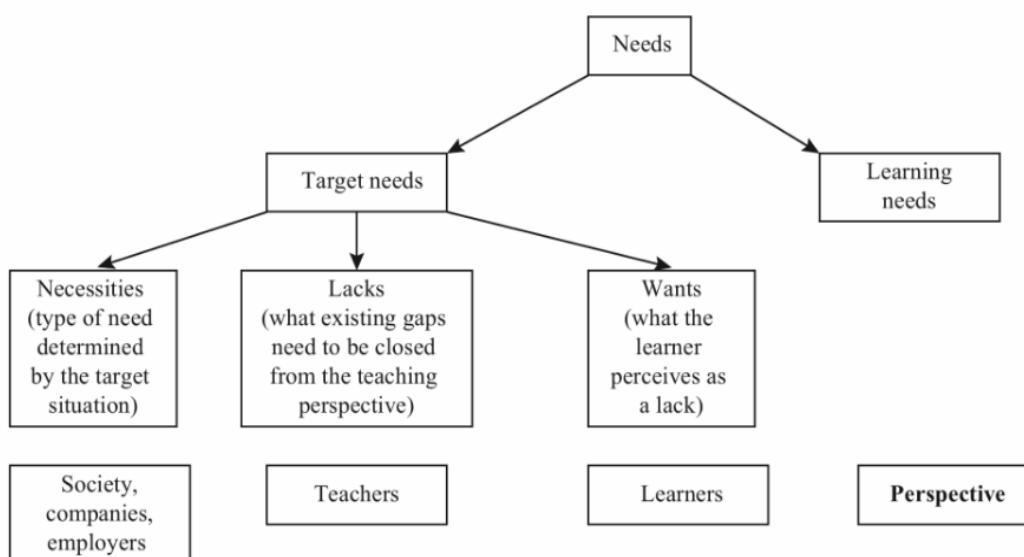


Figure 3. Classification of needs based on Hutchinson and Waters (1987)

Target situation analysis (TSA) refers to professional information about the learners what learners are required to do with the foreign or second language in the target situation. Objective needs analysis determines priorities: which skills (reading, writing, listening, speaking), situations or tasks (speaking on the phone or writing formal emails) are crucial in the target situation. Subjective needs analysis (wants, means analysis) involves personal information about the learners: previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English. Present situation analysis (henceforth, PSA) identifies what the learners do or do not know and can or cannot do in relation to the demands of the target situation. (Flowerdew 2013: 326-327).

Richterich and Chancerel (1997, in Flowerdew 2013:326) explain PSA as the gap between what students are able to do with the language at the beginning of the course and



what they need to do at the end of the course. This is sometimes referred to as their ‘lacks’.

The PSA includes the following aspects:

- personal information about the learners: these factors may affect their learning process such as previous learning experiences, cultural information, (etc.)
- information about the language teaching environment (such as resources, administration matters).

Compared to the TSA that is concerned with ‘needs’, the PSA addresses learners’ ‘lacks’ and ‘wants’. Linguistic analysis, discourse analysis, genre analysis alludes to the professional communication information, knowledge of how language and skills are used in the target situation. Means analysis includes gathering information on the classroom culture, learner factors, teacher profiles and the status of language teaching in the organisation.

The information obtained from this process is used in determining and clarifying the content and method of the designed course. In addition to this, needs analysis plays a role in refining and evaluating ongoing courses. The teacher needs this information to revise courses. The analysis allows the teacher to examine what strengths and weaknesses are evident. (Flowerdew 2013:327-328).

Basturkmen (2010:26) concludes that needs analysis is both a pre-course design process and ongoing needs assessment process in which information is gathered to help the teacher or course developer decide what the course should focus on, what content in terms of language or skills to include and what teaching/learning methods to employ.

### **1.6.1 Sources and methods for collecting data**

Long (2005, in Paltridge, Starfield eds. 2013:330) offers both inductive and deductive procedures (Berwick 1989) for collecting data in needs analysis for ESP.

Inductive procedures include expert intuitions, participant and non-participant observation, and **unstructured interviews** (also non-directive interviews are interviews without any set formats but in which the interviewer may have some key questions formulated in advance). (BusinessDictionary.com).

While deductive procedures involve surveys and questionnaires, structured interviews, and criterion-referenced performance tests. Flowerdew (in Paltridge, Starfield eds. 2013:330) suggests employing unstructured interviews with domain specialists to the ESP teacher initially and for follow-up survey questionnaires or **structured interviews** (also called directive interviews are fixed format interviews in which all questions are prepared beforehand and are put in the same order to each interviewee). (BusinessDictionary.com).

Furthermore, Basturkmen (2010:30) mentions a number of forms for needs analysis, such as questionnaires, interviews, observations of interactions and analysis of language use in the target situation, tests of performance and observations of ESP learners carrying out tasks replicating those in the target situation.

As most needs analyses include the use of either questionnaires or interviews and are employed in the current survey of the thesis, the comparison of their advantages and disadvantages is presented in the following paragraphs.

Kumar (1996, in Basturkmen 2010:31-32) pointed out the advantages and drawbacks of questionnaires and interviews. One of the advantages of questionnaires is that they are less time-consuming to administer and involve a larger number of respondents. Interviews, however, are inclined to be more time-consuming and due to this less people are involved. Nevertheless, interviews are more useful for collecting in depth information.

On the one hand, questionnaires offer greater anonymity to respondents but on the other hand, lacks opportunities to clarify issues as in an interview. At the same time in questionnaires respondents' opinions and ideas may be biased because of the try of providing idealized responses and furthermore, questionnaires do not allow spontaneous responses. Another point concerns interviewing skills, some interviewers may influence their respondents with their own opinions, may introduce his or her bias.

There are two main key factors as noted by Hyland (2006:68) in needs analysis procedures that has to be considered:

- validity (an accurate reflection of the features being studied),
- reliability (a consistent interpretation of the features).

The analysis of the case studies about the development of an ESP course for a distinct group presented by Basturkmen (2010:138-139) proved that needs analysis can be a one-step or two-step investigation, depending on the information and knowledge or experiences the teachers or course developers and learners have at the outset of the course.

In the case of the two-step investigation, the areas of work and the language-based real-world tasks are necessary to ascertain before identifying the tasks the students have difficulty in. If the work or study areas and tasks are given, a one-stage process is included. In other words, the area of work is already known for learners. The teachers focus on the language-based tasks the students find difficult and the features of language use, genres, and skills they need for effective communication in them.

On the basis of the conducted survey, Basturkmen (2010:138) suggested that target situation analysis (TSA) sometimes involves two steps:

The first stage: to map out the areas and real-world tasks in the target situation,

The second stage: to identify the linguistic demands and difficulties associated with those tasks.

Several studies have distinguished between target situation analysis and present situation (or deficiency) analysis. These analyses should be seen as sequential elements: first, describing language needs in the target situation and followed by identifying difficulties for the students. At the same time the analyses should be more focused on what students need to do. Target situation and present situation analysis can, therefore, be seen as two sides of the same coin (Basturkmen, 2010:138).

Due to the timing of ESP courses in relation to the learners' work or study experience, the courses can be divided into three groups: pre-experience, during-experience, and post-experience courses (Basturkmen, 2010:6). If students do not have prior experience, ESP teachers/course developers are more likely to investigate conceptual needs as well as language needs. If learners are during- or post-experience, the teacher may opine the students have already gained this conceptual phase. Basturkmen (2010:139) who based on the arguments by other scholars and analyses in the conducted case studies concludes that "needs analysis is not entirely procedural endeavour. It is not just a matter of technicalities but of theoretical perspectives as well". The summary of representation of ESP course development and needs analysis by Basturkmen (2010:143) is provided in appendices section (see Appendix 5).

### **1.6.2. Conclusion**

Kumar (1996) and Basturkmen (2010) listed a selection of methods for needs analysis. Considering that questionnaires are less time consuming to administer by involving a larger number of respondents and offer anonymity in order to gain valid and reliable responses, this particular method was selected to conduct the survey for the current thesis.

In addition to this, in order to collect in-depth information and to clarify the language and job-related issues for learners, interviews were selected to conduct among the students who experienced doing work placement abroad.

Basturkmen (2010) proved that needs analysis can be one-step or two-step investigation. From this point of view, the current survey includes a two-step investigation, especially concerning interviewing process because it can be carried out after doing work placement abroad in order to ascertain the areas of work and to identify the tasks the students had difficulties in.

The purpose of the study, selected methods, the description of procedures and the results will be introduced in the following chapter.

## **CHAPTER TWO**

# **BLENDING WEB-BASED AND CLASSROOM-BASED LEARNING FOR SOCIAL CARE SPECIALITIES AT KURESSAARE REGIONAL TRAINING CENTRE**

This chapter is organised into five sections. The first section introduces the purposes of the completed study. The second section summarises the selected methods for carrying out the study. In the third section, the sample for the study is described. The fourth section demonstrates the gathered data and in addition to this, the analysis of the data is provided in this section. The final section outlines the completed improvements of the blended course for social care learners of Kuressaare Regional Training Centre.

### **2.1 Purpose of study**

The main aims of the thesis were to analyse the web-based learning and classroom-based learning, to determine learners' needs and to implement the created e-course. For designing a well-structured and learner-centred course for social care students it was essential to conduct surveys – questionnaires and interviews among the social care learners at Kuressaare Regional Training Centre to analyse their needs, focusing on using English in the workplace abroad and in general for their future career.

### **2.2 Summary of selected methods**

The survey was conducted at KRTC, on-line questionnaires and interviews were organised to determine the learners' needs, lacks and wants. The research was carried out during the period of time from February to April 2016. The students were selected according to their involvement in the social care studies and completion of the implementation plan.

Furthermore, interviews were carried out to gather in-depth data and analyse learners' experience of doing work placement abroad related to their knowledge of English and the completed integrated ESP course.

The questionnaire/interview was compiled to collect the information on students' subjective and objective feedback about their ESP studies at vocational school and their use of ESP during their training period abroad and in their future professional life in order to analyse the needs of the sample group. The data was collected by administrating the results and analysed by the needs analysis framework by Hutchinson and Waters 1987 (Appendix 1). The results were taken into account in improving the e-course for adult care and child care specialities and integrating auditory and web-based training.

## **2.3 Sample**

Needs analysis research by the means of questionnaires and interviews was carried out in Kuressaare Regional Centre among social care (adult care, child care) learners: among current learners and graduates. All of the learners were adult learners, at the ages of varying from twenty-one to sixty-one. A majority of the respondents have completed the ESP course for social care specialities in the current year (2016) or during the last six years.

There were two target groups: Group 1 consisted of the social care learners who participated in ESP classes and completed the course. Among Group 1 there were the respondents (Group 2) who did their work placement abroad. The learners who belonged to Group 2 were interviewed in order to determine learners' needs in the job-related environment. In total, 40 learners of social care completed the questionnaires: 21 of the respondents were graduates, 12 of them were first-year students and 7 of them were second-

year learners. In sample Group 1 there were 15 learners studying child care, 13 social care learners, 11 care work students, and only one adult care learner.

The interviewees of Group 2 (12 learners) participated in different mobility projects (Leonardo da Vinci or Erasmus training programmes): doing their work placement abroad in the academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015 and 2015-2016. The interviewees were able to do their work placement in the following countries: Finland (four respondents), the Netherlands (three respondents), Norway (three respondents), Italy (one respondent), and England (one respondent). It needs to be noted that one interviewee participated in the mobility project twice: doing work placement in Finland (2010) and in Norway (2012).

Three out of twelve interviewees are currently studying social care at KRTC, whilst nine of the interviewees are graduates of the Kuressaare Regional Training Centre. It is worth mentioning that one of the respondents (a social care speciality graduate) works as a specialist teacher at KRTC.

## **2.4 Questionnaires and procedure**

To find out conceptual and language needs of the learners, two on-line (Google Form) questionnaires were formed: Questionnaire 1 in English (see Appendix 2) and Questionnaire 2 in Estonian (see Appendix 3).

Two versions of the questionnaires were created with the similar content: Questionnaire 1 in Estonian was meant to be completed by the learners who were beginners or had A1, or A2 language proficiency. Whereas, Questionnaire 2 in English was filled by the learners with higher language proficiencies (B1, B2, C1 and C2 respectively). As the learners



could fill the online questionnaires independently, they were able to choose the form themselves. They were kindly directed to select the form appropriate to their level.

The post-course evaluation questionnaire is based on the school curriculum of social care specialities (Kuressaare Ametikooli mooduli rakenduskava 2015, available on the school website) and the Vocational Standard (Sihtasutus Kutsekoda 2015 - 2020) for care worker (European Qualification Framework: EQF, level 4) and childminder (EQF, level 4, available on the foundation Kutsekoda website).

Both questionnaires (the Estonian version and English version) consist of two parts and are anonymous. In the first part, though, more personal questions are asked about the respondents' age, gender, speciality, and education. The second part is dedicated to the issues of teaching and learning English for specific purposes. The questionnaires include closed as well as open-ended questions. Closed questions were predominantly used where the learners were asked to rate certain issues such as the importance of ESP at vocational schools, the favourable learning techniques, the completion of competencies, or to gather their opinions of the listed language skills and integrated learning tasks. The closed-ended questions were chosen because these types of questions are less time-consuming and easier to answer and are more straightforward to be concluded and displayed in the tables or diagrams. However, a majority of the closed-ended questions were provided with the supplementing comments section in order to collect learners' thoughts and opinions in detail.

The concept of the questionnaires is based on the Dudley-Evans and St John (1998) needs analysis and the needs analysis framework by Hutchinson and Waters (1987) that was introduced in the learners' needs analysis section, Chapter 1 (see Figure 3 Classification of needs and Appendix 1) The questionnaire is divided as follows:

Part 1 includes personal information of the learners: questions 1-6 (henceforth, Q);

Part 2 Q 1 refers to professional information of the learners (target situation analysis, TSA); Part 2 Q 2 - 3 investigates learners' subjective needs (strengths and weaknesses) and attitude to English; Part 2 Q 4-6 explores the present situation (present situation analysis, PSA) and fulfilling the set competencies; Part 2 Q 7 refers to the present situation (PSA) in relation to the demands of the target situation; Part 2 Q 8- 16 refers to the present situation (PSA); the questions are aimed to present students' opinions about the completed course and evaluate their collaboration with the co-learners and the teacher. Moreover, they needed to evaluate their performance during the course.

## **2.5 Interviews and procedure**

The interviews (see Appendix 4) were conducted from February to April 2016 at Kuressaare Regional Training Centre (KRTC) with the social care learners (12 interviewees) who had the experience of doing work placement abroad. Before performing the interviews, the respondents were asked to complete the on-line questionnaire. The purpose of organising the interviews was to gather in-depth data and analyse social care learners' opinions about the completed ESP course and learn about their experience of doing work placement abroad (between 2010 and 2016 respectively).

In this study, data was collected using semi-structured individual interviews. The interview guide (open-ended questions, see Appendix 3) was prepared beforehand by the interviewer and shared with interviewees in case it was needed. Open conversations allowed new ideas, clarification, or formulation of questions to be brought up during the procedure. The interviews took place at KRTC (11 interviews) and one interview in the interviewer's home. The interviews were audio-recorded and transcribed with participants' permission. The learners were given a choice as to what language to use during the interview because the aim

was to gather as detailed answers as possible. It can be noted that interviewees are inclined to be more fluent and conversational in their mother tongue. Seven interviewees preferred answering in Estonian. However, five out of twelve current learners and graduates chose to use English. The transcripts were used in the analysing process and the excerpts of the transcriptions have been used in the data analysis section. The interview guide is divided as follows:

Questions 1-4 (henceforth, Q) includes personal information of the interviewee: information about the work placement, opinion of performance and language difficulties (lacks and wants) refers to the target situation analysis. Q 5 and 7 (the questions about the evaluation of language activities before and after the training abroad) refers to the present situation analysis (PSA) in relation to the demands of the target situation. Q 6 refers to the present situation analysis (PSA); the question aims to present students' opinions about the completed course and evaluate the completed integrated assignments.

In conclusion, the questions included in the interview guide were created in order to determine the job-related areas and the language that is beneficial to social care learners in the job-related situations.

## **2.6 Results**

This section provides the analysis of the previously discussed literature review and the gathered data from the conducted questionnaires and interviews. The results are analysed by using the following frameworks: needs analysis framework (Hutchinson and Waters 1987, see Appendix 1) and representation of ESP course development (Basturkmen 2010, see Appendix 5).

Furthermore, the conclusion section introduces the findings from the needs analysis and their applications in improving the web-based ESP course for social care learners at Kuressaare Regional Training Centre.

### **2.6.1 Results of questionnaires**

This subsection focuses on the introduction and analysis of the results of the completed questionnaires. As previously stated, the analysis was compiled by using the needs analysis by Hutchinson and Waters (1987) and Basturkmen (2010) that was explained in the literature review chapter (Chapter 1).

In order to make complete conclusions about the learners' experience with the language, teaching/learning preferences, and needs, it is crucial to evaluate the learners' level of English (part 1, Q 7) according to CEFR levels (the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2). The explanation of language proficiencies was provided and the learners and graduates of social care specialities could evaluate their level of English according to their own personal opinion. The results (see Appendix 7, figure 1) show that 12 respondents out of 40 consider themselves to have A1 language proficiency, 5 respondents hold A2 language level, 14 respondents have B1 language level and 6 learners B2 level. Four of the learners have gained C1 language proficiency according to their own evaluation.

The second important factor that should be considered refers to the working experience of respondents (part 1, Q 6). A majority of the respondents have experience in the social care field. 15 respondents out of 40 are currently employed in the social care-related field (see

Appendix 7, figure 2) and eleven of the participants hold some working experience. Ten participants, however, have no social work experience.

It can be concluded that language competencies within the social care group vary between A1 and C1. It proves the necessity of flexibility to include language tasks that would be appropriate for the learners with the dissimilar language levels in order to meet adult learners' needs.

In addition to that learners' working experience needs to be determined before creating job-related language tasks and moreover, having the information about learners' job-related skills is beneficial to the tutor in order to create a job-related activities and tasks.

To determine learners' strengths and weaknesses, the respondents were asked to indicate their strengths and weaknesses in general (part 2, Q 2). The answers to the open-ended question prove that three main features can be identified when concluding the strengths: **speaking**: "I like speaking in English and I can understand it very well"; "my strength is the courage to speak English"; "confidence to speak the language", **understanding**: "My strengths: understanding written texts"; "my strengths in English are understanding", and **desire to learn English** "Desire to study English"; "my strength is that I want to learn"[translated by the author of the thesis]; "I like English". [translated by the author of the thesis]

The answers to the respondents' open-ended question about strengths and weaknesses indicate that Group 1 reported significantly more weaknesses than strengths that is understandable because adult students lack self-confidence and underestimate their language skills, and as Neidorf (2006:51) maintained, adult learners arrive in the classrooms with their fears and a scary experience. The majority of respondents who responded felt that their main weaknesses (or lacks) are related to **grammar** for instance, "I struggle with grammar"

[translated by the author of the thesis]; “my weakness is grammar” [translated by the author of the thesis]; “grammar is my greatest weakness” [translated by the author of the thesis]; forming sentences [translated by the author of the thesis] ; insufficient language skills and grammar skills [translated by the author of the thesis], *speaking and communication*, as an example “I’m not confident when I speak” [translated by the author of the thesis]; “I don't practise speaking” [translated by the author of the thesis]; “the courage to communicate” [translated by the author of the thesis] ; “fear of making mistakes” [translated by the author of the thesis]; “replying and involving in conversations” [translated by the author of the thesis]; *vocabulary* “cannot remember the right words”; “poor in vocabulary”[translated by the author of the thesis]; “small range of vocabulary” [translated by the author of the thesis]; *writing* “writing needs improving”; “replying in English in written form”; “spelling”; *lack of practice and experience* were mentioned in the questionnaires.

To summarise, the learners need guidance in their learning process and in improving their knowledge of the language as it was suggested by Chapelle and Jamieson (2008:3) and referred in Chapter 1. The facilitator of the course should provide guidance by selecting appropriate materials: tasks and activities related to speaking and communication, grammar and vocabulary and structuring activities for self-studying according to the above-mentioned needs. In regard to the latter, within 20 face-to-face classes and self-study sessions (web-based learning sessions) it is complicated to satisfy all learners’ needs. The teacher should offer additional sources for self-study if necessary.

The conclusion of answers to Question 1 (part 2) about the reason for studying English proved that the majority of respondents need English for communication (at work, for travelling, with tourists, with family members and friends who live abroad). Furthermore, the importance of searching for the information via the internet (videos, websites, movies,

articles) was highlighted. However, four respondents out of forty have not needed English so far.

Five items (part 1: Q 8, part 2: Q 6, 8, 9, 17) on the questionnaire clarified the learners' subjective needs and their expectations of the course. The learners evaluated their favourable learning techniques. As can be seen from Table 1 (see Appendix 7), pair work and group work gained higher scores, individual work and web-based learning, however, were scored with 3 points mainly on the 5-point scale.

The open-ended comment section (to the question about the gap between the sessions) revealed the need of having one virtual learning environment (Moodle-course) for practising phrases and pronunciation and simple written tasks, or for presenting good sources and links for practising language skills. The learners proposed for instance, "individual work via Moodle"; "it would be motivating to complete different web-based assignments (by a certain deadline) that can be checked and graded online"; "to give different exercises in Moodle", "learning video clips and completing language tests".

In general terms, the social care learners suggested home reading tasks in order to facilitate language acquisition. Marsh (2012:16) in Chapter 1 (in literature review) declared that students can improve their reading skills in their own time and the similar opinion was also shared by the social care learners: "Reading texts and learning new words and expressions"; "to read some books about social care issues for homework- reading or exercises"; "or to give something to read"; "maybe more reading and then text translation can help practising".

Besides, the learners highlighted the importance of practice: practising *speaking* and *vocabulary* was mentioned for instance, "practise regularly" (3 respondents), "speak more in English" (3 respondents), "practise vocabulary in practical tasks".

Questions 8 and 9 in this research referred to the language skills (related to the school curriculum) and the improvement of the course content. It is apparent from Table 2 (Appendix 7), that the learners found the skills to be equally important for succeeding abroad or in professional life. The analysis of the answers to Question 9 (part 2) reveals the following: social care learners would have needed more *specific vocabulary* “more topics about child care”, *more communication practice: dialogues, role-plays* (on job-related topics: “role plays about children’s behaviour”) *grammar explanation, reading specific articles, writing and spelling*.

The answers to the last open-ended question “your comments and opinions” proved that the learners are in short of separate language classes for dissimilar language groups (according to their level of language). Additionally, a few learners admitted the absence of grammar explanation and grammar practice. Three of the learners complained of the shortage of language classes.

All things considered, classroom-based classes should involve more grammar practice in connection with communication. One of the options would integrate grammar with other skills, in other words, grammar can be improved through speaking, reading, writing, or vocabulary activities and tasks. The aim of the e-course should be explained and different tasks appropriate to learners’ levels of English should be provided. The focus of the selected tasks and assignments should be more job-related and specific and preferably in the forms of pair or group work.

The next set of the questionnaire examined the usefulness of integrated learning and the learners’ opinions of completed integrated assignments. Figure 3 (Appendix 7) presents the results obtained from the preliminary analysis of integrated learning. It is apparent from these figures that the respondents valued highly the combinations of several subjects. The



comments' section highlights the advantages of integrated learning as follows, it helps practise language skills and use the specific phrases in different situations. The participants found that integrated learning enables attach the knowledge of language to other subjects and to put English into practice.

Table 4 (Appendix 7) illustrates how learners evaluate the sufficiency of the completed assignments. They find these three assignments equally essential. The majority of points gained first aid role plays that include vocabulary and interaction.

To summarise, the integrated learning should be a part of the ESP course in order to create the tasks learners can benefit from and to create connections between various subjects and in addition to that to decrease adult learners' workload: one combined assignment but two, or in some cases more different subjects are included.

Questions 4 and 5 were formed in order to assess the completion of learning outcomes and to evaluate the amount of face-to-face learning. As shown in Table 4 (see Appendix 7), the majority of respondents evaluated the third outcome about the oral and written communication with the highest score (5 points). The first and the second outcome about understanding oral speech and finding the information from texts and letters gained average scores. From the pie diagram in Figure 4 (see Appendix 7), it can be seen that twenty face-to-face ESP classes are not enough for learners. The respondents acknowledged that efficiency of lessons depends on the level of English. Beginners would need more classes than advanced learners. Furthermore, the respondents stated that separate language groups (according to language levels) would facilitate learning. Additionally, the proportion of interaction should be increased in classroom-based classes.

On the whole, increasing the part of self-study via web-based learning might be of help. Moreover, one of the advantages of online learning is the availability of different sources

considering learners' levels of language. Therefore, the improved e-course should provide a selection of sources (listening, reading, (etc.)) learners with different needs can benefit from.

In order to learn about respondents' feedback to their ESP course, Questions 7, 12 – 16 were formed. Figure 5 (Appendix 8) indicates the learners' evaluation of the Moodle ESP course (Q 7) for social care learners. The respondents were asked to score their answers by using the five-point scale with five being the most. Furthermore, they were asked to comment their choices. The majority of learners considered the e-course to be useful for practising words and phrases, and for keeping the necessary information in one place.

There were, however, outlined a few disadvantages: “Difficult and poor technical side: the assignment was there but it was impossible to complete it”; “didn't understand the aim of the e-course”; “beginners didn't use so often” [translated by the author of the thesis] that need to be improved.

To assess the teacher's teaching strategies, three of the questions (Q 12, 14, 15) were compiled. The histogram in Figure 6 indicates that the majority of respondents gave higher scores (5 and 4 points, respectively), whereas eleven out of forty respondents scored 3 points and two respondents only 2 points. The participants were asked to comment their answers and their comments can be divided into three parts: advantages, disadvantages and suggestions. A few of the learners and graduates were satisfied with teaching. For example, “this has helped me so much” [translated by the author of the thesis]; “cooperation with other specialists is useful for everybody” [translated by the author of the thesis]; “our teacher was very good and helpful” [translated by the author of the thesis]; “got help when needed”; “the teacher took the different levels into consideration” [translated by the author of the thesis]; “considered the opinions and suggestions of learners” [translated by the author of the thesis], “the teacher had prepared lessons thoroughly” [translated by the author of the thesis].

Several learners suggested more individual work and searching for information tasks. Additionally, there should be clearer and more detailed assignments that are graded after completing. Few of the respondents maintained that the various benefits are dependent on the learners' themselves, how enthusiastic they are. Along with above-mentioned advantages and suggestions there were presented a number of disadvantages that involved the *pace* “but the teacher has to consider that all the pupils aren't on the same level and choose the right pace”; “and the huge number of materials: too less time for studying this amount of materials, the most important should have been selected and emphasised on” [translated by the author of the thesis]; *no separate language groups* “I didn't get any new knowledge, class was more interesting (I think) for the beginners” and *not enough communication and interaction in classroom-based classes* “needed more communication in face-to-face classes”.

Besides, from Figures 7 and 8 (see Appendix 7) we can see that the respondents assessed the collaboration with the teacher during the learning process rather good and in addition to that they received enough feedback from the teacher.

As mentioned in the literature review (Gu 2011:250) the learners need to insist on the “four studies” that includes collaborative learning. Therefore, the questions (Q 13, 14) about collaborative learning were asked in the questionnaire. The histogram in Figure 9 (Appendix 7) provides the data about the evaluation of collaborative learning. On average, the respondents gave high scores in collaboration with other learners and compared to the results of the collaboration with the teacher, the results were slightly better.

Finally, the respondents needed to evaluate their performance during the course. The results are presented in Figure 10 (Appendix 7). From this data, it can be seen that they managed well on average (scored mainly 4 points) and highlighted the *importance of doing work placement abroad* “I had possibility to do work placement abroad and it gave extra

motivation to learn social care vocabulary. More training abroad!”. One group of the respondents could manage successfully: “I tried to give my best”; “it is useful to practise in any case”; “I managed if I took time enough to do lessons” [translated by the author of the thesis]; “demands responded to my abilities”.

There were, however, the learners who had difficulties with their language studies. A few learners complained of the *amount of materials*: “Sometimes I felt that it was too much information (especially for the beginners)” [translated by the author of the thesis]; “I managed, but the system had some unrealistic expectations” and *the pace* (too slow or too fast): “I understand that it was a lot of material with such a short course”; “we were too busy because we haven’t enough lessons” [translated by the author of the thesis] and in addition to that the *differences in language levels* “this course was maybe too easy for me”.

To conclude, the facilitator of the current ESP course needs to compile clearer assignments for face-to-face classes and for home study, considering learners’ knowledge of English and their needs concerning the difficulty and pace. Within the 20 face-to-face classes, the emphasis should be put on the most important job-related tasks. As mentioned in the literature review (Chapelle and Jamieson 2008: 4-5), learners need guidance that involves selecting materials appropriate to the learners’ level of development, structuring activities for self-studying and evaluating performance.

### **2.6.2 Results of interviews**

This subsection presents the results of the interviews. The interviews among social care learners who did their work placement abroad were conducted in order to collect the data that was used to analyse the learners’ opinions about the completed ESP course and to improve the course according to their experience in the job-related environments.

The analysis of results is based on the target situation analysis framework questions (Hutchinson and Waters 1987 and Basturkmen 2010, see Appendices 1 and 5). The following questions from the frameworks were involved in the interview guide:

1. Why was the language needed? What tasks were involved in the work area?
2. How was the language used?
3. Who did the learners use the language with?
4. Which language-based skills or tasks did the students find difficult?
5. What would the content areas be concerning the ESP course?

In addition, the interviewees were asked to evaluate the ESP course and the efficiency of the integrated tasks and indicate the lacks they had to face during their traineeship abroad.

In order to determine the work areas and situations (tasks) the interviewees needed to use English, Question 1 (see Appendix 4) was asked. The majority of trainees worked in the care homes taking care of elderly people or people with special needs, or in the child care institutions. The primary means of communication with colleagues and other employees, employers was English. With their clients and children, by contrast, the interaction was in the clients' and wards' mother tongue or using body language. The topics for the conversations were job-related, mainly about daily routine and working duties.

As for the 'how' (medium, channel, and types of texts or discourse) (Q 1, 2), the most frequent answer was speaking, mainly face-to-face and in informal conversations. In some cases, though, the trainees needed to compile formal texts in written form: reports about their training period, or newspaper articles.

For the purpose of identifying difficulties with English, Questions 2, 4, 5 were asked. A few of the trainees managed well with their English. Some interviewees, though, had to face several language problems (for example, courage to speak and not enough practice), or they

relied on their co-trainees and were passive listeners: “Somehow could manage, if needed mixed two languages: Finnish and English”; “I had the dictionary with me but didn’t use it because my co-trainee helped me” [translated by the author of the thesis].

It can be seen from the answers to the questions about difficulties (Q 4 and 5) that more attention should be paid on the *practice of specific terms*: “It would be good to compile talks on certain topics, first learners prepare and speak in face-to-face classes. It would be challenging” [translated by the author of the thesis]; grammar *practice*: “Forming questions was difficult: what? Where? Who with? - question words were difficult” [translated by the author of the thesis] and *communication skills*: “Communicating with children was difficult and challenging but I managed” [translated by the author of the thesis].

The answers to the questions (Q 5, 6, 7) about the ESP course revealed that learners need more *communication* in face-to-face classes about *everyday topics*: “Simple everyday sentences: Where do you live? Can I go out with my client? Does my client drink coffee with sugar or not? etc.” [translated by the author of the thesis], *practising role-plays*: “At my level role plays, practical tasks, pair work, role plays would have helped me” *working in pairs, studying and drilling job-related terms*: “First more force to study these [specific] words in role plays, to say these words out loud, just to use them and think through, in role plays situation activities”.

The majority of interviewees considered the complete integrated assignments essential concerning their performance during the training abroad (Q 6). There were a few suggestions made, however. Human body tasks could include requests related to the studied parts of the body such as, lift your right hand, please; Put down your left leg, please. The specific links of first aid role plays would be worth sharing for home study. It enables the learners to practise their listening skills and pronunciation.

To establish the content, question 7 was used. The findings and examples are briefly presented below. The learners would need more communication and vocabulary practice through *role plays*: “more using new vocabulary in oral task” and less *written work* “less written handouts” in classroom-based classes. Web-based learning should contain specific assignments that are assessed afterwards “We have learners with different levels but Moodle assignments should be graded as well, otherwise, you tend to skip these tasks”. Respondents suggested that face-to-face classes should include vocabulary practice by using the phrases in the designed texts. What is more, they proposed that, all necessary preparations should be done at home and face-to-face sessions involve mainly oral tasks “At home you can practice listening skills. It would be good to use TV dramas (“Derek”, for instance” [translated by the author of the thesis].

To sum up, the interviewees’ needs involved improving communication skills with foreign colleagues and employers about everyday topics. The emphasis in face-to-face classes should be more on communication practice by acting out role plays, or improving speaking skills in general. Web-based learning should include listening tasks and grammar practice for improving listening and grammar skills.

## **2.7 Conclusion of survey results and rationales for implementing the ESP course for social care specialities**

One of the aims of the present thesis was to determine the needs of the social care learners at Kuressaare Regional Training Centre in order to blend classroom-based learning classes with web-based learning sessions. The results of the research were presented in the previous section. The current subsection focuses on the made conclusions, provides answers to the research questions introduced in the introduction chapter and above all, explains the rationales for the course.

Answering research question (RQ 1) about the language skills in everyday life and in job-related fields, communication in everyday situations can be highlighted. The learners needed English mainly for work. The respondents used English with their colleagues and other employees and employers in care homes, nurseries, and nursery schools. Therefore, they should be able to introduce themselves, understand their working duties, and be involved in everyday (work) life.

The results of this study (RQ 2) indicate that the social care learners are in need of practising oral skills and using specific terms in a variety of vocabulary tasks in face-to-face classes. In addition, the explanation of grammar and tasks and activities for improving grammar skills should be a part of the web-based sessions. These findings are understandable because good grammar skills are crucial for effective communication. Grammar can be improved through a variety of tasks and can be part of communication, listening, and reading activities. Language study through role plays about social (child) care issues should be paid more attention on in face-to-face classes alongside sample role play sources for home listening.

According to the results of the survey (RQ 3), the respondents valued more face-to-face interaction: group and pair work than web-based learning. They admitted, though, that web-based environments provide several convenient tools for self-study: for vocabulary practice, for listening and other skills. It should be noted that web-based tasks should be related to the assignments that are assessed afterwards. Otherwise, the learners may skip these online tasks that are not graded. Moreover, the aim of the online course should be explained and different tasks appropriate to learners' levels of English should be created.

It can be concluded that the above-mentioned findings support previous research (Marsh 2012 in literature review) into the blended learning area. Marsh proposed a similar



plan for blended learning: preparing for class online (vocabulary search, reading and listening), in class the attention should be paid on communication and after class online sessions involve reviewing, extending and consolidation (in other words, revision and learning), it can be organised through interaction, listening, writing, or grammar activities.

It needs to be mentioned that it is challenging to meet all the learners' needs because adult learners have a variety of necessities concerning their language or job-related skills. In spite of this, the research is of importance because there are no previous surveys about the language needs of trainees in the field of social care.

To summarise, the facilitator of the course needs to prepare a detailed work plan by structuring activities and assignments clearly for classroom-based learning and online learning. The improvement of the course outline will be discussed below.

## **2.8 Course improvement**

The present section describes the improvements of the blended ESP course for social care specialities at Kuressaare Regional Training Centre. The findings of the research were used to implement the Moodle ESP course meant for social care learners. Furthermore, the learning outcomes (see the outline of the current thesis) and assessment criteria presented in the school curriculum (moodulite rakenduskaavad: available on the school website, see the references) have been taken into consideration. The sample course outline is based on the Marsh template for designing blended learning (Marsh 2012:19). The principles of the blended learning design were discussed in Chapter 1 and the results of the completed research were outlined in the previous sections.

All things considered, the planned course for social care learners at KRTC is a partly open blended course, involving twenty face-to-face lessons and an online learning with

asynchronous tasks and activities. The partly open e-learning course indicates that the circumstances of the course, on the one hand, provide autonomy for SC learners in deciding what course content to cover and in some cases also how to do, on the other hand, timing and deadlines for the assignments have to be taken into consideration.

The preliminary course outline is based on the outcome-based syllabus and consists of one module including three learning outcomes, three assessment criteria and one final assignment as indicated in the school curriculum. Since the learning outcomes were offered in the introduction chapter, the assessment criteria are provided below.

The social care learners need to be able to

- describe their activities of daily living according to the tasks
- find the specific information according to the tasks
- present one job-related area and provide complete answers to the questions connected to their speciality

The final assignment contains one practical task in which the learners of social care introduce themselves and describe their job-related duties and activities. Moreover, show their skills in reading a specific text and answering questions.

According to the Marsh's blended course template, the current sample course outline consists of three main parts: preparation for face-to-face sessions (online), classroom-based classes and web-based sessions for reviewing and consolidating. In addition to the parts, the language skills related to the learning outcomes, assessment criteria, and learners' needs are provided with the sessions.

**The sample ESP course outline for social care learners:**

**I Online preparations for face-to-face sessions** (involved language skills: vocabulary, reading, listening, and searching for information):

- a) translation of job-related key terms (terms and sources for searching: links to online dictionaries, websites and etc. available in the Moodle VLE; integrated activity: involves IT skills and searching for information in English)
- b) preparation for self-introduction (key-vocabulary, guidelines and sample clips available in the Moodle VLE)
- c) reading and discussing an article about social care (adult or child care): a selection of articles, the learners can choose the appropriate article themselves according to their field of study and level of English
- d) preparation for presenting job-related areas, jobs and working duties (job-related texts, articles, sample video clips (about performing job interviews) appropriate to the learners' levels, it means that several sources are available for practising and the learners can select themselves what to read and listen).
- e) preparation for compiling formal documents (a cover letter and a CV): searching for the proper vocabulary, browsing sample documents

**II face-to-face sessions** (involved skills: communication, vocabulary practice, grammar):

- a) self-introduction in pairs and groups, asking questions about activities of daily living: explanation of grammar (forming questions)
- b) key terms practice through role plays and vocabulary activities (integrated activities: first aid role plays)
- c) presentation of a searched job-related article

- d) practice of job-related role plays: job interviews, discussions on job-related topics and asking and answering questions about the related areas, practice of presentations
- e) practice of forming formal documents (a CV and a cover letter): formal writing skills, formal vocabulary and language structures

**III Online review, extension and consolidation** (involved skills: vocabulary practice, interaction, listening, reading, grammar)

- a) interaction in online forums (daily living, job-related topics)
- b) grammar and vocabulary practice (activities in the Moodle VLE and created by using other tools: for instance, Quizlet that provides vocabulary practice and pronunciation as well)
- c) creating formal documents for applying for a job: a CV and cover letter (vocabulary lists, sample documents, format guides in the Moodle VLE)

During the course, the learners need to complete the assignments based on the assessment criteria, as follows: first, a self-introduction and a presentation of role-plays connected to everyday life (Criterion 1); second, a presentation and discussion of a job-related article (a web-based discussion in the Moodle course forum) (Criterion 2); third, a presentation of job-related role plays (Criterion 3). The final assignment consists of a presentation of a job interview and reading a job-related text and answering questions about the text (web-based assignment).

Finally, the compiled outline gives a more detailed structure for the ESP course blend. The web-based and classroom-based tasks, activities and assignments have been formulated in detail. What is more, the learners are provided to choose the materials and sources according to their level of English.

## CONCLUSION

The major purpose of the present thesis was to examine various approaches and possible ways of computer-assisted learning and blending classroom-based and web-based learning in order to implement an existing ESP e-course. One of the prime aims of the course is to prepare the learners who would be competitive in the Estonian and international labour market and capable of coping with their lives. Therefore, one of the aims of the paper was to conduct a needs analysis research in order to determine the needs of learners of social care specialities at Kuressaare Regional Training Centre. The analysis of results provided the rationale for improving the current course and for designing a preliminary outline. The study was evolved due to the three factors: changes in the Estonian Vocational Education and Training (flexible learning sessions), advanced language needs for doing work placement abroad and dissimilar language competencies.

The Introduction explains the above-mentioned reasons for choosing the topic of the current paper. The methodology and the research questions of the survey are presented in this chapter. In addition to that the outline, the background and rationale behind the research are introduced.

The theoretical part of the thesis (Chapter 1) deals with the literature review related to the combination of ESP and technology (computer-assisted learning) in order to blend web-based and classroom-based learning. Learner-centred approaches in teaching adults are overviewed and the discussion of the ways of the learners' needs analysis research is provided in Chapter 1.

The empirical part (Chapter 2) of the thesis points out the methods and the procedures of the study that was conducted at Kuressaare Regional Centre between February and April 2016 among the learners and graduates of social care disciplines. The research by means of questionnaires and interviews showed a variety of significant results for blending web-based and classroom-based learning. Taken together, these results suggest that one of the primary tasks for the facilitator of the course is designing a structured course plan that is intelligible to the learners. The online and classroom-based learning (tasks, activities and assignments appropriate to learners' language levels) must be outlined in detail. The focus in online learning should be on preparation and practice for face-to-face classes. The content of online learning sessions involves the improvement of listening, reading, writing and grammar skills. Face-to-face classes, meanwhile, are dedicated to practicing communication skills in connection with the explanation of necessary language structures. The emphasis should be put on the most important issues concerning job-related areas.

While compiling the outline of the blended ESP course, the learning outcomes and assessment criteria listed in the school curriculum of care work and child care (Kuressaare Ametikool 2015) were taken into consideration. Marsh's template of designing blended learning was of great importance in forming the current blended course outline.

The present paper is a springboard for blending and integrating the above-mentioned forms of learning and for enabling a systematic combination of different subjects. In regard to the latter, the findings and results of the thesis may be beneficial not only to language teachers but also to subject and specialist teachers to facilitate the blended learning and teaching.

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## APPENDICES

### Appendix 1 Needs analysis framework

A target situation analysis	Analysis of learning needs
<p><b>Why</b> is the language needed?</p> <ul style="list-style-type: none"> <li>• for study;</li> <li>• for work;</li> <li>• for training;</li> <li>• for a combination of these;</li> <li>• for some other purpose, e.g. status, examination, promotion.</li> </ul>	<p><b>Why</b> are the learners taking the course?</p> <ul style="list-style-type: none"> <li>• compulsory or optional;</li> <li>• apparent need or not;</li> <li>• are status, money, promotion involved?</li> <li>• What the learners think they will achieve?</li> <li>• What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?</li> </ul>
<p><b>How</b> will the language be used?</p> <ul style="list-style-type: none"> <li>• medium: speaking, writing, reading, etc.</li> <li>• channel: e.g. telephone, face-to-face;</li> <li>• types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals, catalogues.</li> </ul>	<p><b>How</b> do the learners learn?</p> <ul style="list-style-type: none"> <li>• What is their learning background?</li> <li>• What is their concept of teaching and learning?</li> <li>• What methodology will appeal to them?</li> <li>• What sort of techniques are likely to bore alienate them?</li> </ul>
<p><b>What</b> will the content areas be?</p> <ul style="list-style-type: none"> <li>• subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;</li> <li>• level: e.g. technician, craftsman, postgraduate, secondary school.</li> </ul>	<p><b>What</b> resources are available?</p> <ul style="list-style-type: none"> <li>• number and professional competence of teachers;</li> <li>• attitude of teachers to ESP;</li> <li>• teacher's knowledge and attitude to the subject content;</li> <li>• materials;</li> <li>• aids;</li> <li>• opportunities for out of class activities.</li> </ul>
<p><b>Who</b> will the learners use the language with?</p> <ul style="list-style-type: none"> <li>• native speakers or non-native;</li> <li>• level of knowledge of receiver: e.g. expert, layman, student;</li> <li>• relationship: e.g. colleague, teacher, customer, superior, subordinate.</li> </ul>	<p><b>Who</b> are the learners?</p> <ul style="list-style-type: none"> <li>• age / sex/ nationality;</li> <li>• What do they already know about English?</li> <li>• What subject knowledge do they have?</li> <li>• What are their interests?</li> <li>• What is their socio-cultural background?</li> <li>• What teaching styles are they used to?</li> <li>• What is their attitude to English or to the cultures of the English-speaking world?</li> </ul>
<p><b>Where</b> will the language be used?</p> <ul style="list-style-type: none"> <li>• physical setting: e.g. office, lecture, theatre, hotel, workshop, library;</li> <li>• human context: e.g. alone, meetings, demonstrations, on telephone;</li> <li>• linguistic context: e.g. in own country, abroad.</li> </ul>	<p><b>Where</b> will the ESP course take place?</p> <ul style="list-style-type: none"> <li>• Are the surroundings pleasant, dull, noisy, cold, etc.?</li> </ul>
<p><b>When</b> will the language be used?</p> <ul style="list-style-type: none"> <li>• Concurrently with ESP course or subsequent?</li> <li>• Frequently, seldom, in small amount, in large chunks.</li> </ul>	<p><b>When</b> will the ESP course take place?</p> <ul style="list-style-type: none"> <li>• time of day;</li> <li>• every day / once a week;</li> <li>• full-time / part-time;</li> <li>• concurrent with need or pre-need.</li> </ul>

Needs analysis framework by Hutchinson and Waters (1987)

## Appendix 2 Learners' Questionnaire

Dear Student,

I would like your ideas on **what** you like to learn and **how** you like to learn.  
I need your **frank** and **honest opinion** for the research in teaching English for specific purposes (ESP) for my master's thesis.

Fill out this questionnaire as accurately as you can by circling the appropriate number according to the **following scale with 5 being the most**.

**Please do not write your name.** The purpose of this questionnaire is to find your opinions of your **needs, difficulties, and lacks** in the major.

---

### Part I

Please provide the following information about yourself:

1. Age:

2. Sex:

- female
- male

3. Your speciality at Kuressaare Regional Training Centre

- adult care
- child care
- social care

4. You are:

- a 1st year student
- a 2nd year student
- a graduate

5. Are you a student with

- basic education (põhiharidus)
- secondary education (keskharidus)
- higher education (kõrgharidus)
- other (if other please specify)

.....

6. Do you have any working experiences in the social care (adult, child care)?

- Yes, I am currently working in the social care field
- Yes, I have some experiences
- No, I haven't

7. How would you evaluate your level of English according to CEFR levels  
(The *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. Circle the appropriate level: **A1, A2, B1, B2, C1, C2**

<b>A - Basic User</b>	<b>B - Independent User</b>	<b>C - Proficient User</b>
<b>A1 - Breakthrough</b>	<b>B1 - Threshold</b>	<b>C1 – Effective Operational Proficiency</b>
<b>A2 - Waystage</b>	<b>B2- Vantage</b>	<b>C2- Mastery</b>

8. Evaluate your favourable language learning techniques (with five being the most):

- **doing individual work:** 5 4 3 2 1
- **pair work:** 5 4 3 2 1
- **group work:** 5 4 3 2 1
- **web-based learning:** 5 4 3 2 1

- **Part II**

1. **What do you need English for?**

2. What are your **strengths** and **weaknesses** in English?

3. How **important** do you find teaching English for specific purposes (ESP) at **vocational school**? Circle the number that best indicates your perception of your opinion in the major. (with 5 being the most) **5 4 3 2 1**

4. During the current English language course for social care students you were expected to gain **3 main competencies**. Please indicate your attitude towards these competences by circling a number that best indicates your perception of your opinion in the major.

- 4) The learner is expected to understand basic oral speech and text related to daily living. 5 4 3 2 1

- 5) The learner is expected to find specific information from basic everyday texts and letters. 5 4 3 2 1

- 6) The learner is expected to demonstrate independence in using the basic language structure in oral and written communication to meet everyday needs. 5 4 3 2 1

5. Do you consider 20 contact classes to be sufficient amount to gain these **three competencies** (see above)? Yes/No

For comments:

6. How to fill the gap between English classes (between the learning sessions) in order to facilitate language acquisition?

For comments:

7. How useful and practical do you consider the Moodle English e-course for social care learners? 5 4 3 2 1

For comments:

### The course content

8. How important are the following skills personally for you in succeeding with your English abroad or in professional life?

- Communication: introduction, greetings, phone calls, thanking, giving advice  
5 4 3 2 1

- Communication: introducing yourself, personality, strengths, social environment  
5 4 3 2 1

- Communication: Role plays (dialogues): at the shop, at the doctor's: 5 4 3 2 1

- Vocabulary: specialist vocabulary: 5 4 3 2 1

- Vocabulary: food products, room interior: 5 4 3 2 1

- Vocabulary: health status: 5 4 3 2 1

- Vocabulary and reading: working with specific texts, searching for information  
5 4 3 2 1

9. What else would have you liked to be improved?

For comments:

10. What do you think of integrated learning (a combination of several subjects, e.g. English and First Aid)? 5 4 3 2 1

For comments:

11. How sufficient were the integrated assignments you needed to complete during the course:

- Translation of key phrases (involved subjects: ESP + social care policy + IT)  
5 4 3 2 1

- Designing, completing and introducing the posters about the human body (involved subjects: ESP + anatomy) **5 4 3 2 1**

- First Aid role plays (involved subjects: ESP + First Aid training + Communication)

**5 4 3 2 1**

12. How do the teacher's teaching techniques and methods enhance your learning?

**5 4 3 2 1**

For comments:

13. How do you evaluate your collaboration with other learners? 5 4 3 2 1

14. How do you evaluate your collaboration with the teacher? 5 4 3 2 1

15. Did you get enough feedback to help you improve? Yes/No

If no, please specify

16. How did you manage during the course? 5 4 3 2 1

For comments:

17. Your comments and suggestions?

## Appendix 3 Õppija küsimustik

### Hea õppija!

Antud küsimustik on koostatud selleks, et välja selgitada **MIDA** ja **KUIDAS** sa soovid õppida. Loodan, et vastate ausalt ja otsekoheselt, sest tulemused on olulised koostamisel oleva magistri töö jaoks.

Töö teemaks: erialane inglise keel sotsiaalhooldusõppijatele.

Küsimustik koosneb avatud küsimustest ja valikvastustega küsimustest (skaalal 1-5, kus 5 on suurim hinne).

Küsimustik on anonüümne. Antud küsimuste eesmärgiks on saada teada teie arvamus inglise keele kursusest, õppija vajadustest ja raskustest, mis esinesid kursuse jooksul.

1. Vanus \*

2. Naine /Mees

3. Sinu eriala Kuressaare Ametikoolis:

- Lapsehoidja
- Hooldustöötaja
- Täiskasvanute hooldaja
- Sotsiaaltöötaja

4. Sa oled

- I aasta õppija
- II aasta õppija
- III aasta õppija
- kooli vilistlane
- Other:

5. Sinu haridus hetkel

- põhiharidus
- keskharidus
- kutseharidus
- kutsekeskharidus



- kõrgharidus
- Other:

6. Sa omad töökogemust õpitaval erialal

- Jah, töötan samal erialal
- Jah, olen selle erialaga kokku puutunud
- Ei
- Other:

7. Sinu inglise keele tase Euroopa Nõukogu keeleoskuse süsteemi alusel

A1 (algeline keelekasutus, algaja)

A2 (esmane keeleoskus)

B1 (iseseisev keelekasutus, suhtluslävi)

B2 (iseseisev keelekasutus, edasijõudnute tase)

C1 (vaba keelekasutus, vaba suhtlemispädevus)

C2 (vaba keelekasutus, haritud emakeelekõneleja tase)

8. Sinu lemmikud õppimise viisid

- iseseisev töö 5 4 3 2 1
- paaritöö 5 4 3 2 1
- grupitöö 5 4 3 2 1
- veebipõhine õppimine 5 4 3 2 1

## II osa

1. Mille jaoks läheb isiklikult sinul inglise keelt vaja?

Palun kommenteeri!
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2. Mis on sinu tugevused ja nõrkused inglise keelega seoses?

Palun kommenteeri!

3. Kui oluliseks pead erialase inglise keele õpetamist kutsekoolis? 5 4 3 2 1

4. Erialase inglise keele 3 õpiväljundit: Kuidas antud väljundid saavutasid?

- Mõistab võõrkeelset lihtsat kõnet ja teksti, mis seostub igapäeva valdkondadega 5 4 3 2 1
- Leiab spetsiifilist infot igapäevatekstidest ja kirjadest. 5 4 3 2 1

- Saab hakkama igapäevastes suhtlusolukordades, mis nõuavad otsest ja lihtsat infovahetust tuttavatel teemadel. 5 4 3 2 1

Palun kommenteeri oma arvamust õpiväljunditest! \*

5. Kas 20 inglise keele kontakttundi oli piisav tundide kogus, et saavutada antud õpiväljundid?  
Jah/Ei

Palun kommenteeri oma arvamust!

6. Missugust toetust (tegevusi) seoses inglise keele õppimisega vajaksid õppesessioonidest ( sessioonide vahepeal) välisel ajal, selleks et tunnis õpitud harjutada ja kinnistada?

Palun kommenteeri!

7. Kui kasulik ja praktiliseks sa hindad inglise keele Moodle-kursust sotsiaalhooldus õppijatele? 5 4 3 2 1

Palun kommenteeri oma arvamust!

8. Kui oluliseks pead antud oskusi, et välispraktikal või üldse tööelus hakkama saada?

- Tutvumine, tervitused, telefonikõned, tänuavaldused, nõuanded 5 4 3 2 1
- Enesetutvustamine, inimese iseloomujooned, tugevused, sotsiaalne keskkond 5 4 3 2 1
- Dialoog: kaupluses, arsti- ja abivajajaga 5 4 3 2 1
- Erialane terminoloogia 5 4 3 2 1
- Toiduained, ruumi sisustus 5 4 3 2 1
- Tavalisemad terviseseisundid 5 4 3 2 1
- Töö erialase tekstiga, info otsimine 5 4 3 2 1

8. Mida oleksid veel soovinud õppida inglise keele kursusel?

Palun kommenteeri!

9. Milline on sinu suhtumine nn. lõimitud õppimisse (st. erinevate ainete lõimimine, näiteks inglise keel ja esmaabi) 5 4 3 2 1

10. Kui tõhusaks sa hindad järgmisi lõimitud hindamisülesandeid?

- Erialase terminoloogia tõlkimine (seotud ained: inglise keel, sotsiaalhooldus, infotehnoloogia) 5 4 3 2 1
- Kehaosi ja organeid tutvustavate plakatite koostamine ja suuline tutvustamine  
5 4 3 2 1
- Esmaabi rollimängude koostamine ja esitamine 5 4 3 2 1

Palun kommenteeri!

11. Kas õpetaja poolt valitud õpetamistehnikad ja meetodid aitasid sinu õppimisele kaasa?  
5 4 3 2 1

Palun kommenteeri oma arvamust

12. Kuidas hindad oma koostööd teiste õppijatega? 5 4 3 2 1

13. Kuidas hindad oma koostööd õpetajaga? 5 4 3 2 1

14. Kas sa said piisavalt tagasisidet? 5 4 3 2 1

15. Kuidas sa inglise keele õppimisega kursuse jooksul hakkama said? 5 4 3 2 1

16. Palun kommenteeri oma arvamust? \*

17. Sinu arvamused ja ettepanekud!

## Appendix 4 Interview guide

### Questionnaire for Interviewing

Dear Student,

I am compiling a research in teaching English for specific purposes (ESP) for my master's thesis. You have completed an on-line questionnaire already to find your opinions of your **needs** and **difficulties** in the major. The purpose of the current interview is to gather in-depth data and analyse the learners' experiences of having work placement abroad and the completed integrated ESP course. The results of the analysis of the research will be used for designing a learner-centred integrated ESP course for social care learners.

---

1. Tell me about your work placement abroad:
  - Where did you go?
  - What were your main duties there?
  - How did you communicate with your new colleagues, employer?
2. How did you manage with your ESP during your training period?
3. How useful and practical was the ESP course you have completed recently?  
How did it help you?
4. What sort of language problems did you have to face? (your main weaknesses)
5. What sort of activities would have you needed more before the training?
6. Concerning your performance during the training and your completed ESP course, how essential do you evaluate the integrated assignments (activities and tasks) you had to complete during the ESP course?

- translation of the key phrases
  - human body (poster completing, written test)
  - presentation of job-related article on nursing adults/children with special needs
  - first aid role plays
7. What else do you think would be necessary to study and practise for succeeding during the work placement or in your future career? (E.g. more individual tasks/activities on Moodle; more integrated tasks on what topics for decreasing workload; more improvement of communication skills in face-to-face classes, etc.)

## Appendix 5 ESP course development

### Level 1: Analysing needs

#### Considerations

##### Situation analysis:

- What tasks are involved in the work or study area and what are the standards for their performance? Can the tasks be divided into subtasks?
  - What type of needs to investigate (for example, objective and/or subjective, immediate/ long term, skills and/or tasks)?
  - Which language-based skills or tasks do the students find difficult?
  - What is the nature of the students' difficulties in these language-based skills or tasks (for example, linguistic, conceptual, and cultural)?
- 

### Level 2: Investigating specialist discourse

#### Considerations

- Which linguistic forms and features to investigate (for example, those the students are weak in or unaware of, those members of the community of practice stress as important)?
  - What data to collect (for example, do relevant literature, descriptions and corpora already exist or does primary data need to be collected)?
  - What approach to use in the investigation (for example, ethnography and/or text analysis)?
  - What primary data to collect (texts, marked scripts of students' writing, observations, self-reports, such as interviews)?
  - How to analyse the texts/discourse from the target community of practice or discipline (for example, whole or part of the texts, for specific features)?
  - How to devise pedagogical descriptions of discourse in the specialist area?
- 

### Level 3: Determining the curriculum

#### Considerations

- How to focus of the course (for example, wide- or narrow-angled)
- How to deliver the course (for example, web-based, classes, workshops, on-site or off-site)?
- What units to include in the syllabus and how to sequence them (for example, genres, features of spoken discourse, conceptual content, easy to difficult, immediate to less immediate needs)?
- How to evaluate learning (for example, with reference to the final or way-stage criteria or performance objectives used in the community of practice)?
- What materials to develop and what types of tasks to include (for example, pedagogical descriptions of discourse and tasks that make use of activities of the work or study area)?

## Appendix 6 Areas of ESP teaching

Table 1. Areas of ESP teaching based on Basturkmen (2010:6)

<b>Branch</b>	<b>Sub Branches</b>	<b>Example</b>
English for Academic Purposes (EAP)	<ul style="list-style-type: none"> <li>• English for General Purposes (EGAP)</li> <li>• English for Specific Academic Purposes (ESAP)</li> </ul>	<p>English for academic writing</p> <p>English for law studies</p>
English for Professional Purposes (EPP)	<ul style="list-style-type: none"> <li>• English for General Professional Purposes (EGPP)</li> <li>• English for Specific Professional Purposes (ESPP)</li> </ul>	<p>English for social care sector</p> <p>English for child care</p>
English for Occupational Purposes (EOP)	<ul style="list-style-type: none"> <li>• English for General Occupational Purposes (EGOP)</li> <li>• English for Specific Occupational Purposes (ESOP)</li> </ul>	<p>English for social care institutions</p> <p>English for care workers</p>

## Appendix 7 Gathered data

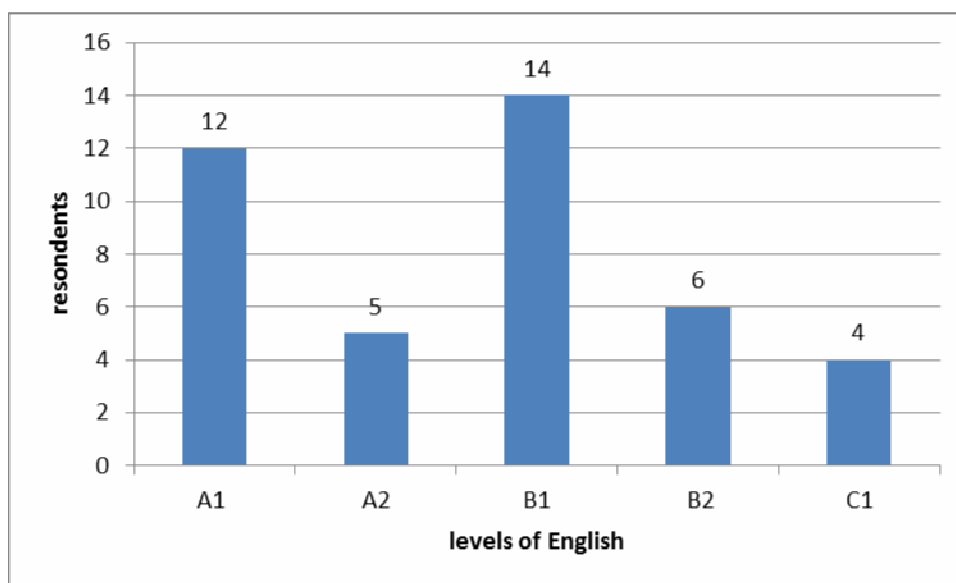


Figure 1. Respondents' level of English according to CEFR levels

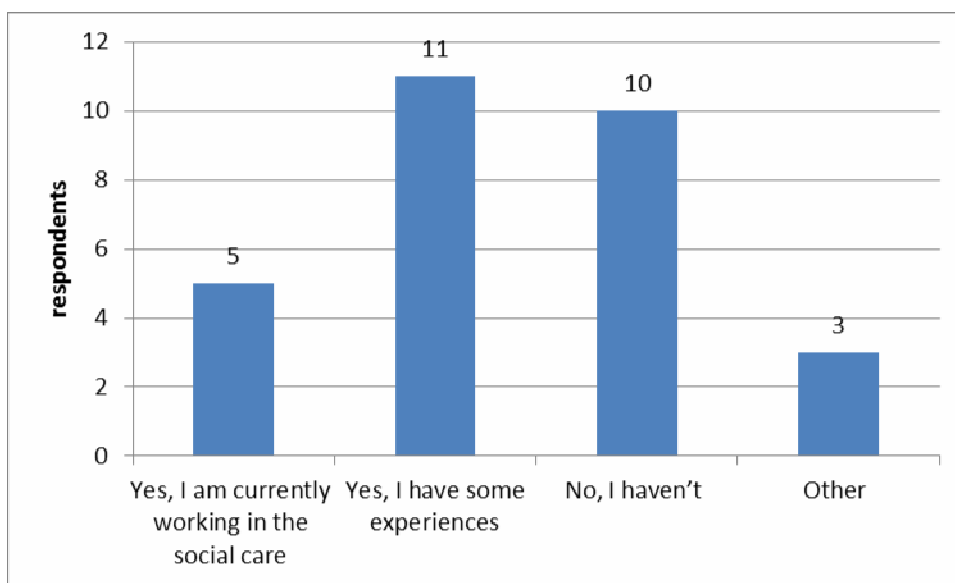


Figure 2. Respondents' working experience

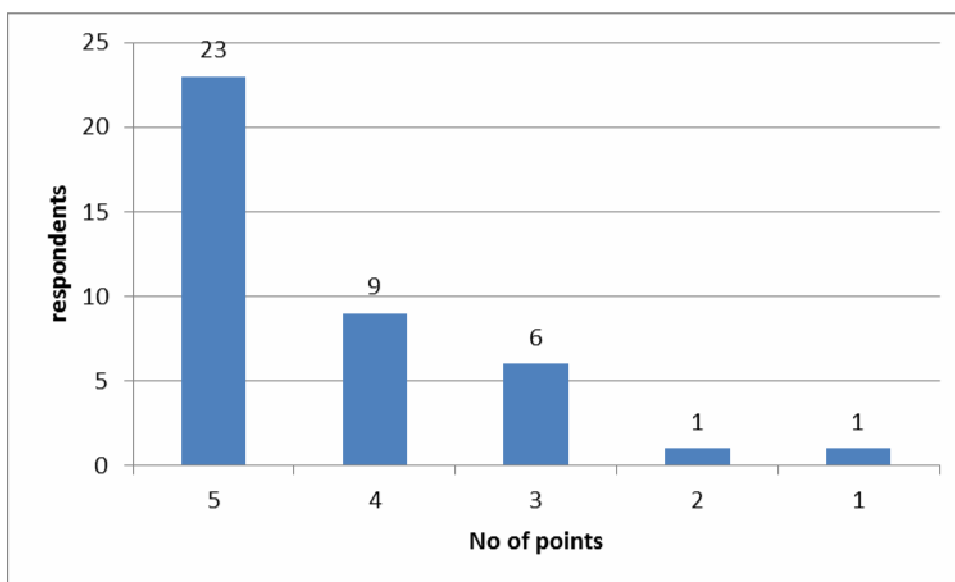


**Table 1. Respondents' favourable learning techniques.**

Learning techniques	5 points	4 p.	3 p.	2 p.	1 p.
Individual work	12	5	14	3	6
Pair work	15	16	6	4	2
Group work	11	14	7	7	1
Web-based learning	6	7	17	1	9

**Table 2. Evaluation of language skills (mentioned in the school curriculum).**

ESP skills	5	4	3	2	1
<b>Communication:</b> introduction, greetings, phone calls, thanking, giving advice	27	8	4	1	-
<b>Communication:</b> introducing yourself, personality, strengths, social environment	22	10	7	1	-
<b>Communication:</b> Role plays (dialogues): at the shop, at the doctor's	18	14	6	2	-
<b>Vocabulary:</b> specialist vocabulary	22	9	5	3	1
<b>Vocabulary:</b> food products, room interior	11	17	9	2	1
<b>Vocabulary:</b> health status	22	11	5	2	-
<b>Vocabulary and reading:</b> working with specific texts, searching for information	16	11	10	2	1

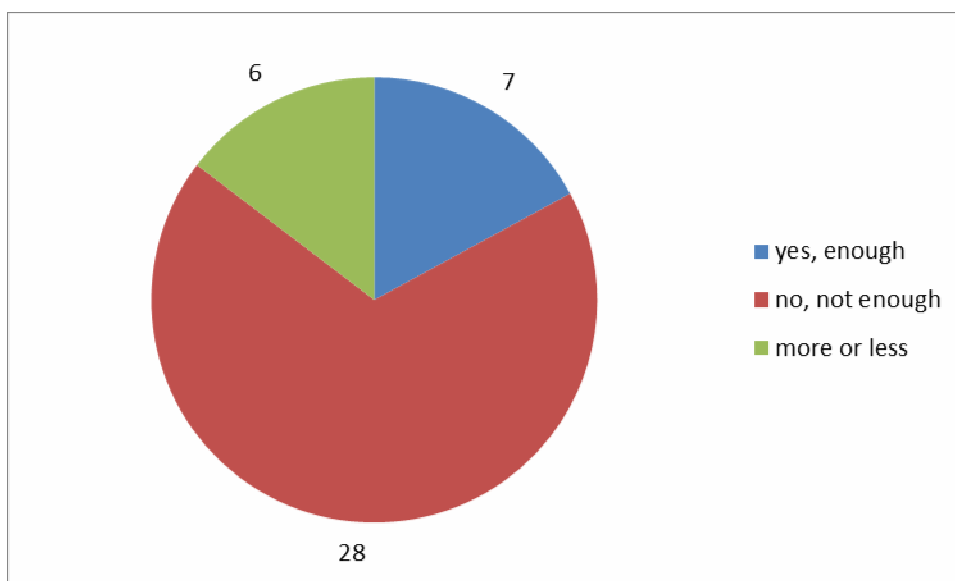
**Figure 3. Evaluation of integrated learning in general.**

**Table 3. Assessment of completed integrated assignments.**

<b>Integrated assignments</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Translation of key phrases (involved subjects: ESP + social care policy + IT)	<b>13</b>	<b>13</b>	9	3	1
Designing, completing and introducing the posters about the human body (involved subjects: ESP + anatomy)	<b>15</b>	<b>13</b>	9	2	1
First Aid role plays (involved subjects: ESP + First Aid training + Communication)	<b>23</b>	11	4	1	1

**Table 4. Respondents' evaluation of completion of learning outcomes.**

<b>The main competencies</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The learner is expected to understand basic oral speech and text related to daily living.	12	<b>14</b>	9	3	2
2. The learner is expected to find specific information from basic everyday texts and letters.	12	7	<b>13</b>	6	2
3. The learner is expected to demonstrate independence in using the basic language structure in oral and written communication to meet everyday needs.	<b>14</b>	9	11	4	2

**Figure 4. Respondents' opinion of number of face-to-face classes (to gain the above-mentioned outcomes)**

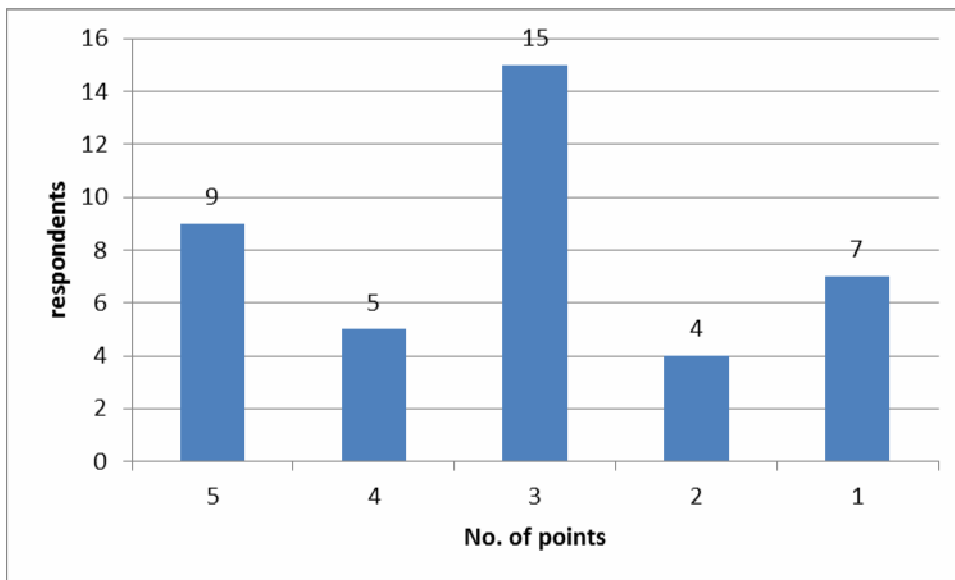


Figure 5. Respondents' evaluation of completed Moodle ESP course

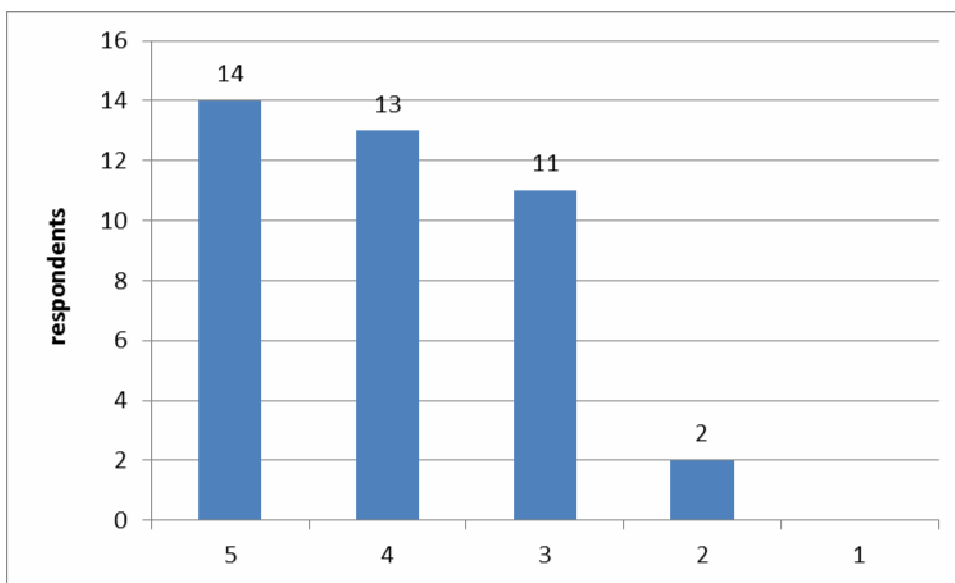


Figure 6. Respondents' evaluation of teacher's teaching techniques and methods

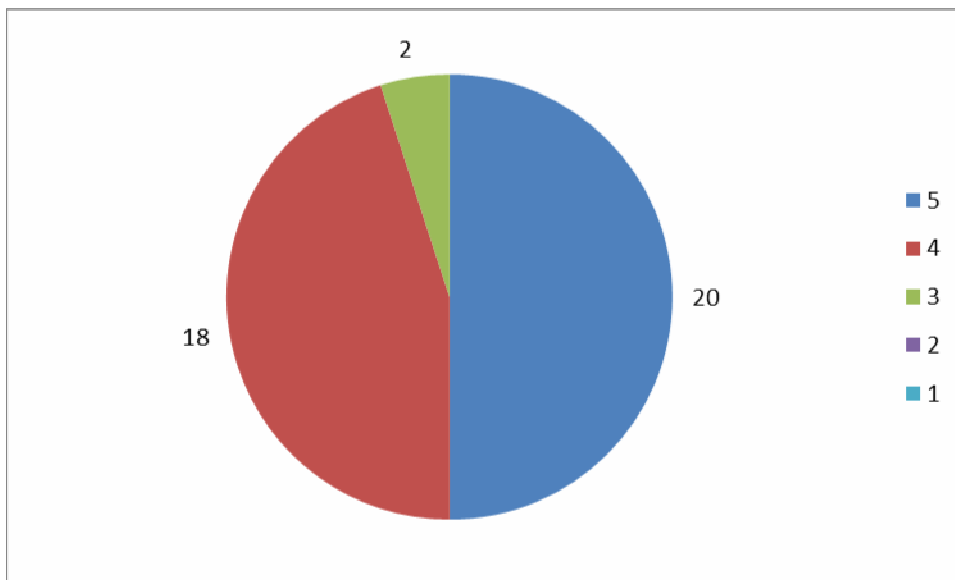


Figure 7. Respondents' evaluation of collaboration with teacher

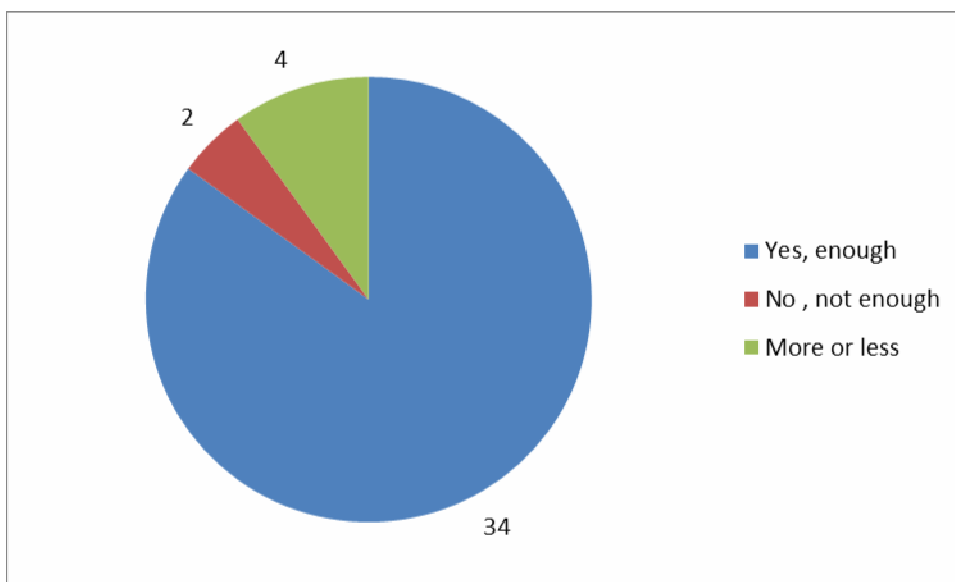


Figure 8. Respondents' evaluation of gained feedback

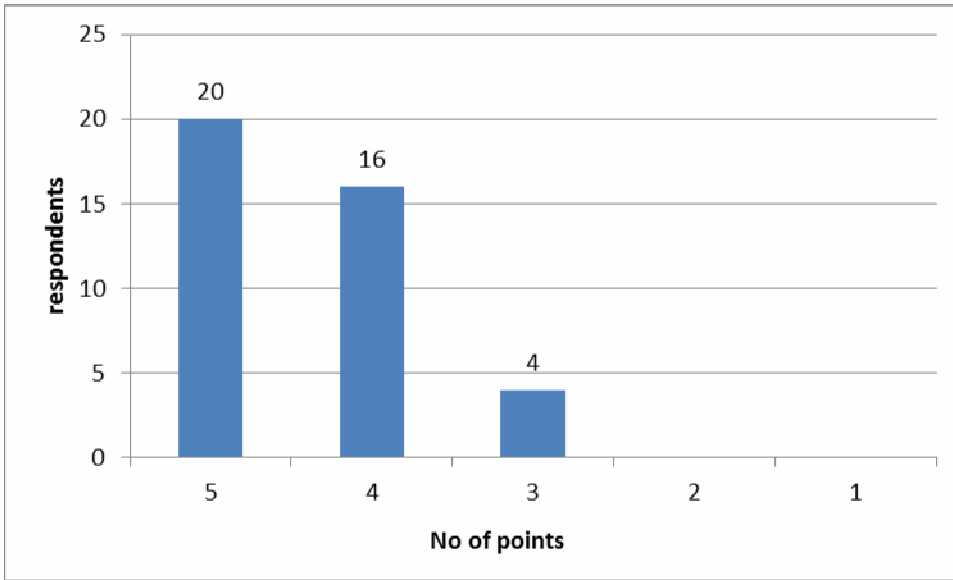


Figure 9. Respondents' evaluation of collaboration with other learners.

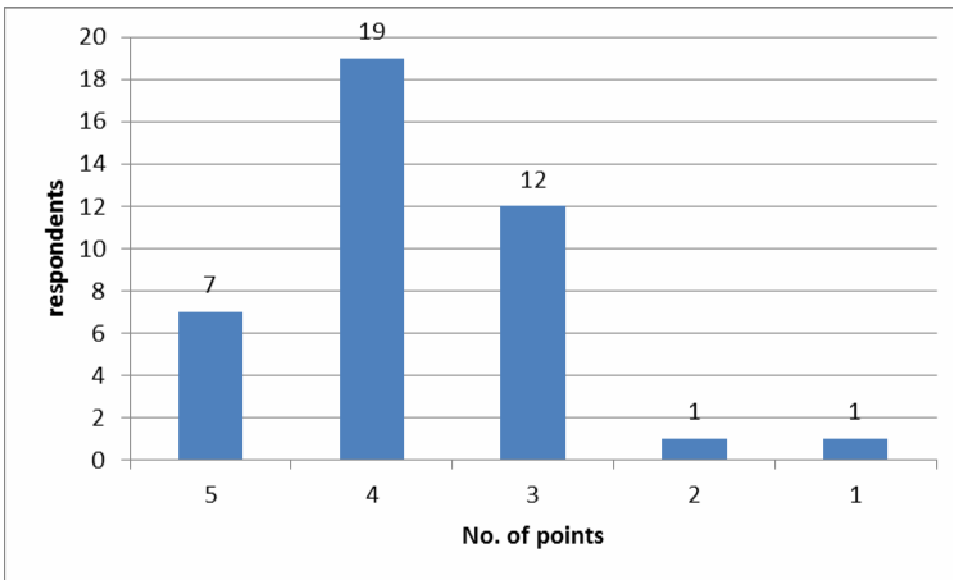


Figure 10. Respondents' evaluation of their own performance

## RESÜMEE

TARTU ÜLIKOOL  
INGLISE FILOLOOGIA OSAKOND

**Kadri Riim**

**ENG: Blending Classroom-based and Web-based Learning of English for Specific Purposes for Social Care Specialities at Kuressaare Regional Training Centre**

**ET: Erialase inglise keele auditoorse ja veebipõhise õppe kombineerimine sotsiaalhoolduse erialadele Kuressaare Ametikoolis**

Magistritöö

2016

Lehekülgede arv: 95

Annotatsioon:

Antud magistritöö eesmärgiks on välja selgitada tõhusamad viisid erialase inglise keele kursuse auditoorse õppe ja veebipõhise õppe kombineerimiseks. Kursus on spetsiifiline ja mõeldud peamiselt sotsiaalhoolduse erialadele: lapsehoidjatele ja hooldustöötajatele. Uurimustöö üheks osaks oli uuringu läbi viimine Kuressaare Ametikooli sotsiaalhoolduse erialade õppijate ja vilistlaste hulgas. Uuring viidi läbi veebruarist kuni aprillini 2016. aastal. Uurimustöö meetoditena kasutati küsimustikke ja avatud vastustega intervjuusid. Küsimustikele vastanud oli kokku 40 ja intervjuud viidi läbi 12 osalejaga. Küsimustikud loodi peamiselt selleks, et koguda andmeid erialase inglise keele õppe kohta üldiselt ja anda hinnang läbitud erialase inglise keele kursusele sotsiaalhoolduse erialadele. Intervjuusid sooritanute valim koosnes sotsiaalhoolduse erialade õppijatest ja vilistlastest, kes olid käinud välispraktikal ja oskasid seetõttu anda täpsema ülevaate tööga seotud keelealastest vajadustest välisriikides.

Kokkuvõttes võib öelda, et empiirilise osa eesmärgiks oli õppijate vajaduste välja selgitamine, mis koosnes õppijate töökoha põhiste keelealaste vajaduste kindlaks määramisest ja keeleõppimist puudutavatele tegevustele hinnangu andmisest. Antud uuringu käigus andsid õppijad hinnangu olemasolevale e-kursusele ning jagasid oma tööalaseid ja keeleõppe alaseid kogemusi veebipõhise ja auditoorse õppe tõhustamiseks.

Käesolev magistritöö koosneb sissejuhatausest, põhiosast ja kokkuvõttest. Põhiosa võib jagada kaheks osaks – teoreetiliseks ja praktiliseks. Teoreetiline osa on koondatud esimesse peatükki ning annab ülevaate erialase inglise keele ja tehnoloogia ühendamise kohta ja arvutipõhise keeleõppes. Lisaks sellele antakse ülevaate õppijakeskse õpetamise tähtsusest täiskasvanute õpetamisel ning analüüsitakse õppijate vajaduste välja selgitamise viise.

Empiiriline osa tutvustab õppijate vajadusi väljaselgitavat uuringut, mis viidi läbi Kuressaare Ametikoolis. Uuring andis ülevaate sotsiaalhoolduse erialaga seonduvatest lingvistilistest vajadustest. II peatüki viimases osas tutvustatakse erialase inglise keele kombineeritud kursuse (auditoorne ja veebipõhine õpe) näidisraamistikku. Antud raamistik tugineb kooliõppekavas ( hooldustöötaja ja lapsehoidja tase 4 õppekava moodulite rakenduskava) esitatud õppeväljunditele ja hindamiskriteeriumitele. Raamistiku loomisel võeti arvesse Marsh'i (2012) soovitusi auditoorse ja veebipõhise õppe ühendamiseks. Kokkuvõtteks võib öelda, et Marsh soovib veebipõhises õppes keskenduda peamiselt ettevalmistustööle selleks, et kontaktunnis edukas olla. Iseseisev töö võib olla lugemine, kirjutamine, töö sõnavaraga ja õpitu kordamine ning kinnistamine. Auditoorses tunnis tuleb

tegeleda kommunikatiivsete oskuste arendamisega. Huvitav on tõdeda, et samal arvamusel olid ka uuringus osalejad, ka nemad soovisid tundides tegeleda rollimängude, dialoogide ja teiste suulist kõnet arendavate harjutustega ja kodus sõnavaraarenduse, lugemise ja kirjutamisega. Paljudele vastanutele tegi muret grammatika oskus. Seega peaks keelestruktuuridega tegelema nii tundides kui ka veebipõhiselt (olemasoleval Moodli kursusel).

Antud töö võib olla abiks keeleõpetajatele, üldainete ja ka erialaõpetajatele, kes õpetavad tsükliõppijaid paindliku õppekava alusel. Võttes arvesse õppematerjalide vähesust ja õppijate erinevaid keeletasemeid, on soovituslik täiendada olemasolevaid materjale ja e-õppe kursusi, mis sobiks oma paindliku juurdepääsu tõttu täiskasvanud tsükliõppijatele.

Märksõnad:

erialane inglise keel; sotsiaalhoolduse erialad (lapsehooldus ja hooldustöö); veebipõhise ja auditoorse õppe ühendamine ;vajaduste analüüsi tähtsus.