

**Ministry of Education and Science of Ukraine**

In association with



# **English for Specific Purposes (ESP) in Ukraine**

## **A Baseline Study**

**Kyiv 2003**

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## **Executive Summary**

### **Findings**

Through the analysis of the current situation in ESP teaching, learning and assessment in Ukraine, the Baseline Study revealed that:

- higher education in Ukraine is undergoing changes in line with European integration processes, supported by the Government of Ukraine and the Ministry of Education and Science
- the national policy of foreign language teaching/learning has undergone considerable positive changes; however, the learning and teaching of ESP has been given insufficient attention
- the absence of a national ESP curriculum in Ukraine results in a lack of consistency in ESP syllabuses for university students in terms of structure and content
- the reason for the gap between the target situation (employment market) needs and the existing proficiency of the learners is the absence of generally accepted criteria in content, methodology, course organisation, assessment, and learning outcomes with reference to international standards.

### **Recommendations**

Based on these findings, the Baseline Study Team recommends:

- that ESP teaching/learning be aimed at the target situation (employment market) and the study needs (learners' language requirements while studying at Higher Educational Institutions)
- that a national ESP curriculum be based on the principles of internationalism, plurilingualism, democracy and equality, innovation, flexibility, variability, integration, relevance, life-long learning and autonomy
- that a national ESP curriculum be innovative in content (e.g. the cyclical modular format, consistency with students' specialisms), in methodology (e.g. focus on the integration of skills, a learning-centred approach), and in learning outcomes (e.g. self-assessment, introduction of a language portfolio)
- that INSET and staff development opportunities be made available to ESP teachers in Higher Educational Institutions to enable them to understand/manage the demands of the new curriculum
- that attention be drawn to the benefits to all stakeholders, as identified in Chapter 6
- that the feasibility of Curriculum renewal be considered positively with a view to prompt approval at national and institutional levels.

The Baseline Study stated that the development and introduction of a national ESP curriculum would lead to a significant change in ESP learning and teaching in Ukraine, making it consistent with international standards.

## Acronyms

BE	Business English
BEC	Business English Certificate
BESIG	Business English Special Interest Group
BS	Baseline Study
CPD	Continuing Professional Development
EAP	English for Academic Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
ELT	English Language Teaching
EOP	English for Occupational Purposes
EPP	Educational Professional Programme
EQS	Educational and Qualification Standard
ESP	English for Specific Purposes
IELTS	International English Language Testing System
INSET	In-Service Training
TESP	Teaching English for Specific Purposes

## 1. Introduction

### 1.1 Aims of the Ukraine Baseline Study

The working group, together with the British specialists, defined the major objectives of the Baseline Study as:

- to analyze the current situation of ESP teaching, learning and assessment in Ukrainian Higher Education, and define how it meets the requirements of National Education Reform, student needs and society as a whole
- to formulate a proposal for National ESP Curriculum design based on the findings of the Baseline Study

### 1.2 Tasks of the Baseline Study

The working group, together with the British consultants, determined the following priority tasks of the Baseline Study:

- to describe the current situation of ESP in Ukraine: national educational standards and the legislative base
- to analyze ESP teaching and learning, existing ESP syllabuses (aims and content), methods and means of instruction, teaching materials and assessment criteria, and to define their strengths and weaknesses
- to identify students' academic and professional needs and the degree to which current courses meet them
- to discover and analyse the key stakeholders' perspectives on ESP, their readiness and willingness to accept and implement change in ESP teaching, learning, syllabus and materials design, and assessment
- to produce guidelines for designing a national ESP curriculum and to identify potential benefits, opportunities, risks and threats concerning the introduction of such a curriculum

### 1.3 Team Members

A group of ESP teachers was selected to carry out the Baseline Study for Ukraine. In the selection of the team, the following factors were taken into consideration: representation of regions, specialisms, and experience in ESP teaching.

The Baseline Study team comprised representatives of leading national universities, both state and privately managed:

Astanina, Natalia	National Transport University, Senior Lecturer
Bakayeva, Galyna	Donetsk National University, Assistant Professor, PhD
Belyaeva, Irina	Kharkiv National University, Assistant Professor, PhD
Boiko, Alla	The Technological University of Podillia, Senior Lecturer
Borysenko, Oksana	Donetsk National University, Assistant Professor, PhD
Cherkashina, Nadezhda	Kharkiv National University, Senior Lecturer
Filippova, Nina	Ukrainian State Maritime Technical University, Professor, PhD
Ivanischeva, Victoria	Kyiv International University, Assistant Professor
Khodtseva, Alla	The Ukrainian Academy of Banking, Assistant Professor, PhD
Klimenko, Liudmila	Kyiv International University, Assistant Professor
Kostryt'ska, Svitlana	National Mining University, Assistant Professor
Kozymyrska, Tetyana	Ukrainian State Maritime Technical University, Assistant Professor, PhD
Ptitsyna, Tetyana	Donetsk National Technical University, Teacher Assistant
Shevchenko, Irina	Kharkiv National University, Full Professor
Sydorenko, Olena	The Technological University of Podillia



Skrypnyk, Tetyana  
Todorova, Nataliya  
Zuyenok, Iryna

Kharkiv National University, Senior Lecturer  
Donetsk National Technical University, Assistant Professor, PhD  
National Mining University, Senior Lecturer

## 1.4 Implementation Plan

The Baseline Study Project was initiated by the Ministry of Education and Science of Ukraine in collaboration with the British Council Ukraine.

In December 2002, the British Council Ukraine invited ESP teachers from tertiary institutions to reflect on the current state of ESP teaching and the Project initiative. During the December 2002 session the initiative of the Ministry of Education and Science of Ukraine/British Council was supported and the decision to start the BS was taken. The participants defined the aims, objectives and content of the BS and identified the procedures for its development. A number of team-building activities were also included at this stage to encourage the team to consider their individual and team roles in the BS process. Particular attention was paid to the identification of stakeholders and analysis of their views and expectations so that these were appropriately presented in BS data.

The January and March 2003 sessions were conducted by Sophia Nikolaieva and Rod Bolitho, the BS consultants and key professionals in several ESP areas. The sessions focused mainly on methodological and developmental issues in the BS

Other stages of the project development are presented in the Work Breakdown Matrix (see Appendix A).

## 1.5 Selection of Higher Educational Institutions for Data Collection

Higher educational institutions for data collection were selected to ensure a representative sample of technical and classical universities in Ukraine. The criteria for selection were:

- overall enrolment of students
- type of university
- willingness to participate
- qualified ELT teaching staff

Consequently, the data was collected in the following nine higher educational institutions:

Donetsk National University  
Donetsk National Technical University  
Kharkiv National University  
Kyiv International University  
National Mining University (Dnipropetrovsk)  
National Transport University (Kyiv)  
Technological University of Podillia (Khmelnysky)  
Ukrainian Academy of Banking (Sumy)  
Ukrainian State Maritime Technical University (Mykolaiv).

## 1.6 Stakeholder Analysis

In their attempt to discover the interests, needs and influence of different groups who may either be involved in or be affected by the project, the BS team identified two groups of stakeholders. Groups or individuals who will directly benefit from the project hereafter are referred to as *primary stakeholders* and those who are important in the implementation of the project or may benefit indirectly are referred to as *secondary stakeholders*.

Table 1 presents the list of Primary and Secondary Stakeholders and their interests/expectations as identified by the BS working team.

**Table 1. Stakeholder Analysis**

<b>Stakeholder</b>	<b>Interests/Expectations</b>
<b>Primary Stakeholders (Direct Beneficiaries)</b>	
Students, bachelors of different subject areas	Improved chances to acquire EOP and EAP knowledge and skills, to continue education in universities in Ukraine and abroad  Enhanced job opportunities
Specialists, masters and other postgraduate students	Appropriate professional qualifications, better employment prospects
Non-specialists in English	Appropriate professional qualifications, better employment prospects
Project team members	Enhanced skills and qualifications, career improvement
ESP teachers	Enhanced skills, qualifications, career advancement, job security
<b>Secondary Stakeholders (Implementation Partners and Indirect Beneficiaries)</b>	
Educational administrators	Enhanced possibility of recruiting English speaking lecturers
Ministry of Education	Making national standards in ESP congruent with European standards
Rectors and deputy rectors (representing institutions and departments)	Fulfilling their educational mission in Ukraine: enhanced prestige of the university faculties, departments, etc
Potential employers	Business related interest: recruitment of highly educated employees proficient in English; increased competitiveness and productivity
British Council	Professional interest: making a major impact in curriculum development, connecting people with learning opportunities and creative ideas
UK partners	Developmental interest: opportunities to develop expertise and experience, enhance understanding of ESP issues around the world  Financial interest

## 1.7 Methodology of the Baseline Study

The following methods were used to collect the data necessary to accomplish the tasks of the Baseline Study, i.e. to discover the current situation of ESP teaching, learning and assessment in Ukraine, with the focus on the stakeholders' degree of satisfaction, their attitudes towards the current situation of ESP in Ukraine, and the demand for change:

- analyses of educational legislative documents, national education standards and existing syllabuses
- questionnaires for students, young specialists, ESP teachers, administrators and employers
- observation of ESP classes
- tests of students' proficiency level
- interviews.

The following documents were considered:

- 1991 Education Act (as amended and restated in 1996)
- 2002 Higher Education Act
- National Doctrine for Development of Education in Ukraine in the XXI Century (2001)
- Educational-Qualification Degrees Act of Cabinet of Ministers of Ukraine (No 65, 1998)
- Higher Education State Standards Act of Cabinet of Ministers of Ukraine (No 1247, 1998)
- Convention on the Recognition of Qualifications concerning Higher Education in the European Region, Lisbon, 1997
- Commission Staff Working Paper: *Promoting Language Learning and Linguistic Diversity – Consultation* Brussels, 2002)
- *Common European Framework of Reference for Languages: Teaching, Learning and Assessment*, 2001
- Joint Declaration of the European Ministers of Education: *The European Higher Education Area*, Bologna June 1999
- Communication From the Commission: *The Role of the Universities in the Europe of Knowledge*, Brussels, 2003
- Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, Paris 1998

## 2 The Current ESP Situation in Ukraine: Parameters

In the last few years there have been dramatic changes in all spheres of life. New technologies have minimized distances, cultural differences are becoming less important, and various political and economic actions are unifying nations. Recent achievements in the process of the unification of Europe have made the created conditions for social and human growth an increasingly concrete and relevant reality not only for the Union and its citizens, but also for all European countries.

The Sorbonne Declaration (Paris, 1998) and the Bologna Declaration (June, 1999) emphasised the creation of the European higher education area, where national identities and common interests can interact and strengthen each other for the benefit of Europe, its students, and more generally its citizens. A new and urgent need to improve language competence has arisen, new policies concerning language teaching/learning have been devised and new commitments have been undertaken by governments. The Commission of the European Community (Brussels, 2002) has defined key areas for action:

- improving and extending lifelong language learning
- making foreign language teaching more effective
- creating a more language friendly environment

Ukraine cannot neglect the political and cultural importance of these developments or stand aside from the general integrative tendencies in European education. Recognition of the merits of integration into European education structures, and of making our education standards correspond to the European ones, will facilitate Ukrainian and European cultural integration, and open broader professional and academic career horizons for school leavers and college graduates: Ukraine has already signed and ratified the Lisbon Convention, and aspires to join the Bologna process.

To this end, the National Educational Reform has been developed and its implementation has begun.

### 2.1 National Education Reform

The National Education Reform initiated by the 1991 Education Act formulates the aims and objectives of the development of the Ukrainian education system as a whole and higher education in particular.

As the subject of this BS concerns mainly higher education issues, the focus will be on the changes which the Educational Reform is bringing to this particular sector.

Some of the basic principles of the national policy on Higher Education are the following:

- integration into the world system of higher education while capitalising on the traditional strengths of the Ukrainian higher educational institutions
- free and competitive access to higher education
- life-long learning<sup>1</sup>

A major priority set by the Reform to implement these principles is the qualitative evolution of our national education system to become an equal partner in the European and world community. Innovative educational concepts, modern and effective technologies and methodological findings are expected to enable our national education system to meet the present-day social and economic requirements of the nation and provide facilitate the transition to the socially oriented, rapidly changing economic environment.

The Ukrainian Government, together with the Ministry of Education and Science of Ukraine, has provided an appropriate legal framework to allow the national education system to align itself with

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<sup>1</sup> 2002 Higher Education Act

those of the leading European states. The 1996 Education Act, the Presidential Act *On Reforming Higher Education*, the 2002 Higher Education Act, together with a number of recent government regulations, have shaped the main trends in this reform, where the quality of national education is of paramount importance.

The Education Act 1996 outlined the need for consistency between the structure of national higher education and the recommendations of UNESCO, the Council of Europe and other international organisations. The Higher Education Act 2002 further specified the national structure of higher education. The system currently comprises higher education and research institutions, central and local bodies governing higher education, as well as bodies of self-governance. A number of private higher educational institutions have recently ventured into the national education system. They have created an alternative to state institutions and thereby provided some choice and democracy in higher education.

The state system of accreditation has become an important instrument for ensuring quality education. The State Accreditation Board, on the advice of an Expert Council, issues licenses of recognition to higher educational institutions. Under the 2002 Education Act, higher educational institutions are accredited with a I-IV level status. The higher educational institutions referred to in the BS are III-IV level universities that provide training in areas other than ELT.

The Education Acts have also determined the levels of higher education and introduced higher education degrees. This has been done in pursuance of the UNESCO and Council of Europe Joint Convention *On the Recognition of Qualifications concerning Higher Education in the European Region*, to which Ukraine is a signatory. The levels define basic higher education and complete higher education and correspond to the higher education degrees of Bachelor and Specialist/Master. The introduction of internationally recognised education degrees is meant to provide social protection for Ukrainian specialists and their greater mobility within the world labour market (for the descriptive characteristics of the higher educational levels and degrees see 1996 *Education Act*).

A valuable and obviously challenging reform trend is the autonomy delegated to higher educational institutions according to their accreditation level. The freedom to determine educational content, for instance, will provide certain flexibility in the educational activity of higher education institutions. This will help them to adapt to the changing societal demands and remain competitive in the market for educational services.

Socially important changes initiated by the concept of lifelong learning have been introduced into the national system of professional re-training and in-service training and development. Higher institutions, special faculties and regional centres within the system are expected to provide such services as post-graduate tuition and vocational training, thus creating opportunities for upgrading qualifications and proficiency levels and for re-training the adult population. Such improvements will reduce social tension and provide for enhanced employment opportunities as well as for individual self-development. Flexible courses, syllabuses and specially designed materials will facilitate continuous learning. It is interesting to note that 30,000 professionals in 58 specialisms are trained annually by the present system in Ukraine.<sup>2</sup>

Decentralisation of education is another issue of special focus in the Reform. The Ministry of Education and Science encourages central regional universities to enlarge the number of affiliated faculties or educational centres in remote regions of Ukraine. Not only will students receive higher education close to their homes but also the educational activity of local schools can be improved. Forty-nine educational centres of this type are reported to be currently functioning and the number is growing.

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<sup>2</sup> [www.mon.gov.ua/education/higher/higher](http://www.mon.gov.ua/education/higher/higher)

The above-mentioned reform measures initiated by the Ukrainian Government and the Ministry of Education and Science are intended to realize the current expectations of the nation. Not only will the process of achieving national identity be activated but also the social image of the country will improve at national and international levels. Ukrainian education will become internationally competitive, thus contributing towards the mobility of Ukrainian professionals in the international job market.

## **2.2 Management of Higher Education**

Successful implementation of the Educational Reform can only be achieved in conjunction with effective management. The modernisation and renewal of national education management has been necessitated by education policy-makers both at ministerial and university levels. Thus, a more open and democratic model of management in higher education has been introduced. The model combines state control and public management, emphasizes the principles of decentralisation and autonomy of higher education institutions and promotes their competitiveness in the market for educational services.

The model changes the responsibilities, structure and mode of operation of local educational authorities: central control and direct interference in the educational process is replaced by greater flexibility and efficiency in decision-making, scientific forecasting and the provision of expert information.

These innovations can be traced to higher education management, which is performed by the Cabinet of Ministers through the bodies of executive power (Higher Education Act, Article 17). The Ministry of Education and Science of Ukraine, as the central body of the government executive:

- participates in defining the state policy in the area of education and science
- develops and checks on national standards of education
- regulates the number of specialists to be trained by each individual institution
- lays down entry requirements for higher education institutions
- ensures the development and publication of teaching materials
- organises the certification of pedagogical and scientific-pedagogical personnel
- accredits higher education institutions, and issues licences and certificates

Though the wide range of responsibilities of the Ministry of Education and Science shows that it still remains a key decision-maker in the educational sphere, there is clear evidence of a gradual transfer of some of the Ministry responsibilities to local authorities and public self regulation bodies. Supervisory Boards, whose members are decision-makers at local and state levels and persons of experience in professional areas, are an example of such co-operation. The Advisory Boards have been organised in some higher educational institutions for the purpose of advising on and assisting in raising the quality of education and services provided. Another example is the autonomy granted to higher educational institutions, which gives them the right to define the content of education and the enrolment figures. The increase in the number of real participants in the educational process, who are able to take and implement new strategic decisions, is the *main aim* of the new model of management in higher education.

Modernisation of educational management can only be understood as part of a wider restructuring of educational policy in response to the social, economic and political changes which have been gathering momentum over the last decade.

## **2.3 Standards in Higher Education**

Ukraine's intention to enter the European educational environment necessitates the incorporation of a European dimension into the higher education area. The Ministry of Education and Science of Ukraine, taking into consideration the recommendations of the Council of Europe, and in collaboration with the European Centre of Higher Education (UNESCO-CEPES) and the

International Association of Universities, has begun work on education standards to ensure recognition of national higher education in the European educational area.

The Higher Education Act (2002) has determined the national system of standards:

- Higher Education National Standard
- Higher Education Professional Standard
- Higher Education Institution Standard

The system exists to provide a framework for evaluation of the quality of professional training in higher education institutions.

The Higher Education National Standards consists of:

- a classified list of occupations in relation to qualification levels
- a classified list of specialisms for each educational qualification level
- requirements for professional training
- professional requirements for qualification levels

The National Standard components are developed by the Ministry of Education and Science of Ukraine and, in particular, by the Institute for Content and Methodology of Education, Ukraine (ICME). The Higher Education National Standards are approved by the Cabinet of Ministers of Ukraine.

The Higher Education Professional Standard comprise the following components:

- Educational and Qualification Standard (EQS)
- Educational Professional Program (EPP)
- Assessment/Quality Assurance

The Educational and Qualification Standard (EQS) reflects the educational and professional aims of training for Bachelor, and Specialist/Master degrees, and identifies the occupational status of the graduates. EQS refers to both professionalism and citizenship of university graduates.

The EQS which the BS team were able to analyse, however, differ in their requirements for ESP proficiency in graduates. None of the EQS refer to the language proficiency levels<sup>3</sup> as recommended by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

The Educational Professional Program (EPP) defines the length of the course and content areas of training for the educational qualification levels. QC specifies standardised qualitative and quantitative assessment of knowledge, skills and competences.

The Higher Education Professional Standard are binding for 60% of the general content and scope of professional training; the remaining 40% will vary between individual institutions and even individual students.

It is the responsibility of higher educational institutions to develop standards in accordance with EPP. These standards are approved by rectors and describe the following:

- areas of majoring in professional training
- variable parts of Educational and Qualification Standard, Educational Professional Programme and diagnostic means

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<sup>3</sup> see Appendix B

- curricula
- syllabuses

The decision of the Ukrainian educational authorities to elaborate the national system of standards has demonstrated their strong commitment to national education standards and, by doing so, made them consistent with international standards.

## **2.4 The Training of EFL Teachers in Ukraine**

The BS has revealed that there is no formal ESP teacher training in Ukraine.

### **2.4.1 Higher Educational Institutions that Train EFL Teachers**

The overall number of higher educational institutions that train EFL teachers in Ukraine is more than sixty. These are mainly state-owned and private higher education institutions of the 3<sup>rd</sup> and 4<sup>th</sup> levels of accreditation, which award diplomas in EFL Teaching, Translation and Philology. EFL curricula, however, do not cover the methodology of ESP teaching at tertiary level. Thus, a typical ESP teacher is a General English teacher who is employed to teach on an ESP course. Some opportunities for professional development of ESP teachers arise through conferences, symposia and seminars, organised by TESOL and IATEFL or through Business English courses, which offer various certificates and diplomas in Business English.

### **2.4.2 The National Educational EFL Teacher Standard**

From the research carried out it has become evident that a national professional standard for EFL teachers is still in the process of development. The Ministry of Education and Science is supervising the process. Currently there is no approved National Educational EFL Teacher standard. The Ministry of Education of Ukraine is developing one.

It would be logical, though, to assume that a new EFL standard will specify/outline/describe the scope of EFL teacher training and set educational and qualification requirements for those graduating from higher educational institutions. However, we were not able to find any evidence of ESP as a particular strand in language teacher training.

## **2.5 Existing ESP Curriculum and Syllabus Initiatives**

The BS team failed to find an approved National ESP Curriculum and concluded that:

- some ESP teachers continue to teach students according to the Soviet period curriculum model, sometimes up-dating it. The curriculum was designed for non-linguistic institutions. Its content, however, is of an EGP nature
- some ESP teachers do not follow any curriculum or syllabus and rely on materials and references available in their departments
- some ESP teachers engage in developing their own syllabuses, to meet the needs of their students

The team has collected and analysed 28 syllabuses from tertiary institutions of different professional fields, but none of them could be regarded as a potential unified national ESP curriculum (see Appendix C).

## **2.6 Medium of Instruction**

Under the Higher Education Act 2002, the Ukrainian language is to be used as a medium of instruction in higher educational institutions. The status of English is that of a foreign language.



The demand for English has exploded in recent years due to its role as a global language. Therefore English is commonly required as the language of academic exchange, business, science and technology and of a vast range of international communication and social interactions. English has become an essential element in the skills required to be a competent professional in many different fields.

The advance of English as a language of world communication and science has encouraged Ukrainian higher educational institutions to use it as a medium of instruction. There is growing evidence of English used in this way for teaching International Communication and Technology, Economics, International Law, International Relations and other subject areas in some higher educational institutions. The instructors are either Ukrainian subject teachers working in close co-operation with ESP departments, or visiting scholars from abroad.

There is evidence of universities setting up partnerships with European universities to develop new courses and grant joint diplomas. There have been several recent instances of joint projects within partner universities aimed at granting a double degree to Ukrainian students. The universities participating in the BS have reported cases of using English for subject teaching. In all cases teachers noted increased student motivation to study English as a tool for mastering their professional skills (see Appendix D).

## **2.7 Conclusion**

- The Government of Ukraine and the Ministry of Education and Science have provided an appropriate legal framework to facilitate changes in national higher education and management.
- The European dimension has been incorporated into the national higher education context:
  - higher education degrees of Bachelor, Specialist/Master have been introduced
  - a national system of higher education standards is being developed.
- The national policy on language education has recently undergone considerable positive changes, ESP issues, however, have been given insufficient attention. There is as yet no
  - formal initial or in-service ESP teacher training in Ukraine
  - approved National ESP Curriculum.

It is important that professional requirements for ESP teaching are included into EQS for ELT teachers. ESP methodology should become an optional/compulsory subject at Masters/Specialist level of ELT teacher training.

- A unified national ESP curriculum, which will take into consideration national and international education priorities, should be designed for Ukraine as soon as possible.
- ESP proficiency for non-language students should be specified in terms of language proficiency levels as they are defined by the Common European Framework of Reference (see Appendix B).

### 3 The Current Situation of ESP in Ukraine: Practice

#### 3.1 Research Methodology

In order to describe the current situation in ESP teaching in higher education institutions in Ukraine and diagnose its strengths and weaknesses, we have analysed:

- twenty-eight ELT curricula and syllabuses used in twelve higher educational institutions of various specialisms in different regions of Ukraine (see Appendix C). They were examined according to the format adopted for syllabus analysis<sup>4</sup>
- data obtained through questioning of students and ESP teachers
- ESP classroom methodology
- teaching materials and their availability
- system of assessment
- English proficiency level of students who have completed ELT courses

The tools used for the analysis were:

- twenty-nine class observation sheets (see Appendix E)
- interviews with ESP teachers
- proficiency testing of 173 students with IELTS (see Appendix F)

#### 3.2 Aims of ESP Teaching

The process of working out English language syllabuses for higher educational institutions, faculties and departments should be based on the *National Curriculum* guidelines. Yet the only national ESP curriculum which has been developed so far is the National English Language Curriculum for Doctoral Students<sup>5</sup>.

Attempts have been made to produce a curriculum, and several curricula for groups of faculties and for higher educational institutions of the same region have appeared. However, there is no national ESP curriculum as such and no unified format for writing syllabuses. This state of affairs has resulted in a difference in titles, structures and content of university ESP syllabuses in use (see Appendix C).

The syllabus writers have tried to fill in the gaps because of the absence of a national curriculum, tried to take the national curriculum functions upon themselves and to work out a concept of teaching ESP. Sometimes out-dated curricula of the former Soviet Union have been used as guidelines.

This analysis starts by identifying the *aims* of teaching and the *learning outcomes* – what students should know and be able to do at the end of an ESP course. The syllabuses mention social needs and social order, but they do not refer to any documents where these are formulated. The majority of the syllabuses define the aim of ELT as raising the students' knowledge and skills to such a level that will enable the future specialist to communicate orally and in writing in situations of *professional* competence. Some syllabuses formulate the aim of ESP as practical mastery of the English language in a special domain which will enable the future specialists to exchange *scientific* information.

The main aim of practical mastery of the language is accompanied by *educational, cognitive and professional aims* connected with the development of educational, socio-cultural and professional competences (see Section 3.4).

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<sup>4</sup> Іноземні мови. N1, 2002. – P.65-69.

<sup>5</sup> See Appendix C, Curriculum 1.

### 3.3 ESP Course Organization

The analysis shows that the number of academic hours allotted to English instruction in order to realize the syllabus aims and objectives varies from a basic 140 to 1404 hours over 2-10 semesters. Some Universities provide optional/elective classes in English when the students finish the basic ELT course. Students are enrolled for elective classes if their progress in English and the respective examination marks are high, or if they wish to attend classes; or on a commercial basis if they pay for them. Some faculties have no elective courses in English.

Some faculties practise *streaming* – the distribution of students among academic groups on the basis of their language proficiency, determined by various tests (see Section 3.7.1).

As a rule, the higher educational institutions' syllabuses in ELT comprise English for General Purposes (EGP) in the 1<sup>st</sup>, 1<sup>st</sup>-2<sup>nd</sup>, 1<sup>st</sup>-3<sup>rd</sup> or even 1<sup>st</sup>-4<sup>th</sup> semesters. This is the first stage of training. After that comes ESP. This is the second stage. In some universities this stage expires with the end of the 2<sup>nd</sup> year of studies. Some universities continue ESP at an advanced level or teach *English for Academic Purposes* (EAP) to 3<sup>rd</sup> - 5<sup>th</sup>-year students. In some higher educational institutions there is no ESP, though it is declared in the syllabus that English language teaching is aimed at developing English competence in the students' specialism.

The ELT structure may vary:

1 <sup>st</sup> year	–	levelling	–	Intermediate course
2 <sup>nd</sup> year	–	first stage	–	Upper Intermediate
3 <sup>rd</sup> year	–	second stage	–	Advanced
4 <sup>th</sup> year	–	third stage	–	Advanced

Some higher educational institutions define the outcome level as “advanced” or describe it in terms of the *Council of Europe Common Framework of Reference* as: C1/C2 or B1/B2 (for different specialisms), though the criteria for identifying the outcome levels are not included in the syllabuses.

Only 3 higher educational institutions have adopted the Bachelor – Master pattern, though government papers speak of a three-level education system: Bachelor – Specialist - Master <sup>6</sup>. Needs and skills for the target degree (should they be professionally, academically or cross-curriculum-oriented) are not differentiated and defined with reference to aims, objectives or content. According to the hours allotted to ELT, the majority of ELT courses are aimed at training bachelors and specialists. A gap of 1-2 years may occur between bachelors' and specialists' or masters' ELT courses, which leads to discontinuity and reduces the effectiveness of teaching (see Section 3.8).

There is also a tendency to highlight *interdisciplinary cooperation* when ESP teachers support subject (content) teachers and vice versa, when English teachers help train students for participation in international seminars, workshops, conferences, competitions, summer schools in their major, or when students are required to employ their knowledge of and skills in English for research, for course and graduation paper and project writing, and when there are subject courses taught in English.

Some higher educational institutions offer the students the opportunity to obtain a *joint degree* in translation/interpretation in addition to their major. The syllabuses list courses in translation/interpretation and the course requirements for them.

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<sup>6</sup> See Introduction.

Because of the absence of a national curriculum, the syllabuses treat student *self-study work* differently. Some of these syllabuses mention only the assignments for individual reading. Others give detailed guidelines for self-study work structure, content and organization, including self-study work aimed at fulfilling current tasks, or individual work aimed at filling in the gaps in knowledge and at mastering new language material, or at practising a particular macro-skill based on students' special initiatives. However, no syllabus contains learning objectives for the students to be able to identify their proficiency level in English in accordance with the levels of the Council of Europe Common Framework of Reference, or to measure their progress. Though some syllabuses are available in book format, the majority of them are not published, so they are closed to students, who are not informed about ELT objectives and requirements.

### 3.4 Content of ESP Courses

The syllabuses analyzed in this study contain a list of *topics* for study. Because of the absence of standardized selection criteria, these topics are selected by English departments themselves in accordance with the course books in use.

Economics faculty syllabuses are more task- and situation-oriented. The syllabuses for non-Economics faculties are more content-oriented and are based on traditional grammar-translation methodology. This can be explained by the fact that the Business English domain is being actively explored by ESP teachers<sup>7</sup>. As a result many modern course books in Business English are available for Economics specialisms and, as a rule, they are supplied with ready-made communicative exercises and tasks for various professionally relevant roles and situations (see Section 3.6).

The syllabuses analysed list the elements of *linguistic competence*, phonetic and grammar components, and requirements for vocabulary, but there is no unanimity there either. For instance, in different universities graduate students should know 3800-4000 terms, or 1000 terms and 3000-4000 words of general vocabulary, or the active vocabulary should be 3200-3500 words. No syllabus gives sources for any of these figures.

As a rule, *speech patterns and functions* are not fixed in the syllabuses, only in the textbooks used.

The syllabuses list *pragmatic (communicative) competences* for the macro-skills: listening, speaking, reading and writing, which are worked out for either the particular years of study or for the whole period of study. Some higher educational institutions add translation/interpretation. These skills should be integrated in the process of teaching. In general, the syllabuses pay more attention to unprepared speech and writing than was the case in the past. The syllabuses give comprehensive lists of particular skills needed for listening, speaking, reading, writing and for translation/interpretation. Attempts have been made to describe in detail the roles and situations in which graduates are supposed to apply their English skills. These roles and situations seem to be identified empirically in accordance with the pragmatic functional needs of a successful specialist on the basis of the materials used in class. There is no agreement among the faculties with the same major, or among faculties of neighbouring/adjacent specialisms. For example, for the same skill of listening, the syllabuses mention the rate of delivery. This varies for the same stage of training: 100-120 words per minute in one syllabus, and 250 syllables per minute in another. The skim reading rate is fixed at 250 and plus syllables per minute, or 190-210 words, while methodological publications recommend 250-300 words per minute<sup>8</sup> for efficient silent reading.

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<sup>7</sup> cf. "In recent years the massive expansion of international business had led to a huge growth in the area of English for Business Purposes (EBP). Within ESP the largest sector for published materials is now that of Business English, and there is a burgeoning interest from teachers, publishers and companies in this area." Dudley-Evans T., M.J.St John (!(!\*) *Developments in ESP. A multi-disciplinary approach*. Cambridge: CUP, p 2.

<sup>8</sup> See, for instance: Brown, D. H. (1994) *Teaching by Principles. An Interactive Approach to Language Methodology*. Upper Saddle River, New Jersey: Prentice Hall Regents, p 293.

Some syllabuses draw attention to developing *academic, socio-cultural and professional competences*, aimed at stimulation of intelligence, development of memory, communication and self-study skills, formation of cross-cultural awareness, enlargement of knowledge and skills in the major. As a rule, these competences are only mentioned, and do not refer to specific faculty requirements for graduates (EQS).

### 3.5 Methodology in ESP Classes

Although a syllabus is, as a rule, an inventory of topics, language items and skills, some syllabuses focus on *methodological issues* and give recommendations for teaching techniques, activities, exercises and tasks to be employed in both class and out-of-class activities; others do not.

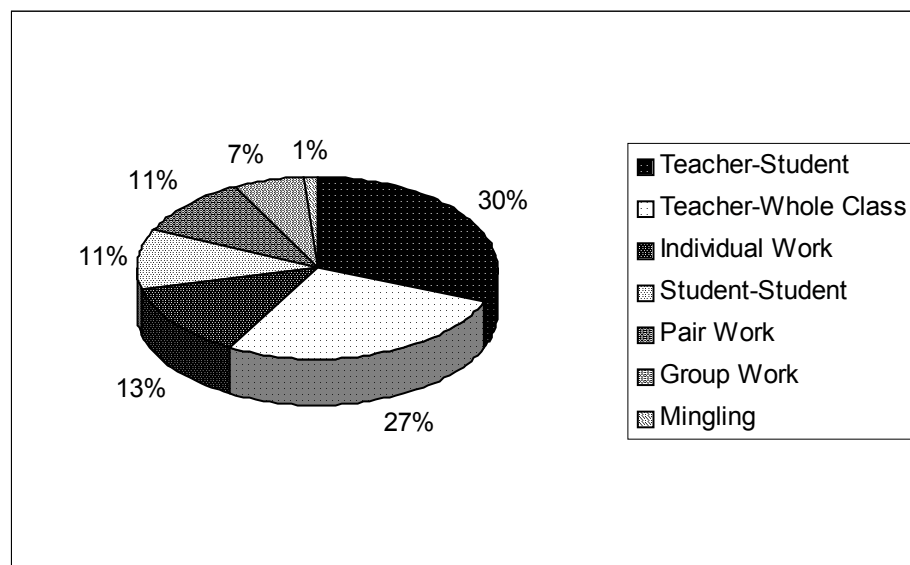
In the majority of higher educational institutions, the *communicative approach* to ELT is currently recognized as the dominant approach. It implies teaching language as a skill and as a means of communication, in communicative contexts based on authentic materials, by modelling communicative situations from the real world in the classroom.

The analysis of the classroom observation data shows, however, that in the majority of classes visited non-communicative activities and techniques prevailed. Out of 170 activities registered during the observation, only 45 (26%) were of a communicative nature (skimming, scanning, discussions, role-plays, etc.). The rest focused heavily on structure development, more mechanical tasks and activities. The conclusion is that grammar-translation methodology is still popular in ESP classes, which contradicts the communicative methodology declared in the syllabuses themselves.

On average, there were 6.5 successive activities, which may not be enough for a lesson to be dynamic or fruitful in a routine 80-90 minute lesson, when the activities employed are reading loudly, translating, asking questions on the text, doing exercises.

The observation sheet data show that a typical ESP classroom is teacher-dominated, with corresponding modes of *classroom interaction* (teacher-student, whole class, and individual work) prevailing (see Figure 1).

**Figure 1. Classroom Interaction Patterns**

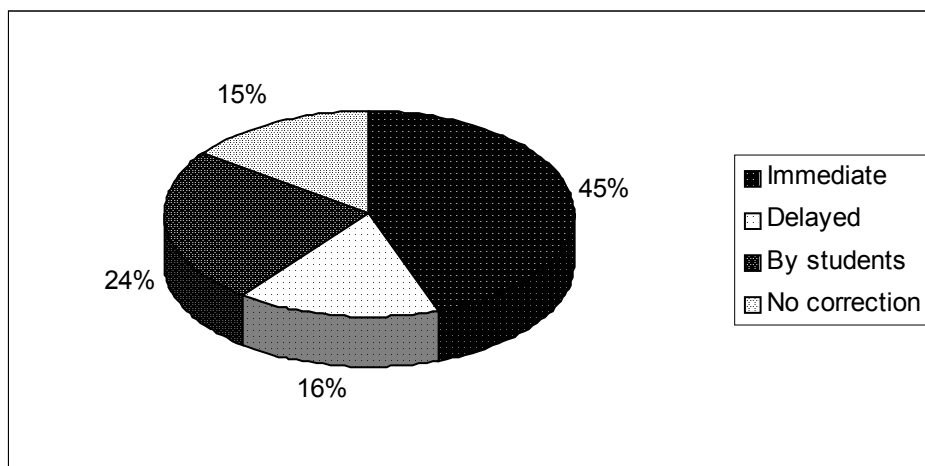


As can be seen, the majority of activities are teacher-centred.

*Error correction* data from the observations (see Figure 2) demonstrate that mistakes are frequently corrected in the process of student answering and are left without analysis. Attention is

focused on accuracy rather than fluency. At the same time there is a tendency to deal with mistakes within the tenets of a communicative approach to ELT (delayed correction and analysis, correction by students, etc.), which implies a change of attitude towards mistakes. They are seen not as a sign of failure, but as an essential part of learning.

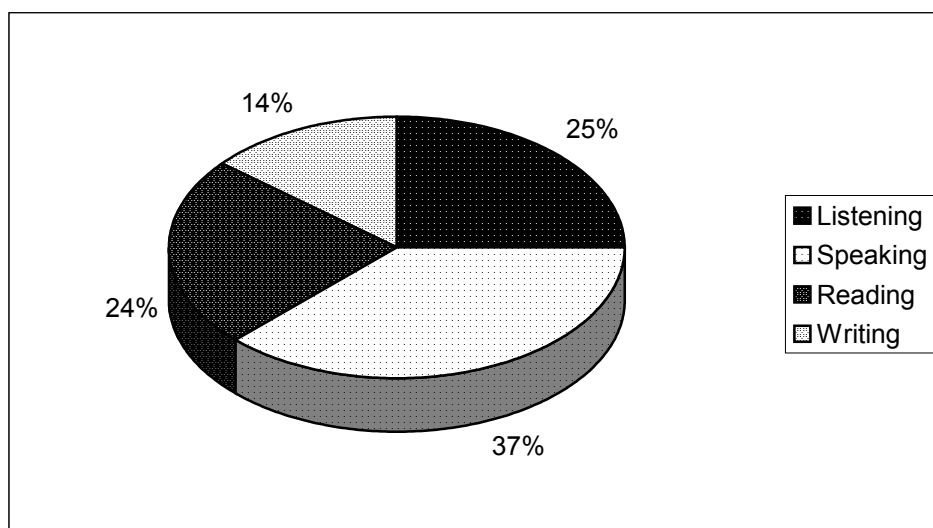
**Figure 2. Error Correction Patterns**



The ratio of trainees' speaking time compared to that of trainers is 2:1. This appears acceptable but the time in the classroom is not used effectively because teacher-student and whole-class interaction patterns prevail. Speaking time for each student is increased by several times if pair-, group- and mingling interaction patterns are used.

Tasks for developing *macro-skills*, namely Listening, Speaking, Reading and Writing (see Figure 3) occur in the following proportions 25% - 37% - 23% - 14%. It can be seen that writing is not given sufficient attention, which results in the low proficiency level of students in this field (see Section 3.8).

**Figure 3. Macro-Skills Developed in Class**



Although a communicative approach to ELT is gaining momentum, many problems remain. The negative aspects of classroom instruction observed were:

- an emphasis on practising structure elements and content components (work on ideas, information, subject matter) rather than on simulations, problem-solving activities, project work

- a predominance of non-communicative exercises
- a lack of a common approach to classroom interaction and error correction.

Communicatively oriented methodology needs dissemination via in-service training, seminars, workshops (see Section 4.2).

### 3.6 Teaching Materials

Course books are the main means of instruction in ESP teaching in Ukraine. They were used in 23 out of 29 lessons observed. ELT professionals believe that course books provide well-presented materials. Course books make it possible for students to look ahead and back to what has been done. They facilitate the teachers' job by providing teachers and students with topical, grammatical and functional framework within which to work, at the same time allowing them to adapt and improvise<sup>9</sup>. In addition to course books, teachers use handouts (19 classes), audio (17) and video (4), authentic materials (12). Up-to-date authentic publications on faculty specialisms are becoming more popular.

Some syllabuses do not mention any teaching materials at all, giving teachers autonomy and freedom to select themselves. Others contain long lists of books recommended for EGP, ESP teaching and learning: *Headway* (Oxford Univ. Press), *Reward*, *Inside Out* (Macmillan), *Business Opportunities* (Oxford Univ. Press), *Market Leader*, *First Insights into Business*, *New Insights into Business* (Longman), *Effective Presentations/Negotiation/Telephoning/Socializing/Meetings* (Oxford Univ. Press). Such books are available and widespread today. These books are supplied with accompanying teacher's books, which provide guidance for trainers and presuppose the development of the four macro-skills. The reading materials are usually authentic and serve as a source of valuable and often up-to-date professional and cross-cultural information for students, which will enable them to operate in the international professional environment. These course books are largely modular in design, which gives the trainer the flexibility to select the elements that are felt to be most useful, and in any order that seems appropriate to the specific needs of and number of classes. As a rule, there are accompanying audio- or video-cassettes. The books also contain problem-solving exercises and visual materials such as tables, diagrams, pictures and illustrations, which help to overcome student apathy and promote motivation to communicate in English<sup>10</sup>.

A close look at one of these course books helps us understand why teachers and students prefer them (see Section 4.3.3). Perhaps the most popular Business English course books are *First Insights into Business* and *New Insights into Business* (Longman). This is a two-level business English course intended for students at pre-intermediate and intermediate levels respectively. It can be used for preparation for Cambridge BEC, LCCI and TOEIC exams. These course books consist of a Student's Book, a Work Book, accompanying audiocassettes for class work and homework, and a Teacher's Book providing guidance for trainers and supplementary materials for various communicative activities and initial/continuous/final assessment. The course books cover a wide range of business-related topics, situations and roles, which meet some of the specific ESP needs of students: writing memos, business letters, profiles, reports; description of graphs; various simulations and role-plays. The reading tasks are aimed at extracting and processing information. They contain appropriate visual materials: tables, diagrams, pictures, etc. If the students experience some specific needs, the course book can be supplemented with additional materials (e.g. extra grammar exercises – from *Business Grammar Builder* (Macmillan)).

Ukrainian course books of this type based on a notional/functional/topical approach and taking into account Ukrainian local factors and needs, are currently being developed. The first course book of

<sup>9</sup> O'Neill R. (1990) 'Why use textbooks?' in Rossner R., Bolitho R. *Currents of change in ELT*. Oxford: Oxford University Press, pp149-150.

<sup>10</sup> Maley A. (1980) 'Making Sense: reconciling ideas and constraints in materials production' in *Projects in Materials Design*. London, The British Council, p37.

this type is *Business Project* by O.B. Tarnopolsky, which has been highly praised by Ukrainian ESP teachers. It combines the advantages of ESP course books published by well-known foreign ELT/ESP publishing houses abroad with an orientation to the needs of Ukrainian students.

Modern course books for teaching English to Law and IT students have found their way into the classrooms: English for Computer Users (Oxford University Press), Market Leader, Business Law (Longman), English for Law (Macmillan).

In science and engineering faculties the situation with course books is different. Some teachers use course books published many years ago: they are out-of-date and non-interactive. The absence of modern ESP textbooks for certain specialisms leads to the use of EGP textbooks in ESP classes. Other teachers create compilations of texts and exercises. Teachers have to produce their own additional materials to meet the needs of students. At the same time, self-made materials are inferior in quality to commercial textbooks written by teams of highly qualified specialists.

On the whole, the majority of even recently published ESP books in Ukraine have the following weaknesses. They:

- are based on a structural/grammatical approach
- do not cover the four macro-skills
- contain a number of texts by which English tends to be studied through a detailed analysis of these texts (in these cases, the specialism is indicated only in the vocabulary)
- have a limited choice of text types
- lack communicative exercises
- have few or no accompanying materials (teacher's guide, assessment materials, audio support)
- are not based on students' needs
- are not compatible with the syllabuses.

In general, in the selection of course books, teachers are guided by many factors: not only the quality of the textbook, but also its availability and its price. Students' needs and their proficiency level are assessed subjectively and intuitively (strong/weak students).

The syllabuses contain recommendations for employing teaching aids including modern teaching aids. Video, satellite TV, computers and the Internet are becoming more and more popular. However, these are available mostly in the faculties and in the universities where there are fee-paying students who provide additional financial resources. According to the observation data, video remains a novelty and still is not used on a wide scale, while authentic audio materials are rather popular. Computers and the Internet are underused as a means of instruction and a source of information.

There is a need for a National ESP Curriculum which will offer guidelines for developing ESP materials and set the requirements for them in accordance with the academic and target needs of students.

### **3.7 The System of Assessment**

#### **3.7.1 Entrance Examinations**

There is no unified system of *assessment* or of grading. Every higher educational institution is responsible for setting its own examinations and working out requirements and regulations.

In some universities and faculties there are *entrance examinations*, which are set mainly for applicants to humanities faculties at the discretion of the faculty administration. The examination structure varies. It may comprise written tests, which may be published and available to the applicants, or it may be an oral examination consisting of various oral and written tasks such as:



- reading, translating, retelling the text
- speaking on the topic suggested
- doing a grammar assignment (composing sentences from the words given, asking questions on the text, translating from English into Ukrainian and vice versa).

It is quite logical to assume that the initial level of students' English language knowledge and skills is much higher in the faculties where there are entrance exams than in the faculties where there are no such examinations, though it is difficult to compare their proficiency levels because of the absence of a standardised test.

### **3.7.2 Assessment on Entry**

It is a widespread practice to check the English proficiency level of university entrants either for the purposes of diagnosis or for placement in streamed groups. However, the tests administered are not standardized, the test results are not referred against any recognised standards, and the students may simply be described as "strong" or "weak". There is no clear evidence that teachers use these results consistently as a basis for course planning.

### **3.7.3 Formative (Continuous) Assessment**

In some syllabuses the means of monitoring/checking students' progress are reduced to a minimum: the requirements for credits and exams. Other syllabuses list the requirements for continuous assessment. Continuous assessment presupposes checking students' progress during the period of ELT and may be in the form of tests (written/oral, paper-and-pencil/computer), credit tests or end-of-term exams. The tests are produced by teachers themselves. Unfortunately not all ESP teachers are adequately trained in test production. Sometimes tests are taken directly from commercial textbooks.

As for the weaknesses of the tests administered, practically all of them are non-standardised because there are no language portfolios for specialisms.

### **3.7.4 Summative Assessment**

Summative assessment is usually conducted in the form of exams at the end of an ELT course. The exams can be conducted in oral form, in writing, or can consist of oral and written components. The exam is generally based on some combination of reading, translation, retelling, speaking on the topic or situation suggested, dictation and a grammar test. Very often it assesses language knowledge, not communicative competence. At the same time, in some syllabuses there are questions for assessing speech and professional competences, such as writing summaries, essays, outlines, business correspondence, listening for general or specific information, discussion of a problem, making presentations. There is a tendency to make the format of the examinations similar to that of international examinations (TOEFL, FCE, BEC, etc.), in order to make the students familiar with methodological and psychological aspects of standard international tests in English. Some universities conduct *qualification exams* in English at the end of the elective course, leading to the award of special certificates to the students confirming their advanced English language proficiency and usually awarding them a related qualification, that of an interpreter/translator (see Section 3.3). These certificates are issued by the respective universities and are not recognised internationally.

The students' motivation in the faculties with final state exams in English (International Economics, International Relations) is much higher compared to that of the students who only take end-of term examinations. As a result, the level of knowledge and skills is higher too, but it is described neither meaningfully nor in comparison with internationally recognised standards.

Some syllabuses contain exam assessment criteria. The assessment criteria and the marking procedures are worked out by the institutions themselves. The assessment objects vary. In general

they are phonetics, lexis, grammatical accuracy, sometimes fluency, an adequate understanding and translation, and speech skills. The marking procedures and assessment criteria are not standardised.

Because of the absence of independent objective assessment, teachers assess their students themselves and this process is always subjective.

### 3.8 English Proficiency Level of Graduate Students

In order to define the proficiency level of ESP students at bachelor, specialist and master's level, a sample IELTS test was administered. Three papers (Listening, Reading and Writing) were used. The speaking test was not administered, owing to a lack of qualified examiners to evaluate it.

A total of 173 students (bachelors, specialists and masters, 101, 25 and 47 students respectively) from eight Ukrainian universities were tested. The somewhat restricted sample of specialists and masters does not permit an in-depth analysis of these groups of students. However, some valid observations can be made.

As the time for test administration was limited, a random sample of testees was not available. Testing was mainly conducted by ESP Baseline Study team-members. This resulted in a situation whereby students from predominantly "strong" groups were tested. At the time of the test administration these students were all in their final semester of ELT.

Two versions of the test were applied: a General Training sample (for bachelors and specialists) and an Academic Training sample (for Master's degree students).

The following equivalence between the Common European Framework of Reference levels and IELTS bands was taken into consideration for evaluation purposes:

**Table 2. Equivalence between Levels**

Common European Framework of Reference	IELTS
A2	3.5 – 4.0
B1	4.5 – 5.0
B2	5.5 – 6.0
C1	6.5 – 7.5

The score results for the sample test used corresponded to the following bands<sup>11</sup>:

**Table 3. Score results**

IELTS Test Scores	IELTS Test Bands
0 - 16	0 - 4.5
17 - 25	5.0 – 5.5
26 plus	6.0 plus

The test results were calculated for the three groups to correlate with the above-mentioned bands:

<sup>11</sup> The information on the correlation and score interpretation was supplied by the British Council Ukraine.

**Table 4. Reading and Listening Results**

Bands	Reading			Total	Listening			Total
	0 - 4.5 0 - A2 +	5 - 5.5 B1/B2	6.0 + B2/C1		0 - 4.5 0 - A2 +	5 - 5.5 B1/B2	6.0 + B2/C1	
<b>Groups of students</b>								
<b>Bachelors</b>	7 6.9%	25 24.8%	69 68.3%	101 100%	24 23.8%	50 49.5%	27 26.7%	101 100%
<b>Specialists</b>	7 28%	2 8%	16 64%	25 100%	6 25%	7 29.1%	11 45.9%	24 100%
<b>Masters</b>	6 13.6%	16 36.4%	22 50%	44 100%	3 6.4%	15 31.9%	29 61.7%	47 100%

As the data demonstrate, the majority of students (at least 50%) have reading skills that correspond to B2/C1 levels (see Appendix G), i.e. they can understand the main idea of a complex text on both concrete and abstract topics, including technical discussions in his/her specialism. Some of them can understand a wide range of demanding, longer texts, and recognise implicit meaning.

The scores would have been even higher had the students been adequately prepared to do the tasks aimed at extracting and processing information as demanded by the international English examination format.

The reading results for specialists and masters are lower than those for bachelors. The interviews with the team-members clarify the situation. The majority of masters and specialists tested have a 1-2-year gap in their ELT course. Since reading is one of the main means of accessing scientific information necessary for research, masters reading skills are obviously insufficient.

As Table 4 testifies, despite the break in the continuity of the ELT course, specialists and masters have better *listening* scores than bachelors. This may be explained by the fact that young people are regularly exposed to spoken English (songs, films, satellite TV programmes in English, tourist trips abroad, etc.). Nevertheless, listening causes problems for some students. About half of bachelors and approximately one third of specialists and masters have B1+/B2 level, i.e. they can understand the main points of clear standard speech on familiar matters, and the main point of many radio or TV programmes on current affairs and topics of personal and professional interest when the delivery is relatively slow and clear.

More than a quarter of bachelors, nearly half of specialists and about two thirds of masters have B2/C1 level, i.e. they can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programmes, and the majority of films in standard dialect.

The results for bachelors were unexpectedly high. In order to find an explanation, and knowing from practice and interviews with ELT teachers the factors, which may have influenced the results, in particular, ELT course duration it was decided to divide the bachelors into the following two groups:

- students from faculties with the greatest number of academic hours of ELT (800 and more)
- students from faculties with 150-200 classroom hours of ELT

**Table 5. Bachelors: Listening and Reading results**

Bands Faculties	Reading			Total	Listening			Total
	0 - 4.5 0 - A2 +	5 - 5.5 B1/B2	6.0 + B2/C1		0 - 4.5 0 - A2 +	5 - 5.5 B1/B2	6.0 + B2/C1	
<b>Faculties with greater number of ELT hours</b>	0 0%	5 13.5%	32 86.5%	37 100%	1 2.7%	21 56.8%	15 40.5%	37 100%
<b>Faculties with 150-200 ELT hours</b>	7 11%	20 31%	37 58%	64 100%	23 36%	29 45%	12 19%	64 100%

There is a marked difference in scores between these two groups. A comparatively high level of language proficiency is attained when students have a large number of ELT academic hours.

*Writing* was evaluated in accordance with IELTS band descriptors.<sup>12</sup> The test results demonstrate that writing was the most difficult skill for all students. The average IELTS scores are given in Table 6 below:

**Table 6. Writing Results**

	Number of students tested	Task 1	Task 2	Average
<b>General writing</b>	105	5	4.4	4.7
<b>Academic writing</b>	50	4.8	4.4	4.6

The results of all the groups are rather low (4.6–5), and correspond with B1 level, which is insufficient for university graduates. Students can write simple connected texts on topics which are familiar or of personal interest and personal letters describing experiences and impressions. But they cannot write an essay or a report, pass on information or give reasons in support of or against a particular point of view. Such a skill is indispensable for university graduates. The conclusion is that writing remains a neglected area of ESP, in spite of the declarations made in the syllabuses that the four macro-skills (namely listening, reading, speaking and writing) should be integrated in the learning process.

It should be noted that the test results may be lower in other higher educational institutions because only the students of eight large Ukrainian universities with established reputations were tested. Furthermore, as the testing procedure shows, the students are not familiar with the format of international English exams. It took them time and effort to adjust to the examination format, procedure and tasks.

### 3.9 Reliability of Research Methods and Their Limitations

We are aware that these research results present an approximate picture of the situation as it was carried out in a limited number of higher educational institutions. It should also be noted that the analysed data refer to large Ukrainian universities with a long history of ELT and qualified ELT

<sup>12</sup> Carroll, B.J. & R. West (1989) *ESU Framework. Performance Scales for English Language Examinations*. London: Longman, pp.32-33, 56-57.

teaching staff. Data may differ in other higher educational institutions. Nevertheless the Baseline Study gives a general overview of the current situation in ESP practice in Ukraine.

### 3.10 Conclusion

- The absence of a national ESP curriculum in Ukraine results in the absence of any unification of the structure and contents of the syllabuses regulating ELT in universities and institutes.
- It is important that a National ESP Curriculum be developed. Such a curriculum would define aims and learning outcomes, the national minimum number of hours allotted to English, the content of ESP teaching, methodology in ESP classes, a system of assessment correlated with international standards – proficiency levels of English with their descriptors in accordance with the Council of Europe Common Framework of Reference and recommendations as to the number of class hours necessary to reach these levels.
- Future syllabuses might presuppose streaming for English classes, which will provide continuity, variability and individualization of teaching and learning. Taking into account the different proficiency level of students on entering the university, the future curriculum should have a module structure in order to meet the needs of different groups of students. It is desirable to eliminate discontinuity in ELT courses for masters and specialists.
- It is vital to unify the content selection for the syllabuses, in order to identify the roles and situations where English will be used by graduates, and the requirements for the respective language and speech skills for adjacent specialisms. This can be done by working out an inventory of language skills (specialist portfolios).
- Though the present syllabuses claim to follow a communicative approach to ELT, traditional grammar-translation methodology still plays an important role in the classroom. An ESP curriculum can give clear guidelines for a communicative approach to be pursued. Communicatively-oriented methodology needs dissemination and training via in-service training seminars and workshops.
- There is a need to develop high quality materials for particular ESP courses which will be based on needs analyses and which will fill the gaps in the supply of materials.
- It is necessary to develop a unified and independent system of assessment, and a unified, objective, valid, reliable system of exams, the format of which should be close to that of international examinations. The objects of assessment should be clearly identified, unified and correlated with the declared aims of ESP.
- There should be recommendations for students on learning strategies and criteria for self-assessment in order to make it possible for the students to self-study the language when the required course of English is over. The ESP curriculum and syllabuses should be available not only to ESP teachers, but a special condensed version for students as well.

## 4 The Current Situation of ESP in Ukraine: Stakeholders' Attitudes

Having analysed the parameters and practice of current ESP teaching/learning in Ukraine, in this chapter we view them from the primary and secondary stakeholders' perspective, i.e. to describe beneficiaries' attitudes towards the main parameters which constitute the current ESP teaching/learning process. These include the professional competence of ESP teachers, the language proficiency of ESP students, ESP methodology, materials, course organisation and assessment. The methodology of our research based on quantitative analysis and observations allowed us to draw some conclusions which illustrate general trends.

### 4.1 Research Methodology

This study aimed to gather and analyse information on ESP teaching in Ukraine. The team attempted to gain realistic insights into ESP teaching, learning and assessment in the country, to identify the stakeholders' needs and the readiness of the people involved in the process of ESP teaching and learning for the introduction of innovations in the field of ESP teaching, i. e. the transition to the New ESP Curriculum.

Thus, it was necessary to investigate stakeholders' attitudes and perspectives towards the current situation of ESP and the proposed changes.

The investigation is based on the results of questioning and interviewing both primary and secondary stakeholders<sup>13</sup>. The team developed the questionnaires on the basis of the agreed aims and tasks set out in Chapter 1. It was stressed that the information given in the questionnaires remained confidential. The team also referred to some of the findings of the classroom observation sheets.

The total number of stakeholders questioned is given below:

Primary stakeholders:

Students	—	334
Bachelors	—	323
Masters, specialists and other postgraduates	—	11
Young professionals	—	80
Teachers	—	67

Secondary stakeholders:

University/Regional administrators	—	37
Potential employers	—	43

The number of questionnaires distributed and returned was sufficient for the Baseline Study.

The questionnaires covered the following areas:

- Professional competence of ESP teachers
- INSET training in ESP
- Course designing
- ESP methodology
- ESP materials
- ESP course organization
- The system of assessment.

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<sup>13</sup> For research instruments see Appendices H – P.

In the context of the Regional ESP/BESIG Conference of the members of the All-Ukrainian IATEFL “Special purposes – Common purposes” held in Dnipropetrovsk on 7 February, 2003 ten teachers from different regions of Eastern Ukraine were interviewed by the team. The results of these interviews were also included to analyse the attitudes of teachers towards ESP teaching in Ukraine.

To get a realistic view of the professional competence of ESP teachers, a focused CV was designed. It included the following items:

- work experience as an EGP teacher
- courses and programs on ESP teaching
- years of ESP teaching.

The focused CV was distributed among the team-members and the information mentioned in it was included in the analysis of stakeholders’ perspectives (for focused CV see Appendix H).

To analyse ESP students’ proficiency on entry, additional structured interviewing was organised. Teachers were asked to define the average entry level of English of their students, according to the requirements of Common European Framework of Reference.

#### 4.2 Professional competence of ESP Teachers<sup>14</sup>

In terms of qualification requirements English language teachers in Ukraine, once they have their Specialist or Master degree in Linguistics or Pedagogy are expected to be able to teach ESP. No other training or qualification is required. Thus, there is no objective way of assessing the professional competence of ESP teachers. Nevertheless, the data given below may be related to the competence of ESP teachers.

**Table 7. Profile of Teacher Respondents**

Respondents	Age (years old)			Teaching experience (years)			
	Under 30 (%)	31 – 40 (%)	Over 40 (%)	0 – 5 (%)	5 – 10 (%)	10 – 20 (%)	Over 20 (%)
ESP teachers of Non-Linguistic Universities	51.0	24.0	25.0	40.0	24.0	18.0	18.0

Table 7 shows the age and experience profile of teachers in the Non-linguistic and Classical Universities of Ukraine, based on the results of questioning. The figures tend to indicate the predominance of young teachers under the age of 30 (51.0 % of respondents) and wide range of experience. The levels of experience are: 64% of respondents have under 10 years teaching experience, 18% of the respondents have between 10 and 20 years experience and 18% - over 20 years. Ultimately, all the teachers have experience in EFL teaching. They have a basic knowledge of principles and practices of teaching, though there is a strong need to clarify the distinction between EGP and ESP and provide practical training in teaching ESP, its methodology, use of materials, course design, assessment, etc.

A majority of respondents (95.5%) use self-study to improve their teaching without any practical training in ESP teaching (see Figure 4). Some of the ESP teachers originally trained as teachers of general English have experience of working as managers, engineers, translators, interpreters, etc.

<sup>14</sup> In the approach to interpreting results of questioning and interviewing, the team was guided by the modern approaches to ESP teaching and learning as reflected in the works by T. Hutchinson & A. Waters (CUP, 1996), T. Dudley-Evans & M. Jo St John (CUP, 1998) and others.

In their ESP teaching practice they are making attempts to combine their specialist knowledge and professional skills with teaching skills.

According to the existing regulations of Ministry of Education and Science, university teaching staff are entitled to in-service training every five years in the form of an upgrading course (Continuing Professional Development – CPD), specific training in Ukraine and/or abroad or participation in Conferences with presentations of their own investigations. However, individual universities interpret this according to their needs and priorities. One of the demands of these regulations is for teachers to present the certificate or diploma given by the institution, where the teachers were trained, to the University authorities and to make a presentation or organise a training workshop/seminar at the University and/ or regional level. At the workshop the teacher is supposed to share his/her experience and ideas on how the knowledge and skills gained during in-service training will be introduced into the teaching/learning process. Unfortunately, the figures show a low rate of using CPD (11.9 % of respondents) as an opportunity to improve ESP teachers' professional competence (see Figure 4).

**Figure 4. Attitudes of Teacher Respondents to Professional Development**

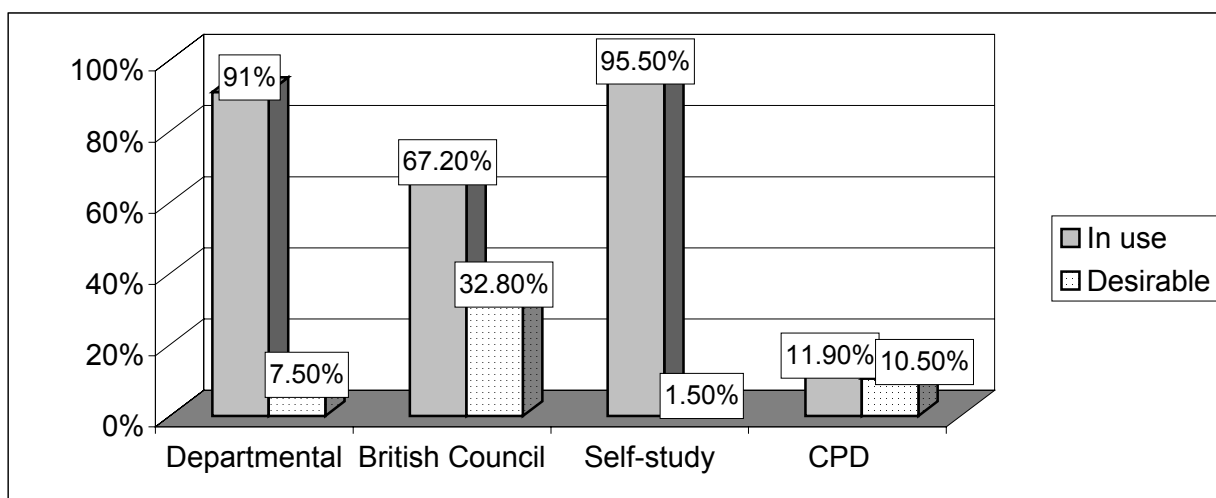
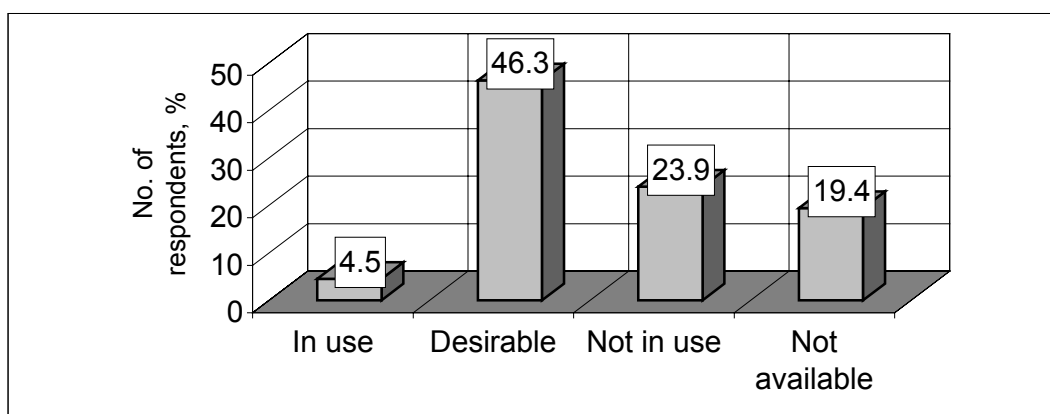


Figure 4 shows that the most popular and widespread form of staff development is workshops/seminars at the University level through departmental workshops/seminars. 91% of the respondents see them as the most common way of improving their professional competence.

The majority of respondents (67%) see the workshops and projects organised by the British Council of Ukraine as a good opportunity to improve their professional teaching skills.

**Figure 5. Attitudes of Teacher Respondents to International Programs in ESP**





A relatively high number of respondents (46%) indicate the willingness of the teachers to take part in international programs in ESP (see Figure 5). Some issues that emerged from the focused CV and the interviews include the development of positive attitudes towards various international programs they took part in.

**Table 8. Documents used while preparing the ESP course<sup>15</sup>**

Name of the document	Used (%)	Not used (%)	Not available (%)
Recommendations of the Council of Europe	14.9	19.4	31.3
Educational and Qualification Standard (EQS)	16.4	26.9	26.8
Departmental syllabus	97.0	0	1.5
Individual syllabus	91.0	6.0	0
A textbook content	71.6	3.0	0

The majority of teachers analyse the needs of students on the basis of their own experience and intuition. Generally, students are satisfied with their English classes (79.3% of respondents). Their satisfaction seems to be unrealistic because 52.0% of respondents consider the duration of their English course is insufficient. This diversity of opinion may be explained by the fact that neither teachers nor students are aware of what knowledge and skills students will need for their work. For instance, only 16.4% of teacher respondents use EQS (Education and Qualification Standard) when designing their ESP course plans, though EQS is considered to be a standard for training students in their specialism (see Section 2.3). The standard lists the professional skills students will need in their subject area. In fact, 20% of the teaching staff are unaware of the existence of EQS. The statistical evidence shows that the basic document regulating academic work is the Departmental syllabus (97%). Generally all the respondents (91.4%) use their own syllabus (see Table 8). This fact can be interpreted as evidence of the high degree of isolation exhibited throughout the surveyed sample. The universities seem to work in isolation because of the absence of any standard and/or National Curriculum in ESP for use by all universities.

The majority of teachers are very concerned about improving their teaching. 73.3 % of them think they should know more about their students' specialist subject.

There is also some evidence of interdisciplinary cooperation between ESP teachers and subject teachers, when the former help the latter in translating and interpreting articles from and into English. At the same time, subject teachers provide assistance to language teachers if asked for help in when complex specialism issues arise in ESP classes. This mutual cooperation has a positive influence on ESP teaching.

To summarise Stakeholders' attitudes and perspectives towards the current situation with ESP teachers' professional competence, it can be stated that:

- Ukrainian EL teachers have no special qualification for ESP teaching. There is a growing awareness that ESP teacher training should be afforded special attention within the system of initial English language teacher training.
- The majority of teachers are young, with a wide range of teaching experience.
- A strong need is expressed for in-service ESP teacher training within the existing regulations of Ministry of Education and Science and for teacher training at the University and/or local levels.

<sup>15</sup> The percentage is based on the total number of respondents. A number of respondents omitted the answers to the questions, that is why the totals sometimes do not constitute 100%.

- There is willingness among teachers to take part in international ESP programmes and projects.
- Though ESP teachers generally possess most of the features which would characterise them as competent ESP professionals, there are trends that provide a challenge to their current professional competence:
  - EQS is a standard for training students in their speciality, but most ESP teachers do not use it when planning ESP courses
  - There is a high degree of isolation between the universities when designing ESP courses
  - There is no evidence of standards and/or National Curriculum in ESP to which all universities can refer.

### **4.3 The Teaching and Learning Process**

This section deals with Stakeholders' perspectives on the current teaching and learning process which exists in Ukrainian non-linguistic higher educational institutions. The following parameters are covered: learners' language proficiency, methodology applied in ESP classes, materials' availability and effectiveness, and course organisation.

#### **4.3.1 Language Proficiency of ESP Students**

This section covers the findings on the language proficiency of ESP students from the viewpoint of the main beneficiaries of the ESP teaching and learning process. A combination of qualitative, quantitative and intuitive data sources was employed. The views of ESP learners, ESP language professionals, administrators, and potential employers are incorporated here (see Appendices I – L).

It was also deemed useful to hold structured interviews. The interview forms, which reproduce the self-assessment grid of the Common European Framework of Reference, were completed according to evaluations given by 11 ESP teachers representing 8 Ukrainian universities, who gave the information on the level of their students' proficiency on entry. This data was needed in order to make comparisons with their learners' levels on exit.

There are certain limitations in relation to defining the language proficiency of ESP students on entry: there are only a few universities where an actual examination paper is set, and they usually establish their own test bank. Placement tests are usually designed to measure the learners' general level of language mastery for the sake of streaming and are provided at the beginning of the academic year. There is no clear evidence in the Draft of the Secondary Education National Standards of a direct calibration against the Common European Framework of Reference for Languages as far as the "can do" descriptors for reception, interaction and production are concerned.

To avoid a purely intuitive method of assessment of language proficiency in terms of the classic division into basic, intermediate and advanced, ESP teachers were asked to consult the Council of Europe Common Reference levels (see Appendix G), which describe concrete degrees of skills in task execution. A common set of proficiency statements facilitated comparisons of levels for different language skills. However, teachers admit that they have evaluated their learners' main language skills and decided which level their students are at subjectively, to some extent as there are no objective criteria available to assess students' levels.

Fields of specialism have been included in the survey in order to substantiate our hypothesis that students of different specialisms, with different motivation on entry, and with different English language learning backgrounds may show different results (see Table 9).<sup>16</sup>

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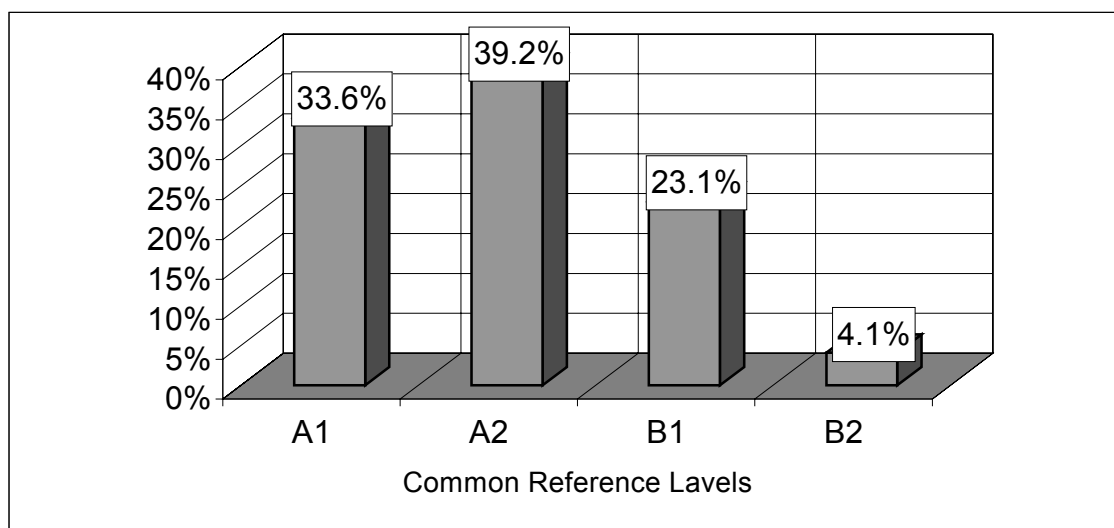
<sup>16</sup> See Appendix G for Common European Framework Reference Levels Self-assessment Grid

**Table 9. Language Proficiency of Students with Different Fields of Specialism**

Fields of Specialism	Common Reference Levels			
	A1	A2	B1	B2
Business and Economics	35,50%	43,30%	18,70%	2,50%
Science and Engineering	42,50%	41,80%	13,40%	2,30%
Law	45,50%	42,10%	11,90%	0,50%
International Relations/Law	24,90%	34,70%	33,20%	7,20%
Humanities	21,40%	35,70%	38,40%	4,50%

It is worth mentioning that the ESP practitioners interviewed classified the proficiency levels of their entrants with reference to the Common European Framework and restricted the analysis to levels A and B.

**Figure 6. Language Proficiency of ESP Students on Entry**



Starting from the broad levels, A and B, we can see that the majority of University applicants (72.8%) are Basic Users (A level) (see Figure 6). The figures indicate a shortage (27.2%) of University applicants with B level (Independent User). B2 level of language proficiency is represented by only 4.1% of students on entry.

**Table 10. ESP Students Language Proficiency on Entry for Different Language Skills**

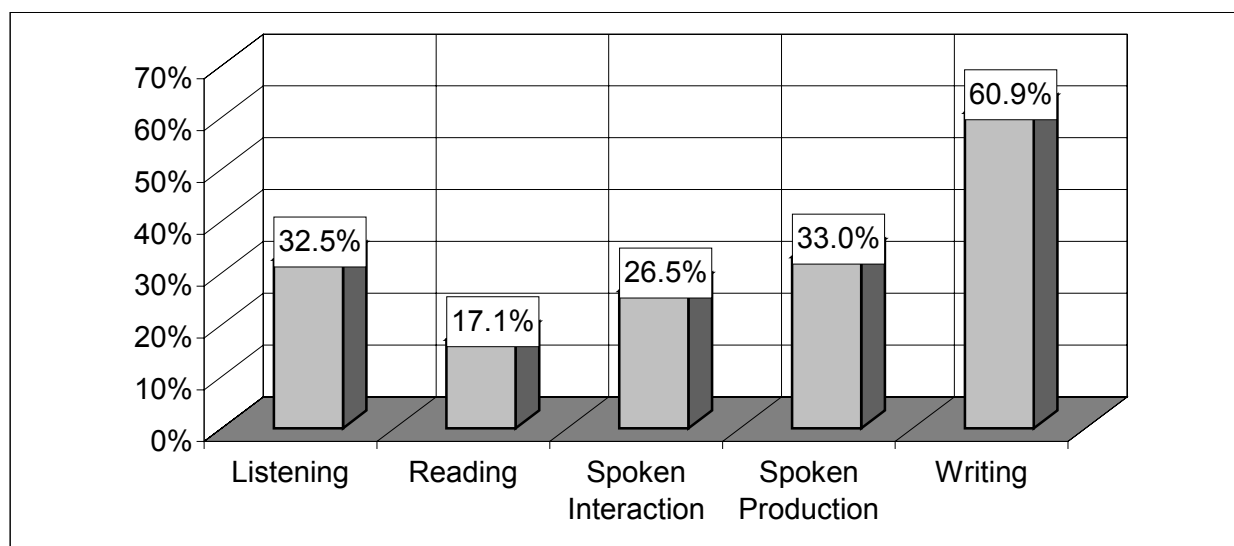
Language Skills	Common Reference Levels			
	A1	A2	B1	B2
Listening	32.50%	40.20%	25.40%	1.80%
Reading	17.10%	40.40%	31.60%	9.70%
Spoken Interaction	26.50%	50.20%	22.00%	1.30%
Spoken Production	33.00%	38.20%	26.70%	2.10%
Writing	60.90%	28.30%	10.00%	0.80%

Table 10 provides us with an overview of ESP students' language proficiency levels for different language skills. As the figures demonstrate, the majority of students (72%) have reading skills that correspond to A2 and B1 levels, i.e. they can understand texts that consist mainly of high frequency everyday language and find specific, predictable information in simple everyday material.

The figures show that the listening, speaking, and writing skills of the majority of students on entry correspond to levels A1 and A2, i.e. they can understand the highest frequency vocabulary related to areas of most immediate personal relevance, can catch the main point in short, clear, simple messages; can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need, etc. But only 10% of the students can write simple, connected texts on topics which are familiar or of personal interest. Students with the B2 level for writing are a notable exception.

The data obtained leads us to the recognition of uneven profiles and partial competences. We can take level A as an example (see Figure 7).

**Figure 7. A1 Level on Entry for Different Language Skills**



The results on exit are discussed in depth in Section 3.8 and show progression in the three skill areas tested: listening, reading and writing.

For comparative purposes, the views of the administrators and the potential employers on the language proficiency of graduates were sought (see Table 11).

**Table 11. Evaluation of Language Proficiency of ESP Graduates on Exit**

Level of proficiency	Administrators' and Potential Employers' Opinion
High	1.35%
Intermediate	43.55%
Low	55.1%

As the figures testify, the majority of administrators and potential employers do not consider the language proficiency level of ESP students on exit to be sufficient, whereas the majority of learners assess their language proficiency for the target situation highly. For example, 82% of ESP students think they are ready to use English in their future jobs. It seems as if the learners assess their language proficiency according to their immediate academic needs: they want to improve their language proficiency through increasing the number of academic hours studied per week (62,6%) and per course (52%). It may be appropriate to expect a change in learners' attitudes and perspectives once they are asked to communicate in English in real life situations and are able to make reasonably consistent distinctions between their professional and academic needs, and language skills necessary for studying, and their real jobs. The discrepancy between the opinions of administrators and potential employers and those of learners may be rooted in the absence of practical criteria which would help in a realistic assessment of ESP learners' proficiency. On the other hand, learners' overestimation of their ESP level stems from an absence of concrete descriptors which they could use for realistic self-assessment, which can be provided by the ESP language portfolio.

ESP teachers think learners should be increasingly called upon to carry out self-assessment, whether to chart and plan their learning or to report their ability to communicate in English. It will also be crucially important for learners to be aware of the European Language Passport within the Council of Europe European Language Portfolio. This is a record of language skills, qualifications and experience intended to encourage learners to be highly motivated in terms of improving their language proficiency.

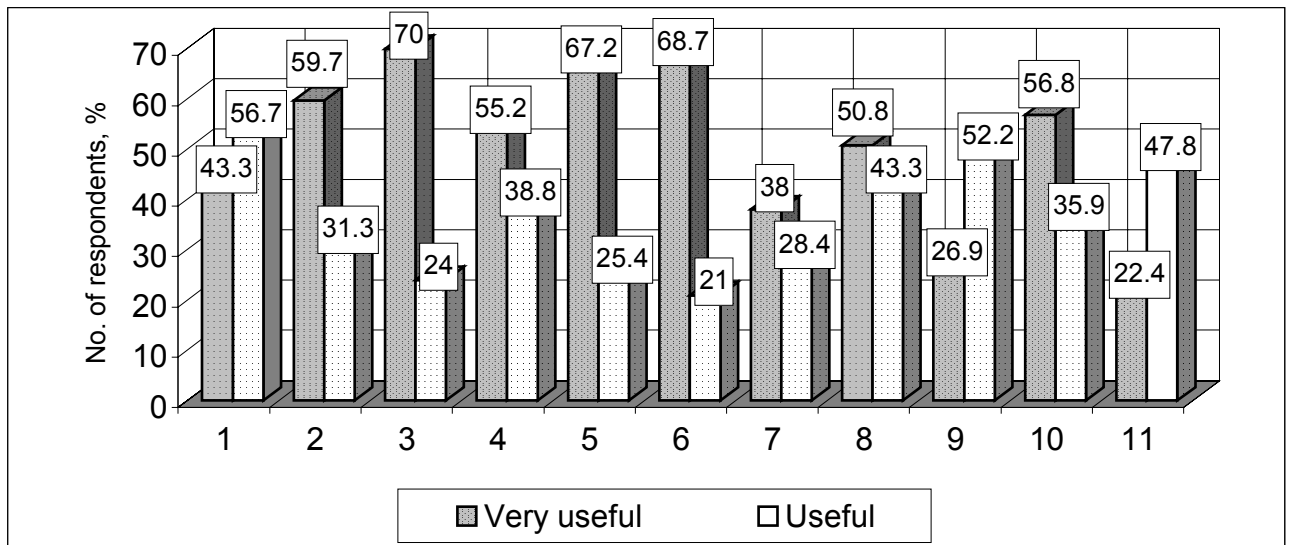
We should admit subjectivity and reliance on intuition as some of the main weaknesses of the survey. Some data are difficult to interpret and need further examination, but we hope that some valid comparisons have nevertheless been made. These comparisons lead us to the following conclusions:

- Statistical analysis and interpretation of experience show that almost all the stakeholders are concerned mainly with improving students' language proficiency.
- Neither primary nor secondary stakeholders cannot realistically evaluate the current levels of language proficiency of ESP students in Ukrainian universities, as they are not fully aware of objective criteria for assessing that proficiency.
- ESP students tend to overestimate their language proficiency as they are deprived of concrete descriptors which they could use for realistic self-assessment and have no self-assessment guidelines, which can be provided by the ESP language portfolio.

#### 4.3.2 ESP Methodology

**Attitudes to Classroom Activities.** The teachers were asked to evaluate a list of activities with reference to the following criteria: *usefulness* and *applicability* (for Teachers' Questionnaire see Appendix I). The list covers 22 most typical activities used in ESP teaching, which were determined by piloting the first version of Teachers' questionnaire among ESP teachers. It includes the activities aimed at developing generic and learning and/or study skills. When analysing data and interpreting attitudes of teachers and students towards activities and patterns of interaction we based on the learning-centred and process-oriented approaches to ESP teaching proposed by Tom Hutchinson and Alan Waters who see learning "as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it."(Hutchinson & Waters, 1996:72).

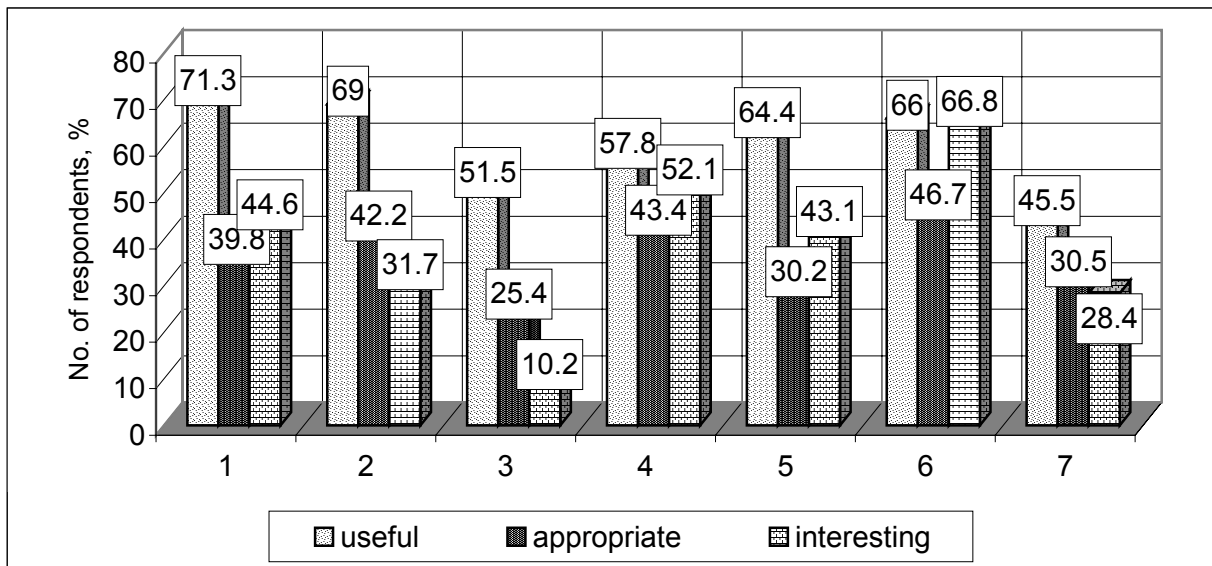
**Figure 8. Teachers' Attitudes to Classroom Activities**



- Activities:
1. Reading for general information
  2. Reading for specific information
  3. Summarising
  4. Listening for general information
  5. Listening for specific information
  6. Discussion/debates
  7. Making presentations by students
  8. Brainstorming
  9. Predicting
  10. Role-playing
  11. Mind mapping

Figure 8 shows that a majority of teacher respondents give priority to reading for general information, listening for general information and summarising (items 1, 4 and 3 respectively). They are unanimous in viewing reading as the most useful activity for learning (100% of respondents: 56.7% of teachers consider it useful and 43.3% - very useful). In terms of listening for general information and summarising they are not so unanimous, but nevertheless, the overall percentage is very high: 94% of respondents are positive about each activity. The shift to “very useful” in summarising (item 3) (70% of respondents consider it very useful”) may be interpreted as teachers’ focus on skimming the texts and other materials, which according to Dudley-Evans and St John is a useful first stage for determining whether to read a document or which parts to read carefully (Dudley-Evans & St John, 1998:98). Figure 8 shows that teachers consider listening for specific information (item 5) and discussions/debates (item 6) a little bit less useful than reading. 68.7% of respondents consider discussions and debates very useful.

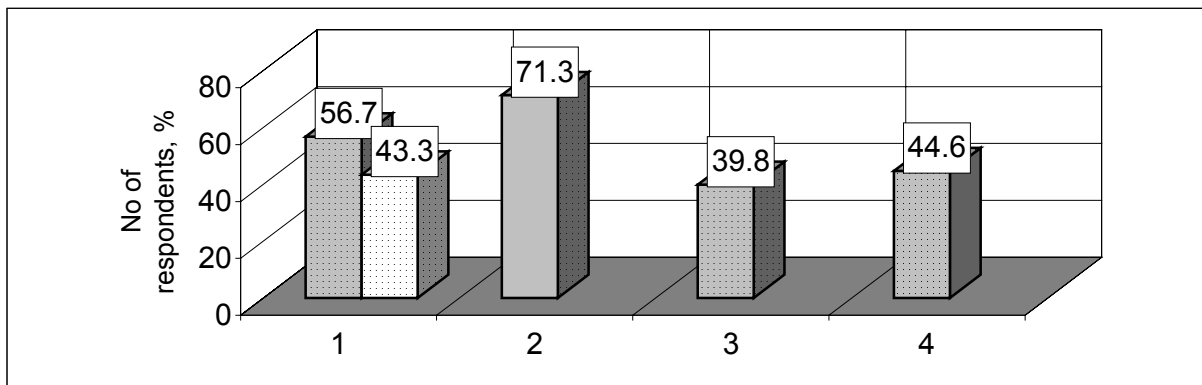
**Figure 9. Students' Attitudes to Activities**



- Activities:
1. Reading for general information
  2. Reading for specific information
  3. Summarising
  4. Listening for general information
  5. Listening for specific information
  6. Discussion/debates
  7. Making presentations by students
  8. Brainstorming
  9. Predicting
  10. Role-playing
  11. Mind mapping

The students' attitudes to reading for general information (see Figure 9) confirm its relevance to students' needs, their language proficiency level, as 71.3% of student respondents consider this type of activity useful, 40% - appropriate to their level. In addition, slightly less than 50% of students consider reading interesting, which is a sign of levels of motivation in reading.

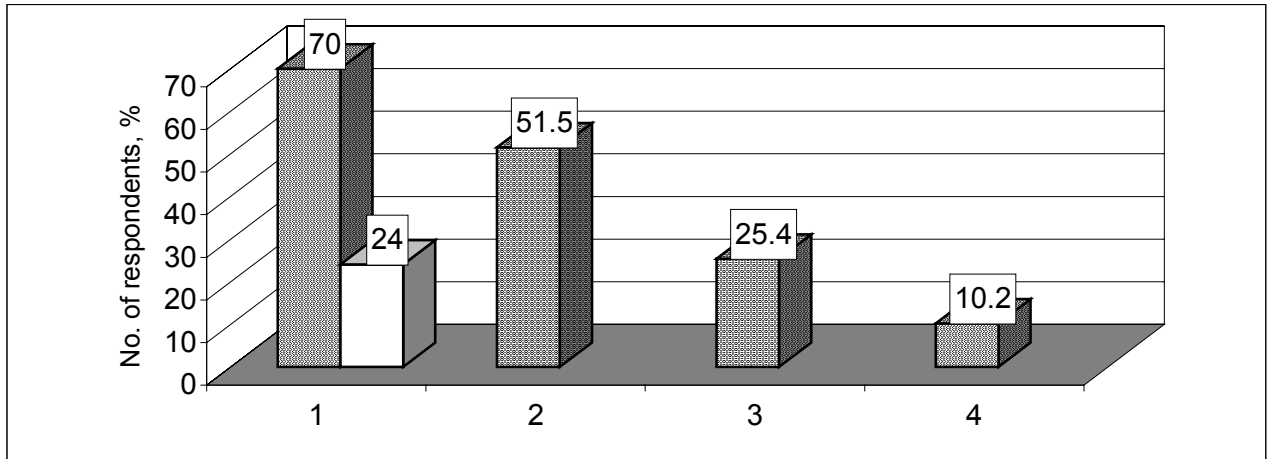
**Figure 10. Attitudes of Teachers and Students to Reading for (General) Information**



Teachers' Attitudes	Students' Attitudes		
1 – useful/very useful	2 – useful	3 – appropriate to their level	4 – interesting/enjoyable

If attitudes of students towards summarising are compared with those of teachers, the results seem to be less optimistic. Only 10.2% of student respondents consider this type of activity interesting, which may be evidence of their low intrinsic motivation<sup>17</sup> for summarising. As only 25.4% of respondents consider summarising “appropriate to their level”, the relevance of this activity to learners’ proficiency level also does not seem to be high. Nevertheless, students realize that this activity is useful for them. This can be explained by the students’ experience in summarizing in their mother tongue (L1) in other subjects and can be considered as extrinsic motivation<sup>18</sup>.

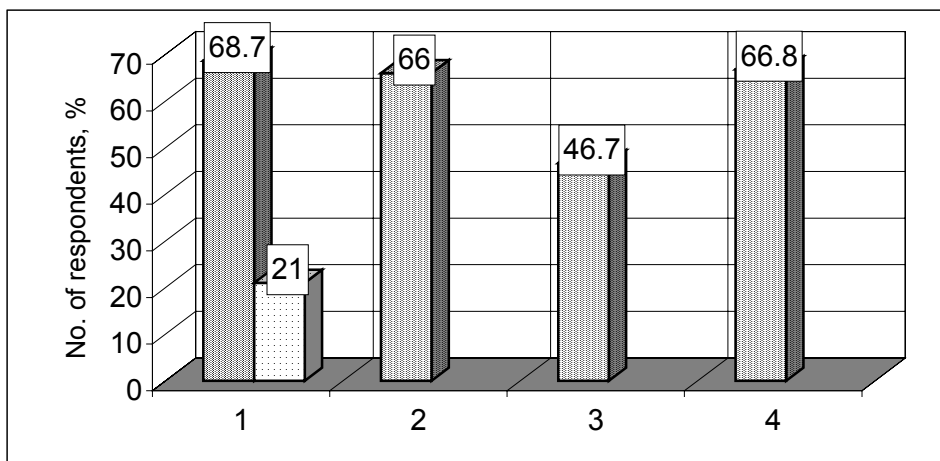
**Figure 11. Attitudes of Teachers and Students to Summarising**



Teachers' Attitudes	Students' Attitudes		
1 – useful/very useful	2 – useful	3 – appropriate to their level	4 – interesting/enjoyable

In comparison with teachers’ attitudes to listening for general information (Item 4 Figure 8) 43.4% of students respondents consider it appropriate to their level and 57.8% - useful. Interest in this activity (52.2% of respondents see it as “interesting/enjoyable”) can be evidence for high level of motivation among students towards listening for general information. This can be explained again by the previous life experience of students.

**Figure 12. Attitudes of Teachers and Students to Discussions/Debates**



Teachers' Attitudes	Students' Attitudes		
1 – useful/very useful	2 – useful	3 – appropriate to their level	4 – interesting/enjoyable

<sup>17</sup> Gardner, R.C. & W.E. Lambert (1972) *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House

<sup>18</sup> see Glossary



Students' attitudes towards discussions/debates are highly positive. 66% of respondents consider them useful, 46.7% - appropriate to their level and interesting (43.1%) (see Figure 12). The high level of motivation can be explained by students' desire to show their knowledge and skills, and to express their own ideas on the topic discussed. The fact that 68.7% of teacher respondents consider that it is very useful for students demonstrates that teachers realise the importance of discussions and debates in developing speaking skills.

Students are motivated to read for specific information (item 2 Figure 9) and to listening for specific information (item.5 Figure 9) (31.7% of respondents and 43.1% relatively). They also consider these activities useful (69%) and appropriate to their level of language proficiency (64.4%).

As for the teachers, they seem to be less positive about these activities than students. 59.7% of teacher respondents consider reading for specific information very useful and useful, 31.3% and 59.7 % respectively. In all, 92.6% of teacher respondents consider listening for specific information useful (item 5 Figure 8) (very useful – 67.2% and useful –25.4%)

Students are also motivated to make presentations in English (item 7 Figure 9). They consider presentations appropriate to their level (30.5%) and useful (45.5%). But 33% of teacher respondents consider this kind of activity "not useful". The high level of negative attitudes towards presentations stems from the fact that either teachers do not see presentations as a classroom activity or they do not consider them crucial or important for their students.

According to the data shown in Figure 8 (items 8 – 11), which concern such activities as brainstorming, predicting, role-playing, mind mapping, teachers give priorities to brainstorming (item 8 Figure 8) (94.1% of teacher respondents consider it useful) and to role-playing (item 10 Figure 8) (92.7%). This can be explained by comparatively low awareness of the value of predicting (item 9 Figure 8) and mind-mapping (item 11 Figure 8), which "enable the teacher to discover where the gaps in knowledge are and activate the learner's mind and prepare it for learning" (Hutchinson & Waters,1996:140). Negative attitudes to these activities from 7.5% of teacher respondents who consider them "not useful" and not applicable (7.5% as to brainstorming and 12.0% - to mind maps) confirm our prediction.

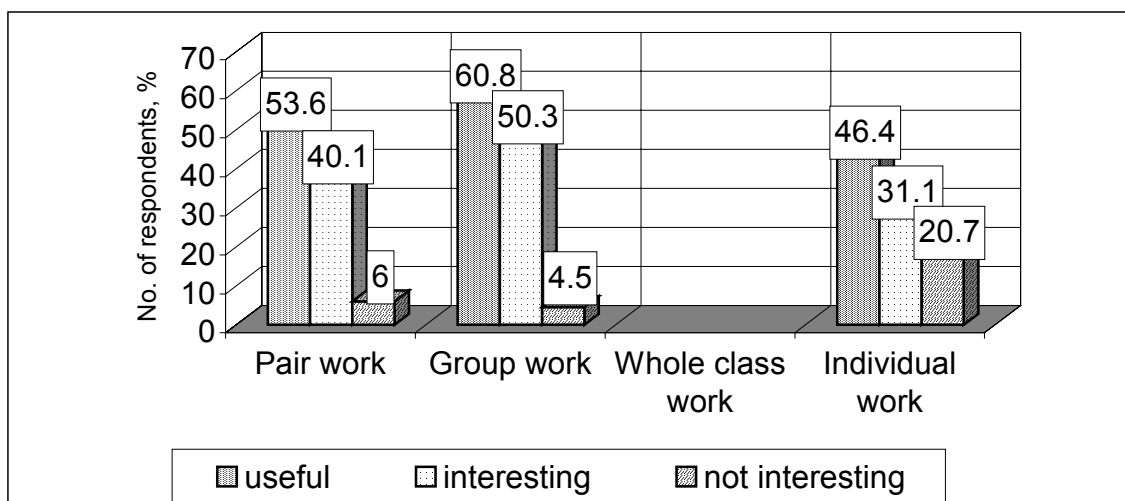
Unfortunately there is no data about attitudes to these learning-oriented activities by students. This can be explained by the fact that students are not necessarily aware of the activities which teachers use to help them to learn. (Hutchinson & Waters, 1996). It is up to the teacher what activity to choose to make the process of learning by students easier and more interesting/enjoyable.

**Attitudes to Classroom Interaction Patterns.** The process of ESP teaching and learning cannot be effective without cooperative patterns of class organisation. The ways of class organisation and attitudes of both students and teachers towards classroom interaction patterns are given in Figure 13 and Figure 14 respectively.

According to Hutchinson & Waters (1996), ESP teaching is a learning-centred process, which is why it is important to start with an analysis of students' perspectives on classroom interaction patterns.

Students were asked to evaluate the class-work patterns from the point of view of their *usefulness* and *interest* to the students, which for the teachers may be viewed as *relevance* and *appropriacy* to students needs.

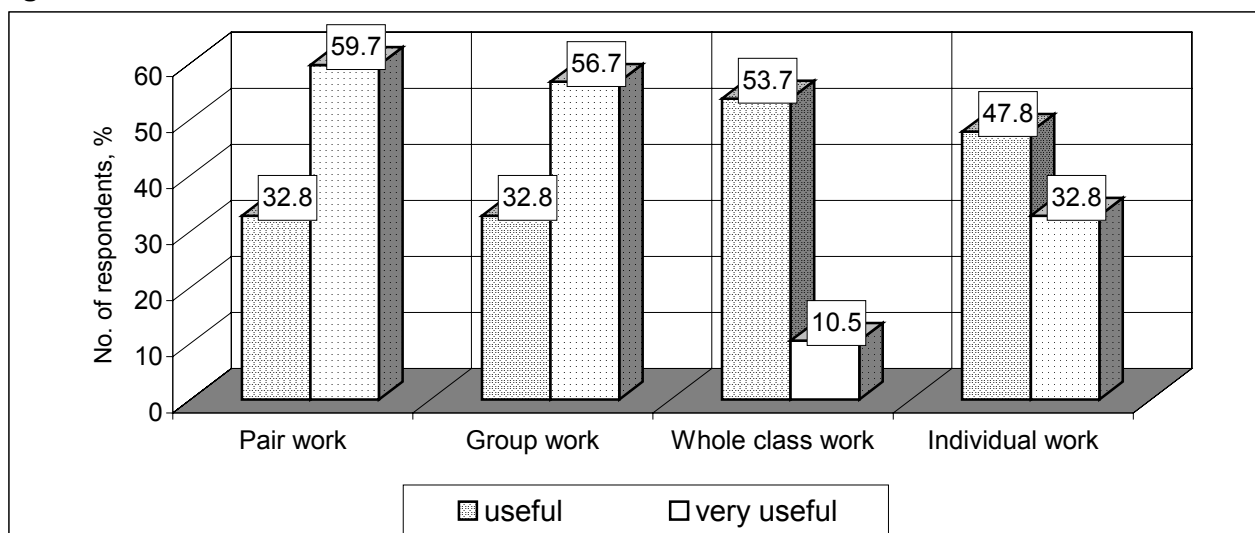
**Figure 13. Students' Attitudes towards Classroom Interaction Patterns**



The results of questioning show that 60.8% of student respondents consider group work useful and 50.3% interesting, but the majority of teacher respondents (92.5%) give priority to pair work, which only 53.6% of students consider useful and 40.1% - interesting.

The teachers' preference for pair work is confirmed by the results of classroom observation (see Section 3.5). It can be explained by the fact that teachers prefer more controlled patterns of class work while students may be more interested in shared control of teaching/learning. As to group-work, teachers are less enthusiastic about it in comparison to pair work and whole-class work (see Figure 14). Thus, 56.7% of teacher respondents consider group work very useful and 32.8% - useful. But in practice only 7% of them use group work in their daily work (see Section 3.5 Figure 1). However, 53.7% of teacher respondents see whole-class work as useful for learning/teaching ESP and 10.5% - very useful, that is confirmed by classroom observations (for details see Section 3.5). There is no evidence of students' attitudes to this pattern of class work, which is explained by the fact that this item was excluded from the students' questionnaire after piloting among students. The reason was the very low percentage of positive answers in comparison with attitudes towards other class work patterns. This diversity of opinion can be interpreted as evidence of gap in students' needs analysis and a preference for strictly controlled class work patterns among teachers. Nevertheless, 20.9% of teacher respondents realise that whole-class work is not very useful and 9% of respondents are more categorical in their attitude towards it, claiming that it is useless.

**Figure 14. Teachers' Attitudes towards Classroom Interaction Patterns**



Both students and teachers realise to some extent the significance of individual work in ESP learning/teaching. This can be confirmed by the fact that 46.4% of students consider it useful and 31.1% - interesting. 47.8% of teachers see individual work of students as useful and 32.8% - very useful. The occurrence of the “not very useful” answer among teachers (19.4%) may be attributable to insufficient analysis of students’ needs by the teachers. The results of classroom observation show that in reality the percentage of individual work in the classroom is very low. (For details see Section 3.5 Methodology in ESP Classes).

The analysis shows that there is a slight contradiction between teachers’ and students’ attitudes towards class work interaction patterns. This contradiction is reinforced by the fact that 50.6% of students consider team work useful and 49.7% interesting, but any evidence about teachers’ perspectives on it is absent as the items on team work and project work were excluded after the teachers’ questionnaire was piloted.

Thus, stakeholders’ attitudes towards ESP methodology show the following trends:

- there is high motivation among students towards the activities they are familiar with in other subjects and/ or in their previous learning experience
- there is high motivation among students towards the activities which allow them to exhibit their knowledge, life experience and ideas (e.g. discussion/debates)
- there is evidence of low awareness among teachers of learning-centred activities (e.g. predicting, mind mapping, etc.)
- teachers seem to prefer more controlled classroom interaction patterns which allow them to dominate in class
- students prefer cooperative learning to teacher controlled interaction patterns and to be independent while learning.

### **4.3.3 ESP Materials**

Based on our insights into current ESP practice in terms of ESP materials described in the previous chapter (Section 3.6), we can conclude that Ukrainian ESP teachers are:

- utilising existing textbooks (foreign and local) whenever sensible and possible
- adapting available authentic materials (course-books, off-air radio and video recording, media publications, interest resources, etc.)
- making attempts to create new teaching materials appropriate to the current needs of those involved.

In this section we trace the main trends of materials use in the ESP classroom from the primary stakeholders’ perspective. We describe teachers and learners’ attitudes towards various types of materials practised in EFL/ESP courses, and compare learners’ expectations and needs in terms of ESP materials with teachers’ understanding of those needs. No special attempt was made to evaluate the quality of the ESP materials used. However, the methodology of research based on quantitative analysis and observations allowed us to draw some conclusions to illustrate general trends.

The question of materials commonly used in Ukrainian university EFL/ESP classes was addressed to teachers in questionnaires and interviews, to learners in questionnaires, and was covered by the classroom observers, who recorded the types of materials used in the classroom and whose observations can serve as a counterbalance to the tendency to try to impress the outside researcher by demonstrating that they are familiar with good quality materials and use them with their students.

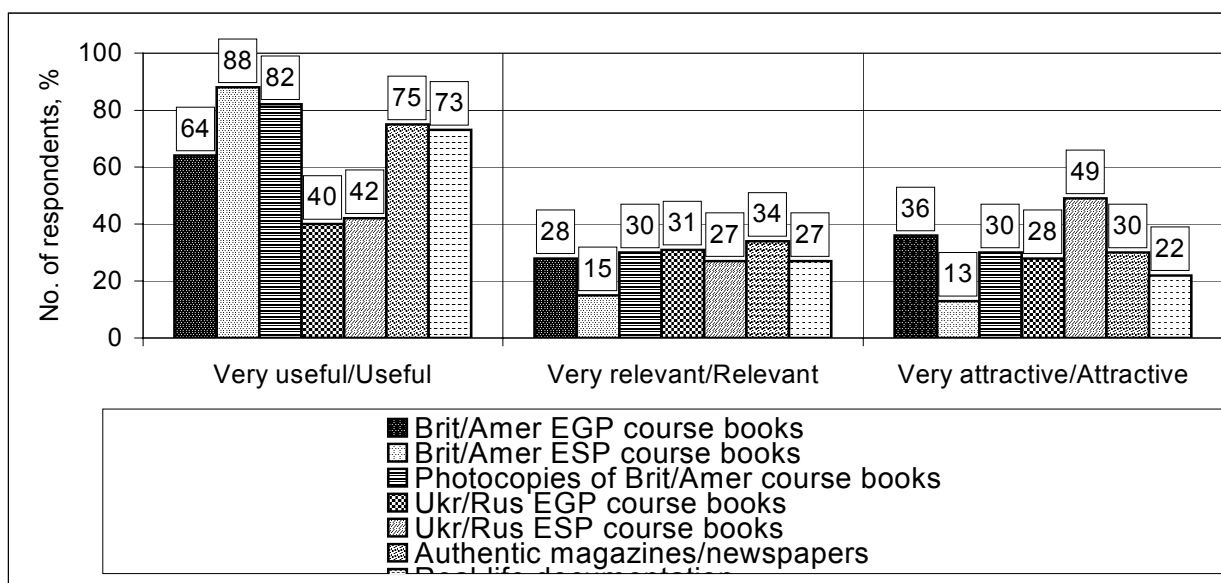
Given that the items on materials in questionnaires for different groups of respondents were not exactly the same, and that the framework of the Baseline Study for the national curriculum does not imply in-depth analysis of the stakeholders’ perspectives regarding the quality of materials

used in EFL/ESP courses, we opted to approach these perspectives in terms of the form of the materials and their accessibility. We then tried some cross-referencing by comparing the learners and teachers' attitudes towards certain types of materials commonly used in EFL/ESP classrooms.

#### 4.3.3.1 Teachers' Perspectives

**Paper-based Materials and their Provision.** The teachers were asked to evaluate the paper-based materials with reference to the following criteria: their usefulness from teachers' perspective, relevance to the students' needs/course objectives and attractiveness (i.e. user-friendliness, appealing and understandable format). The materials to be evaluated comprised British and American EFL and ESP course books, both in the original and their photocopied forms, Ukrainian and Russian EFL and ESP course books, authentic newspapers and magazines, and real-life documentation (patents, instruction manuals, faxes, specifications, etc.).

**Figure 15. Teachers' Attitude to Paper-based Materials**



As the data shown in Figure 15 imply, there is an obvious preference for British and American EFL and ESP course books among teachers: almost twice as many teachers mention the usefulness of such course books (even in photocopies) compared to the usefulness of Ukrainian and Russian ones, which, if anything, are (for the most part) obsolete and outdated.

The figures supporting the opinions on the relevance of British and American EFL and ESP course books to the students' needs and course objectives are much more moderate: almost equal to those of Ukrainian and Russian course books. Though they are almost unanimous (88% of respondents) in asserting the usefulness of British and American ESP course books, teachers seem to be at a loss when evaluating the relevance of these materials to the students' needs and course objectives: a mere 15% of respondents. Moreover, ranking the attractiveness of Ukrainian and Russian ESP course books much higher than that of British and American ESP course books (almost 50% vs. 13% of respondents) teachers demonstrate that when asked about such pragmatic issues as course objectives, course content and materials design they are more ready to evaluate the locally produced course books than British and American ones, which are theoretically useful and desirable but not available on a daily basis in most university ESP classrooms.

At the same time it is obvious that there are virtually no teachers who confine themselves exclusively to ESP course books. The figures received even show a dominance of English for General Purpose (EGP) course books against ESP course books commonly used in the university classrooms: 40 respondents marked the relevance of EGP course books versus 28 teachers who

noted the relevance of ESP course books. Our background knowledge of Ukrainian ELT situation at the university level, supplemented with classroom observation findings, leads us to believe that foreign course books (or rather photocopied pages thereof) are mainly used for teaching EGP while, for ESP teaching, teachers are mostly left to their own devices, since modern communication-centred ESP course books exist only for Business and very few other disciplines.

In their evaluation of authentic newspapers and magazines and real-life documentation as a resource for materials development, teachers again prove to be quite unanimous when stressing their usefulness (75% and 73% respectively), but seem to be rather reserved when stating their relevance (34% and 27% respectively).

On the one hand, the existing situation reflects the natural professional expectation of a typical Ukrainian EFL teacher to rely on a well-designed course book in his/her teaching practice; on the other hand, this may also be a sign of a teacher's dependence restricting his flexibility in meeting the ever-changing needs of the learners, which is crucial in ESP teaching. Our experience and the interviews with Ukrainian ESP teachers reveal that in their everyday practice, ESP teachers employ a variety of foreign EGP course books, based on modern communicative principles. But when ESP is being taught, the teachers try to develop their personal resource pack. The main sources for development of such a resource pack are usually authentic materials in the field of the students' specialism. But having found an appropriate text, teachers often have neither the expertise nor the time to develop communicative tasks and exercises, the least demanding methods in this case being grammar translation. Ultimately this practice does not lead to the desired learning outcomes and makes both learners and teachers frustrated. This may explain the vagueness which Ukrainian teachers demonstrated in their poll results concerning authentic publications and real-life documentation as a resource for ESP materials development.

Teaching methods and techniques applied by university ESP teachers are very much affected by the type of materials they use; therefore, the accessibility of the resource materials to the teachers is of the utmost importance. The question on sources of course materials provision had a two-fold aim: first, to find out the current situation with EGP/ESP materials provision in Ukrainian universities and to compensate for the "wishful thinking" as compared with the data covered in Figure 15.

**Figure 16. Provision of University EFL/ESP Classes with Paper-based Materials (the Teachers' Perspective)**

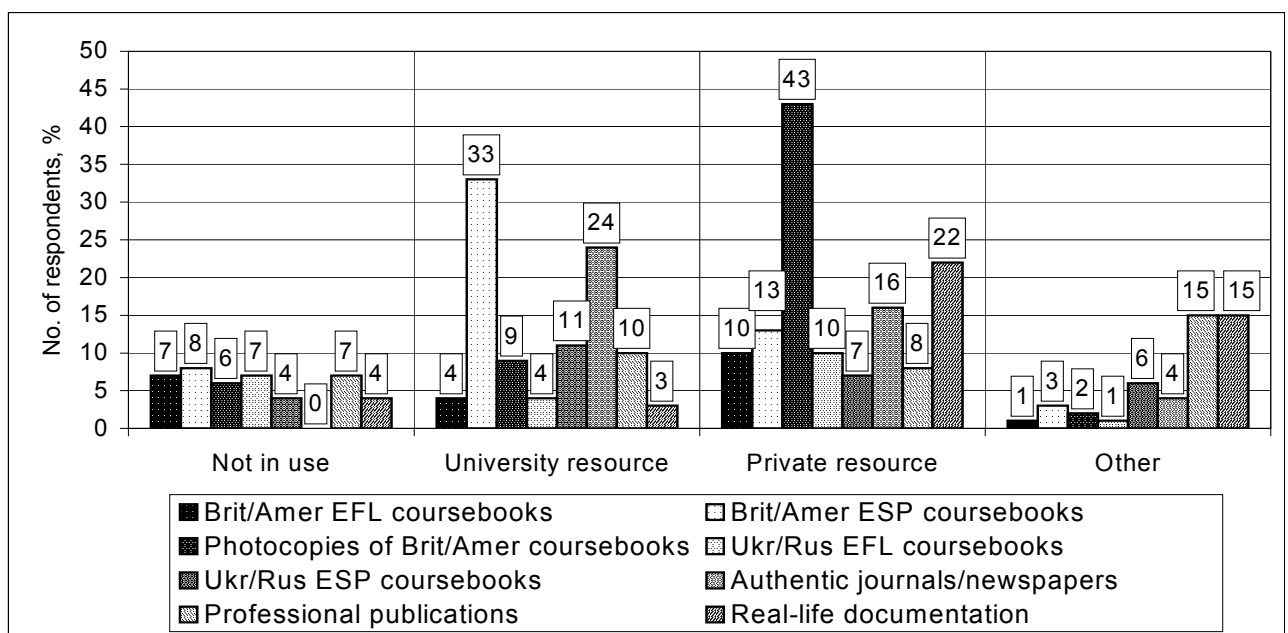


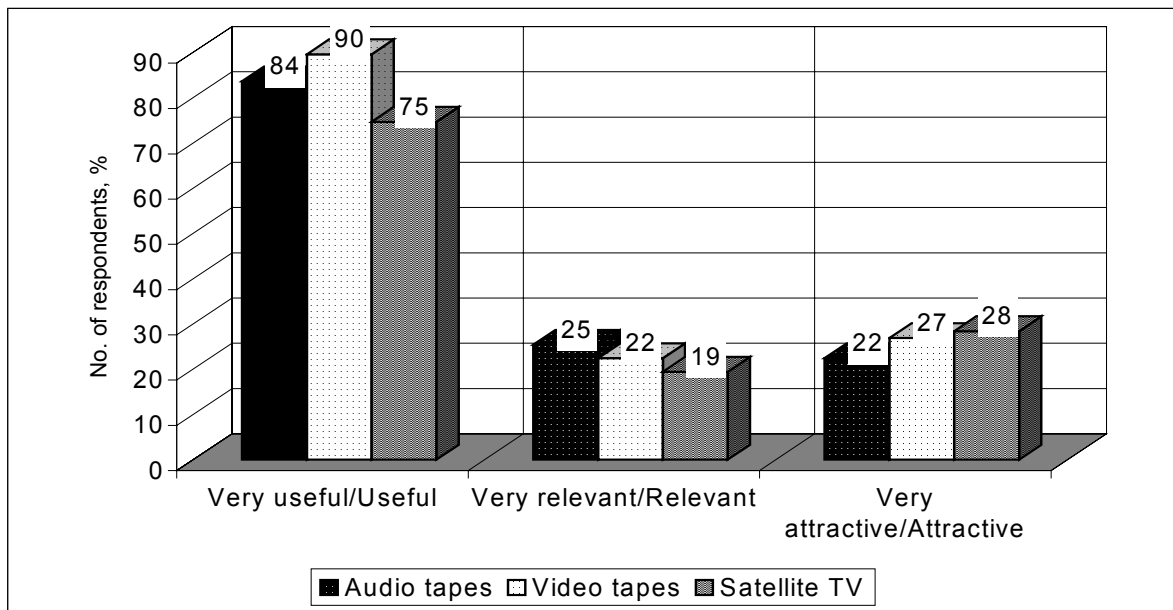
Figure 16 shows that on average only 10% of respondents admitted that they do not use the types of materials mentioned in their classes. Nearly 50% (33) of the teacher sample (67 respondents) confirm that it is their Universities who provide them with British/American ESP course books. No matter how promising this figure may seem, the questionnaire, unfortunately, does not say whether these books are accessible to all the learners, or whether there is only one copy available for the teacher. The interviews and observations of the team members suggest that these are teachers who have these course books at their disposal. Otherwise the fact that 94% (43) of respondents make photocopies of the foreign course books using all sources available would have been completely inexplicable. Our ESP teaching background and the interviews with Ukrainian ESP professionals suggest that British/American ESP course books are commonly available only in limited numbers, and even when there are enough copies for a student group, teachers opt for photocopying, given the cost of the books and the red tape involved in the renewal of library books. Photocopying has become such a routine activity in materials production that some teachers even rank its attractiveness higher than that of the original British/American ESP course books (30% of respondents compared to 13% respectively – see Figure 15).

The section of the diagram covering the use of private and other resources for their materials provision is worthy of special attention: whereas the University buys the British/American EGP/ESP course books in 37 cases, teachers do it at their own expense in 23 cases. Moreover, trying to bring modern methodology into their classrooms, 64% of the teachers photocopy foreign course books at their own expense. The same devotion is observed in the provision of real-life documentation for learners (55% of respondents) and authentic newspapers and magazines (30% of respondents). Showing little confidence in the relevance of real-life documentation (see Figure 15), more than half of the respondents still go to great lengths to get this type of material from private and other sources available (see Figure 16) At the same time, the teachers interviewed complain of the appearance and presentation quality of the photocopied materials, which, in addition, tend to get shabby very quickly and cause enormous production and storage problems.

The fact that Ukrainian ESP teachers are ready to give up a part of their moderate income to develop their individual resource pack may, on the one hand, be optimistically interpreted as a sign of their urgent need for ESP materials, as the existing course books do not meet their current teaching objectives and the ESP learners' needs. On the other hand, these figures may also illustrate a worrying tendency: being left on their own to choose the sections from course books and resources, being virtually unaware of the notion of systematic materials evaluation, being limited in their access to good-quality course materials, not only in selecting them, but also in evaluating them in use and assessing their outcome, the teachers working with their individual ESP resource packs are, in fact, duplicating the materials but not developing them.

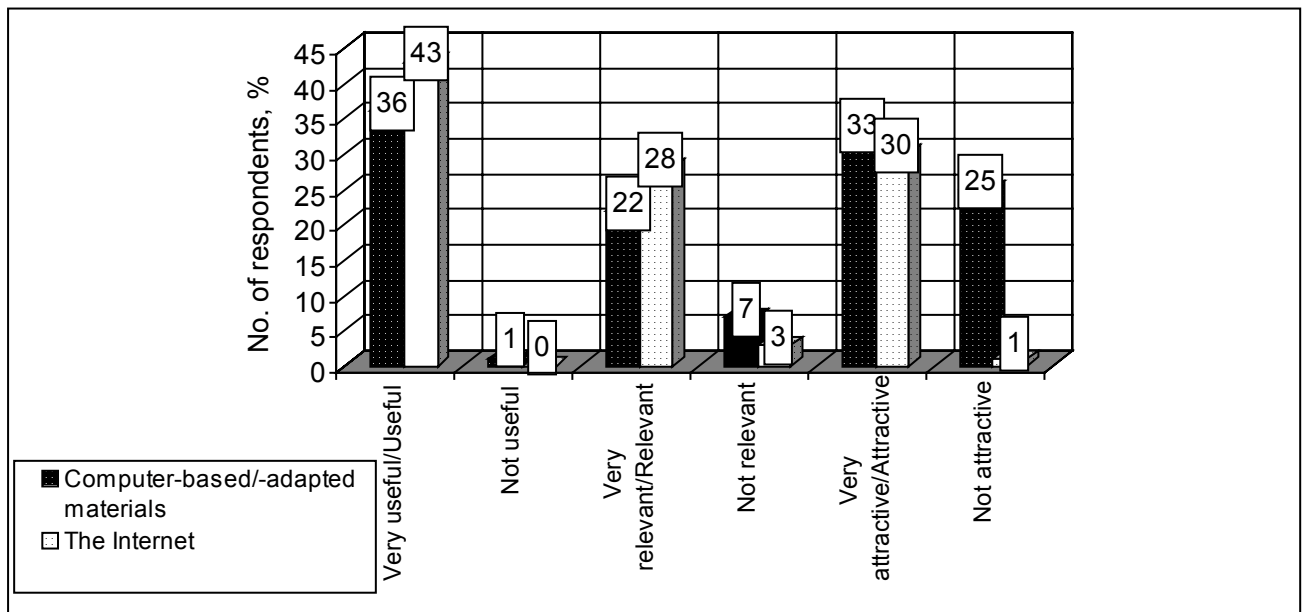
**Provision of AV and Computer-based Materials.** When asked to express their attitude towards the usefulness, relevance and attractiveness of such traditional EFL teaching aids as audio, video tapes and satellite TV, teachers were unanimous in stressing their usefulness (see Figure 17) – 84%, 90% and 75% of the sample respectively. At the same time, only about a quarter of respondents agree that audiovisual aids are attractive and relevant to ESP learners' needs. This discrepancy in figures can hardly be ignored as it gives rise to a dilemma: if these materials are so useful as was reported, for whom are they useful – for teachers or for students? If they are not very relevant to the students' needs, are they really useful? Contradictory as these findings regarding usefulness and relevance of audiovisual materials may seem, they may reflect that Ukrainian ESP teachers have a rather vague understanding of their students' needs and the functional role which the teaching aids mentioned play in meeting these needs.

**Figure 17. Teachers' Attitude to Audiovisual Materials**



The findings are far less encouraging when teachers express their attitudes towards computer-based materials (see Figure 18). Only about a third of respondents are convinced of the usefulness of computer-based materials, while 43% of teachers mention the usefulness of Internet materials. Interestingly though, only 1% of teachers are brave enough to express a negative attitude to computer-based materials while the majority, lost in between two extremes, obviously have not made their minds up as to how these materials should be treated. The figure of 25% of respondents who find computer-based materials not attractive may indirectly indicate muted criticism of what is unknown and incomprehensible.

**Figure 18. Teacher's Attitudes to the Computer-based Materials Used in EGP/ESP Classes**

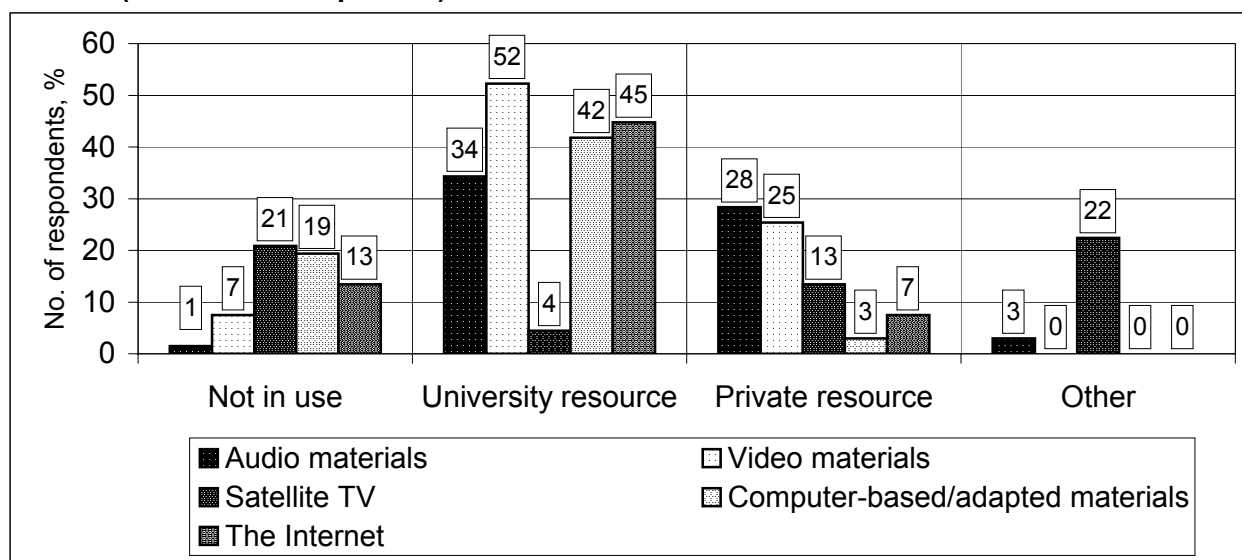


A comparative uniformity in positive attitudes towards computer-based materials (30% on average) may be further interpreted as indirect evidence that only about a third of Ukrainian ESP teachers are aware of the ESP learning potential of computer technologies and are not computer-illiterate in terms of EGP/ESP teaching.

Though it was not specially measured, our observations and interviews with ESP teachers confirm that computer facilities remain very scarce in EFL/ESP departments in Ukraine. Even if there are computer laboratories at the university, they are not set up to have multimedia functions for EFL classes, and priority in using them is given to teachers of specialisms. Internet connections remain very slow and unstable. The interviewees also confirm that these and other technical and organisational difficulties scare teachers away and strengthen their prejudice against high technologies in EFL/ESP learning. To add to this, no EFL teacher training university in Ukraine offers a comprehensive course in computer-assisted language teaching/learning (CALL).

When asked to report on the provision of ESP classes with technology-based materials (see Figure 20), only 34% of teachers mentioned universities as a provider of audio and 52% - of video materials<sup>19</sup>, while 28% and 25% of teachers use private resources to get hold of these materials, respectively. Despite favourable reactions to the value of authentic satellite TV (75% of sample – see Figure 17), such materials remain quite scarce: 21% of teachers do not use them at all, a mere 4% of respondents can use the university facilities to reach them, 13% - use home equipment, while 22% appeal to other sources (British Council resource centres, students, relatives, etc.).

**Figure 19. Provision of University EGP/ESP Classes with Audiovisual and Computer-based Materials (Teachers' Perspective)**



As far as the provision of ESP classes with computer-based and Internet materials is concerned, the figures, in fact, mirror findings in teachers' attitudes to this type of resource: 19% and 13% of respondents respectively do not use computer-based materials and the Internet at all; only 3% and 7% use private resources to get access to them; in 42% and 45% of cases respectively the provider is the university. However, some limitations of these findings should be mentioned: no attempt was made to quantify who has access to the materials provided by the university – teachers, students or both.

When interviewed in open-question format, the overwhelming majority of ESP teachers reported a lack of qualitative and appropriate CALL software, insufficient hardware provision, unreliability of connection and obvious lacks in their CALL skills. High technologies still remain out of students' reach in the university classroom, as far as EFL/ESP teaching/learning is concerned. Our five-year observation of the EFL teachers professional Internet forums – TESL-L, TESP-L<sup>20</sup>, ELTeCS<sup>21</sup>,

<sup>19</sup> This comparatively high figure can be explained by the high cost of video materials acquisition and reproduction for EFL teachers rather than by the attention the universities pay to this type of EFL/ESP materials.

<sup>20</sup> listserv@cunyvm.cuny.edu

<sup>21</sup> <http://www.britishcouncil.org/english/eltecs/index.htm>



CETEFL-L<sup>22</sup>, and relatively new national TESOL and IATEFL discussion lists – could hardly trace any attempt by Ukrainian EFL/ESP teachers to launch an Internet or e-mail international or inter-school communication project, or to look for any “pen-pal” partner college or a student group for EFL/ESP teaching/learning purposes.

Because of technical and organizational difficulties, even those Ukrainian EFL teachers who try to bring computer-based materials to their classrooms objectively fail to integrate these resources into their courses, their attempts being unsystematic and not yielding the learning outcomes they may have been designed for. The whole system of access to computer-based materials remains teacher-oriented.

#### 4.3.3.2 Learners' Perspectives

Before embarking on an overview of the learners' attitudes towards EFL/ESP classroom materials, we have to remark that in the framework of traditional Ukrainian education the learners are seldom asked what learning materials they prefer and what course book they would like to deal with. The prerogative of choice has always been and still remains in the hands of a teacher. However, when asked, a sample of 334 Ukrainian university students of various specialisms, ages and EFL backgrounds demonstrated their definitely formed attitudes towards EFL/ESP printed and technology-based materials. This section will cover the main tendencies in the attitudes expressed.

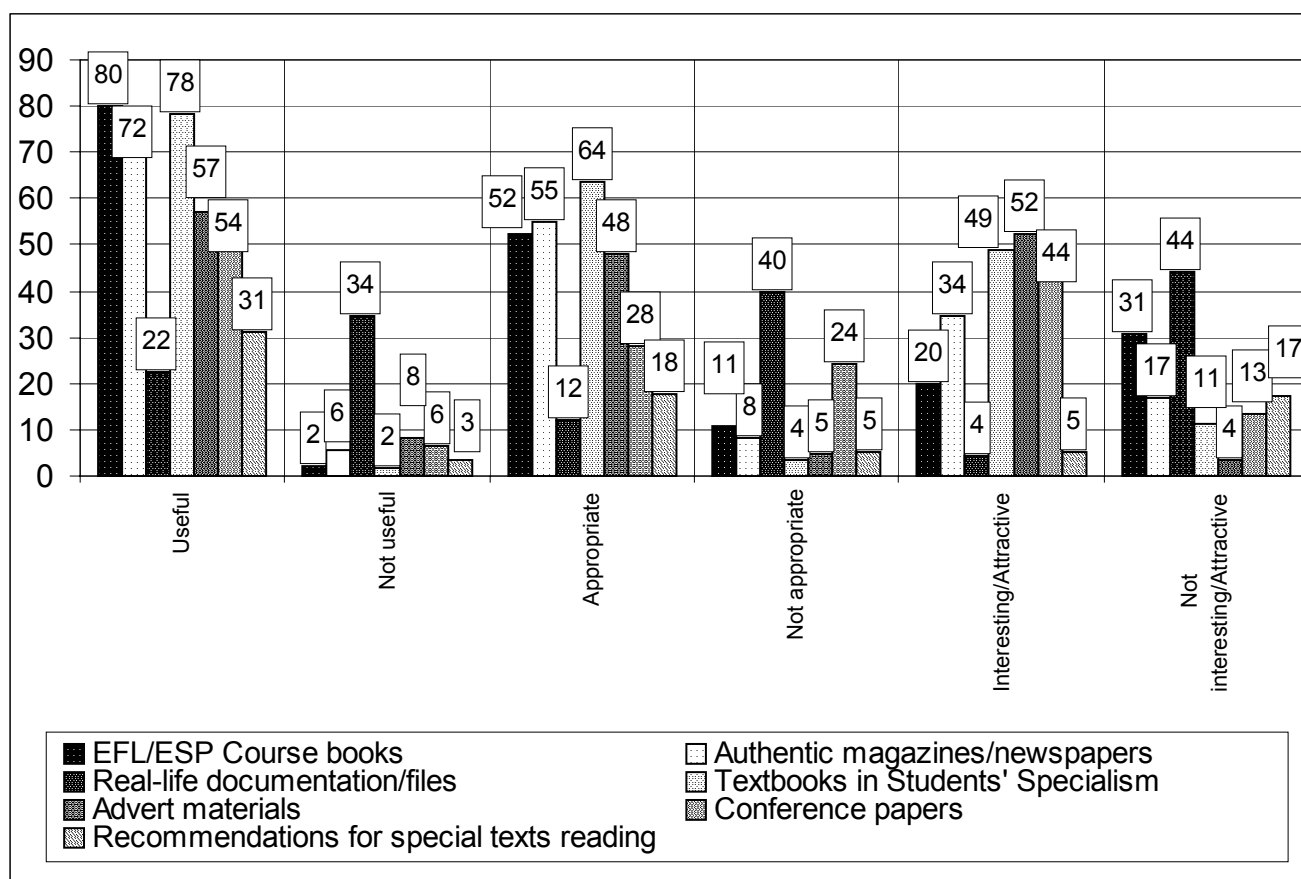
**Paper-based Materials.** Similarly to teachers, learners were also asked to evaluate printed EFL/ESP resources in terms of their *usefulness*, *appropriateness* to the students' needs, and *attractiveness*. The printed materials to be evaluated comprised EFL/ESP course books, authentic magazines and newspapers, real-life documentation (patents, correspondence, specifications, etc.), advertisement materials, textbooks in students' specialisms, conference papers, and recommendations for reading special texts written by Ukrainian ESP teachers. The latter were included in the list as an example of home-tailored materials applied by Ukrainian students on a common basis. Unfortunately, the questionnaire does not provide records of the students' attitudes towards photocopied materials. Though it is obvious, and our experience provides enough evidence for this, that sheets of paper, particularly A4 paper, issued in batches to learners throughout the course have a terrible habit of getting lost and confused, and are difficult to carry about, depriving course materials of any systematic character and learners of the opportunity to look back or to look ahead to the course.

As Figure 20 shows, EFL/ESP course books top the list of printed materials with strong agreement (80% of learners) that they are useful. However, the respondents are much less enthusiastic when assessing the appropriateness (52%) and attractiveness (20%) of this type of materials. Authentic magazines and newspapers are considered useful by 72% of respondents. 55% of learners assess them as appropriate and only 17% find them interesting and attractive. On the one hand, such diversity of figures may be explained by the nature of the question covering these two categories, which is very broadly asked. On the other hand, the low evaluation of the course books' attractiveness may result from the fact that many learners get hold of them in photocopies, which can hardly be considered attractive and interesting (31% of “no” answers).

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<sup>22</sup> <http://www.volny.cz/cetefl>

**Figure 20. Learners' Attitudes to Paper-based Materials for EFL/ESP Classes**

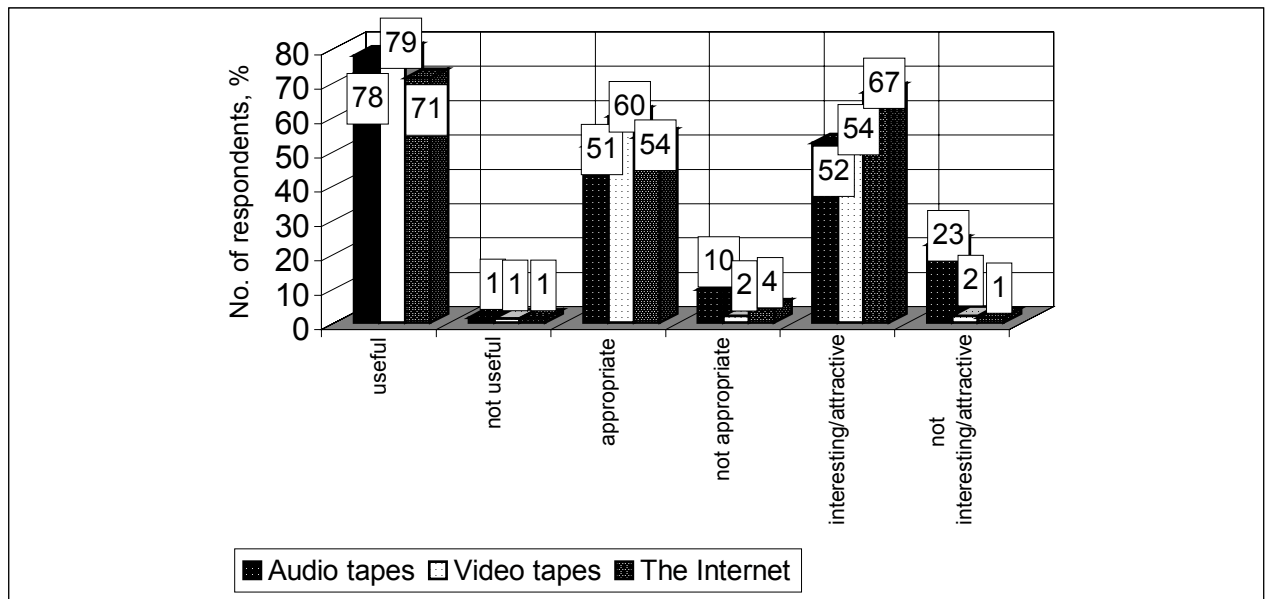


Textbooks in students' specialism rank second in terms of usefulness (78%) and attractiveness (49%) and first in terms of appropriateness (64%). Findings regarding learners' attitudes towards advertising materials and conference papers as sources of ESP materials mirror, in principle, those relating to textbooks in students' specialisms. Contrary to this, real-life documentation is rated comparatively low, with a rather high number of definitely negative responses (34% - not useful; 40% - not appropriate; 44% - not interesting/not attractive). This tendency can be interpreted as a reflection of ESP learners' immediate study needs in mastering their specialism: functioning in English within the real-life working context is not yet perceived as an immediate necessity.

"Home-made" recommendations for special reading texts are rated almost as low as real-life documentation: 31% find them useful, only 18% - appropriate and 5% - interesting and attractive. Yet the reason for such an attitude seems to be different. Compiled by the authors not specially trained in materials writing, the majority of such publications leave much to be desired in terms of methodology, design and appearance. They are of little help to ESP learners and are often published by universities to compensate for the lack of professionally developed materials (see Section 3.6).

**Audiovisual (AV) and Computer-based Materials.** Learners traditionally display very positive attitudes towards teaching aids providing audio and visual support to language learning. Figure 21 convincingly illustrates this tendency. Learners demonstrate extremely favourable reactions towards the usefulness of audio tapes (78%), video tapes (79%) and the Internet (71%). They rank them almost the same in term of appropriateness, while Internet materials top the list as the most interesting and attractive.

**Figure 21. Learners' Attitude to Audiovisual and Computer-based Materials for EFL/ESP classes**



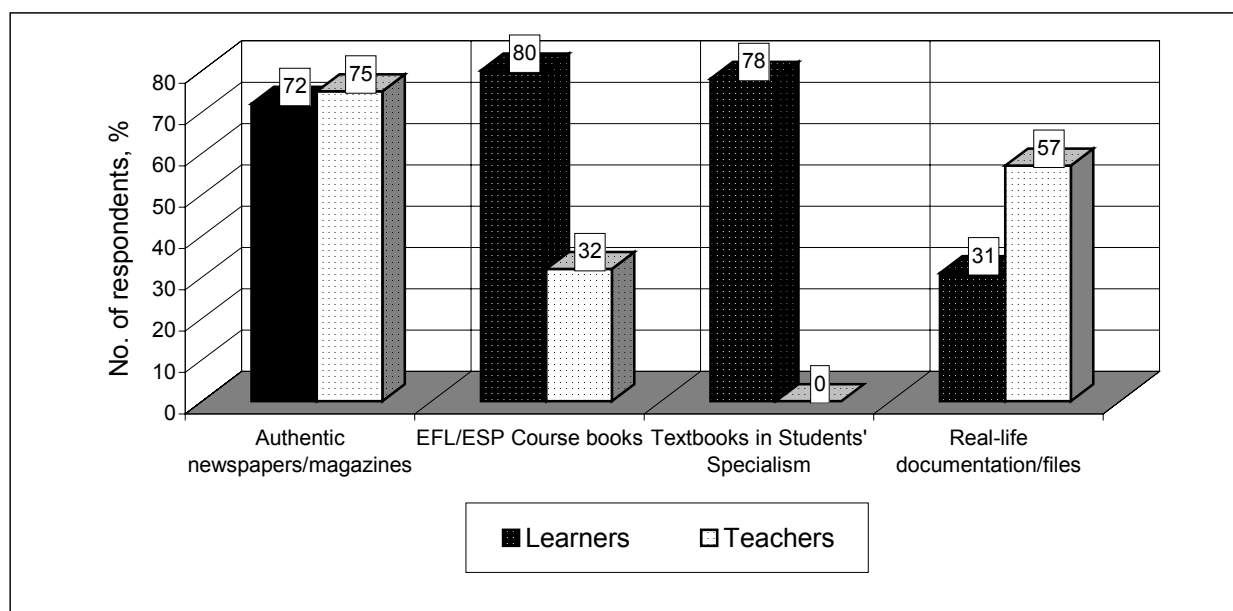
Unfortunately, the questionnaire did not measure the accessibility to the students of the materials mentioned. Our interviews with ESP teachers gave evidence that in many cases teachers rely on students' buying course books, copying handouts, audiocassettes, and paying for Internet access. Little attention is paid to supplying students with self-study materials. There are hardly any self-access study facilities available to learners. These facts demonstrate the priorities that rule the supply, development and distribution of EFL/ESP materials in the universities, which are overwhelmingly teacher-oriented.

#### 4.3.3.3 Degree of Correspondence

Bearing in mind the importance of correspondence between learners' needs and expectations regarding ESP materials, on the one hand, and understanding of these needs by teachers, on the other, we try in this section to gain an overview of the actual degree of correspondence, applying the same parameters as we used above: *usefulness*, *relevance* and *attractiveness* of paper-based, audiovisual and computer-based materials.

Figure 22 shows a fair degree of correspondence between learners' and teachers' views on the *usefulness* of authentic newspapers and magazines for ESP classes (72% and 75% of respondents respectively). This, however, appears to be the only type of paper-based material which is valued by learners and teachers similarly.

**Figure 22. Comparison of Learners' and Teachers' Attitudes to Usefulness of Some Paper-based Materials**



Firstly, students are more clearly positive towards EFL/ESP course books: 80% of learners are particularly confident about the usefulness of a course book as opposed to only 32% of teachers. Such unanimous support may reveal learners' need to be given a chance to have a book as a 'course organiser', to be able to look back or look ahead to the course, to have a degree of autonomy in learning, which is not provided by scattered, fragmentary photocopies and handouts. This finding is also under the strong influence of such a factor as a traditional "teacher → course book → learner" classroom interaction paradigm, when availability of an approved course book<sup>23</sup> is considered to be an integral part of the learning process.

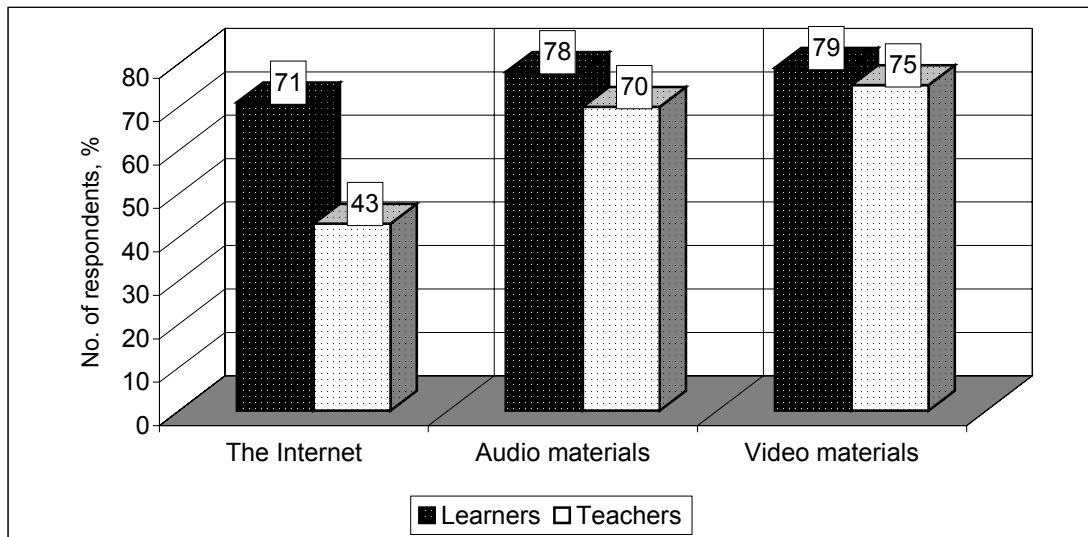
Secondly, comparing the stakeholders' attitudes towards textbooks in students' specialisms as material for ESP classes showed such a striking difference that the authors were first inclined to doubt the relevance of the questionnaire results: while 78% of learners display a positive attitude towards this type of material, no teacher ever mentions it as a potential source of material – either in open-question format of the questionnaire or in interviews. However, a closer consideration of this finding leads us to believe that teachers do not consider this option because they do not regard themselves as competent enough in their students' subject areas to deal with sophisticated textbooks in non-language areas of specialism.

In contrast to this, teachers value real-life documentation much more highly than students (57% and 31% respectively). Teachers are more clearly positive towards this type of material, forecasting the future professional needs of learners in their real-life working context; besides, they may find real-life files more easy to comprehend and to "digest" than theories covered in textbooks on students' areas of specialism. Thus, often preoccupied with the "chicken-and-egg" question as to whether ESP teachers should have some knowledge of their students' subject areas (73 % of teachers are in support of the idea to be trained in their learners' specialism – see Section 4.2), teachers often fail to meet one of the most immediate needs of ESP learners – to read English language textbooks in their professional specialism. This may be interpreted as evidence that materials selection, in many cases, is tailored more to teachers' convenience than to learners' needs.

<sup>23</sup> The availability of a basic course book approved by the methodological commission of the faculty/university is considered to be one of the main formal criteria for the university administration to evaluate the course and its provision with materials.

Comparison of learners' and teachers' attitudes towards the usefulness of audiovisual and computer-based materials demonstrates similar trends in the views of both stakeholders (see Figure 23): learners' opinions (78% - audio tapes and 79% - video tapes) almost fully coincide with those of teachers (70% and 75% respectively).

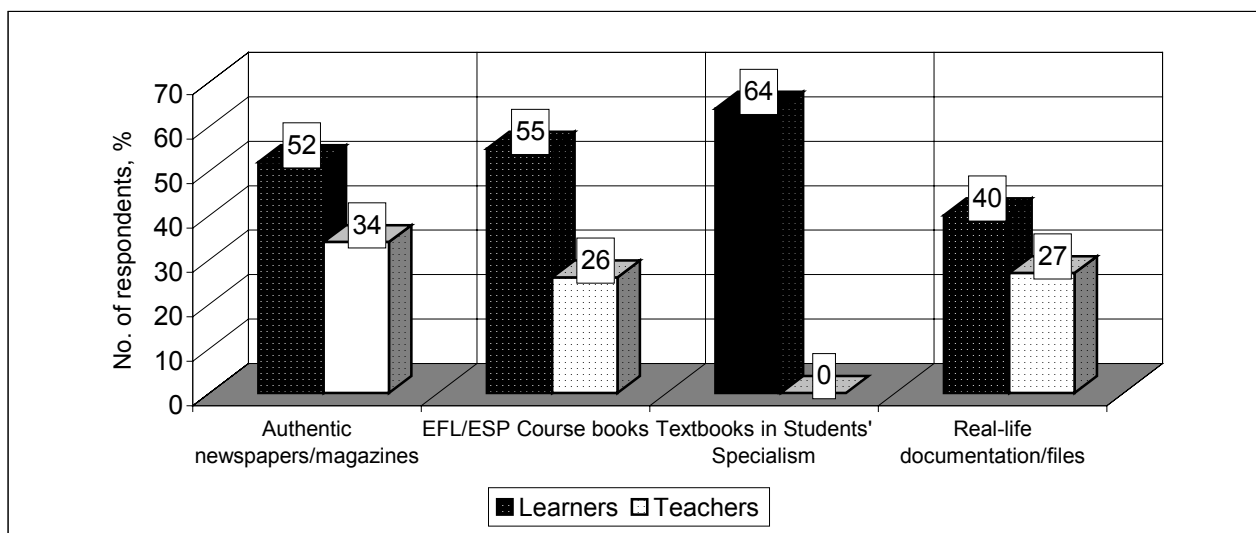
**Figure 23. Comparison of Learners' and Teachers' Attitudes towards Usefulness of Audiovisual and Computer-based Materials**



A notable difference is observed when the stakeholders' attitudes towards the Internet are compared. For the most part of learners (71%) the Internet is a useful source of ESP materials, while only 43% of teachers admit its usefulness. Even allowing for the generation gap (though the teacher respondents are relatively young – see Section 4.2), uncertainty avoidance and a certain degree of 'computer-phobia', which may strongly influence the teachers' point of view, we cannot help admitting that this discrepancy in findings may have implications for the obvious disparity between learners' immediate needs and teachers' awareness and capacity to meet them.

This assumption may be further illustrated by comparing the stakeholders' attitudes towards the appropriateness/relevance of paper-based EFL/ESP materials (see Figure 24).

**Figure 24. Comparison of Learners and Teachers' Attitudes towards Appropriateness/Relevance of the Paper-based Materials**



As the comparison shows, the reactions of learners towards the appropriateness of authentic newspapers and magazines, EFL/ESP course books and real-life documentation are almost twice as positive as those of teachers, while the attitudes towards textbooks in students' specialisms remain shockingly different (64% of students vs. 0% of teachers). These findings may illustrate the explicit needs perceived and expressed by learners and, unfortunately, teachers' unawareness or obvious underestimation of these needs.

In this section we made an attempt to interpret the Ukrainian situation with ESP materials for tertiary students from the perspectives of the primary stakeholders. The findings analysed illustrate the following trends that can be observed in Ukrainian non-linguistic higher educational institutions:

- The great majority of Ukrainian ESP teachers feel the lack of materials and try to compensate for this lack by clinging to every sample of materials available, often sacrificing the quality of materials to their availability, their attempts being unsystematic and not yielding the learning outcomes the materials may have been designed for.
- Ukrainian ESP teachers are mainly providers of materials. Lacking time, experience and expertise, and having quite vague criteria of materials development and evaluation, teachers experience obvious difficulties in determining the relevance of these materials to the students' needs and course objectives.
- Though Ukrainian ESP teachers, for the most part, are well aware of the various sources of ESP materials, the provision of courses with materials is neglected because many potential sources are underestimated and underused. The supply, development and distribution of EFL/ESP materials in the universities remain overwhelmingly teacher-oriented.

Thus, in terms of our current understanding of ESP materials development we should be concerned by the fact that Ukrainian ESP teachers have a rather vague understanding of their students' needs and the functional role which the teaching aids mentioned play in meeting these needs.

The findings analysed above have two major implications for future action:

- the absence of national culturally-adapted ESP course books, and the comparative scarcity of foreign ESP course books, on the one hand, and natural creativity and flexibility, which ESP courses should have, on the other hand, place high demands on ESP teachers' skills in materials development
- the development of modern quality ESP materials will be held back unless the process is preceded by an accurate learners' needs analysis and an operational, flexible and guiding ESP curriculum, which will predict (provide the generative framework within which the creativity can operate), stimulate (render enough assistance for developing effective learning support for students) and evaluate (serve as a feedback device to be used as a checklist to verify coverage and appropriateness of ESP materials).

#### **4.3.4 ESP Course Organisation**

The basic facts and figures relating to ESP course organisation are taken from the primary and secondary stakeholders' questionnaires (see Appendices I – M). The key findings regarding course time allocation were derived from the survey of attitudes and perspectives of students, ESP teachers, young professionals and administrators. A structured interview with the project team members was organised to obtain additional information and detailed answers on: the balance between EGP and ESP in university language courses; interdisciplinary cooperation and collaboration between ESP language teachers and subject teachers; physical resource constraints; etc. (see Appendix N).

Course time allocation is often considered to be the most important factor in course organisation. Lack of time for teaching is one of the most serious constraints in meeting learners' needs. ESP is

no exception. The main stakeholders identify time constraints as the most serious challenge to ESP course organisation.

The type and length of ESP courses for different specialisms of non-linguistic universities vary widely (see Section 3.3). ESP courses cover a one/two/three-year period, with 2/3/4/5/6 hours being taught each week. The figures suggest that the perspectives of the stakeholders differ as well.

It is generally felt that insufficient time is allotted to ESP. A two-year course is the currently preferred pattern. A one-year ESP course is seen as too short for any sense of achievement and the main reason for dissatisfaction on the part of both students and teachers.

The attitude of ESP teachers towards the number of academic hours available depends on their own institutional practices. ESP professionals are satisfied with the lengths of the courses they teach for students of such specialisms as International Economics and International Law. However, the ESP courses provided for students of Science and Engineering, Humanities and other fields fall into the category of 140-296 hours per course, which is felt to be insufficient.

97% of university teachers are in favour of increasing the timetabled hours. 52.1% of ESP students are not satisfied with the length of their course, and 62.6% think they do not have enough hours of ESP per week.

It is increasingly evident that university authorities are in favour of change in this area. The figures indicate that the majority of administrators surveyed (64.9%) are ready to increase the number of ESP contact hours. In doing so they will help to meet the needs of the learners.

ESP courses are compulsory in the majority of universities (68.7%), but only 37.3% of teacher respondents think they should be. This feeling may be attributed to the fact that English teachers mistakenly associate ESP teaching with having substantial background knowledge of their students' specialism. Hence, without a proper education in their students' subject area, teachers find it difficult to comprehend ESP subject matter. As a consequence, they are "reluctant settlers in the new territory"<sup>24</sup>. However, this problem may stem from the absence of training in ESP methodology (See Section 4.2) and a misunderstanding of what ESP teaching entails.

76.3% of young professionals regard their ESP courses as compulsory. Approximately half of them (42.5%) think ESP should continue throughout their course of study. This would suggest that they are currently in need of the skills that university ESP training can provide.

A university ESP course usually includes EGP at the beginning. The attitude towards the balance between EGP and ESP differs. A larger proportion of ESP is favoured when more classes of English are built into the syllabus.

As university entrants are of varying proficiency and represent different levels of command of English (see Section 4.3.1), in many universities the Bachelor students are streamed on the basis of their competence in English. ESP teachers thus find it important to grade students. If this is not done, the class will be a mixture of learners from specialised and private schools where the medium of instruction is English, learners with a higher level of English, and of students with a low level on entry.

One-year ESP courses (for example, the ESP course for engineers) do not take into account the fact that students are soon to begin their specialist course of study. Courses are built on what the language teachers assume are the problems of their students. Besides, learners have neither professional nor academic experience. It may only be later, when students know their fields of specialism, that they will understand that exploration of their fields would be a useful and valuable

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<sup>24</sup> op cit: Hutchinson & Waters (1987:162)

source of English-language material and support for their major courses. Any change in attitude towards course organisation would have considerable merits: the students' interest would be maintained if the courses were run concurrently with their subject courses.

Attempts to provide elective/optional courses both for economists and engineers testify to the fact that administrators are striving to reduce the conditions of inequality for engineering fields of specialism. EAP, Business English, and English for Computing are recognised electives. This is particularly the case with those institutions that make strong claims to be on the way to integration into the European educational community. However, reluctance on the part of some administrators to provide elective/optional courses still exists.

The implementation of an ESP course for Master's students is encountering a number of problems as well. The time lapse between the Bachelors' and Masters' ESP courses is a common concern of all the ESP teachers. The only exception is the International fields of specialism, for example, International Economics and International Law, where courses are continuous. It is obvious that the reaction of the stakeholders to a lack of systematic learning is that they favour continuity. Some of the students reach only a low level of language proficiency by the end of their one-year course. Lack of sequential learning pathways, and of permanency and cohesion in the programmes, leads to a feeling of dissatisfaction and frustration. As a result, courses overlap rather than build on each other.

Interdisciplinary cooperation between ESP teachers and subject teachers, where it really exists, is seen by the ESP professionals as necessary and very important. The success of an ESP course depends on the collaboration between the language teacher and the subject teacher in terms of the priorities of the department and the students (i.e. after taking into account any target situation analysis). The objectives of both English and subject courses should to some extent complement each other. ESP teachers have positive attitudes towards team-teaching and see it as a final level of subject-language integration<sup>25</sup>. However, there is no clearly understood model for language and subject teacher co-operation and/or team teaching.

Individual work (self-study work) is often claimed to be a part of ESP syllabuses (see Section 3.3). But as a rule, it is poorly organised and needs a special approach to teaching and learning. Theoretically, self-access centres are seen as a facility to provide students with learning materials which can be chosen at the student's own level and pace. The student can work on them, and correct or assess his/her own performance with little or no help from the teacher in the resource centre of the language department. ESP professionals see self-access resource centres for students not only as a means of individualisation and independence in accomplishing learning tasks, but also as a solution for mixed-ability classes, and a way to self-directed learning (in terms of pace, relevance to needs and interests, self-access will help make students aware of self-study methods as a way to increasing and reinforcing learning). However, on a day-to-day basis, these centres, where they exist, are mostly available for teachers only, or lack student-oriented materials.

There are well-known logistical challenges to ESP course organisation. The university administrators find it difficult to squeeze the ESP courses into the time-table, and a lot of classes are run in the evenings and early mornings, thus making it difficult to convince the students of their value.

There is a long-standing concern about lack of funding. Resources for the foreign language departments are very limited and support staff are not always available. Library facilities are generally inadequate for language study purposes. The need for language laboratories and support personnel is widely recognised. The lack of facilities such as audio-visual aids, OHPs, and photocopiers for providing handouts to learners is also seen as a major limitation. Besides this, classroom environments are not always conducive to effective learning: overcrowded classes are

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<sup>25</sup> op cit: Dudley-Evans & St John (1998:45)



quite common, and seating arrangements in some rooms are inadequate, making group work difficult.

ESP professionals state that resources in terms of books are very limited. They understand the continuing need for appropriate materials (see Section 4.3.3).

As a result of the foregoing analysis, the following conclusions can be made:

- Primary and secondary stakeholders are strongly in favour of increasing time allocation (i.e. higher contact hours) for ESP teaching and course continuity.
- Recognising their learners' needs, ESP teachers display a positive attitude towards shifting the EGP/ESP balance towards ESP, yet at the same time they seem reluctant to face the challenges of change and new developments.
- ESP teachers recognise the advantages of interdisciplinary cooperation and collaboration with subject teachers. However, in practice such cooperation is hindered by interdepartmental barriers within higher educational institutions and the mutual prejudices of ESP and subject specialism teachers regarding each other's domains.
- There is an obvious lack of self-access facilities to facilitate independent learning by students. Existing self-access facilities are mainly teacher-oriented, and only lip service is paid to learners' needs in self-study.
- Despite the readiness for change demonstrated by administrators, in many cases the integration of ESP and timetabling into the higher educational institutions curriculum lacks urgency and commitment.

#### **4.4 Assessment**

We approached the subject with the intention of finding out whether the systems of assessment currently practised in ESP classrooms are satisfactory and suit the purposes they should serve. The findings have been structured according to the forms and types of assessment, at the same time providing a comparative analysis of teachers' and learners' attitudes to the existing system of assessment.

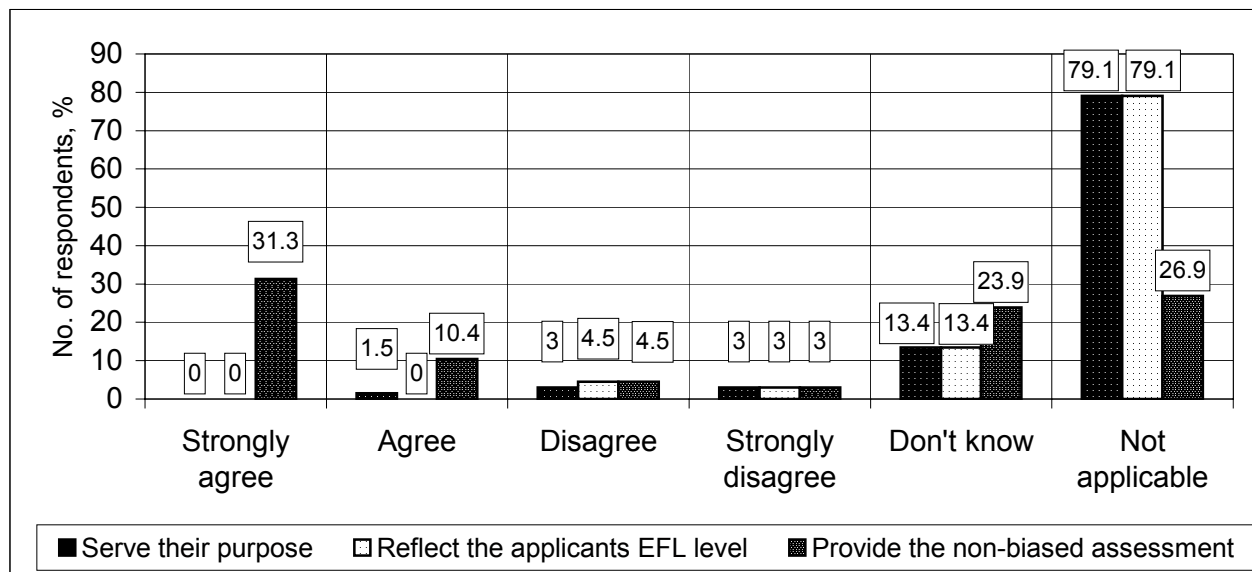
The objectives and framework of this Baseline Study do not imply in-depth analysis of the qualitative characteristics of the tests and examinations typically administered in Ukrainian higher educational institutions, nor their marking. Such analysis would call for an additional comprehensive study. However, the findings from questionnaires and interviews enable some trends in stakeholders' attitudes to be highlighted.

To support the findings of the main questionnaire (see Appendix I) an additional opinion poll among 141 Ukrainian ESP learners was taken (see Appendix N) in order to find out learners' attitudes towards the tests and examinations administered to them. The results of this questionnaire produced essential, though subjective, criteria for measuring such important characteristics of current assessment practices as consistency, relevance, fairness, and practicality.

##### **4.4.1 Entrance Examination**

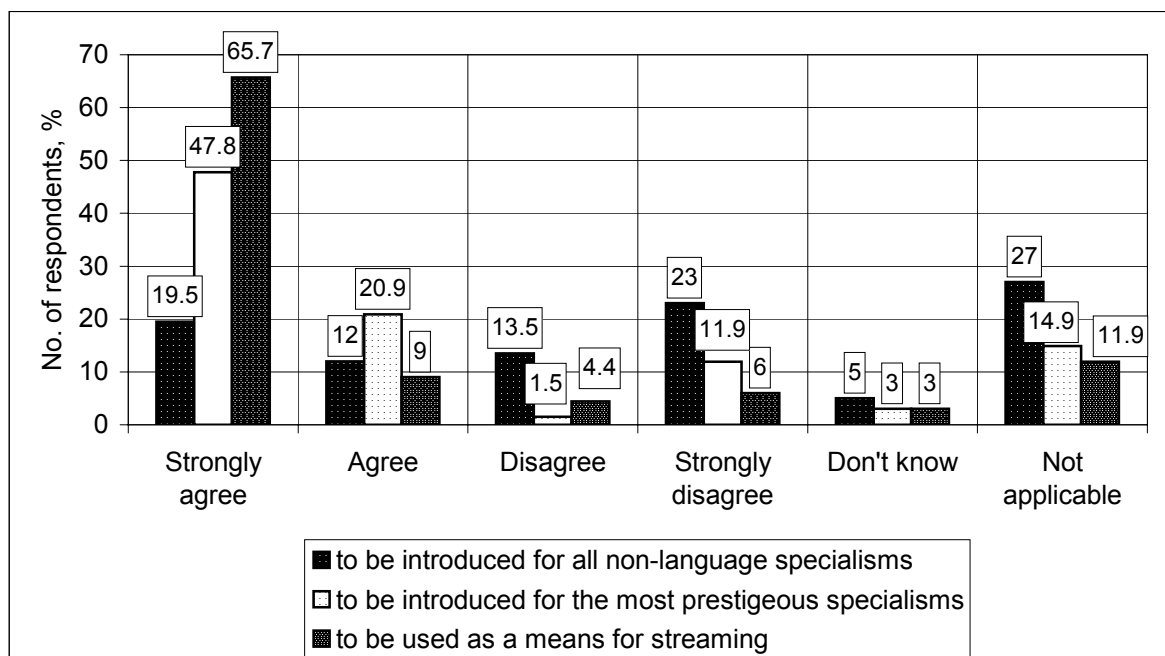
The fact that the majority of Ukrainian higher educational institutions do not have EFL as an entrance examination component (see Section 3.7.1) has been demonstrated statistically (see Figure 25). 79% of ESP teachers, when asked whether EFL entrance examinations serve their purpose and reflect the applicants' EFL level, admit that there is no such form of assessment in their universities. This fact has certainly contributed to the rather vague and controversial attempts to evaluate the degree of fairness which the entrance examinations may provide.

**Figure 25. Teachers' Attitudes to EFL Entrance Exams**



Teachers' opinions also prove to be diverse when the question of introducing an EFL entrance examination for all non-language specialisms is raised (see Figure 26). These findings are partially due to the reason just mentioned. However, they also reflect teachers' awareness that the introduction of entrance examinations is beyond teachers' level of competence. Intuitively sensing the market demand, and the administration's aspiration to meet it, ESP teachers are more definite in their support for introducing EFL entrance examinations for prestigious specialisms: 69% of positive responses.

**Figure 26. Teachers' Attitudes towards Changes in the Entrance Exams System**

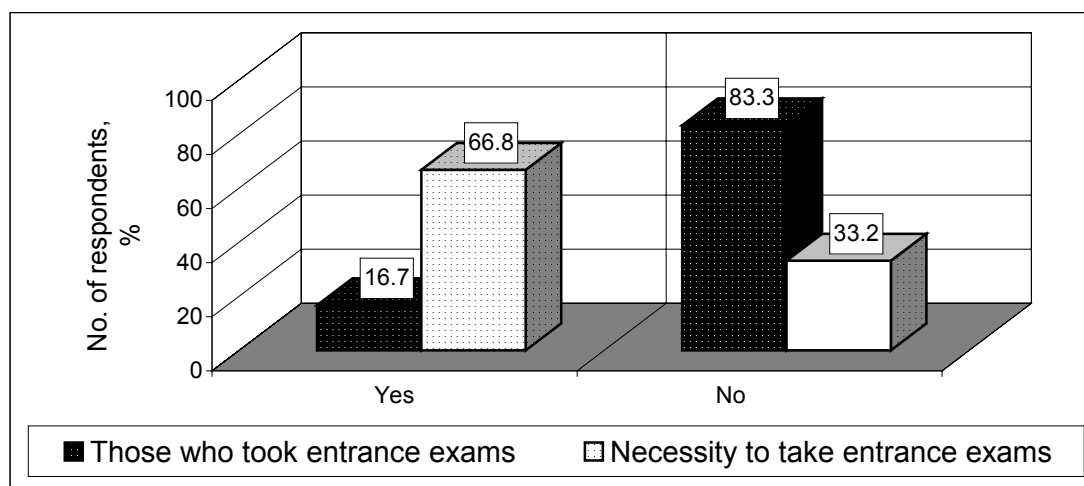


At the same time teachers believe that EFL entrance examinations should be used as a means of determining entrants' level of English, and they display a definitely positive attitude towards entrance examinations as a means of streaming (75% of positive answers).

Similarly, only 17% of entrants (see Figure 27) report having taken an EFL entrance examination. However, the overwhelming majority of learners (67%) admit the need to take an entrance

examination in English. While interpreting this finding it should be taken into account that Ukrainian learners traditionally have a strong prejudice against any kind of examinations accompanied by fear, uncertainty and competition. Such attitudes are engendered by viewing tests exclusively as determiners of grades (Hutchinson & Water 1997:151). Besides, the answers were given in retrospect when the respondents did not feel the threat of having to take this examination again. That is why these findings cannot be interpreted simply as learners' desire to take entrance examinations in English. They may also reflect learners' present day awareness of the importance of English as a study subject and their need to assess themselves according to university-level requirements rather than grades received in secondary school.

**Figure 27. Learners' Attitudes to EFL Entrance Exams**



Our analysis of stakeholders' perspectives on the assessment of learners' proficiency on entry did not cover placement tests because there is no official uniform practice of this type of testing in Ukrainian non-linguistic higher educational institutions (see Section 3.7.2), and hence, there are no objective criteria to formalise and analyse this kind of assessment for the purposes of research.

Thus, the analysis of entrance examination availability and stakeholders' attitudes to them offers evidence that at the moment most Ukrainian ESP teachers do not have at their disposal an effective, officially recognised instrument to assess the entry level of learners. This lack makes it difficult for teachers to define the learning gap to be covered by any ESP course. Learners, in their turn, also turn out to be deprived of a reliable mechanism to measure their entry level, and to use this measurement as a stepping stone when self-assessing their personal language progress.

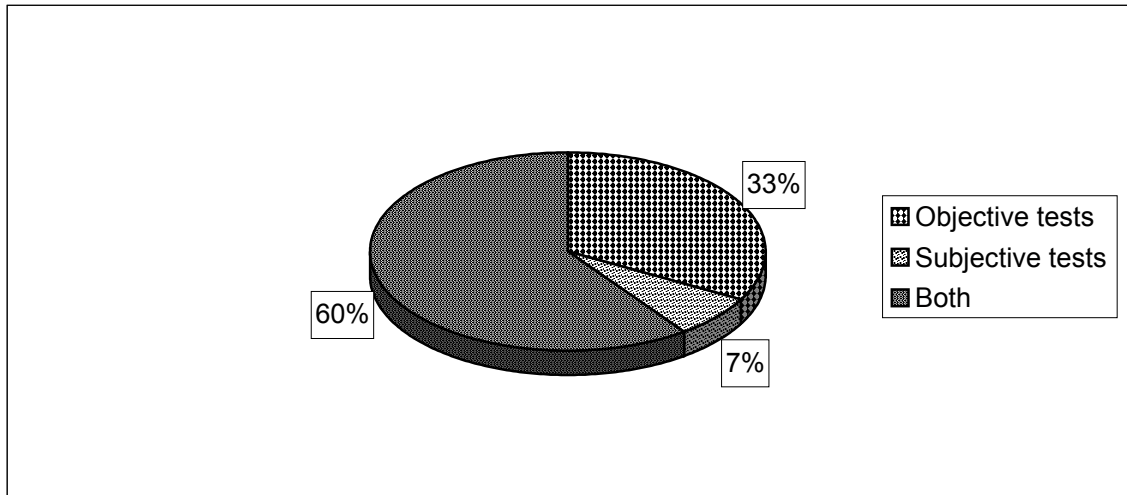
#### 4.4.2 Formative and Summative Assessment

Respondents, who represent a wide array of Ukrainian ESP university teachers, were asked whether they had ever been trained in modern principles of assessment and test design. The overall response was that they had not. A lack of knowledge about ESP testing combined with language teaching practitioners' prejudice against testing and an almost universal lack of acceptable instruments<sup>26</sup> compounds the problem.

The questionnaires (see Appendices I and K) show that while continuously assessing their students, ESP teachers demonstrate a steady preference for combining both objective tests (multiple choice; true/false) and subjective tasks (60% of respondents – see Figure 28), while more than a quarter choose objective tests as an assessment instrument.

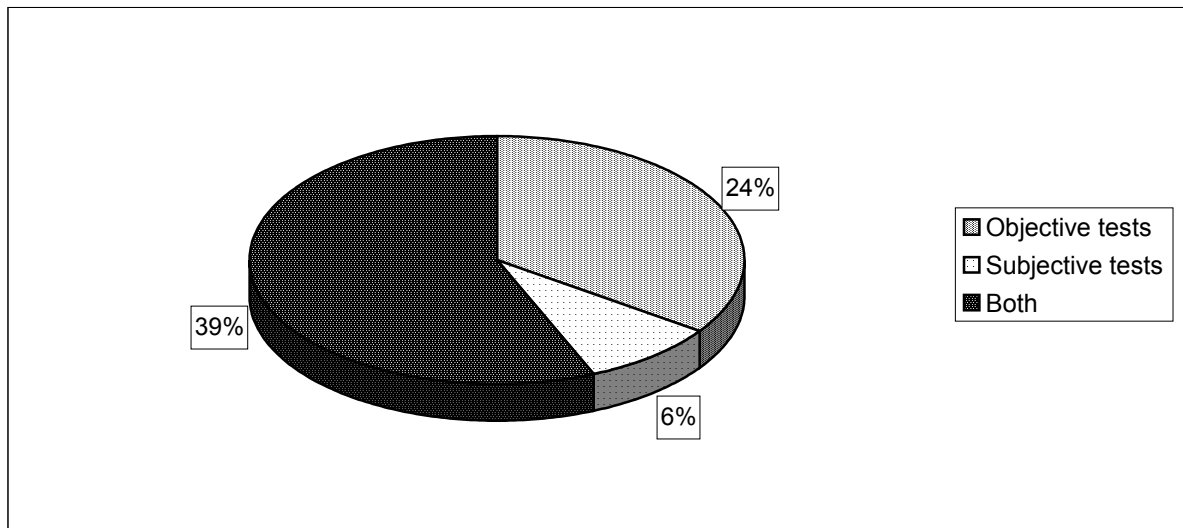
<sup>26</sup> op cit: Hutchinson & Waters (1997:145)

**Figure 28. Types of Formative Assessment Practiced by ESP Teachers**



A similar tendency is observed with summative assessment (see Figure 29). Over a third of respondents combine objective and subjective testing for end-of-term examinations, and a quarter use objective tests (31% of teachers did not answer the question). On the one hand, the high percentage of non-respondents may result from the situation which exists in some universities when administration stipulates the format of examinations (e.g. that all semester exams should be written objective tests) and when decision-making on this particular issue is beyond the ESP teachers' duty or competence. On the other hand, the number of those who refrained from responding to this question may serve as indirect evidence that those respondents are confused about the issue of assessment<sup>27</sup>.

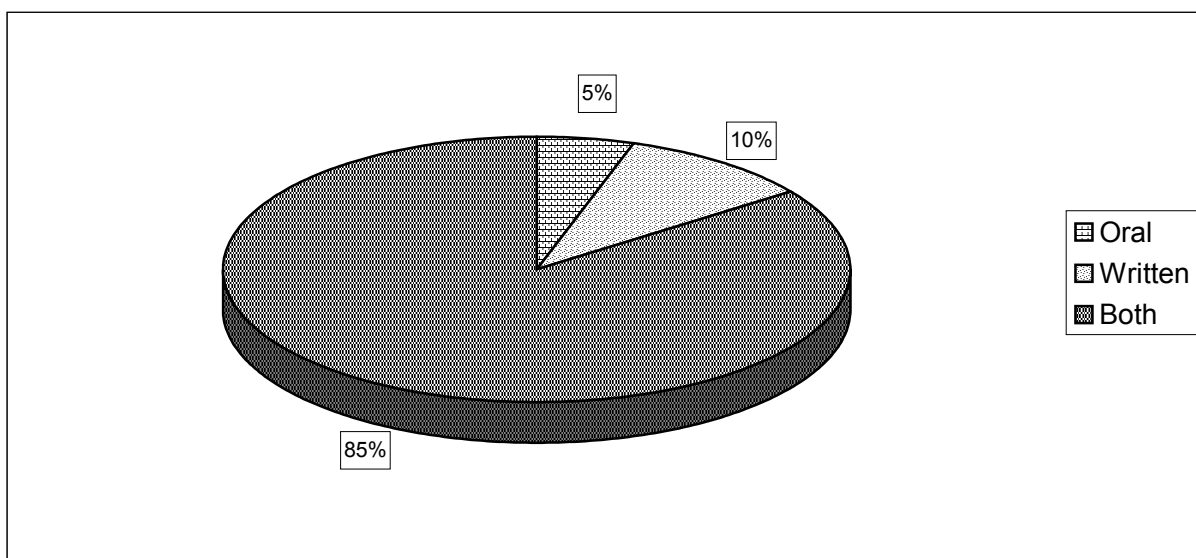
**Figure 29. Type of End-of-Term Assessment Practised by ESP Teachers**



Teachers for the most part combine oral and written tasks for the formative assessment of their learners (85% - see Figure 30). By using more objective tests, such as reading comprehension, listening comprehension, and possibly a grammar test, which are usually administered in writing, teachers hope to compensate for vague assessment criteria perceived in oral tests.

<sup>27</sup> A similar situation when respondents failed to answer a set of questions dealing with assessment can be observed in the other graphs of this section.

**Figure 30. Forms of Continuous Assessment Practised by ESP Teachers**



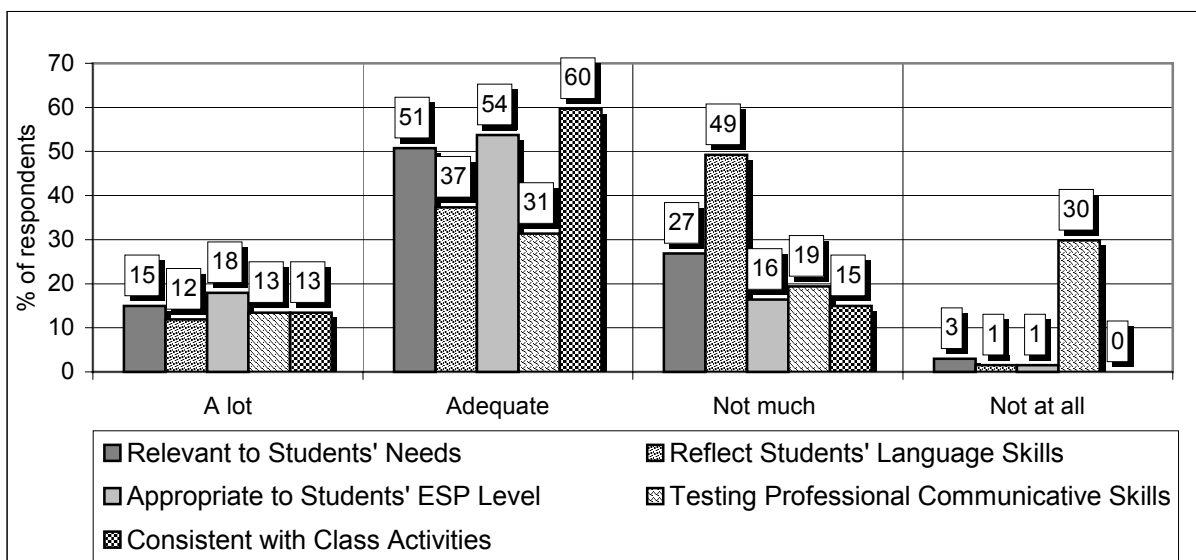
The fact that there is no unified proficiency assessment system in Ukrainian non-linguistic higher educational institutions (see Section 3.7.2 above) is acknowledged by the ESP teachers interviewed. The respondents offer the following approaches for designing assessment materials for their students:

- borrowing test materials from course books
- borrowing ready-made testing materials from publications, free samples and the Internet
- using ready-made progress tests from the main course books
- adapting authentic materials for the purpose of assessment.

All four approaches, however, may prove to be deficient. The first three methods, though professionally designed tests, risk-losing consistency between ESP students' needs (specific in each particular case), course objectives, materials and assessment. As there exists no course book that would match perfectly all learners' needs and course objectives, it is unreasonable to substitute a test designed for another ESP teaching/learning context, otherwise examinations may fail to reflect the learning principles and/or the course objectives which they are supposed to measure. Another deficiency can be observed in the fourth approach to test design practised in Ukrainian non-linguistic higher educational institutions: the adaptation of test items to particular needs and objectives. This calls for comprehensive training in modern principles of assessment and test design. Ukrainian ESP teachers obviously lack these. ESP test design is an inescapable challenge which teachers have to face in their daily teaching practice.

Thus, it may be useful to analyse how teachers evaluate objective and subjective tests in terms of their relevance to the learners' needs, their ability to reflect learners' language skills, their appropriacy to learners' ESP level. Besides, it is also important to have teachers' perspectives on whether these tests are able to assess professional communicative skills and whether they are consistent with activities practised in class.

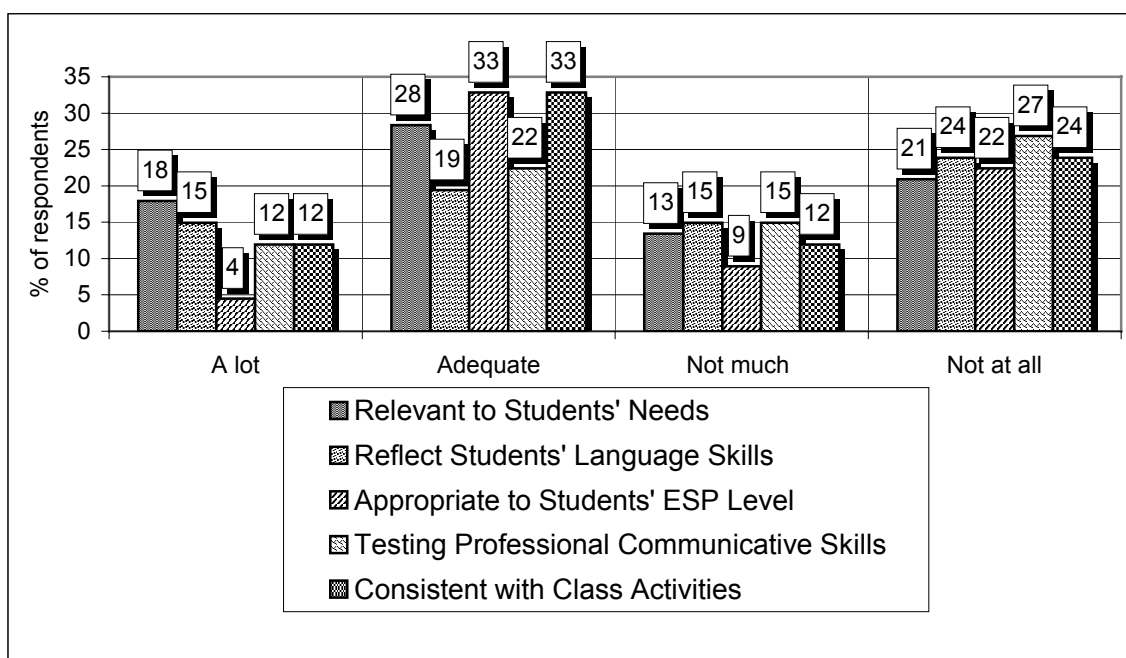
**Figure 31. Teachers' Attitudes to Objective Tests**



The overwhelming majority of respondents feel that objective tests are relevant to the needs of their students (66% of positive answers – see Figure 31), appropriate to their learners' level of ESP competence (72% of positive answers) and consistent with class activities (73%). 50% of the sample believe that this type of assessment does not reflect learners' real language skills, nor their professional communicative skills (49%).

When asked to evaluate subjective tests according to the same parameters, teachers' opinions (see Figure 32) show an almost even spread of positive and negative viewpoints. For example, 46% of respondents confirm that this type of testing is relevant to students' needs, while 34% give a negative answer. 34% of teachers believe that subjective tests reflect students' language skills, whereas 39% do not support this idea. There is almost an equal ratio of affirmative and negative answers (37% vs. 31%) to the question whether subjective tests are appropriate to students' ESP level. Teachers' negative answers even prevail when the ability of subjective tests to evaluate professional communication skills is in question (34% vs. 42%). Though 45% of respondents think that subjective testing is consistent with class activities, a significant 36% are on the negative side.

**Figure 32. Teachers' Attitudes to Subjective Tests**

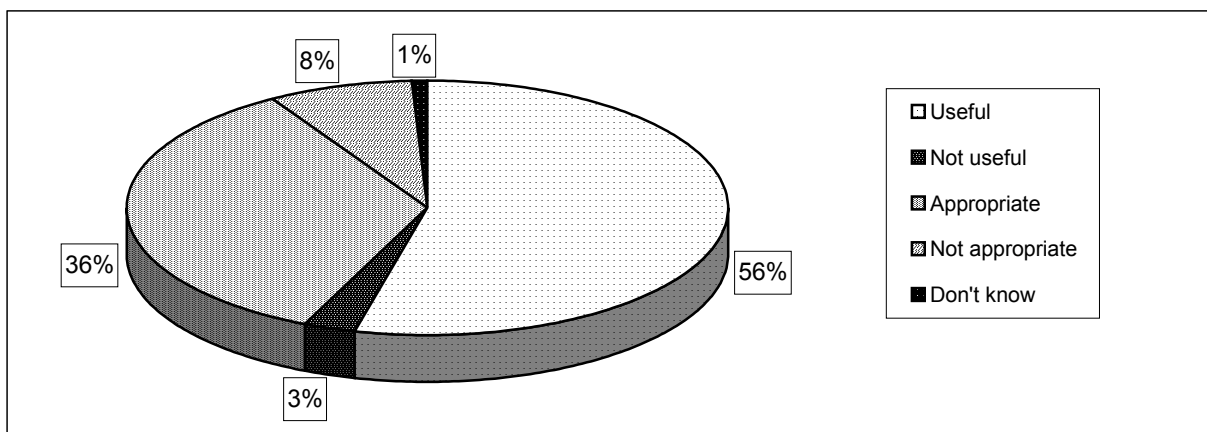


Bearing in mind that this research does not intend to cover test design as practised in Ukrainian non-language higher educational institutions, these findings suggest that teachers' attitudes to objective and subjective tests reflect their dissatisfaction with their own current testing materials and assessment practices.

Learners' perspectives regarding assessment are obtained mainly from an additional questionnaire focused on testing (see Appendix O). Respondents were asked to give their feedback concerning current EFL/ESP assessment procedures, and to determine whether these procedures are considered *adequate* to reflect learners' real language skills, *consistent* with class activities, and whether they test *professional communication skills*. The learners' general attitude to taking tests was provided by the main questionnaire (see Appendix I, question 14).

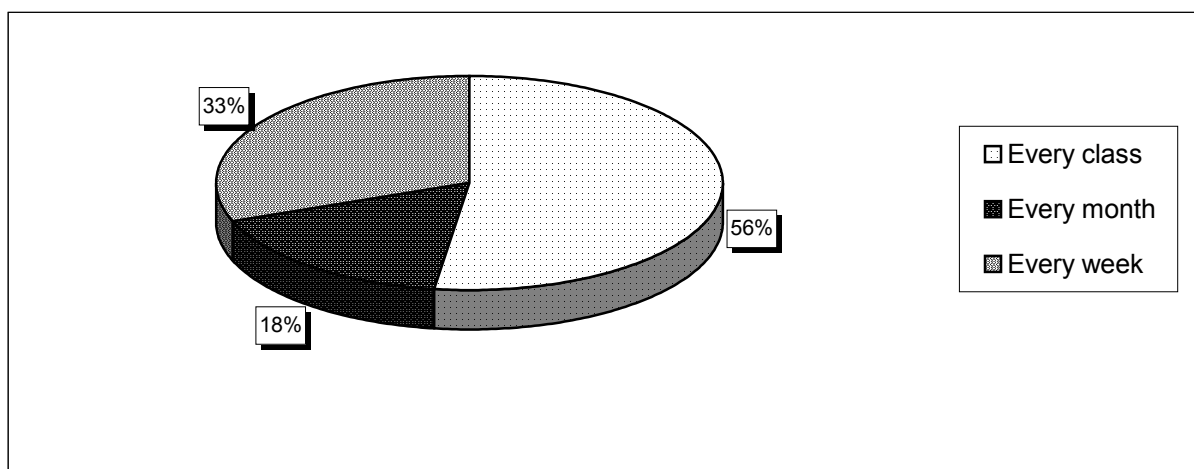
The learners' existing negative prejudices towards examinations and tests is reflected in a generally low level of response (see Figure 33) and fairly low support for the idea that tests are appropriate to the learners' EFL/ESP levels (36% of respondents). However, 56% of students admit the usefulness of taking tests.

**Figure 33. Learners' Attitudes to Taking Tests**



The same 56% of learners confirm that they are assessed every class (see Figure 34).

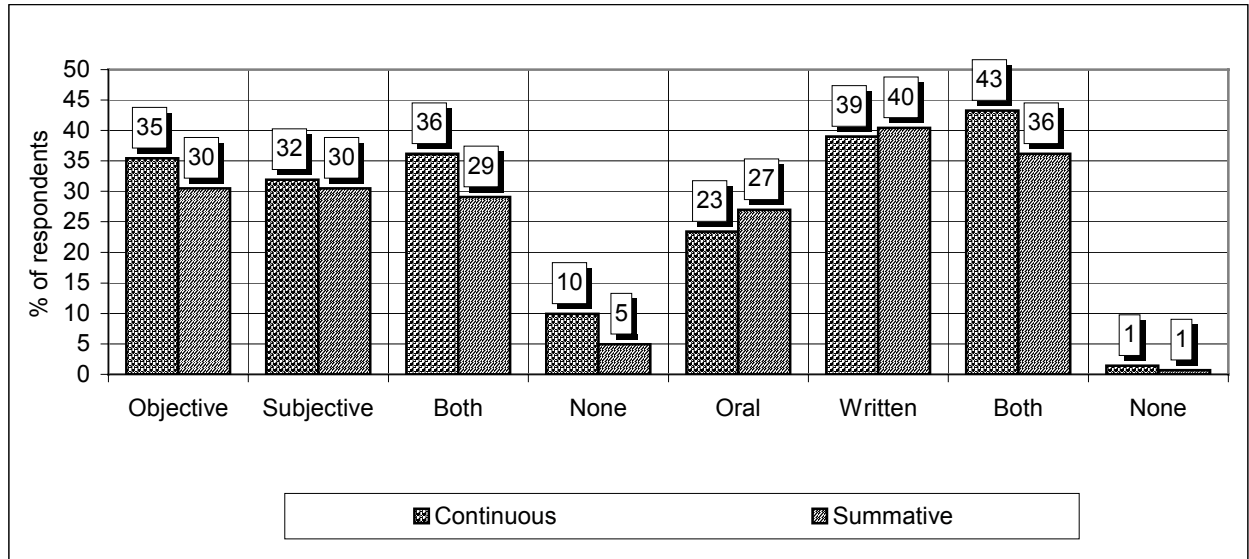
**Figure 34. How frequently is the learners' progress in English assessed? (Learners' Perspective)**



The analysis of learners' attitudes towards formative/continuous and summative assessment does not show any significant difference, so the corresponding findings are analysed and presented

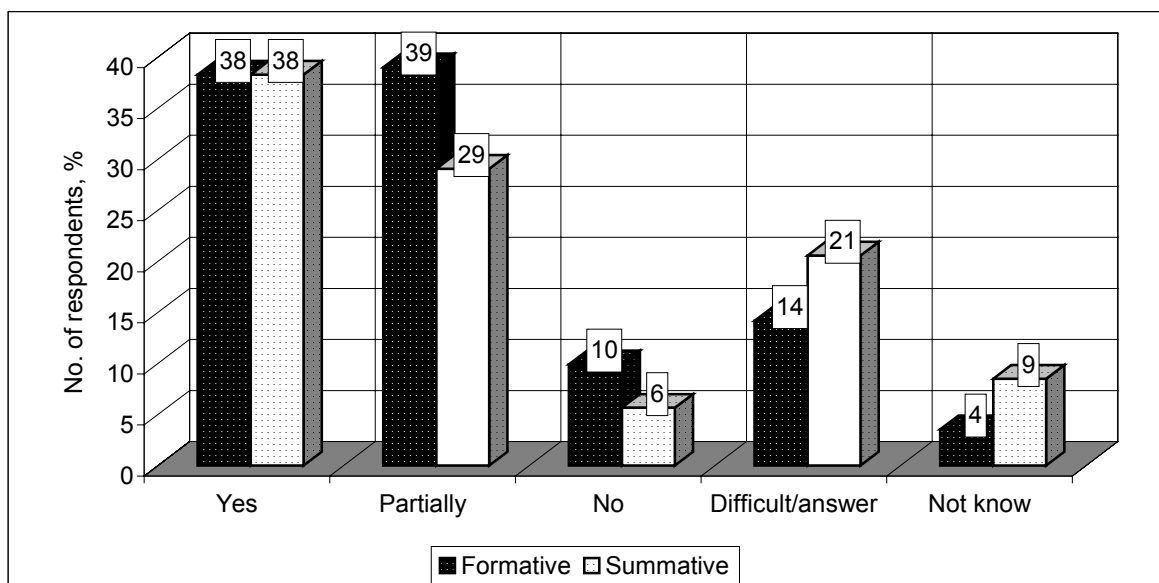
together. On the one hand, this coincidence may result from the fact that learners do not differentiate between these two types of assessment, or feel confused by the terminology. On the other hand, these findings show certain trends which require interpretation.

**Figure 35. What type and form of assessment do you find adequate to evaluate your progress in English? (Learners' Perspective)**



When asked what type of assessment learners consider adequate to evaluate their progress in English, they offer an almost even spread of answers in favour of objective, subjective tests and a combination of the two (see Figure 35). As far as the type of assessment is concerned, responses are a bit more supportive of written tests and a combination of oral and written assessment. The diversity of opinions may reflect the situation when learners are not usually given a say concerning testing procedures, and feel themselves at a loss when approached with such a question. Learners' feedback on assessment implies that they do not seem to be involved in the decision-making about the most appropriate procedure for evaluating their progress ((Hutchinson & Waters 1997:152).

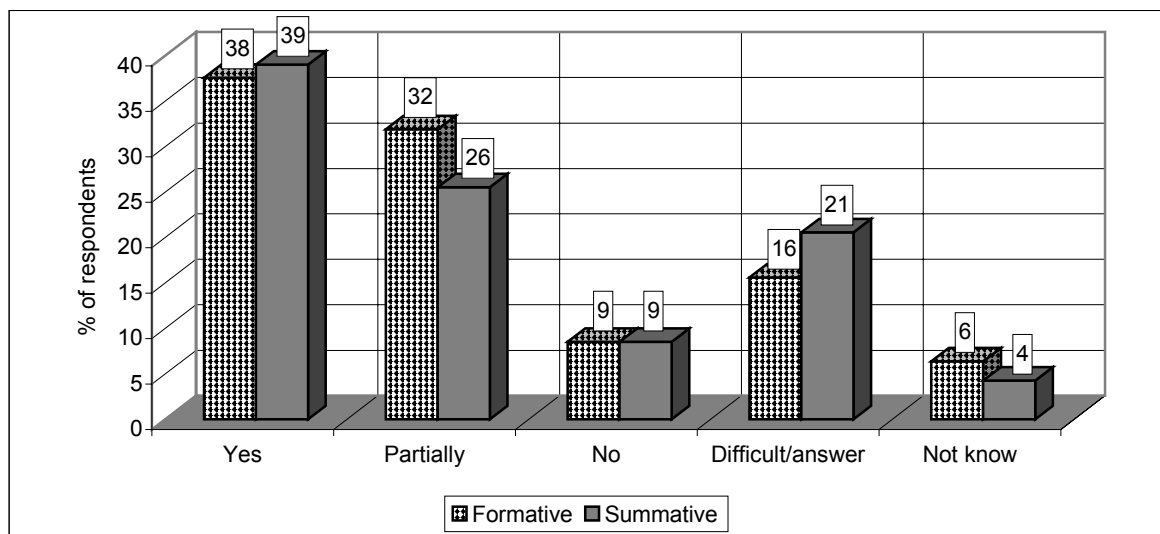
**Figure 36. Do you think the assessment practised by your English teachers reflect your real language skills? (Learners' Perspective)**





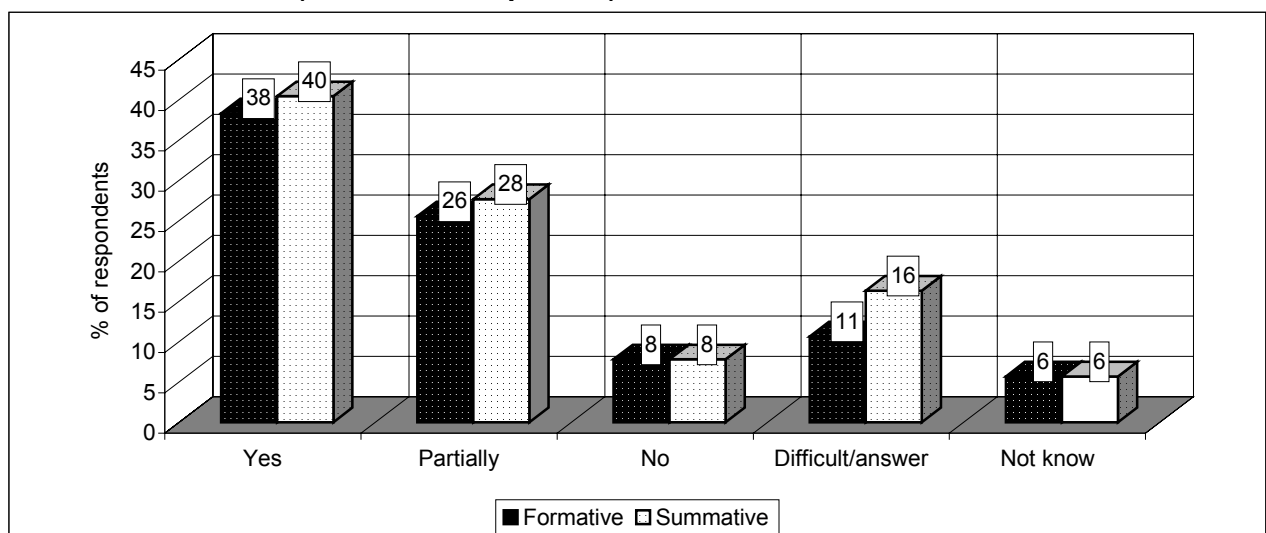
The question 'Do you think the assessment practised by your English teachers reflects your real language skills?' has implications for the objectivity and the supposedly unbiased nature of the tests used. Only about a third of respondents give a definitely positive answer (see Figure 36). The rest are either uncertain or cannot respond. The difference in opinions concerning formative and summative assessment, with uncertain/negative responses dominating, may also reflect the learners' implicit dissatisfaction with the grade received. As Ukrainian ESP teachers grade their students by means of the traditional four-grade system (from '5' – excellent to '2' – fail), these grades remain a strong external motivator for students' behaviour and priorities. However, these grades also provide limited information which may mean little to the learner (Dudley-Evans & St John 1998:212). Learners receive no personalized narrative feedback according to meaningful descriptors.

**Figure 37. Are the assessment procedures practised by your English teachers testing the professional communication skills? (Learners' Perspective)**



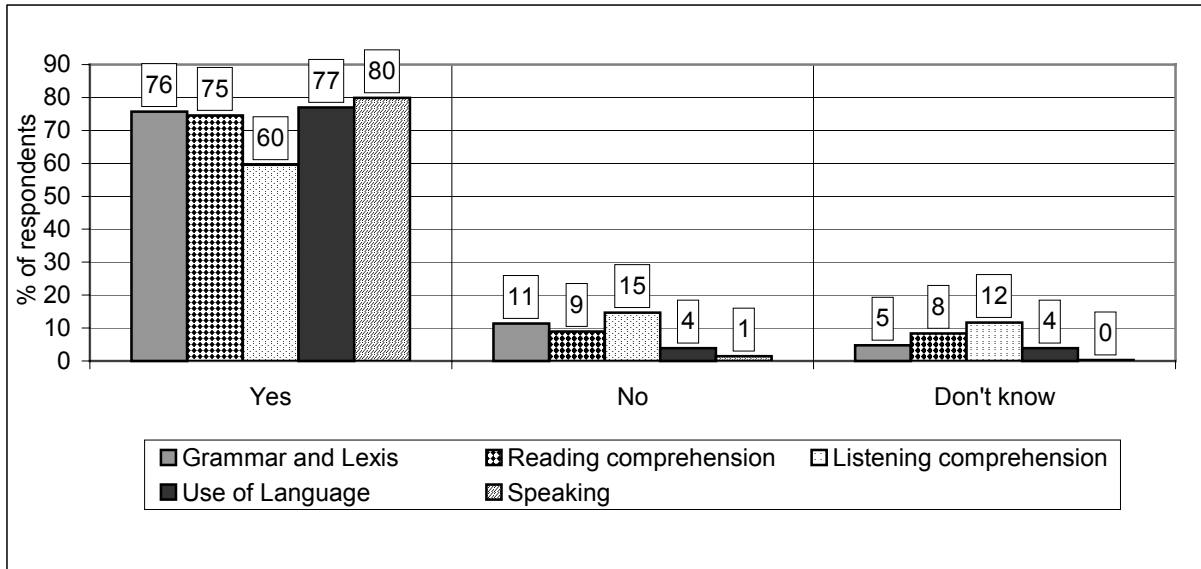
The same tendency is observed in learners' responses to the questions on whether tests and exams test their professional communication skills and whether they are consistent with class activities (see Figures 37 and 38). In this case as well, the main reason for learners' confusion in answering proves to be the absence of clear criteria against which they could have evaluated their current level.

**Figure 38. Are the assessment procedures practised by your English teachers consistent with class activities? (Learners' Perspective)**



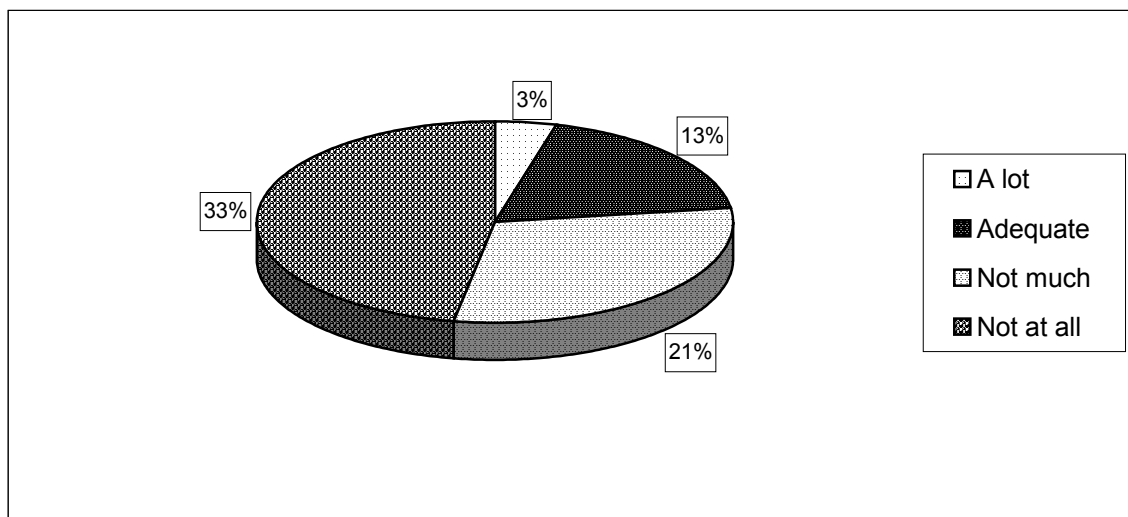
An implicit dissatisfaction on the part of students with EFL/ESP tests administered to them is also reflected in their wish to be tested by means of internationally recognised tests: on average 74% of respondents desire this (see Figure 39).

**Figure 39. Learners' Wish to be Tested by Means of Internationally Recognised Tests**



The opportunity to define their level of attainment against particular descriptors of knowledge and skills, to receive a commonly recognised certification of EFL competence after many years of studies, and to get a meaningful benchmark for self-assessment are just a few of the factors underlying this desire. At the same time, more than a half of the teacher respondents (see Figure 40) confirm the incompatibility of in-house assessment practised in their higher educational institutions with the format and methodology of international examinations.

**Figure 40. Relevance of In-House Assessment to International Examinations (Teachers' Perspective)**



This analysis of stakeholders' perspectives regarding assessment leads us to the following conclusions:

- Both teachers and students accept the necessity for entrance examinations in English. The former need an effective officially recognised instrument to assess the entry level of university

students to be able to define the training gap which should be covered by ESP course design. The latter lack a reliable instrument for self-assessment to be used as a benchmark for further language progress.

- Both teachers and students show dissatisfaction with the existing assessment and with test design systems.
- Whilst the issue of assessment in ESP remains controversial and demands in-depth research, Ukrainian teachers lack serious formal training in the basics of test design and modern principles of assessment. They cannot, therefore, operate professionally and effectively in the testing domain. Assessment remains teacher-dominated. No outside testing is practised. Learners are hardly involved in the process of test design at all, and their feedback seems to be used rarely for strengthening the positive washback effect and deepening their awareness of the learning process.
- Without meaningful descriptors of the level of students' attainment, the teachers' grades signify little and the students are not aware of any reliable criteria for self-assessment.

#### **4.5 Conclusion**

Based on the analysis of Stakeholders' perspectives on the current situation with ESP in Ukrainian non-linguistic higher educational institutions, the following trends can be observed:

Learners, in general, are well aware of the modern significance of ESP and its importance for their occupational and study needs. They show high motivation in learning ESP when ESP methodology offers them cooperative learning with the task-based and project-based activities. The majority of learners would like to have the number of ESP hours increased. They express an urgent need for modern quality materials which would integrate modern methodology with specialist content and provide a systematic means for independent self-study. Learners are strongly in favour of using technology as a tool for increasing their language proficiency. Those learners who still face a traditional structure based ESP teaching approach with no focus on their professional and study needs feel discouraged and frustrated about their ESP studies. Learners are well aware of the importance of testing and show dissatisfaction with the existing system of ESP examinations mainly because the grades they receive do not represent anything of value and do not reflect their language proficiency. As the questionnaire analysis shows, Ukrainian pre-experience ESP learners tend to overestimate their language proficiency as they are deprived of concrete descriptors which they could use for realistic self-assessment and as a benchmark for further language progress. They are deprived of self-assessment guidelines, which could deepen their awareness of the learning process and which could be provided by an ESP language portfolio.

Ukrainian ESP teachers, with a varied age profile and background experience, have no formal qualifications for ESP teaching. Sensing the natural creativity and constant need for improvement adherent to their profession and trying to meet high demands made by other Stakeholders, ESP teachers snatch at every opportunity to enhance their professional competence, from in-service teacher training workshops to international EFL projects. However, all teachers mention that existing CPD opportunities are not sufficient and not widely accessible to the ESP teaching community. These ESP teacher-training lacks are felt through the whole analysis of the current course design, materials development, teaching and testing practice:

- With the high degree of isolation between the universities and general unawareness of EQS in their students' specialisms, teachers suffer from the absence of a standard and/or National Curriculum in ESP to which they can refer to in designing their ESP courses.
- There is an obvious gap between ESP learners' real needs in ESP materials and expectations and teachers' willingness, readiness and ability to meet these needs.
- Methodological shortcomings are evidenced by teachers' low awareness of learning-centred activities, by teacher-dominated classroom interaction patterns, by unsystematic low-quality materials, by norm-oriented and teacher-dominated testing.
- Without meaningful descriptors of the level of students' attainment teachers cannot define the gap which should be bridged by their ESP courses. Without such descriptors the teachers

cannot receive meaningful feedback from learners to use it for strengthening the positive washback effect.

- In the majority of cases teachers neglect the significance of self-access facilities as a means of facilitating independent learning by students. Existing self-access facilities are mainly teacher-oriented, and learners' needs are scarcely acknowledged.

ESP teachers recognise the advantages of interdisciplinary cooperation and collaboration with the subject teachers. However, in practice, such cooperation is hindered by interdepartmental barriers within higher educational institutions and mutual prejudices of ESP teachers and subject specialist teachers regarding each others' domains.

ESP teachers display awareness of their learners' needs and a positive attitude towards changes in their ESP teaching, and at the same time, many of them are reluctant to face the challenge of development. Besides natural uncertainty avoidance, a certain proportion of teachers' pessimism stems from the fact that despite the readiness for change demonstrated by administrators, in many cases the integration of ESP into the higher educational institution curriculum and time-tabling is hampered by perception of it as a marginal subject, and allocation of course time for ESP is viewed as negotiable rather than prescriptive.

However, statistical analysis and interpretation of experience show that all the stakeholders are concerned with improving students' language proficiency. All of them need means to realistically evaluate the current levels of language proficiency of ESP students in Ukrainian non-linguistic higher educational institutions and to have objective criteria for assessing that proficiency. Primary and secondary stakeholders are strongly in favour of increasing time (higher contact hours) for teaching ESP and providing continuity in the courses. Thus, with the Stakeholders' initial readiness demonstrated, the National ESP Curriculum is expected to be a timely document which will predict (provide the generative framework within which the creativity can operate), stimulate (offer enough support for developing effective teaching/learning) and evaluate (serve as a feedback device to be used as a checklist to check coverage and appropriateness of this support).

## 5 Needs Analysis

### 5.1 Research Methodology

The purpose of an ESP course is to enable learners to function adequately in a target situation. That is the situation in which the learners will use the language they are learning. Thus, “the ESP course design process should proceed by first identifying the target situation and then carrying out a detailed analysis of the linguistic features of that situation” (Hutchinson & Waters, 1986:12). The process of researching the target situation and study needs is called *needs analysis*. In ESP teaching/learning there is a basic distinction between target needs – (what the learner needs to do in the target situation) and study needs – (what the learner needs to do in order to learn). In order to identify the principal target needs of graduates in Ukraine the following questionnaires were analysed:

- potential employers (43 respondents)
- university authorities (37 respondents)
- young professionals (80 respondents).

The research questionnaires cover the reasons why the English language is needed, where and how it will be used in the situations which the learners will face upon graduation (for questionnaires see Appendices L and M).

In order to gain an insight into study needs, questionnaires were distributed and analysed:

- learners (334 respondents)
- subject teachers (15 respondents) (for questionnaires see Appendices O and P)

In order to avoid a biased perception of the learners’ needs, a questionnaire to teachers of a wide range of specialisms was specially designed and administered. The questionnaire focused on the significance of English for the subject classes, and the priority of learners’ study needs in the context of their future profession. Besides this, informal interviews and consultations with stakeholders were carried out.

In the research both target situation needs and study needs were investigated on the basis of a learning-centred approach to needs analysis. (Hutchinson & Waters, 1986:63) However, for the purposes of this study, both sets of needs are investigated and analysed broadly rather than specifically because of the wide range of study and professional specialisms involved.

### 5.2 Target Situation

The analysis of a target situation can be called “a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process<sup>28</sup>. The data obtained from the *young professionals* show that the ESP course should be: compulsory (76.6%), lasting 5 years (42.5%). Young professionals would like to use the English language in the following spheres of their work:

- being aware of cultural differences
- describing diagrams, maps, drawings, schemes, etc.
- expressing attitudes/opinions
- filling in application forms, CVs
- interpreting
- making presentations
- negotiating
- participating in pre-planned discussions

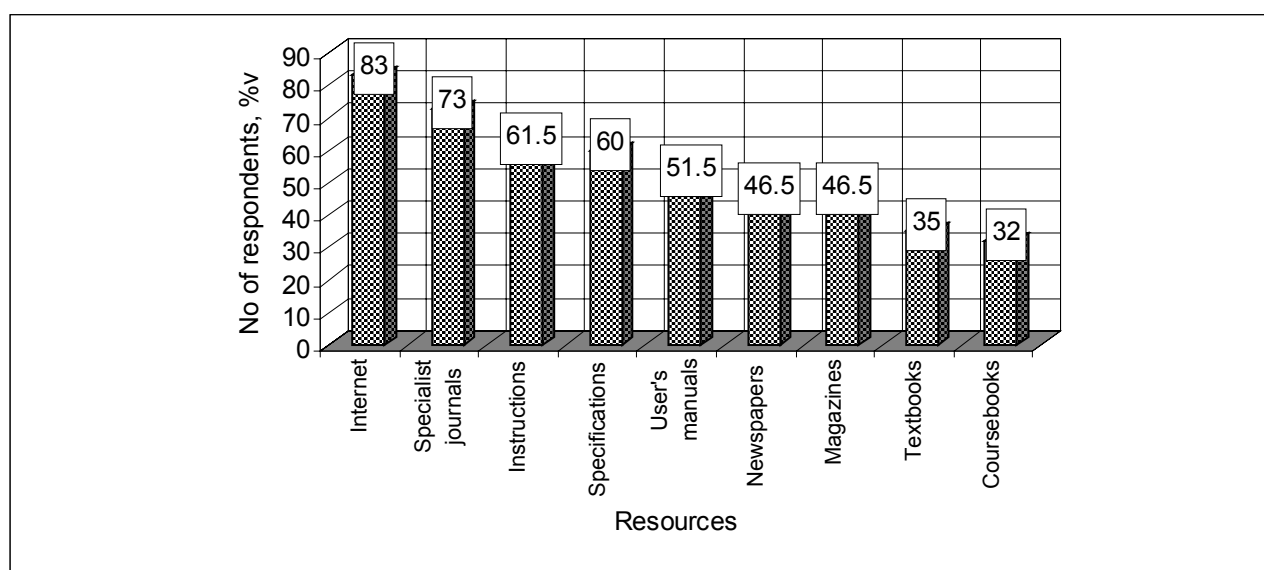
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<sup>28</sup> op cit: Hutchinson & Waters (1986:59)

participating in spontaneous discussions  
 predicting ideas of an audio text  
 reading commercial correspondence  
 reading for specific information  
 reading silently  
 reading for general information from original special texts  
 socialising  
 telephoning  
 understanding other people  
 understanding recordings, video/audio texts, lectures, reports  
 understanding the author's attitude  
 using English in everyday communication  
 using English for professional purposes  
 writing contracts  
 writing faxes, e-mails  
 writing letters formal/informal  
 writing resume, summary

The following resources were considered the most important in young specialists' work situations (see Figure 41)

**Figure 41. Resources Important for a Job**

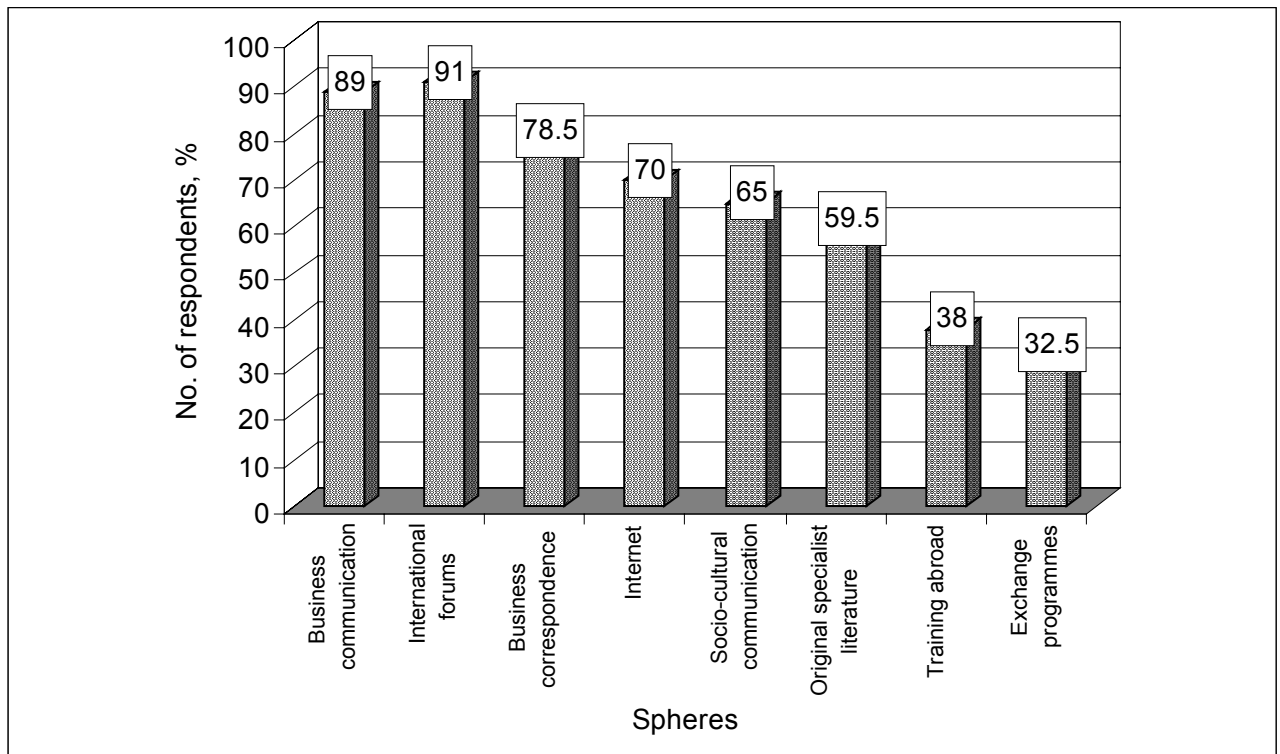


The data obtained show the current tendency of young professionals to treat English as a prerequisite for using the Internet, sharing ideas with foreign partners, and gaining the international knowledge and experience they need to become successful specialists in their spheres. The analysis of resources indicates that specialist literature – journals, instructions, and specifications – makes up the main body of professional materials to suit the young professionals' various technical needs.

The majority of respondents support the idea of having English as a long-term mandatory subject. This need can be accounted for by their understanding of the role of English as a medium of international communication in the 21<sup>st</sup> century.

*University Authorities:* Vice-rectors, deans, heads of departments, and those who can be decision-makers in the advancement of the proposed ESP curriculum, were interviewed. The spheres where English can be used, as given by the authorities, are as follows:

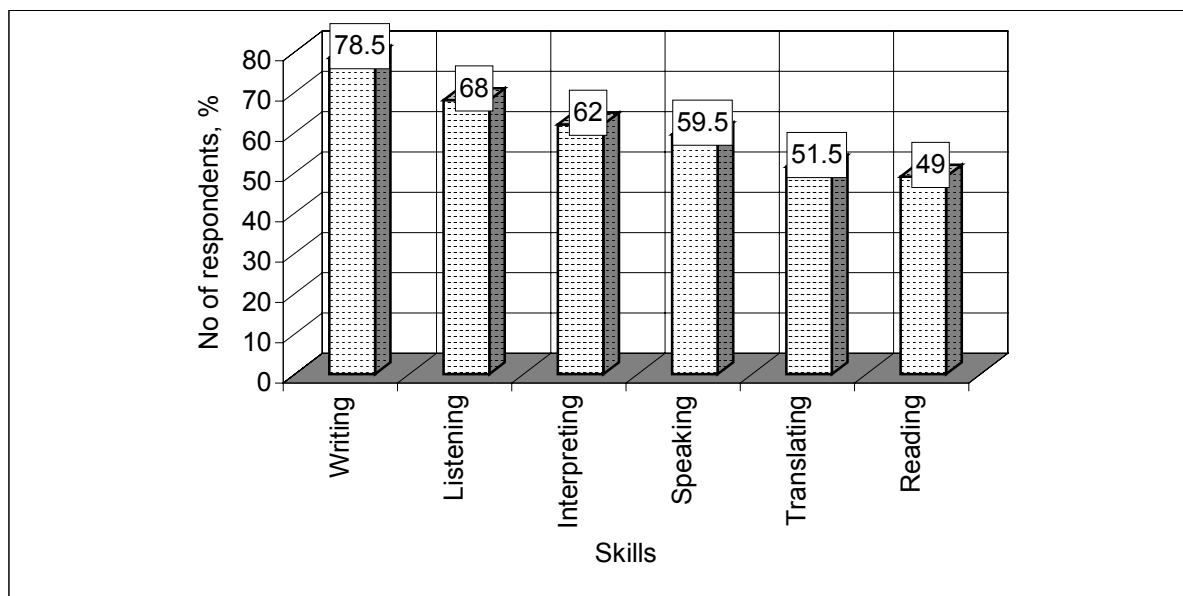
**Figure 42. Authorities' Views on English Use**



The data above show the understanding by the authorities of the increasing tendency towards integration into the world community. The authorities are concerned with improving employment opportunities for students upon graduation with the main focus on business and academic spheres. English language competence is an asset for graduates in matching up to international standards on the increasingly global employment market.

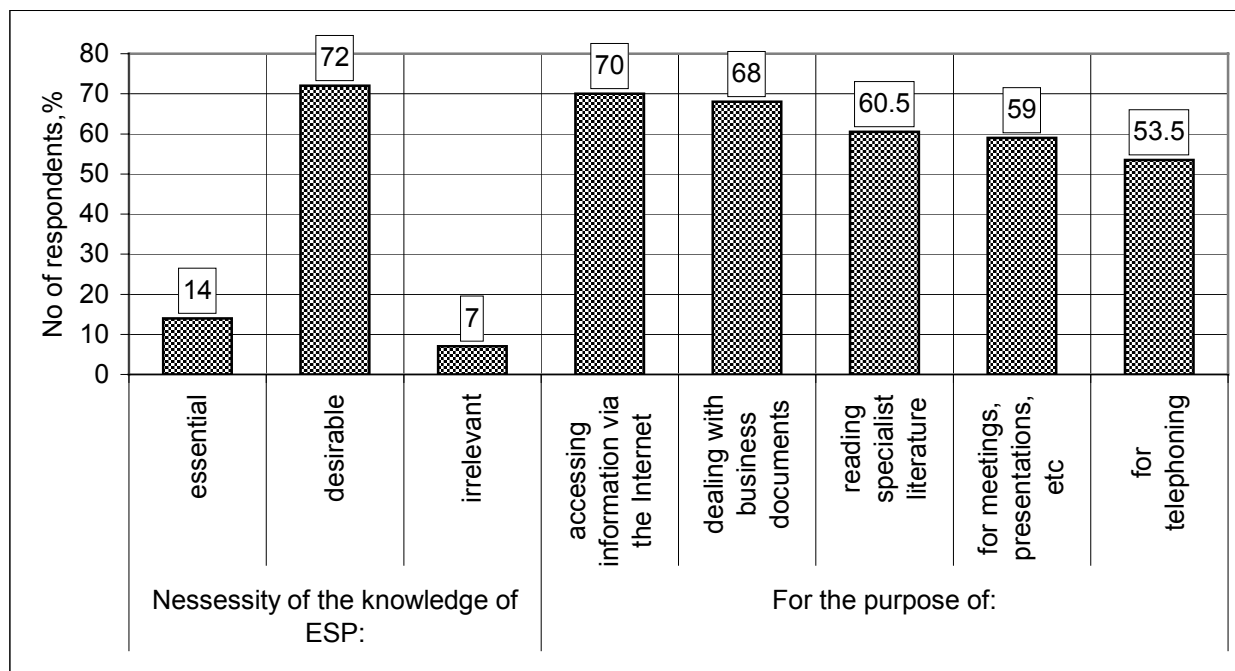
The authorities also give preference to the following skills which the students should acquire:

**Figure 43. Authorities' View on Skills Needed**



*Potential Employers:* The employers questioned represent the following main spheres of future students' occupational involvement: Economics (60%), Technology (21,5%), Science (12.5%), Humanities (5%). The employers consider language knowledge to be desirable (72%) or essential (14%) and state that their employees use English to access information via the Internet (70%), to deal with business documents (68%), to read specialist literature (60.5%), for meetings, presentations and negotiations (59%), for telephoning (53.5%) (see Figure 44).

**Figure 44. Potential Employers' Interests**



The analysed data indicate that employees should be able to deal with business communication/correspondence; to interpret the information acquired from the Internet, magazines and journals; and to participate in meetings, presentations or negotiations. The findings obtained reflect the current demand for English in the employment market in industry, technology and science, which is in a state of constant change and development. So, the employees must measure up to the current job market, in which good language proficiency is one of the demands.

The figures show that potential employers, young specialists and university authorities all consider business correspondence and business communication as priorities. In addition, the authorities mention writing for academic purposes. All three groups of respondents are aware of the importance of reading specialist literature and access to information via the Internet.

### 5.3 Study Needs

In non-linguistic higher educational institutions English is not a medium of instruction. English plays the role of a language of study; and the degree of learners' dependence on proficiency in English in their professional training, and the level of language competence necessary to study specialisms at tertiary level, is an important factor.

Using the analogy of the ESP course as a journey to a destination (employment market), study needs can be understood as the needs the students have en route (while studying at the university) (Hutchinson & Waters, 1986:60). At the university level students need to develop their language proficiency to enable them to undertake studies successfully. The data obtained show that the majority of learners need English to have access to information via the Internet, to use e-communication, to extract information from specialist literature and to exchange scientific and technical information.



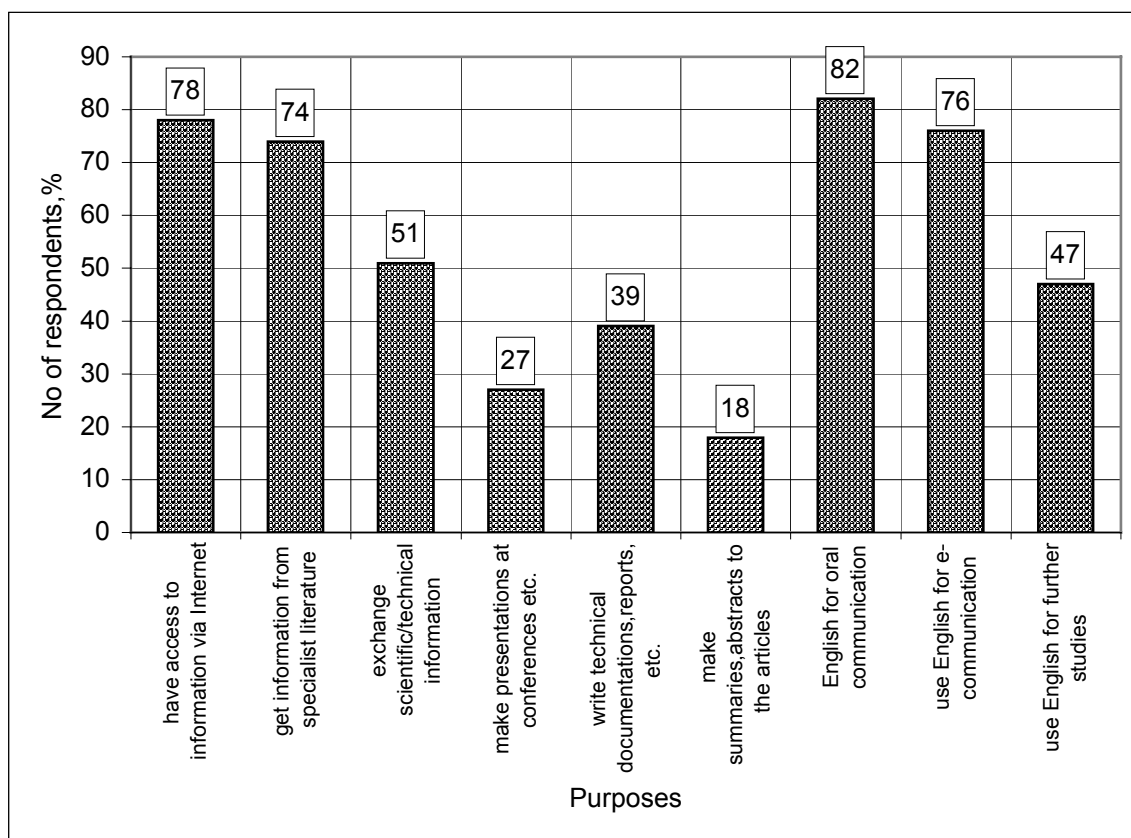
These skills constitute the knowledge and abilities that the learners require to gain access to the subject matter of their specialisms.

The importance of ESP for students is illustrated by their desire to increase the present-day ESP course duration (52.1% of respondents) and the number of hours per week (62.6% of respondents). The ESP course is frequently taught before the specialisms, which causes difficulties in integration between subjects. The time lapse between Bachelors' and Masters' ESP courses is not favourable for students' learning needs (see also Section 4.3.4).

*Subject Teachers:* In analysing the Study Needs, we attempted to find out what subject teachers think about their students' English.

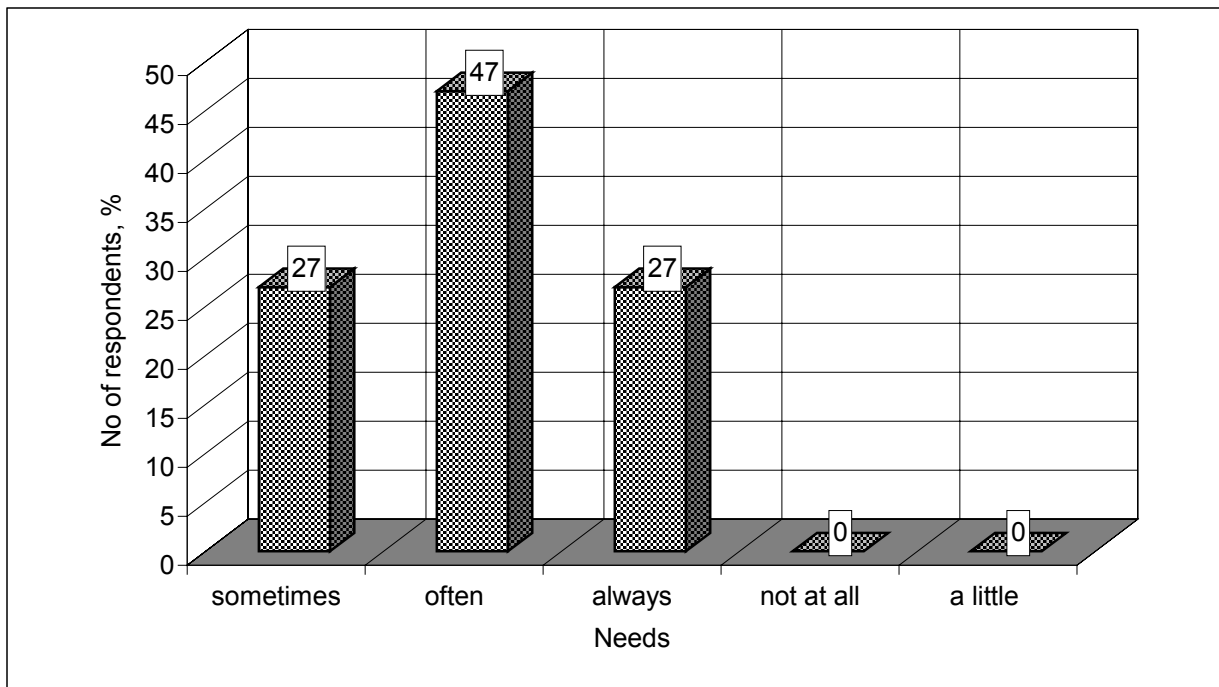
The 15 respondents represent different subject areas and the most of them consider that students need English to study their subject fields (see Figure 45):

**Figure 45. Purposes of Studying ESP (Students' Perspective)**



Teachers mention presentation skills, and participation in informal meetings as some of the most important speaking skills their students need. Among listening skills, they mention understanding lectures, telephone messages and discussions. Teachers would like their students to be able to take notes in lectures, write letters, faxes, memos, reports and minutes. They also mention that students need academic writing skills. As for reading skills the teachers were almost unanimous in choosing specialist literature reading skills; letter, fax and memo reading as the priority. They mention that students lack these skills (see Figure 46).

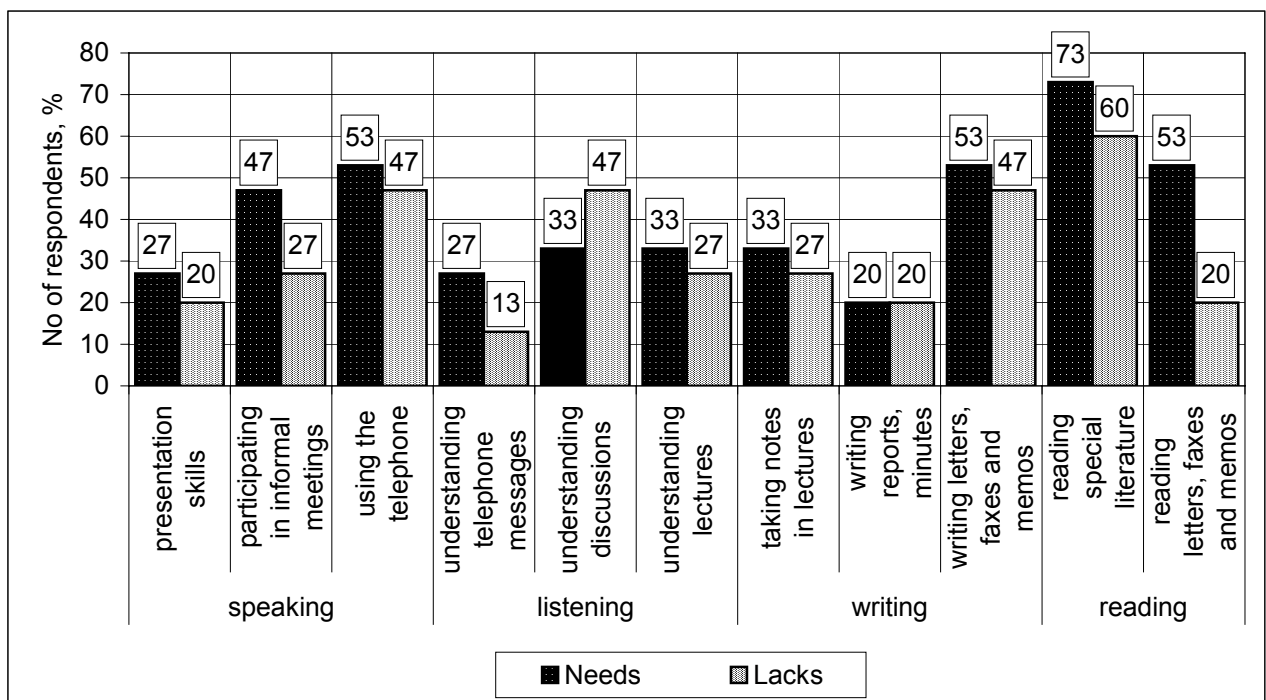
**Figure 46. Language Needs in Specialists Subjects**



To achieve better results in the specialisms, students need an intermediate (33%) or high-intermediate (40%) level of proficiency in English, which correspond to B2 and C1 levels according to Common European Framework of Reference levels of proficiency.

Subject teachers work or would like to work together with English teachers: sometimes (47%), often (33%), a little (20%).

**Figure 47. Skills Needs & Lacks (Subject Teachers)**



## **5.4 Conclusions**

Our research has led to the following conclusions: needs analysis is the basis of ESP curriculum design; and target situation analysis and study needs should determine the content of the ESP curriculum design.

Target situation analysis shows the need for introducing business correspondence and business communication, as well as academic writing, in the ESP curriculum.

Having analysed the data on summative assessment (Chapter 3) and needs analysis (Chapter 5), we have come to the conclusion that the level of writing of graduate students is low, while the demand for that skill is high; graduates show better results in listening, but not as high as required. This skill as a component of spoken interaction, where both listening and speaking are employed, is highly valued by authorities, young specialists and potential employers in business and international communication. Reading skills, in general, appear to be up to the required standard (above 60% of students tested achieved levels B2, C1 (see Chapter 3).

## 6 Proposal for a National ESP Curriculum

### 6.1 The Main Principles of the Curriculum

In the interests of quality and credibility, validity and transparency, the new National Curriculum, as a pedagogic and organisational tool, should take into account both modern tendencies in language learning and teaching and the findings of this Baseline Study. It should thus be based on the following principles:

- **Internationalism and plurilingualism**

The new National Curriculum will be a document with an international orientation, promoting the concept of European citizenship. It will provide students with a solid foundation of learning and open up international professional opportunities to them. A plurilingual approach emphasises the fact that an individual's experience of language in its cultural contexts expands from the language of the home to that of society at large and then to the languages of other peoples. The learner builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact (CEFR, p. 4).

- **Democracy and equality**

If it is agreed that all languages and cultures in the 'House of Europe' (and outside) are equal and that no language or culture will be discriminated against, the new National ESP Curriculum must aim at creating interest in the cultures of European neighbours and developing democratic citizenship and an attitude of openness, tolerance and respect for 'otherness' and difference. As a consequence, in the European context, the new Curriculum will aim not only at developing pragmatic skills, but also comprise the socio-cultural background of the community which learners are to function in. Democratisation of language teaching and learning ensures that all students will have equal opportunity and access to quality education irrespective of their social and educational background. The new Curriculum will provide higher educational institutions nationwide with a generative framework within which they will be able to organise quality language teaching/learning, which will enable learners to satisfy their communicative needs.

- **Innovation**

The innovative character of the New National ESP Curriculum stems from the pioneering nature of the Common European Framework of Reference from which it derives. The Curriculum is based on the successes of - and takes into account the flaws which have existed in - Ukrainian EFL/ESP teaching and learning practice. It will reflect the latest national and international methodological developments, such as learner- and learning-centred approaches, communicative language teaching and learning, task-based and project-based approaches, etc.<sup>29</sup>. The new document will make use of modern didactic principles of tertiary language teaching/learning:

- by developing:
  - language awareness
  - intercultural awareness
  - awareness of language learning
- by emphasizing:
  - comprehension
  - sociocultural content
  - the textual nature of communication
  - methods of teaching and learning that activate learners' interest.<sup>30</sup>

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<sup>29</sup> See Hutchinson T., Water A. (1997) *English for Specific Purposes. A learning-centered approach*. CUP; Dudley-Evans T. & St John M. J. (1998) *Developments in English for Special Purposes*. CUP; Ellis M., Johnson C. (1994) *Teaching Business English* OUP, et al.

<sup>30</sup> G.Neuner (2002), *Policy Approaches To English*. Council of Europe, Strasbourg, p.14.

The New Curriculum will be a synergistic document incorporating the best from international and national language teaching and learning theory and practice. The New National ESP Curriculum will lead to:

- **Transparency and Flexibility**

It will be a flexible document incorporating a set of common features, which will necessitate tailoring ESP syllabuses to meet diverse learners' and teachers' needs. It can be applied, with necessary adaptations, to specific situations and needs. It will be capable of further extension and refinement, a continuous evolution in response to the experience of use. It will be a positively formulated, user-friendly document of non-prescriptive character, with a clear description of language proficiency related to professional qualifications to make it recognisable and comprehensible within Ukraine and across Europe.

- **Plurality**

It should take into account the diversity of learners' needs according to age, learning purposes and contexts, and background (i.e. create a solid foundation for developing appropriate distinctive ESP syllabuses for learners of various specialisms), whilst ensuring mutual recognition of all syllabuses and continuity between different educational institutions, sectors, regions and countries. It will value the full range of the learner's language and intercultural competence and experience, regardless of whether these were acquired within or outside formal education. The new document will allow the creation of syllabuses at various levels of complexity. It will offer a framework within which teaching can be diversified with respect to target competence levels, types of competences, types of discourse to be mastered, timing, etc. This plurality of ESP courses, competences and levels is the basis on which plurilingualism can be organised.

- **Integration**

There are two domains in which the New ESP Curriculum will achieve integration: language learning and content.

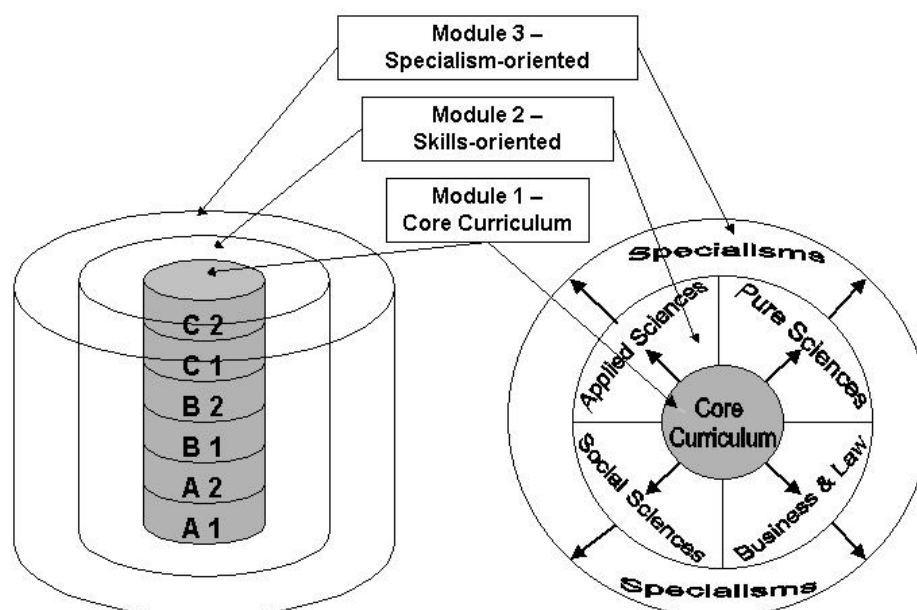
- The new ESP Curriculum will shift the emphasis from knowledge as isolated constructs to the notion of curriculum content standing in a necessary and natural interrelationship. It will reflect a change in educational philosophy that considers language teaching as a homogeneous, diversified education in language. Language learning is seen as acquisition of knowledge and integrated skills as they interact in real-life situations.
- The new document will aim at developing integrated skills and be designed to cohere as closely as possible with the goals and content of the learners' areas of specialism. Integrated teaching of macro-skills will be valid when seen in their natural context of the respective professional settings. The market demand for such skills is illustrated by the growing trend using English as a medium of instruction. The new Curriculum document will bring about such integration at the level of objectives and teaching methods, and by coordinating syllabuses.

The new ESP curriculum should:

- **be relevant** to the professional needs of learners and societal expectations, and relevant to the target situations in which ESP students will function as specialists.
- **encourage life-long learning and autonomy.** It is obvious that learning a foreign language, especially in the European context, reaches far beyond compulsory education. Since the active use of procedural knowledge ('learning to learn') is the basis for efficient and autonomous life-long learning of languages after school, the development of procedural knowledge is an essential objective within the framework of the new approach. The National ESP Curriculum will become a tool for promoting learner autonomy and critical awareness of their learning. By focusing on the generic skills of critical thinking, problem solving, presenting ideas, etc., the New ESP Curriculum will help to assess ESP students' language and intercultural competence, and thereby develop their capacity for independent language learning.

- follow a modular design.** The ESP Curriculum will be multidimensional (taking account of the different dimensions of the reference framework) and modular in the organisation of learning and evaluation. This will permit, synchronically (i.e. at a given moment in the learning path) or diachronically (i.e. through differentiated stages along this path), the development and recognition of the components and structure of the Curriculum and subsequent syllabuses, which vary in different higher educational institutions and change over time with varying learners' needs (CEFR: p.175). The Curriculum will be a competence-based document, modular in nature, in order to present the options and forms of differentiation for managing the development of a diversified competence for particular learners. It is aimed at improving learners' proficiency in a restricted area for a particular purpose and providing continuity, variability and individualization of teaching and learning. Each of the characteristics of language teaching may be given different specifications, which means that an enormous number of practical forms of language teaching may be imagined, capable of developing specific linguistic repertoires and according to learners' specialisms, life plans and needs. The modular approach of the Curriculum helps to introduce key skills and competences into local syllabuses, taking into account the learners' needs, initial and target proficiency levels, and the number of hours allotted for ESP (ELT).

**Figure 48. Modular Design of the ESP Curriculum<sup>31</sup>**



**The first module** of the New National ESP Curriculum will comprise the Core Syllabus (a compulsory minimum) of EAP with elements of specific specialisms (See Figure 48). It will identify common, highly useful language features to be included in all syllabuses, irrespective of learners' specialisms. The Core Curriculum will be based on skills integration and a task-based approach. The Curriculum will become more specific and specialism-focused as graduation approaches, on condition that more hours are allotted.

**The second module** – the Skills-oriented syllabus – will focus on the development of skills relevant to groups of adjacent specialisms, such as Social Sciences, Applied Sciences, Pure Sciences, Business and Law. This module becomes more specific and comprehensive in the skills and competences required in the world of work.

The two modules (EAP and subject-specific ESP) can be run concurrently or consecutively, depending on the various factors that influence the local syllabus design.

<sup>31</sup> The general idea of the modular curriculum design was proposed by Rod Bolitho, ESP Baseline Study team consultant (the College of St Mark & St John, Plymouth, UK)

**The third module** will further deepen the ESP knowledge and skills that have been acquired during the previous two modules. It will be defined by syllabuses generated by the Core and Skills-oriented Modules. The third module of narrow specialism will not differ much from the previous two in skills areas but will focus more on the lexis and specific professional skills of the particular specialism - such as microbiology, power engineering, etc.

Each Module of the National ESP Curriculum will be completely self-contained, with a reasonable overlap between modules, allowing for natural recycling as learners move through the courses. The modules will give greater overall coherence and transparency to the underlying curriculum choices. Multidimensionality and modularity thus appear as key concepts in developing a sound basis for linguistic diversification in the curriculum, course design, materials and assessment.

## 6.2 Important Features of the New Curriculum

### Approach

The Curriculum should have a unified core, so that it can generate a number of alternative ESP syllabuses. It has been said, “ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material ...it is an approach to language learning, which is based on learner need”.<sup>32</sup> The curriculum as a process should be flexible, and adjustable to students’ needs. The curriculum should be based on a learning-centred approach, “an approach with the avowed aim of maximising the potential of the learning situation”.<sup>33</sup> Learning is more than just a matter of presenting language items, skills and strategies; it is not just the content of what is learnt that is important but also the activities through which the language and content are learned. Within the approach characterised above, ESP teaching/learning should aim at:

- lifelong learning  
Students should learn how to learn, with emphasis on the generic skills of critical thinking, problem-solving, presenting ideas, summarizing, etc
- shared control  
Responsibilities for learning outcomes should be shared by teachers and students alike
- integrated learning  
Effective learning involves integrating different subjects
- learner autonomy  
The success of a course is measured to some extent by the independence of students as language learners.

### ESP Methodology

The general approach to ESP teaching/learning should include the integrated development of language knowledge and skills to increase learners’ performance through a variety of highly motivating task-based and communicative activities.

### Materials

Materials should comprise a range of subject specialism-related (e.g. Business English correspondence and communications), academic writing course books and other materials in order to develop integrated skills. Authentic and locally developed materials should supplement the courses and help create the context for various activities.

### Course Organisation

It has already been stated that in order to best provide for maximum flexibility of use of the materials and the integration of language skills and knowledge in a process-oriented learning approach, a *modular* format should be adopted.

Placement tests should be introduced in order to place students into reasonably homogeneous groups. According to the students’ level of proficiency, those achieving B1 – B2 level will choose

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<sup>32</sup> op.cit: Hutchinson and Waters (1987:19)

<sup>33</sup> op cit: Hutchinson & Waters (1987: 77)

their course electively, while those who fail at this level will take the compulsory module(s) and have the opportunity to improve their proficiency level. This 'levelling' module would be followed by the compulsory Main Course, aiming at the Bachelor's Degree, and the Full Course aiming at Specialists and Masters.

Main Course (+Leveling)	Full Course	Total
4 modules/terms	+ 5 modules/terms	9
240 hours	+260 hours	500 hours
4-6 hours per week	4-6 hours per week	
Examination + Language Portfolio	State examination + Language Portfolio	

The Curriculum should include *thematic content* (referring to topics of interest and areas of subject knowledge) and *situational content* (referring to the context within which the themes, topics and linguistic functions and text are presented).

Grammar should be treated within a communicative framework. The content should be broken into study modules.

#### 1<sup>st</sup> Module

from 2 months to 2 terms  
everyday communication

#### 3<sup>rd</sup> Module

5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> terms  
specialisms communication  
cross-cultural awareness

#### 2<sup>nd</sup> Module

3<sup>rd</sup>, 4<sup>th</sup> terms  
introduction to specialisms communication

#### 4<sup>th</sup> Module

authentic materials perception  
professional communication

The content should be based on the students' likely future professions. The language knowledge (including specialist vocabulary) should be drawn from those specialisms.

As the Needs Analysis shows, there is a need for introducing business correspondence and business communication – as well as academic writing – into the ESP curriculum. These skills were highly rated by university authorities, potential employees and young professionals.

A compulsory assessment system with a regular end-of-year examination, reflecting closely the regular format of recognised international examinations (such as BEC, IELTS, etc.) should be introduced. A description of language portfolios in accordance with different target qualifications (bachelors, specialists, masters) should be developed.

### 6.3 Proposals for the content of a National Curriculum

The principles of a National ESP Curriculum help to define its content. The content of a National ESP Curriculum will:

- be based on *international levels of proficiency* (according to CEFR)
- match *national qualification* levels of achievement/be in tandem with the national educational environment
- have *clearly* and *flexibly* formulated objectives and outcomes
- focus on *thematic content* (topics of interest and areas of subject knowledge); *situational content* (the context within which the materials, activities, etc are presented); and *pragmatic content* (necessary practical and useful skills)
- take account of students' needs and backgrounds.

The *content* of the curriculum will be targeted at the students' *study needs* (giving learners possibilities to study their specialisms more effectively) and the students' *target needs* (enabling



learners to function effectively in target situations). The pragmatic skills will be defined after a consideration of the needs analysis data (see Sections 5.2 and 5.3).

The content will be organised *cyclically*: the new subject matter should not be introduced just once in a syllabus and then dropped; rather, it should be recycled, reinforced, consolidated throughout the course.<sup>34</sup>

Each module will include survival English, professional communication, and cross-cultural awareness, with special attention being given to the use of authentic materials. Modules will also reflect, as an underlying principle of foreign language learning, the need to take into account the specific subject specialisms.

## 6.4 Learning Outcomes

This section will provide views on learning outcomes, i.e. what students should know and be able to do with language – as a result of the implementation of the National ESP Curriculum as suggested by this Baseline Study – by the end of an ESP course.

The learning outcomes are linked to the aims and objectives of the proposed curriculum, which is based on the target situation, and students' study needs (as described in Sections 5.2 and 5.3). An ESP course enables learners to function adequately in a *target situation*: the situation in which the learners will use the language they are learning.<sup>35</sup>

The target situation objectives are determined by Education Qualification Standards (EQS) for specialisms and identify:

- professional knowledge
- linguistic competence
- study skills (e.g. procedural knowledge<sup>36</sup>, reading to extract information, memory skills, paraphrasing, giving presentations, participating in discussions/debates, process writing, note-taking, etc)
- professional skills (e.g. reading and writing professional correspondence and documentation, participating in meetings, etc. – see Section 2.3).

The new ESP Curriculum thus becomes relevant to the target situation and students' study needs. Since study skills provide a platform for life-long learning, they should form the core objectives and content of the proposed EAP Curriculum. However, the knowledge and skills mentioned above should be viewed as integrated learning skills, which may be applied to and borrowed from other subjects, rather than considered as separate learning outcomes. This interdisciplinary application is required by EQS.

In terms of language proficiency, the learning outcomes can be measured against the proficiency level scale provided by the Common European Framework of References (CEFR). The anticipated learning outcomes as defined in EQS correspond to levels B2/C1 of the Common European Framework of Reference (see Section 4.3.1). But it should be noted that the aforementioned levels are greatly dependent on the entry level of students, the number of academic hours available for the course, etc.

This study reveals that entry proficiency levels differ between specialisms and within a specialism. The difference in macro-skill levels varies from A1 to B1 (see Section 4.3.1). The variable nature of the new National ESP Curriculum will provide equal access to quality education for all students, thus eliminating this imbalance.

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<sup>34</sup> op cit: Dubin & Olshtain (1985:55)

<sup>35</sup> op cit: Hutchinson and Waters (1996:12)

<sup>36</sup> i.e. HOW to do things in a study situation

The responsibility for the learning outcomes should be shared between teachers and learners. Such responsibility can be provided by the introduction of a language portfolio, where the outcomes are self-assessed by the students themselves and also by the teacher, and future objectives are partially determined by the students too. The pre-determined objectives will lead to further learning outcomes, thus demonstrating the innovative nature of the proposed National Curriculum as an evolving process, rather than a set of fixed regulations.

Production of the language portfolio for specialisms will provide a format in which language learning can be recorded and formally recognised. The portfolio will make it possible for learners to document their progress, which is most clearly evidenced in the learners' ability to engage in observable activities and to operate communication strategies.<sup>37</sup>

The proposed National ESP Curriculum is based on Education and Qualification Standards (EQS) and The Common European Framework of Reference, which incorporates European dimensions into Ukrainian higher education context.

## 6.5 Methodology

The approach to ESP teaching will be an eclectic rather than a narrowly prescriptive one, but the common thread is communicative methodology, currently recognized by the majority of ELT teachers in Ukraine as the dominant one.<sup>38</sup> Teachers are welcome to use any methods considered effective in reaching the target objectives.

The New ESP Curriculum will highlight the necessity of an integrated approach to the teaching of the primary language skills. The process of integrating language skills to reflect and match real-life use involves linking them together in such a way that what has been learned and practised through one skill is reinforced and extended through further language activities which bring one or more of the other skills into use.<sup>39</sup> Teachers should always bear in mind the way in which these skills are integrated in real life (e.g. if a person reads a job advertisement in a newspaper, s/he may discuss it with a friend or enquire about a job. S/he may then write a letter of application for the job, which will in turn lead onto somebody else reading the letter and replying to it. Thus, we have a chain of activities involving the exercise of different language skills: reading-speaking+listening-writing-reading-writing).

The methodology will provide activities that emphasise problem solving and “learning by doing”, such as predicting, brainstorming, mind mapping, etc (activity/task-based approach). Consideration will be given to the relative roles and responsibilities of the teachers and students in the organisation, management, conduct and evaluation of the language-learning process. Students must be centrally and actively involved in the learning process.

Students will not only be offered the opportunity to acquire the knowledge and skills concerning ESP, but will also be given opportunities to develop their capabilities as autonomous learners, and encouraged to be more responsible for their own learning.

Though the new Curriculum will be learner-centred, the role of the teacher will not be ignored. The teacher's role is central in managing learning: giving inputs, providing feedback, and offering and supplying help to students.

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<sup>37</sup> See Chapter 6.1

<sup>38</sup> For the main principles of communicative approach see: Brumfit C.J. and K. Johnson. (eds.) (1985) *The Communicative Approach to Language Teaching*, Oxford: OUP; Johnson K., & K. Morrow K. (eds.) (1984) *Communication in the Language Classroom*, Longman; Littlewood W. (1981) *Communicative Language Teaching. An Introduction*, Cambridge: CUP.

<sup>39</sup> Byrne D. 'Integrating Skills' in, Johnson K. and Morrow K. (eds) (1984) *Communication in the Language Classroom* London: Longman, p.108.

Materials will be learner-centred, provide for self-study opportunities and develop not only language skills but also transferable skills (such as giving presentations). The new Curriculum will offer guidelines for developing these materials.

The new Curriculum will give descriptors for assessment (derived from CEFR) and help in identifying the objects and forms of assessment. It will ensure a match between students' needs, the declared objectives of ESP teaching/learning and the international (European) levels of proficiency.

## **6.6 Stakeholders' Benefits and Potential Risks**

The efficiency and feasibility of any innovative project primarily depend on the social context this project is to function in. That is why the expectations and reservations of the stakeholders in this project regarding the benefits and potential risks this development will bring are of paramount importance.

### **Learners**

Ukrainian ESP students are primary stakeholders and direct beneficiaries of this Project. For the first time they are seen as equal stakeholders in the curriculum design and as co-managers of the teaching/learning process. The interests, needs and inclinations of individual students become the source for the ESP Curriculum.

The National ESP Curriculum will serve students' interests, as it will take into account the language ability and level of language proficiency of each student. From the very beginning of their ESP course at the university, students with partial competences will have opportunities to catch up. As learning to learn is regarded as an integral part of ESP learning, students will become increasingly aware of the way they learn, the options open to them, and the options that best suit them.

Having experienced the impact of the National Curriculum and the way of teaching it will generate, learners will develop the competences and strategies needed to participate effectively in communicative events they will encounter during their studies and in real-life job situations. They will practice and use all the language skills naturally, in the way they are normally integrated in real life, and the focus will be on their professional and study needs with continuous improvement of their organisational and interpersonal skills. The new approach to teaching and learning will help to exploit their strengths and overcome weaknesses.

In addition, they will develop specific skills and attitudes that go far beyond just the learning of English. Having access to the subject matter of their specialism through authentic learner-centred materials, they will act according to their specialism and field of interest.

The ESP Curriculum will grant students more *responsibility* for their learning. Learners will be able to make choices in respect to objectives, high quality materials for particular ESP courses and methods in the light of their own needs, motivation, personal characteristics and available resources. They will be encouraged to participate actively in the learning process ("learning by doing") in cooperation with the teachers and other students to reach agreement on objectives and methods, accepting compromise, and engaging in peer teaching and peer assessment so as to progress steadily towards *autonomy*. They will not only carry out the tasks and activities prescribed for them by ESP teachers, but also will have a chance to take initiatives, to plan, structure, and execute their own learning processes. Students, who are willing to accept responsibility for their own learning will achieve the greatest possible participation and, in doing so, will gain linguistically, socially and professionally.

Learners' involvement in course management will be increased. They will feel motivated by being involved in decision-making and evaluation processes.

The National ESP Curriculum will focus on specific language outcomes for learners and will be based on criterion-referenced assessment procedures, which measure achievement. The majority of the students are interested in a unified and independent system of assessment, and an objective and reliable system of exams. The National ESP Curriculum will give learners an opportunity to participate in developing such system of assessment. Besides, it will give them access to the Language Portfolio, a reliable instrument for self-assessment of their language skills in correlation with the European Framework of Reference levels.

Some learners may regard any attempt to involve them in ESP course management as irrelevant to their social status. There is still a strong dependence among students on guidance, which leaves them ill equipped to manage their new role in the learning process. There is low awareness among students of existing generic/transferable skills and procedural knowledge, and this may also call for a special effort on the part of both teachers and learners.

However, ESP students' vested interest lies in improving their chances of acquiring knowledge and skills in EAP and EOP and, thus, of enhancing their effectiveness as students and, later, their job opportunities. They want to be competitive on the labour market and have measurable outcomes to their learning. The National ESP Curriculum is, thus, a stepping-stone on the way to providing learners with equal opportunities to receive quality education.

### **Teachers**

The proposed National ESP Curriculum is sure to be met with interest by the ESP teaching community. ESP professionals have already voiced an urgent need for such kind of a document.

Yet, like any innovative document, the Curriculum will also be met with a certain amount of scepticism on the part of teachers. This scepticism will first stem from the fact that many Ukrainian ESP teachers strongly feel the lack of professional competence in ESP. There is still a strong perception that ESP teaching means knowing about students' specialisms, in which ESP teachers do not feel themselves competent. Some teachers may be hesitant because of lack of experience, low awareness of distinctions between EGP and ESP, learner-centred and learning-centred approaches to teaching, etc. A certain share of scepticism will be also caused by interdepartmental barriers within Higher Educational Institutions and mutual prejudices of ESP teachers and subject teachers regarding each other's domains.

The shift to cooperative, learner-centred teaching will run counter to the traditional mentality of many Ukrainian ESP teachers for whom the teacher-centred classroom interaction paradigm is the only imaginable way to control the class. Teachers may perceive changing this paradigm as a 'loss of face'. Uncertainty avoidance among ESP teachers and their adherence to established modes of teaching might also result from existing lack of funding, and the facilities and materials necessary to back up the process of innovation.

The introduction of the ESP Curriculum will also mean an increase of paperwork for teachers who currently feel themselves overloaded.

However, the National ESP Curriculum will provide Ukrainian ESP teachers with a number of opportunities they have been longing for:

- It will be up-to-date document which takes into account national and international developments in the field of ESP and will serve as a blueprint for teachers' professional development to ultimately help them meet the labour market demands
- It will have the potential to enhance the quality of teachers' work which becomes more productive, measurable, creative and independent
- Its clear-cut structure, parameters and principles stated in a user-friendly way will ease the management of teachers' workload
- It will open the borders of ESP as a subject towards cooperation and collaboration with other disciplines, thus broadening the outlook and diversifying the outcomes of the learning process.

Despite all the existing scepticism Ukrainian ESP teachers cannot help appreciating the prospects the National ESP Curriculum will open to them. With this Curriculum in action ESP teachers will be given a new insight into their role and their input in creating a 'final product' in their higher educational institutions and will have their professional status enhanced and acknowledged within the educational community of Ukraine.

### **Educational administrators**

The very fact that this Baseline Study was a response to the social order clearly voiced by the Ministry of Education and Science of Ukraine illustrates the high degree of awareness among Ukrainian decision-makers in the educational domain of the urgent necessity to reform the current system of ESP teaching in non-linguistic higher educational institutions. This fact also highlights the extent of responsibility the developers of the National ESP Curriculum will have to bear.

Ukrainian educational administrators have demonstrated their readiness for change by promoting the necessity to reform the National system of tertiary ESP teaching to match international standards. The National ESP Curriculum will provide them with internationally recognised parameters for language teaching and learning, thereby contributing to the congruence of national ESP standards with those accepted by the European community.

Within a favourable social context the innovative character of the ESP Curriculum still may run counter to the traditional belief of some educational administrators at the level of Higher Educational Institutions that national standards should be prescriptive and punitive in case the stipulated parameters are not followed. Some heads of departments, for example, may feel uncomfortable when evaluating teachers' performance, which may seem beyond their control without norms for reference fixed in the Curriculum. Despite general awareness (at all administrative levels) of the need for change in ESP teaching/learning, there is still a strong bias, especially among the middle-level educational administrators, towards English as a marginal subject in non-linguistic tertiary education, which is evidenced by the general reluctance to expand ESP courses.

However, the National ESP Curriculum possesses some distinctive features, which may outweigh possible hesitation on the part of administrators. Besides being international and innovative in nature, this document focuses on the main components of quality assurance in education:

- the teaching/learning processes here are put forward as central to the mission of the institution; since systems are made up of processes, the improvements made in the quality of those processes largely determine the quality of the resulting product
- the open-ended flexible format of the National ESP Curriculum will promote a synergistic relationship<sup>40</sup> among all stakeholders for the benefit of the quality of education as a 'final product'
- this Curriculum shows total dedication to continuous improvement, personally and collectively
- being process-oriented, it will contain qualitative descriptors to measure the effectiveness of the system through evaluating the quality of teachers' input and learners' outcomes.

From the education management perspective the National ESP Curriculum will arm university administrators with the operational tools to evaluate six aspects of ESP provision: curriculum/ syllabus design, content and organisation, teaching, learning and assessment, student progression and achievement, student support and guidance, learning resources, quality assurance and enhancement. With the help of this document educational administrators will be able to judge performance against the aims and objectives set out, considering such matters as:

- the currency and relevance of ESP syllabuses
- the fitness of ESP syllabuses, teaching, assessment, support and guidance to the student profile

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<sup>40</sup> The concept of synergy suggests that performance and production is enhanced by pooling the talent and experience of individuals.

- the acquisition of transferable skills
- the level of academic achievement in the light of entry qualifications
- success in gaining employment and/or access to higher qualifications and research
- the effectiveness of academic guidance
- the fitness for purpose of learning resources and the extent to which they are effectively used by teacher and students
- the effectiveness of the ESP teacher in the context of institutional quality assurance systems and procedures.

The factors mentioned above enhance the competitiveness of higher educational institutions by giving them quality parameters to 'sell' their product effectively. The integrative approach to ESP teaching/learning declared in the National ESP Curriculum is sure to have an impact on the teaching of specialisms and a positive 'washback' effect on national and institutional qualification standards.

### **Potential employers**

Despite the existing segregation between the domains of business/industry and education, Ukrainian employers attach increasing importance to their staff's qualifications, including English language proficiency. The competitive environment of a transitional economy has made them value multi-skilled, creative, self-sufficient and independent professionals as intangible assets to their companies, contributing to the organisation's productivity and effectiveness. Potential employers will, thus, ultimately benefit from the outcomes of ESP teaching/learning reform, initiated by the National ESP Curriculum. Besides, they will receive a reliable tool to assess their job applicants' language proficiency in the form of the ESP Language Portfolio, which will express the candidate's ESP competencies in terms of internationally recognised and skill-based descriptors. These descriptors will also enable employers to provide meaningful feedback in order to influence the quality of ESP education – a 'final product' that they increasingly value and rely on.

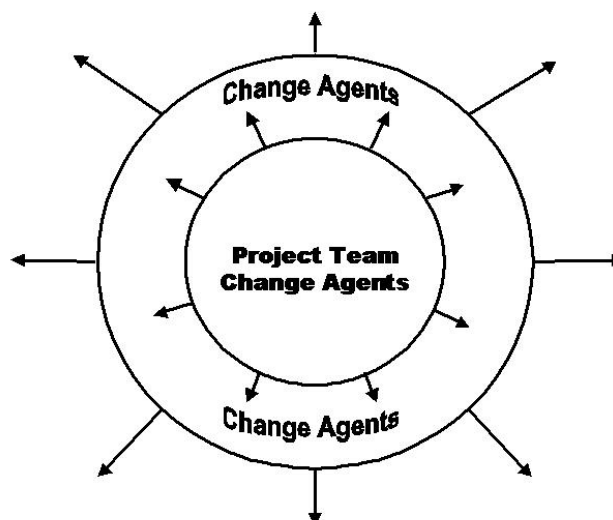
Thus, the development of the National ESP Curriculum meets current needs and relies on the potential of "multiple stakeholders" including students, teachers, parents, employers, higher educational institutions administration, professional bodies, the government, society at large. The main strength of this project is a synergistic win-win approach, which will provide support to and gather the appreciation of all beneficiaries.

### **6.7 Innovation Management and Sustainability**

The development and introduction of a National ESP Curriculum involves a change from the current teaching/learning paradigm and will affect stakeholders in varying degrees. To manage these changes the following processes are to be initiated:

- **Early dissemination of information.** In order to facilitate a smooth process, it is important to start talking to the ELT community and educationists as early as possible. The Curriculum development process should be supported by a programme of round table discussions and piloting to try out the proposed ideas and processes
- **Effective communication with stakeholders.** Part of the strategy is to decide who are the key stakeholders needing to know about the process, how detailed should the information be and how can we make messages most effective. Good communication is vital to the success of the project.
- **Identification of change agents.** The process of dissemination and effective communication will help to identify major change agents and consolidate the reform effort. It is important to build up the capacity in Ukraine, and doing so to take the process of change to the point of no return.

**Figure 49. Change Agents**



- **Networking.** Networks are essential channels for effective dissemination, the productive exchange of ideas, and good communication and efficient cooperation between professionals in the field. To ensure the sustainability of change, a number of networks will be set up to keep the project team, the stakeholders and the interested ESP community together. Opportunities will be sought for local, national, international networking, and the sharing examples of best practice in the region and further afield. The resources of IATEFL Ukraine (ESP SIG), and the British Council Network and partner organisations of participating Universities will be utilised. Wider networks may attract additional sponsorship and technical support (e.g. European Delegation, UNDP, IRF, etc.)

### **6.8 Consequences (effects and impact) of the National ESP Curriculum**

The principal function of the New Curriculum Proposal is to encourage and enable all the partners in the language teaching and learning process to inform themselves about the changes and implications of these innovations.

For the New Curriculum to be a success, information about and understanding of the real meaning and implications of 'ESP teaching' needs dissemination. It should be borne in mind that in addition to the normal functions of an ELT teacher, an ESP teacher will have to deal with needs analysis, syllabus design, materials development/adaptation, and evaluation. An ESP practitioner should be ready to cooperate and collaborate with specialism teachers and to carry out discourse analysis in the subject areas (see Section 4.2). Thus, ESP teacher training should incorporate practice in needs analysis, and course and materials design. There should be special training in teaching lexis and vocabulary acquisition strategies, and an emphasis on the teaching of reading.

ESP teacher training can be realised through:

- initial EFL teacher training, where an ESP component should be introduced
- in-service training for ESP practitioners via seminars, workshops, conferences, etc.

Bearing in mind that students will become active participants in the teaching/learning process and share responsibility for its results, there is no reason why these students should not become agents of innovation and change themselves. The New Curriculum and the syllabuses generated by it will promote ESP teaching based on students' professional communicative needs, contributing towards student involvement. By using the self-assessment grids (see Appendix M), learners will

be able to measure their progress at each stage of learning (and even on a life-long basis). The foreign language will become a working tool for them.

The majority of higher educational institutions desire innovation in their ESP teaching in order to raise the proficiency levels of graduate students and the prestige of the faculties (see Section 4.3.1). The New Curriculum aims to meet these expectations. All Higher Educational Institutions will benefit from its implementation.

As the new Curriculum will be based on CEFR, changes will have to be introduced in national educational standards (to match them with the international ones) and structure, content, and means of assessment (examinations). These changes in national standards will lead to international recognition of the Ukrainian national standards in ESP.

## **6.9 Evaluation**

It is logical to include an evaluation component in the new ESP Curriculum. An evaluation of the effectiveness of the project will aim at monitoring the ongoing innovations and processes, as well as examining their impact.

The evaluation will be carried out in order to monitor the New National ESP Curriculum development and the results of the piloting of its components, the dissemination of information and expertise, the effectiveness of communication, and the networking within and around the project.

We expect the following changes to be initiated by the project:

- a new curriculum recognised by the Ministry of Education and Science and its role for professional development of ESP teachers
- raised profile of ESP teachers
- some change in national standards of language education in Ukraine
- new in-service ESP teacher training courses
- a change in the Pre-service Teacher Training (PRESETT) Curriculum and Education Qualification Standard for ELT teachers
- a review of Higher Education Professional Standards for different specialisms
- ESP course content and methodology, and evaluation of university students
- a new view of language education and training as a tool for professional development and lifelong learning for young professionals
- an enhanced level of satisfaction with academic and professional standards by employers.

The data collection for the project evaluation can be done through regular questionnaires, observation, interviews, a review of reports, records, and diary keeping. Qualitative and quantitative analysis of the data will provide the necessary information to monitor the process, changes and progress, and to measure the impact of development and implementation of the new ESP Curriculum.



## Glossary

1. accuracy the ability to produce continuous speech or writing without causing comprehension difficulties or a breakdown of communication through errors
2. aims the underlying reasons for or purposes of a course of instruction; long- term goals
3. approach how language is learnt
  - communicative ~ an approach to second language teaching which emphasizes that the goal of language learning is communicative competence
  - cyclical ~ a syllabus in which items recur throughout the syllabus but are treated in greater depth or in more detail when they recur
  - integrated ~ the teaching of the language skills of reading, writing, and speaking, in conjunction with each other
  - learner-centred ~ an approach to teaching which is based on the principle that learning is totally determined by the learner
  - learning-centred ~ an approach to second language teaching, which is concerned with maximising learning
  - plurilingual ~ an approach which emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples
  - skills-centred ~ an approach, which treats the learner as a user of language rather than as a learner of language; the processes it is concerned with are the processes of language use not of language learning
4. assessment the measurement of the ability of a person or the quality or success of a teaching course
  - continuous ~ assessment by the teacher and possibly by the learner of class performances, pieces of work and project throughout the course
  - formative ~ an on-going process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners
  - self ~ checking one's own performance on a language learning task after it has been completed or checking one's own success in using a language
  - summative ~ sums up attainment at the end of the course with a grade
5. authentic having the qualities of natural speech or writing; texts which are taken from newspapers, magazines, etc., and tapes of natural speech taken from ordinary radio or television programmes, etc., are called authentic materials
6. autonomous learning learning which is based on the principle that learners should take maximum responsibility for, and control of, their learning styles and stages outside the constraints of the traditional classroom

7.	autonomy learner ~	learners have to assume a degree of responsibility over the assessment of the progress of their own learning; learning pathways are selected by learners; the role of a teacher is that of a “helper” and “facilitator”
8.	BE	Business English
9.	BEC	Business English Certificate, a standardised test
10.	brainstorming	a group activity in which learners have a free and relatively unstructured discussion on an assigned topic
11.	CALL	Computer Assisted Language Learning
12.	change agent	a person who advocates and introduces changes
13.	classroom interaction	the pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom
14.	classroom observation	a technique in the study of many aspects of language teaching and learning
15.	CEFR	Common European Framework of Reference
16.	coherence	with regard to educational systems, coherence requires that there is a harmonious relationship between their components
17.	coherent	free from internal contradictions
18.	competences	the sum of knowledge, skills and characteristics that allow a person to perform actions
	communicative ~ (e.g. pragmatic)	those which empower a person to act using specifically linguistic means
	general ~	those not specific to language, but which are called upon for actions of all kinds, including language activities
	sociolinguistic ~	knowledge of and ability to follow social conventions(rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community) that affect language communication
19.	comprehensive	trying to specify as full a range of language knowledge , skills and use as possible
20.	CPD	Continuing Professional Development (Fakultet Pidvyschennia Kvalifikatsii – FPK)
21.	curriculum	all the relevant decision making processes contained in documents such as policy statements, syllabuses, teacher training programmes, teaching materials and resources, teaching and learning acts (Johnson,1989)
22.	degree	the qualification given to a student who has completed a course of study at a university
	Bachelor’s ~	a first level degree at university in Ukraine
	Specialist ~	a second level degree at university in Ukraine
	Master’s ~	a third level degree at university in Ukraine
24.	discourse	a general term for examples of language use, i.e. language which has been produced as the result of an act of communication

25.	doctoral student	a student who studies in order to obtain a doctorate
26.	domain	an area of human activity in which one particular speech variety or a combination of several speech varieties is regularly used
27.	EAP	English for Academic Purposes
28.	EGP	English for General Purposes
29.	EFL	English as a Foreign Language
30.	ELT	English Language Teaching
31.	elective classes	classes that might be chosen by students to attend but they are not compulsory
32.	ESP	English for Specific Purposes
33.	feedback	any information which provides a report on the result of behaviour
34.	flexible	adaptable for use in different circumstances
35.	fluency	the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.
36.	function	the purpose for which an utterance or unit of language is used
37.	IATEFL	International Association of Teachers of English as a Foreign Language, founded in the UK
38.	IELTS	International English Language Testing System, administered by the University of Cambridge Local Examinations Syndicate
40.	implication	the effect of a decision or an action that it will have on something else in the future
41.	information gap	( in communication between two or more people ) a situation where information is known by only some of those present
42.	input	language which a learner hears or receives and from which he or she can learn
43.	interview	
	focused ~	an interview that explores a particular aspect of an event or situation, particularly with a group of individuals who have had similar experience of the event
	structured ~	an interview in which the organisation and procedure of the interview, as well as the topics to be asked about, the questions, and the order in which they will be presented, have all been determined in advance
44.	innovation	planned change within a system or organisation
45.	INSET	In-service Teacher Training refers to experiences which are provided for teachers who are already teaching and which form part of their continued professional development
46.	knowledge	
	declarative ~	knowing that
	procedural ~	knowing how
47.	language portfolio	a set of documents which presents different aspects of the learner's language biography, his or her progress towards language competence

48.	learning outcomes	what students should know and be able to produce at the end of an ELT course
49.	level of proficiency	a level reached by a student measured against agreed standards(e.g. CEFR)
50.	medium of instruction	the language used in education
51.	method	a way of teaching a language which is based on systematic principles and procedures, i.e., which is an application of views on how a language is best taught and learnt
	Grammar Translation ~	a method of second language teaching which makes use of translation and grammar study as the main teaching and learning activities
52.	mingling	a classroom activity in which students move around classroom and talk to each other
53.	modular	(in syllabus design) improving the learner's proficiency in a restricted area for a particular purpose
54.	module	one of the units which together make a complete course taught at university
54.	motivation	the factors that determine a person's desire to do something
	instrumental ~ (extrinsic)	it refers to a wish by a learner to benefit practically(usually in some material way)from language learning, for example, by being more successful in business dealings with native speakers of the target language;" extrinsically" motivated people will want to learn a language because they want to integrate into any community, which speaks that language, or wish to benefit materially
	integrative ~ (intrinsic)	it refers to a wish by a learner, to integrate into, become an accepted member of the community whose language that person is learning; "intrinsically" motivated people will want to learn a language "for its own sake (because it is somehow interesting as an object of study)
55.	needs analysis	the process of determining the needs for which a learner requires a language and arranging the needs according to priorities
56.	networking	setting up a professional community for regular communication via e-mail or other means
57.	objectives	the description of what is to be achieved in a course
58.	observation sheet	check list designed to observe and record classroom events
59.	open	capable of further extension and refinement
60.	partial	taking responsibility only for certain activities and skills(e.g. reception) and leaving others aside
61.	poll	a study in which people are asked for their opinions about a subject or a person
62.	problem solving	a learning strategy which involves selecting from several alternatives in order to reach a desired goal
63.	PRESET	Pre-service Teacher Training

64.	proficiency language ~	a person's skill in using a language for a specific purpose, the degree of skill with which a person can use a language, such as how well a person can read, write, speak or understand language
65.	project work	an activity which centres around the completion of a task, and which usually requires an extended amount of independent work either by an individual student or by a group of students
66.	questionnaire	a set of questions on a topic or group of topics designed to be answered by a respondent
67.	research qualitative ~ quantitative ~	research which uses procedures that make use of qualitative data, such as observations, interviews, or participant observation research which uses procedures which gather information in numerical or statistical form
68.	role playing	drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation
69.	sample	any group of individuals which is selected to represent a population
70.	sampling	process of taking a sample
71.	scanning	a type of speed reading which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or a passage
72.	simulation	classroom activities which reproduce or simulate real situations and which often involve role-play, problem-solving and decision-making
73.	situation	the place and circumstances in which some language is used
74.	skills macro ~ micro ~ productive ~ receptive ~	listening, speaking, reading, writing individual processes and abilities which are used in carrying out particular macro-skills(e.g. reading for detail, inferring meaning etc) speaking, writing listening, reading
75.	specialism	the particular subject a student studies or works on or majors in
76.	stakeholders	groups or individuals who are of importance to the project in a variety of ways
77.	stakeholder analysis	an exercise designed to discover the interests, needs and influence of different groups who may either be involved in or influence or be influenced by a project
78.	standards	Higher Education Institution Standard Higher Education National Standard Higher Education Professional Standard Educational Professional Programme

	EQS	Education and Qualification Standard
79.	streaming	the division of students with similar language proficiency or potential into groups
80.	strategy	any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted
81.	study skills	abilities, techniques, and strategies which are used when reading, writing, or listening for study needs
82.	student's profile	a short description of a student containing all the most important and interesting facts about him or her(e.g. her/his course of study, his levels of achievement etc)
83.	sustainability	ability or potential for continuation
84.	syllabus	a statement of content which is used as the basis for planning courses of various kinds, selecting and grading
85.	target situation	the situation in which the students are going to use language
86.	task	any action intended to achieve a specific outcome in the context of a problem to be solved, an obligation to fulfil, a goal one has set
87.	tertiary	connected with education in universities
88.	TESOL	Teachers of English to Speakers of Other Languages, an international organisation founded in the USA
89.	test	any procedure for measuring ability, knowledge, or performance
	placement ~	a test which is designed to place students at an appropriate level in a course
	proficiency ~	a test which measures how much of a language someone has learnt(measured against absolute standards)
	progress ~	a test which is designed to check the learners' achievement at the end of a lesson, course, or term
	summative ~	a test given at the end of a course of instruction which measures or "sums up" how much a student has learned from the course
90.	text	any piece of language chosen for study; the term covers stretches of writing or speech, so that part of a lecture or conversation can be referred to as a text
91.	TOEFL	Test of English as a Foreign Language, a standardised test administered to potential Higher Education candidates for the USA
92.	transparent	clearly formulated and explicit, available and readily comprehensible to users
93.	user-friendly	presented in a form readily understandable and usable by those to whom it is addressed
94.	washback effect	the effect (positive or negative) of testing on teaching. Influence may be beneficial, for example, when a test leads to improvement of syllabus and teaching. Negative backwash effect may occur when the test inadequately reflects course objectives, but exerts an influence on what is taught

## Appendix A: Work Breakdown Matrix (2003)

Activity		February				March				April				May			
		Week				Week				Week				Week			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<b>Writing the Baseline Report</b>																
1.	Collecting materials and data for Chapters 1-5	■	■	■	■	■	■	■	■	■							
2.	Writing the draft of Chapters 1-5			■	■	■	■	■	■	■							
3.	Proofreading and editing Chapters 1-5										■	■					
4.	Finalising Chapters 1-5											■	■				
5.	Writing the draft of Chapter 6												■	■			
6.	Finalising Chapter 6													■	■		
7.	Writing Proposal for the New ESP Curriculum														■	■	
8.	Presentation of the Results of the BS																■

## Appendix B: Common Reference Levels: global scale

Proficient User	C 2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C 1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B 2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B 1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A 2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A 1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



## Appendix C: List of Curricula and Syllabuses Analysed

1. Експериментальна програма ступеневого вивчення іноземних мов на гуманітарних факультетах для студентів I-II курсів. – Видання юридичного факультету Львівського національного університету ім. Івана Франка, 2000 р.
2. Методическая концепция программы по английскому языку для бакалавров. – Кафедра английского языка. – Донецкий государственный университет, 1999 р.
3. Методическая концепция программы по английскому языку для магистров. – Кафедра английского языка. – Донецкий государственный университет, 1999 р.
4. Навчальна програма з англійської мови для студентів III – IV курсів (груп А) юридичного факультету. - Видання юридичного факультету Львівського національного університету ім. Івана Франка, 2000 р.
5. Навчальна програма з дисципліни "англійська мова" для підготовки студента-юриста. – Національна юридична академія ім. Ярослава Мудрого. – Харків, 2000 р.
6. Положення про кваліфікаційний іспит з англійської мови на економічних факультетах. – Кафедра англійської мови для економічних спеціальностей. Донецький національний університет, 2001 р.
7. Програма "Англійська мова" для студентів гуманітарних /немовних/ факультетів Київського університету. Проект. Київський національний університет ім. Тараса Шевченка. – Київ, 1994 р.
8. Програма з англійської мови для підготовки бакалаврів та магістрів на природничих факультетах. Київський національний університет ім. Тараса Шевченка. – Київ, 1997 р.
9. Програма з курсу "Іноземна мова" для студентів спеціальності 0103 "Міжнародна економіка" економічного факультету (англійська мова – основна; німецька, французька та іспанська – як другі іноземні мови). – Донецький національний університет, 2001 р.
10. Програма курсу "Практика усного і писемного мовлення" англійської мови (для студентів юридичного факультету). – Кафедра германських мов. – Міжнародний інститут лінгвістики і права. – Київ, 1998 р.
11. Програма курсу "Практика усного і писемного мовлення" англійської мови (для відділення міжнародних економічних відносин). – Кафедра германських мов. – Міжнародний інститут лінгвістики і права. – Київ, 1999 р.
12. Програма курсу "Практика усного і писемного мовлення" англійської мови (для студентів факультету міжнародних відносин відділення міжнародного права). – Кафедра германських мов. – Міжнародний інститут лінгвістики і права. – Київ, 2000 р.
13. Програма курсу "Практика усного і писемного мовлення" англійської мови (для студентів факультету міжнародних відносин міжнародного права). – Кафедра германських мов. – Міжнародний інститут лінгвістики і права. – Київ, 2000 р.
14. Програма курсу "Практика усного і писемного мовлення" англійської мови (для студентів відділення соціології). Навчально-методичний комплекс. – Соціально-психологічний факультет. Кафедра германських мов. Міжнародний інститут лінгвістики і права. – Київ, 2000 р.
15. Програма курсу "Практика усного і писемного мовлення" англійської мови (для спеціальності політологія). Кафедра германських мов. Київський міжнародний університет. – Київ, 2002 р.
16. Програма курсу для підготовки аспірантів і пошукувачів до кандидатського іспиту з іноземної мови. – Міністерство освіти України. Вища атестаційна комісія України. – Київ, 1993 р.
17. Рабочая программа преподавания английского языка на учетно-финансовом факультете. – Кафедра английского языка для экономических специальностей. Донецкий национальный университет, 2002 р.
18. Рабочая программа преподавания английского языка на экономико-правовом факультете. – Кафедра английского языка для экономических специальностей. Донецкий национальный университет, 2002 р.
19. Робоча програма дисципліни "Ділова англійська мова". – Факультет економіки та менеджменту. Кафедра зовнішньоекономічної діяльності підприємств. – Донецький державний технічний університет, 1997 р.

20. Робоча програма з англійської мови (основної іноземної) для студентів економічного факультету за фахом підготовки "міжнародні економічні відносини", кваліфікація: "перекладач з іноземної мови із знанням другої іноземної мови". – Харківський національний університет ім. В.Н.Каразіна. Додаток – 6 робочих календарних планів.
21. Робоча програма з англійської мови для студентів економічного факультету (дворічний цикл) Харківського національного університету ім. В.Н.Каразіна.
22. Робоча програма з дисципліни "Ділова англійська мова" для студентів всіх спеціальностей IV курсу. – Факультет бізнесу та права. Кафедра ділової іноземної мови. Технологічний університет Поділля. – Хмельницький, 2001 р.
23. Робоча програма за дисципліною "Англійська мова" для усіх спеціальностей ДонНТУ. – Донецький національний технічний університет, 2002 р.
24. Типова програма з англійської мови для неспеціальних факультетів Львівського регіону. – Кафедра іноземних мов. Львівський державний університет ім. Івана Франка, 1995 р.

## Appendix D: Case Study. English as a medium of instruction

### Donetsk National Technical University

*Background.* The English Program for the students majoring in International Economics was established at the Faculty of Economics and Management in Donetsk National Technical University (Donetsk, Ukraine) in 1994. It started in the framework of a joint Ukrainian-Dutch cooperation project aimed at granting a double degree to the Ukrainian students of international business. From its start this project was run jointly both by the economists and the ESP instructors, which created one of the main competitive advantages of the Program: the students' strong intrinsic motivation to study English as a tool to master their professional profile.

*Content.* The curricula of the Program in Donetsk were changed to correspond to the similar Program that exists at the Hogeschool van Utrecht (Utrecht, the Netherlands). At the moment the Program contains a certain number of special subjects delivered in English by the foreign visiting professors and Ukrainian professors who have proven their academic competence to teach in English. Among the subjects taught in English are "Higher mathematics for economists" (1<sup>st</sup>-3<sup>rd</sup> semester), "Cross-cultural management" (4<sup>th</sup> semester), "Business Communications" (5<sup>th</sup> – 8<sup>th</sup> semesters), "International Management" (5<sup>th</sup> semester), "Communication training" (6<sup>th</sup>- 7<sup>th</sup> semesters), "Business Economics" (8<sup>th</sup> – 9<sup>th</sup> semesters), "International Finance" (8<sup>th</sup> – 9<sup>th</sup> semesters), "Transnational Corporations" (10<sup>th</sup> semester). This list is supplemented by the special courses delivered by visiting professors on the special agreement with the faculty administration. Among such supplementary courses were "Business Law", "International Marketing", "Management", "International Accounting", "International Management", etc. The instructors use authentic teaching materials published in English.

*Study skills.* The prerequisites for a student to be enrolled to the English Program is the intermediate level of English, which is determined by means of the enrollment test. The students do the following study activities in English: listen to the lectures and take notes, discuss case studies and seminar materials, write reports, course papers and argumentative essays in English, work with the original literature, textbooks and the Internet materials on their speciality practicing different kinds of reading skills, develop critical thinking skills while dealing with the various flows of the professional information, make public presentation of their individual and team research papers, do observation and assessment of their peers, take part in debates, role plays and simulations, etc. They sit written mid-term and end-of-term exams in English, write a complete version of the graduation thesis and defend it in English.

*Benefits.* The English Program students progress faster in their language competence, show better grades and higher motivation than their counterparts outside the program. They are highly demanded on the labour market by the most prestigious international and national corporations. Besides having highly motivated students, the ESP teachers, who work hand in hand with economists on the joint training projects, acquire a new, more important, status in the eyes of their students and colleagues and a helping hand of the teachers of economics in the course and material design.

The teachers of special subjects who teach in English, in their turn, receive daily support from the ESP teachers in improving their language performance, which proves to be more effective in the course of the joint activity than in the traditional classroom context. Those who do not teach in English are also forced to improve their English skills in order to read the professional literature, because for their students this source of information is an everyday routine.

*Problems.* The English Program graduates sometimes complain that they know international or foreign aspects of their profile better than the national ones. The teachers of special subjects feel the urgent necessity to adapt the Ukrainian materials to be taught in English, but they obviously need a linguistic assistance. As the professional discourse develops in the classroom, the ESP teachers feel lack of knowledge in their students' profile and lack of advanced ESP materials that take into account the European framework of reference and local Ukrainian business practices.



**INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM**

**Specimen Materials - April 1995  
(updated July 2001)**

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## Appendix G: Common Reference Levels: self-assessment grid

	A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D I N G</b>	<p><b>Listening</b></p> <p>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p>	<p>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</p>	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.</p>
<b>S P E A K I N G</b>	<p><b>Reading</b></p> <p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p>	<p>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
<b>W R I T I N G</b>	<p><b>Spoken Interaction</b></p> <p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>
<b>W R I T I N G</b>	<p><b>Spoken Production</b></p> <p>I can use simple phrases and sentences to describe where I live and people I know.</p>	<p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>

**Appendix H: Focused CV**

<b>No</b>	<b>Work experience as an EFL teacher</b>	<b>Courses and programs on ESP teaching</b>	<b>Years of ESP teaching</b>





14. Are the following activities useful /not useful, appropriate / not appropriate (n/a) to your level, interesting /enjoyable (I/E) or not I/E? (More than one tick is possible in one line.)

Activity	Useful	Not useful	Appropriate	Not appropriate	Interesting/ exciting	Not interesting/ exciting	Don't know
reading for information							
reading for specialist information							
summarizing the texts							
translation							
writing compositions							
writing reports, technical documents							
writing business correspondence							
writing user's instructions, manuals, etc.							
listening for general information							
listening for specific information							
watching videos							
discussions/debates							
role-play							
making presentations							
fulfilling the exercises							
taking tests							
Others:							

15. Are the following types of class work useful/not useful, interesting/enjoyable or not interesting/enjoyable for you?

Types of class work	Useful	Not useful	Interesting/enjoyable	Not interesting/enjoyable	Don't know
individual work					
pair work					
group work					
team work					
Project work					
autonomous work					
Others:					

16. Are these types of materials useful/not useful, appropriate/not appropriate to your level, interesting/attractive for you or not? More than one tick is possible in one line)

Types of materials	Useful	Not useful	Appropriate	Not appropriate	Interesting/attractive	Not interesting/attractive	Don't know
Newspaper articles							
Journal (magazine) articles							
Papers of International conferences							
Materials from Internet							
Technical documentation, specifications							
Advertising materials							
Patent documentation							
User's manuals, instructions							
Textbooks in your specialty							
Audio tapes							
Video tapes							
Grammar textbooks							
Recommendations for working with special texts							
Other: (Please specify)							

17. Do you want to use the International tests or similar tests when learning English?

Types of tests	Yes	No	Don't know
Grammar and Lexis			
Reading comprehension			
Listening comprehension			
Language Use			
Speaking			

18. Any other comments and recommendations \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**THANK YOU VERY MUCH FOR COOPERATION!**

## Appendix J: Questionnaire for Young Specialists

Ministry of Education and Science of Ukraine

In association with



Dear Ladies and Gentlemen

The purpose of this questionnaire is to find out whether the current state of teaching and learning English for Special Purposes (ESP) in Ukrainian higher educational institutions meets your current and potential needs to function successfully under conditions of the market economy, globalisation and integration of Ukraine into the European Community.

Your opinion is highly appreciated!

The information you will provide is strictly confidential and will be used only for research purposes.

Please tick ✓ the appropriate box.

### Part 1. Your Background

<b>Education</b>	Bachelor	<input type="checkbox"/>	Specialist	<input type="checkbox"/>	Master	<input type="checkbox"/>	PhD	<input type="checkbox"/>
<b>Profile</b>	Economics	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Science	<input type="checkbox"/>		
	Technology	<input type="checkbox"/>	Medicine	<input type="checkbox"/>	Arts	<input type="checkbox"/>		
	Other (please specify) _____							
<b>Age range</b>	22-25	<input type="checkbox"/>	26-30	<input type="checkbox"/>	31-35	<input type="checkbox"/>		
<b>Work experience</b>	1 year	<input type="checkbox"/>	2 years	<input type="checkbox"/>	3 years	<input type="checkbox"/>		

### Your English language learning background

Number of years	1	2	3	4	5	6	7	8	9	10
Where										
Secondary school										
University										
Additional training courses										
Private teacher										
Independently										
Other										

**Formal certificate in English** Yes  No

If yes, which certificate do you have? Ukrainian

International

International: IELTS  FCE  CAE  CPE  TOEFL

Other (please specify) \_\_\_\_\_

## Part 2. Your Expectations and Needs.

1. The university course of English for Special Purposes (ESP) should be

compulsory  optional  excluded

2. The most adequate length of the ESP course is

1 year  2 years  3 years  4 years  5 years  6 years

3. The University course of English helped me

	A lot	Enough	Not much	Not at all
use English for further studies (scholarships, etc.)				
succeed in career (employment, promotion)				
satisfy personal cultural needs				
become independent in language learning				
other (please specify)				

4.	The importance of the following for my job	Very important	Important	Not important	Not applicable	May be a criterion for getting a job
4.1	understanding other people's speech					
4.2	understanding, recordings, video, audio text, lectures, reports					
4.3	understanding the author's attitude to something					
4.4	predicting ideas of an audio text					
4.5	using English in everyday communication					
4.6	using English for professional purposes					
4.7	participating in preplanned discussions					
4.8	participating in spontaneous discussions					
4.9	expressing attitudes, opinions					
4.10	describing diagrams, maps, drawings, schemes, graphs, etc.					
4.11	making presentations					
4.12	telephoning					
4.13	negotiating					
4.15	socialising					
4.16	writing letters: formal/informal					
4.17	writing faxes, e-mails					
4.18	writing contracts					
4.19	writing instructions					
4.20	writing resumes, summaries					
4.21	filling in application forms, CVs					
4.22	designing promotional materials					
4.23	reading aloud observing pronunciation/intonation					
4.24	reading silently					
4.25	reading for general information from: original special texts, patents, advertisements, etc.					
4.26	reading contracts, specifications, letters, faxes, e-mails, etc.					

4.27	reading for specific information					
4.28	translating					
4.28	interpreting					
4.30	translating whole texts					
4.31	interpreting general ideas					
4.32	being aware of cultural differences between nations					

5.	The importance of the following resources for my job	Very important	Important	Not important	Not applicable	May be a criterion for getting a job
5.1	textbooks					
5.2	newspapers					
5.3	magazines					
5.4	specialist journals					
5.5	Internet					
5.6	course books					
5.7	advertisements					
5.8	pictures					
5.9	posters					
5.10	audio tapes					
5.11	video tapes					
5.12	instructions					
5.13	user manuals					
5.14	specifications					

6. Your suggestions, recommendations and any other comments you would like to make.

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**THANK YOU VERY MUCH FOR COOPERATION!**



**6. In your opinion the timetabled hours for ESP should**

6.1 Be increased       6.2 Be reduced       6.3 Remain unchanged

**7. Which official and professional documents do you use while preparing your ESP course?**

	Type of the document	Yes	No	Not available
7.1	Recommendations of the Council of Europe			
7.2	Educational Qualification Description ("OKX")			
7.3	Curriculum for English Language development ('pink book')			
7.4	Curriculum for ESP development			
7.5	Your department syllabus			
7.6	Individual syllabus			
7.7	A textbook contents			
7.8	Other (Please specify)			

**8. Specify if you consider the following objectives of the University ESP course relevant to the students' present and future needs. Do you find the University ESP course useful in attainment of these objectives?**

Objectives	Relevant	Useful	
8.1	Understanding spoken English in professional context		
8.2	Developing oral professional communication skills		
8.3	Developing reading strategies for professional purposes		
8.4	Developing professional (business / technical) writing skills		
8.5	Developing academic writing skills		
8.6	Developing study skills		
8.7	Developing fluency		
8.8	Improving accuracy		
8.9	Increasing the English vocabulary, including professional		
8.10	Developing oral presentation skills		
8.11	Developing professional negotiation skills		
8.12	Developing telephoning skills		
8.13	Developing ability to take part in discussions / debates		
8.14	Developing ability to take part in meetings		
8.15	Developing 'social communication' skills (introductions, starting a conversation, entertaining)		
8.16	Translating		
8.17	Interpreting		
8.18	Developing an awareness of cultural appropriacy and of cross-cultural aspects		
8.19	Other (Please specify)		

**9. How useful do you find the following classroom activities?**

Activity		Very useful	Useful	Not useful	Not applicable
9.1	Brainstorming				
9.2	Practicing reading aloud				
9.3	Reading silently				
9.4	Reading for general information				
9.5	Reading for specific information				
9.6	Note-taking				
9.7	Summarizing				
9.8	Writing letters				
9.9	Writing academic papers				
9.10	Writing various documents (contracts, memos, reports, CVs, etc.)				
9.11	Predicting				
9.12	Information gap activities				
9.13	Dictation				
9.14	Drills				
9.15	Listening for general information				
9.16	Listening for specific information				
9.17	Watching videos				
9.18	Discussion / debate				
9.19	Role play				
9.20	Making oral presentations (of facts & figures, products, trends, etc.)				
9.21	Mind maps				
9.22	Composition				

**10. How useful do you find the following patterns of class work?**

Pattern of class work		Useful	Very useful	Not very useful	Useless
10.1	Individual work				
10.2	Pair work				
10.3	Group work				
10.4	Whole-class work				



**11. How useful, attractive and relevant to the students' professional needs do you find the following types of materials and technical aids used in the University ESP classes? Please rate on a scale from 3 – very useful/relevant/attractive to 1 – not useful/relevant/attractive. State if these materials are not in use in your University and who supplies you with them if they are.**

Types of materials		Useful			Relevant			Attractive			Not in use	Provided by		
		3	2	1	3	2	1	3	2	1		University	Private resource	Other
11.1	American/British EFL textbooks													
11.2	American/British ESP textbooks													
11.3	Photocopies of American/British textbooks													
11.4	Ukrainian/Russian EFL textbooks													
11.5	Ukrainian/Russian ESP textbooks													
11.6	English-language magazines and newspapers													
11.7	Professional publications													
11.8	Real-life documentation, letters, files													
11.9	Audio tapes													
11.10	Video tapes													
11.11	Satellite TV													
11.12	Computer-based and computer-adapted materials													
11.13	The Internet													
11.14	Other (specify)													

**12. What type and form of continuous assessment do you use in your ESP classes?**

12.1	Type	12.1.1	Testing	<input type="checkbox"/>
		12.1.2	Non-testing	<input type="checkbox"/>
		12.1.3	Both	<input type="checkbox"/>
		12.1.4	Not used	<input type="checkbox"/>
12.2	Form	12.2.1	Oral	<input type="checkbox"/>
		12.2.2	Written	<input type="checkbox"/>
		12.2.3	Both	<input type="checkbox"/>
		12.2.4	Not used	<input type="checkbox"/>

**13. What type of end-of-term assessment do you use in you ESP course?**

13.1 Testing       13.2 Non-testing       13.3 Both

14.	Please state to what extent the ESP course tests and exams are:	A lot 4	Adequate 3	Not much 2	Not at all 1
14.1	<b>Testing</b>				
14.1.1	relevant to your students' specialist studies				
14.1.2	reflect the students' real language skills				
14.1.3	appropriate to the students' esp level				
14.1.4	testing professional communication skills				
14.1.5	relevant to international examination needs				
14.1.6	consistent with class activities				
14.2	<b>Non-testing</b>				
14.2.1	relevant to your students' specialist studies				
14.2.2	reflect the students' real language skills				
14.2.3	appropriate to the students' esp level				
14.2.4	testing professional communication skills				
14.2.5	relevant to international examination needs				
14.2.6	consistent with class activities				

15.	To what extent do you agree with the following statements concerning the entrance exams? Please rate on a scale from 4 (strongly agree) to 1 (strongly disagree)	Agreement				I don't know	N/A
		4	3	2	1		
15.1	The entrance exam on the English language, which exists in my University, serves its purpose.						
15.2	The entrance exam on the English language, which exists in my University, reflects the actual EFL level of the applicants.						
15.3	The entrance exams can provide the non-biased assessment of the actual level of the EFL competence of the University applicants.						
15.4	The entrance exam on the English language must be introduced for all non-language specialities.						
15.5	The entrance exam on the English language should exist or be introduced for the most prestigious specialities (economics, law, computers, etc.)						
15.6	The students academic groups should be formed according to their level of English competence.						
15.7	The results of the entrance exams on the English language should be used to define the actual level of the EFL competence of the University applicants.						

16. Please add here any other comments you would like to make

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**THANK YOU VERY MUCH FOR COOPERATION!**

## Appendix L: Questionnaire for University Administrators

Ministry of Education and Science of Ukraine

In association with



### Вельмишановні пані та панове!

Міністерство освіти і науки України та Британська Рада в Україні проводять передпроектне дослідження стану навчання іноземних мов, зокрема, англійської (далі в анкеті АМ) у немовних Вищих закладах освіти (далі в анкеті ВЗО). Ваші відповіді на питання даної анкети дозволять більш повно представити існуючу модель мовної підготовки випускників немовних ВЗО і визначити шляхи підвищення рівня володіння АМ відповідно до Рекомендацій Ради Європи.

Надана Вами інформація необхідна для статистичних досліджень і є повністю конфіденційною.

Уважно прочитайте питання і запропоновані варіанти відповіді. Позначте знаком ✓ варіант, що збігається з Вашою думкою.

1. Наскільки важливо, на Вашу думку, знання АМ для успішної професійної діяльності випускника немовного ВЗО?	дуже важливо	
	важливо	
	не важливо	
	не має значення	
2. Яким, на Вашу думку, є рівень мовної підготовки випускника немовного ВЗО на сучасному етапі?	високий	
	достатній	
	низький	
	важко відповісти	
3. Чи вважаєте Ви, що немовні ВЗО України відносяться до категорії сучасних навчальних закладів, що здійснюють професійну підготовку фахівців загальноєвропейського рівня?	Так	
	Ні	
	Важко відповісти	
4. Чи вважаєте Ви, що освітньо-професійна характеристика (ОПХ) випускника немовного ВЗО України визначає достатній рівень володіння АМ для успішної професійної діяльності?	Так	
	До деякої міри	
	Ні	
	Важко відповісти	
5. Які, на Вашу думку, ймовірні сфери застосування АМ випускником немовного ВЗО України?		
5.1. соціально-культурне спілкування		
5.2. професійна діяльність		
— спілкування з колегами, діловими партнерами		
— робота з діловою кореспонденцією, документами		
— участь у міжнародних форумах (виступи, доповіді)		
— інші		
5.3. професійне удосконалення, самоосвіта		
— читання спеціальної літератури мовою оригіналу		
— пошук інформації в електронній мережі		
— підвищення кваліфікації закордоном		
— участь у програмах обміну фахівцями		
— інші		

6. Наскільки високим рівнем мовленнєвих умінь, повинен, на Вашу думку, володіти випускник немовного ВЗО України?				
	Високим	Середнім	Низьким	Важко відповісти
Аудіювання				
Говоріння				
Читання				
Письмо				
Переклад усний				
Переклад письмовий				

7. Які б зміни Ви внесли в систему навчання АМ у немовних ВЗО?			
	Так	Ні	Важко відповісти
7.1. Залишили все без змін			
7.2. Підвищили б рівень знань випускників			
7.3. Збільшили б кількість годин АМ			
7.4. Зменшили б кількість годин АМ			
7.5. Підсилили б матеріальну базу ВЗО			
7.6. Інше (що саме)			

8. Якби Вам запропонували взяти безпосередню участь у створенні проекту і пілотуванні програми немовного профілю, Ви б			
	Так	Ні	Важко відповісти
8.1. охоче погодилися			
8.2. відмовилися			
8.3. утрималися від відповіді			
8.4. хотіли б мати інформацію про хід справ			
8.5. інше (що саме)			

9. Якщо Ви дали позитивну відповідь на питання 9, яку Вашу участь у створенні та пілотуванні проекту нової Типової програми навчання АМ у немовних ВЗО Ви вважаєте можливою?	
9.1. сприяння в проведенні передпроектного базового дослідження	
9.2. сприяння в створенні та пілотуванні проекту нової Типової програми навчання АМ у немовних ВЗО	
9.3. надання посильної фінансової підтримки проекту	
9.4. надання технічної бази Вашої установи для вирішення окремих питань технічного забезпечення проекту	
9.5. інше (що саме)	

**ДЯКУЄМО ВАМ ЗА ВАШІ ВІДПОВІДІ!**

## Appendix M: Questionnaire for Employers

Ministry of Education and Science of Ukraine

In association with



Шановні пані та панове!

Міністерство освіти і науки України та Британська Рада в Україні проводять до проектне дослідження стану викладання англійської мови у вищих навчальних закладах освіти немовної спрямованості. Ваші відповіді на запитання цієї анкети дадуть нам можливість повніше представити діючу модель мовної підготовки випускників, виявити її сильні та слабкі сторони, а також намітити шляхи підвищення рівня володіння англійською мовою випускників немовних закладів освіти відповідно до Рекомендацій Ради Європи.

Отримана інформація потрібна для статистичного дослідження і є повністю конфіденційною.

Будь ласка, відмітьте (✓) відповідь, що найповніше передає Вашу думку.

- |   |   |                          |          |                          |
|---|---|--------------------------|----------|--------------------------|
| 1. Чи володієте Ви іноземними мовами?   | Так   | <input type="checkbox"/> | Ні       | <input type="checkbox"/> |
| 2. Чи робить Вас володіння іноземною мовою більш упевненим у Вашій професійній діяльності?                        | Значною мірою                                       | <input type="checkbox"/> | Частково | <input type="checkbox"/> |
|   | Ні  | <input type="checkbox"/> | Не знаю  | <input type="checkbox"/> |
| 3. Ваші службовці користуються англійською мовою, щоб:  | • мати доступ до інформації в Інтернеті             |                          |          | <input type="checkbox"/> |
|   | • користуватись спеціальною літературою             |                          |          | <input type="checkbox"/> |
|   | • мати справу з діловими паперами                   |                          |          | <input type="checkbox"/> |
|   | • розмовляти по телефону                            |                          |          | <input type="checkbox"/> |
|   | • проводити зустрічі, презентації, вести переговори |                          |          | <input type="checkbox"/> |
|   | • інше  |                          |          | <input type="checkbox"/> |
| 4. Чи берете Ви до уваги рівень володіння англійською мовою Ваших службовців, розглядаючи їх службове підвищення? | Завжди  | <input type="checkbox"/> | Іноді    | <input type="checkbox"/> |
|   | Ніколи  | <input type="checkbox"/> |          |                          |
| 5. Наскільки необхідним є володіння англійською мовою професійного спрямування для Ваших службовців?              | Необхідне   | <input type="checkbox"/> | Бажане   | <input type="checkbox"/> |
|   | Не має значення                                     | <input type="checkbox"/> |          |                          |
| 6. Яким, на Вашу думку, є рівень володіння англійською мовою Вашими службовцями?                                  | Просунутий  | <input type="checkbox"/> | Середній | <input type="checkbox"/> |
|   | Початковий  | <input type="checkbox"/> | Не знаю  | <input type="checkbox"/> |

7. Чи вважаєте Ви за потрібне змінити систему викладання англійської мови для спеціальних (професійних) потреб у вищих закладах освіти?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Повністю | <input type="checkbox"/> | Частково | <input type="checkbox"/> |
| Ні       | <input type="checkbox"/> | Не знаю  | <input type="checkbox"/> |

8. Інші зауваження та рекомендації.

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**ДЯКУЄМО ВАМ ЗА СПІВПРАЦЮ!**

## **Appendix N: A Structured Interview with the Project Team Members on Course Organisation**

Dear colleagues

The ideas on stakeholders' perspectives on ESP course organisation will come about predominantly through your individual experiences.

Thank you for your answers, insightful comments, and suggestions.

1. How many academic hours of ESP do you have at your university? Do you think you have enough?
2. How long is the ESP course at your university? Are you satisfied with the length of the course?
3. When does the ESP course start? Does it follow or precede the EGP course?
4. Is a separate ESP course provided for Masters' programme? If yes, do you think the number of hours is enough for the Masters' programme?
5. Is there any time lapse between the Bachelors' and Masters' ESP courses?
6. Do you think it should be a continuous course?
7. Is streaming practised at your university? Do you think it is important for ESP students' university study?
8. Are optional/elective ESP classes provided at your university?
9. When are the ESP teaching hours located during the day? Are they located at favourable points during the day?
10. Is there any interdisciplinary cooperation between ESP teachers and subject teachers? Do you think it is necessary/important?
11. How many subject teachers teach ESP for your students?
12. How is the staffing shared? Is there any team-teaching or do the subject teachers work on their own?
13. How is self-study work organised at your university? How do you feel about it?
14. Are you satisfied with resources and facilities your departments have for ESP teaching and learning?

## Appendix O: Additional Questionnaire

Ministry of Education and Science of Ukraine

In association with



Dear friend

The purpose of this questionnaire is to find out whether you are satisfied with your language proficiency assessment practised at your University. The results of this poll will be used for research purposes in order to improve the current assessment practices at Ukrainian higher educational institutions.

This questionnaire is strictly confidential. It can't be used against you in any way.

Please tick (✓) the appropriate box.

1. How frequently does your English teacher assess your progress in English?	1.1 Every class	
	1.2 Monthly	
	1.3 End of year	
	1.4 I don't know	
	1.5 Every week	
	1.6 End of semester	
	1.7 End of course / final	
	1.8 Never	

2. What type and form of assessment do you find adequate to evaluate your progress in English?			
2.1 Continuous assessment	Type	Form	
	Standardised tests	Oral	
	Non-standardised tests	Written	
	Both	Both	
2.2 End-of-term/course assessment	None	None	
	Type	Form	
	Standardised tests	Oral	
	Non-standardised tests	Written	
	Both	Both	
	None	None	

3. Do you think the assessment system reflects your real language skills?	Yes	Partially	No	Difficult to answer	Don't know
3.1 Continuous assessment					
3.2 End-of-term assessment					

4. Are the assessment procedures consistent with class activities?	Yes	Partially	No	Difficult to answer	Don't know
4.1 Continuous assessment					
4.2 End-of-term assessment					



5. Do the assessment procedures test professional communication skills?	Yes	Partially	No	Difficult to answer	Don't know
5.1 Continuous assessment					
5.2 End-of-term assessment					

**THANK YOU FOR COOPERATION!**

## Appendix P: Questionnaire for Subject Teachers

Ministry of Education and Science of Ukraine

In association with



1. What is your subject area?	
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Please tick (✓) the appropriate box.

2. Do your students need English to study your subject?				
Not at all	A little	Sometimes	Often	Always

3. Which of the following language skills do your students need and which do they have difficulty with?		
3.1. Speaking:	Needs	Difficulties
a. presentation skills		
b. participating in informal meetings		
c. chairing meetings		
d. using the telephone		
e. giving instructions		
f. other (please specify)		
3.2. Listening:		
a. understanding telephone messages		
b. following a training course		
c. understanding discussions		
d. understanding lectures		
e. other (please specify)		
3.3. Writing:		
a. taking notes at lectures		
b. writing reports and minutes		
c. writing letters, faxes and memos		
d. other (please specify)		
3.4. Reading:		
a. reading special literature		
b. reading letters, faxes and memos		
c. reading literature for pleasure		
d. other (please specify).		

4. What level of English proficiency do you think the students need to achieve these objectives satisfactorily?				
Basic	Low intermediate	Intermediate	Upper intermediate	Advanced

5. Do you have any experience of working together with an English language teacher (e.g. team teaching, co-operative preparation of materials, etc.)?				
Not at all	A little	Sometimes	Often	Always

**THANK YOU FOR COOPERATION.**