Teaching English for Specific Purposes at Universities

Department of Foreign Languages
Faculty of Electrical Engineering and Communication
Brno University of Technology

7th September 2017
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Teaching English for Specific Purposes at Universities

Proceedings of a conference organized by
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Brno University of Technology
Faculty of Electrical Engineering and Communication
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Rapid development of science and technology has brought significant changes to all spheres of our lives. The English language has become a universal tool for communication reflecting the development of the globalised world interconnected effectively through sophisticated electronic devices. These processes represent considerable challenges for academics involved in EFL teaching, because they led to new needs in this area, namely new courses aimed at specific disciplines and meeting specific communication needs and requirements of professionals of different branches of science. Specific topics require new approaches and methods. It was the aim of the conference to address theoretical and methodological topics related to current trends in ESP, bring together teachers and experts to share their knowledge, experience and research. Participants from Hungary, Poland, Slovakia and the Czech Republic discussed methodological aspects of teaching ESP at universities, design of new courses and textbooks, specific professional contents of teaching materials, development of language skills of students, the role of translation in teaching ESP, research in linguistics or cultural aspects of teaching ESP at universities. The organizing Department of Foreign Languages, Faculty of Electrical Engineering and Communication, Brno University of Technology presented the experience from teaching a new bachelor study programme English in Electrical Engineering and Informatics, a unique programme offered only by this department. Organizers of the conference thank all participants for their presentations. We hope that the articles presented in this publication will contribute to bringing new ideas into teaching practice and be a useful source of information for all colleagues involved in teaching ESP at universities.

Editors
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Lingua Franca of Business and Engineering: English from Students’ Point of View

Petra Zmrzlá, Jaromír Haupt

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Brno University of Technology
Czech Republic

Abstract

The aim of the paper is to present the results of a small-scale research conducted among the students of three different faculties of Brno University of Technology, namely Faculty of Electrical Engineering and Communication (FEEC), Faculty of Information Technology (FIT), and Faculty of Business and Management (FBM). Students were asked to fill in an anonymous questionnaire concerning their attitude to English as a Lingua Franca (ELF) and English for Specific Purposes (ESP) as taught at the university level. The preliminary findings suggest some very interesting trends and tendencies in the ever-changing university settings as well as some differences between the students of the individual faculties.

Key words

English as a Lingua Franca (ELF), English for Specific Purposes (ESP), English as an International Language (EIL)

1 Introduction

Does the world accept English the Lingua Franca of science, technology and business in the 21st century? The answer may seem so notoriously well-known and so many times repeated that the only question seemingly left to ask is: Why should we ask this question at all? However, looking at the first part of the question, we can see that the word world here means human culture, or rather cultures, and the members of different societies and communities. And now, let us re-state the question: Do all of these groups and sub-groups of people around the world willingly accept the leading role of the English language, or is it imposed on them? Without doubting its importance, the present paper attempts to look at the aspects of English as an internationally acknowledged world language from the different points of view.
First and foremost, advantages of using one language for the intercultural communication must be mentioned. The speed and easiness with which people can reach each other all over the world, brought about by the rapid development of modern technologies, makes all the processes of communication much more dynamic and efficient. Even with the best state-of-the-art telecommunication devices, the interaction would be anything but smooth and fluent if the discourse participants used different languages. Thus, even though only a quarter of the speakers of English are native speakers (Crystal, 2003), the total number of those who are able and willing to use ELF is enormous and increases the international communicative potential.

What is often neglected in the considerations of ELF today is the negative influence that this globalised approach can exert upon the members of different communities, their respective cultures and the language itself. While Firth speaks about English as a chosen language (1996: 240), and this perspective may well have been true at the beginning of the internationalisation of the English language, at present, ELF users do not, in reality, have much choice.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• crossing boundaries</td>
<td>• globalisation</td>
</tr>
<tr>
<td>• intercultural communication</td>
<td>• loss of national identity</td>
</tr>
<tr>
<td>• speed</td>
<td>• lack of precision</td>
</tr>
<tr>
<td>• efficiency</td>
<td>• discrimination (of those not gifted)</td>
</tr>
<tr>
<td>• use of modern technologies</td>
<td>• impersonal</td>
</tr>
</tbody>
</table>

Table 1: Advantages and disadvantages of using ELF

As summarized in the table above, using a living, natural language as an international lingua franca brings both positive and negative aspects to the society. On the one hand, it enriches its members’ cultural awareness, enables them to travel, communicate, learn, or adapt easily to modern technologies. On the other hand, many features of local identity and traditions are gradually disappearing. The whole process of communication is becoming ever more impersonal – we have no idea who we actually buy things from online, we discuss technical problems or our holidays in little chat boxes that pop up on the screen. Last but not least among these downsides is the fact that not all of speakers are equally gifted for learning foreign languages. This poses an essential problem for many technicians and engineers.
It is this group of professionals that was the main concern of Björkman (2008) who focused on morphosyntactic features of spoken English at the Royal Institute of Technology in Stockholm, Sweden. Her corpus-based research led her to the conclusion that “Engineers seem to opt for function and reciprocal intelligibility over redundant features of the language and accuracy when they speak English in academic contexts” (ibid.: 103). The observation of ‘disturbing’ and ‘non-disturbing’ non-native-like uses of language and their interpretation illustrates the course the ELF studies have taken (e.g. Seidlhofer, 2010), namely the shift from focus on form to the function of language, from quantitative approach to the implications of the findings.

Among the extremely varied sets of ELF users is the large group of students of Brno University of Technology, comprising future technicians, engineers and businesspeople. Teaching English to these future professionals involves many problems related to the organisation and content of the courses offered to groups of students that vary in their interests, fields of study, and proficiency. In order to achieve the best possible results it is necessary to take into account not only the content and subject matter, but also the students and their attitudes. As most of our students are exposed to English on an almost daily basis – be it the Internet, computer games, songs, adverts, study materials, or any other more or less extended pieces of English language – we endeavour to find out was what they expect from our joint efforts in English lessons in general and how they perceive English.

The research questions in this paper arise from the above mentioned considerations. The first of them is: What are the attitudes of our students to English as a lingua franca and do they perceive it as a useful tool or rather something that is imposed on them whether they want it or not? Our second and third questions are related: What do our students want? with respect to English and their future expectations and What do they need? Ideally, the answers to these two questions should match. However, it is often a challenging task for the teacher to persuade the students to work on what they need, rather than do what they want.

2 Methodology

In order to answer these pressing questions, we designed a questionnaire and asked our students to fill it in anonymously. The respondents for our pilot study were bachelor degree students of three faculties taught at our Department of foreign languages, namely Faculty of Electrical Engineering and Communication (FEEC), Faculty of Information Technology (FIT), and Faculty of Business and Management (FBM). A special group was formed by the students
of a distinct study programme English in Electrical Engineering and Informatics, further referred to as EMF (English as the Main Field), who study English in combination with basic technical courses. The overall number of respondents was 82 students, with the numbers in individual groups ranging from 18 to 22.

The first part of the questionnaire consists of five groups of statements (marked A to E), to which the students match grades according to the extent to which they agree or disagree with them. Numbers 0-2 expressed disagreement, numbers 3-5 agreement, yielding the following scale of agreement/disagreement:

- 5 - perfectly expresses my point of view
- 4 - rather agree
- 3 - roughly true, only too strongly stated
- 2 - rather disagree, but there might be something in it
- 1 - disagree
- 0 - absolute nonsense

The full list of statements in the questionnaire is provided in the Appendix together with the results.

The first set of statements aims at capturing students’ personal attitude towards the English language; the second reflects their expectations related to English in their future profession; the third concerns English at the university; the fourth helps us to identify what their goals in English language learning are. The last group of questions is the most general and concerns the status of English as a Lingua Franca.

Although there was another possible source of data, the university information system, which allows students to express their opinion of individual subjects and teachers after they complete the course, the information obtained from student’s feedback in this way tends to be fragmentary and far from representative since only a very small proportion of students usually answer the questions.

3 Overall results

The following two sections discuss a selection of the most interesting figures obtained in the research. The complete results are listed in the Appendix. In this section, attention will
be paid to the statements which received the highest degree of agreement across the faculties and different fields of study; the differences between individual study groups are discussed in the next section.

Overall, the results indicate that our students are well aware of the leading role of English in international communication. It is also noteworthy, although not unexpected, that the students of technical disciplines emphasise perceptive skills, as they find it useful to access the sources from their respective international discourse community and they also expect that better knowledge and practical skills in English will increase their chances for a better job and further education. The statements with the highest level of agreement are shown in Table 2, using condensed version of the questions (statements).

<table>
<thead>
<tr>
<th>Statement and its code</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to read publications in English (D2)</td>
<td>4.4</td>
</tr>
<tr>
<td>A means for better education (A3)</td>
<td>4.3</td>
</tr>
<tr>
<td>A better chance for a good job (A4)</td>
<td>4.3</td>
</tr>
<tr>
<td>Taken for granted (A1)</td>
<td>4.2</td>
</tr>
<tr>
<td>Films and games (D4)</td>
<td>4.2</td>
</tr>
<tr>
<td>Communicate without much trouble (D5)</td>
<td>4.1</td>
</tr>
<tr>
<td>Writing (D3)</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Table 2: Questions with the highest degree of agreement**

The statements with the highest level of disagreement summarised in Table 3 clearly disprove the belief on the part of teachers that a considerable proportion of students of technical disciplines view foreign language courses solely as an obstacle complicating their studies.

<table>
<thead>
<tr>
<th>Statement and its code</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English is a loss of time (A6)</td>
<td>0.2</td>
</tr>
<tr>
<td>Passing the exam and not needing English ever since (D7)</td>
<td>0.6</td>
</tr>
<tr>
<td>English is a necessary evil; an obstacle in obtaining a degree. (C4)</td>
<td>1.0</td>
</tr>
<tr>
<td>Don’t need English – any other foreign language would do (B4)</td>
<td>1.2</td>
</tr>
<tr>
<td>English is a nuisance (A5)</td>
<td>1.4</td>
</tr>
<tr>
<td>English is imposed – the whole concept of ELF is wrong (E3)</td>
<td>1.4</td>
</tr>
</tbody>
</table>

**Table 3: Questions with the highest degree of disagreement**
4 Results for individual faculties and study groups

Faculty of Business and Management

The answers provided by the students of Faculty of Business and Management in most cases matched the general average answers. However, the results of the fourth group of questions concerning their ultimate goals (Questions in Section B, in particular B4) in English language learning indicate that they are oriented on basic communication. This corresponds with Ehrenreich’s (2010) findings about the general approach to non-native communication in business settings. In her article she mentions the cases of conversations which were held between two non-native speakers of English. These ELF speakers were able to convey their message and understand each other without a slightest difficulty, although a native speaker found the conversation very difficult to comprehend. The reason was that the two non-native speakers were used to this type of communication, each other’s accent, and well aware of the factual content, whereas the native speaker was not in regular contact with any of them.

<table>
<thead>
<tr>
<th>Statement and its code</th>
<th>AMF</th>
<th>FEEC</th>
<th>FIT</th>
<th>FBM</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English is a nuisance. (A5)</td>
<td>0.8</td>
<td>1.8</td>
<td>1.2</td>
<td>1.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Any other foreign language would do. (B4)</td>
<td>1.2</td>
<td>1.2</td>
<td>0.9</td>
<td>1.6</td>
<td>1.2</td>
</tr>
<tr>
<td>I would appreciate a greater variety of courses. (C2)</td>
<td>3.2</td>
<td>3.3</td>
<td>3.2</td>
<td>2.8</td>
<td>3.1</td>
</tr>
<tr>
<td>Basic knowledge and the ability to communicate when necessary (D6)</td>
<td>1.9</td>
<td>3.3</td>
<td>2.4</td>
<td>3.1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Table 4: Faculty of Business and Management

Faculty of Information Technology (FIT)

The students of Faculty for Information Technology stand out in several respects, most of which are desirable from the point of view of a language teacher. The results show a strong awareness of the importance in future education and career and its indispensability. While aware of its practical importance, and its instrumental role in achieving further aims, they also view it as a hobby at the same time – almost to the same degree as students of English as the main subject, who presumably chose English out of their personal interest.
English is a useful hobby. (A2) 
3.9 3.8 4.7 4.1 4.2
In my future profession, English is indispensable. (B1) 
3.9 2.8 3.9 3.4 3.5
I would appreciate a greater variety of courses. (C2) 
4.2 3.7 4.8 4.0 4.2
Near native-like ability to speak, write, and understand the language (D1) 
3.8 3.8 3.9 4.1 3.9
English as a lingua franca is not ideal, but there is no better solution available. (E2) 
2.9 3.1 3.7 3.0 3.2

Table 5: Faculty of Information Technology

Faculty of Electrical Engineering and Communication (FEEC)

Students of electrical engineering seem to be the least keen learners of English. Their main aim is to communicate when necessary and their desire to speak ‘native-like’ is lower, whereas the negative statements about English (‘necessary evil’, ‘obstacle’, ‘nuisance’) are more prominent compared with the other groups – though still not agreed with. They are also the only group whose results were lower than three (indicating disagreement) when asked if they consider English a hobby.

English as the main field of study (EMF)

The aspects in which students of English in Technology and Informatics stand out are shown in Table 7. The view of English as a hobby grows in the course of the studies (which may be surprising – as it has become compulsory concern). In line with the expectation is the desire to acquire native-like abilities, outnumbering the other study groups.
<table>
<thead>
<tr>
<th>Statement and its code</th>
<th>EMF1</th>
<th>EMF3</th>
<th>FEEC</th>
<th>FIT</th>
<th>FBM</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English is a useful hobby. <em>(A2)</em></td>
<td>3.7</td>
<td>4.1</td>
<td>2.8</td>
<td>3.9</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>I would appreciate a greater variety of courses. <em>(C2)</em></td>
<td>2.6</td>
<td>3.8</td>
<td>3.3</td>
<td>3.2</td>
<td>2.8</td>
<td>3.1</td>
</tr>
<tr>
<td>Near native-like ability to speak, write, and understand the language <em>(D1)</em></td>
<td>4.1</td>
<td>4.7</td>
<td>2.9</td>
<td>3.6</td>
<td>3.8</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Table 7: English as the main field of study

5 Conclusion

It can be safely stated that students’ perceived needs vary across the faculties and study programmes. However, given the relatively small size of the sample, an imperative for further research is including a larger number of respondents, and possibly also other degrees of study (master studies and doctoral studies), to increase the validity of the results. An interesting option would be not only a contrastive comparison of the different faculties and degrees, but also a longitudinal study observing the changes in attitudes for each of the study groups.

Further research could also take into consideration the students’ results in their studies, which would, nevertheless, mean that the questionnaire would no longer be anonymous. It also has to be kept in mind that the motivation for cheating (leading to unreliable data) in an exam is stronger than in a questionnaire. Still, the exam results could represent a convenient additional source of data.

Even though the results presented in the paper are tentative so far, they confirm, by and large, our impressions as teachers at the faculties – impressions that may be often biased and are always in need of objective testing. As far as practical implications are concerned, it would be worth considering a broader variety of courses for students to choose from in the study programme English as the main field of study. The existing course content might need reconsidering as well.

References


## Appendix

<table>
<thead>
<tr>
<th>Group of questions</th>
<th>Code</th>
<th>Statement</th>
<th>EMF 1</th>
<th>EMF 3</th>
<th>EMF</th>
<th>FEEC</th>
<th>FIT</th>
<th>FBM</th>
<th>Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personally, I find English as a language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td></td>
<td>something that can be taken for granted, everyone has to know it nowadays</td>
<td>4.0</td>
<td>3.8</td>
<td>3.9</td>
<td>3.8</td>
<td>4.7</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>A2</td>
<td></td>
<td>a useful hobby; I enjoy it and take the possibility of talking with foreigners as a bonus</td>
<td>3.7</td>
<td>4.1</td>
<td>3.9</td>
<td>2.8</td>
<td>3.9</td>
<td>3.4</td>
<td>3.5</td>
</tr>
<tr>
<td>A3</td>
<td></td>
<td>a means for better education; the access to foreign publications and to study abroad</td>
<td>4.2</td>
<td>4.7</td>
<td>4.5</td>
<td>3.8</td>
<td>4.5</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>A4</td>
<td></td>
<td>a better chance for a good job in the future</td>
<td>4.2</td>
<td>4.7</td>
<td>4.5</td>
<td>3.9</td>
<td>4.4</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>A5</td>
<td></td>
<td>a nuisance, though I understand that it is necessary</td>
<td>0.9</td>
<td>0.7</td>
<td>0.8</td>
<td>1.8</td>
<td>1.2</td>
<td>1.9</td>
<td>1.4</td>
</tr>
<tr>
<td>A6</td>
<td></td>
<td>a loss of time; useless for me</td>
<td>0.2</td>
<td>0.0</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
<td>0.3</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>In my future profession</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td></td>
<td>English is indispensable</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>3.7</td>
<td>4.8</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>B2</td>
<td></td>
<td>it is necessary to know a foreign language, preferably English</td>
<td>3.1</td>
<td>2.5</td>
<td>2.8</td>
<td>3.2</td>
<td>2.5</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>B3</td>
<td></td>
<td>English is an advantage, though not indispensable</td>
<td>2.3</td>
<td>2.8</td>
<td>2.6</td>
<td>3.1</td>
<td>2.1</td>
<td>3.0</td>
<td>2.7</td>
</tr>
<tr>
<td>B4</td>
<td></td>
<td>I don’t need English; any other foreign language would do</td>
<td>1.3</td>
<td>1.1</td>
<td>1.2</td>
<td>1.2</td>
<td>0.9</td>
<td>1.6</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>Teaching English at the faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td></td>
<td>is sufficient</td>
<td>3.8</td>
<td>3.5</td>
<td>3.6</td>
<td>3.4</td>
<td>3.6</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td>is necessary, but I would appreciate a greater variety of courses</td>
<td>2.6</td>
<td>3.8</td>
<td>3.2</td>
<td>3.3</td>
<td>3.2</td>
<td>2.8</td>
<td>3.1</td>
</tr>
<tr>
<td>C3</td>
<td></td>
<td>should be fully incorporated into professional subjects</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>2.1</td>
<td>1.5</td>
<td>1.5</td>
<td>1.6</td>
</tr>
<tr>
<td>C4</td>
<td></td>
<td>is a necessary evil; an obstacle in obtaining a degree</td>
<td>0.6</td>
<td>0.5</td>
<td>0.5</td>
<td>1.7</td>
<td>0.9</td>
<td>1.1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>My efforts in learning English should ultimately lead to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td></td>
<td>near native-like ability to speak, write, and understand the language</td>
<td>4.1</td>
<td>4.7</td>
<td>4.4</td>
<td>2.9</td>
<td>3.6</td>
<td>3.8</td>
<td>3.7</td>
</tr>
<tr>
<td>D2</td>
<td></td>
<td>the ability to read publications in English</td>
<td>4.6</td>
<td>4.8</td>
<td>4.7</td>
<td>4.0</td>
<td>4.7</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>D3</td>
<td></td>
<td>the ability to adequately express myself in writing</td>
<td>4.4</td>
<td>4.6</td>
<td>4.5</td>
<td>3.4</td>
<td>4.1</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>D4</td>
<td></td>
<td>the ability to watch films and play games in English</td>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
<td>3.9</td>
<td>4.4</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>D5</td>
<td></td>
<td>the ability to make myself understood without much trouble</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>4.1</td>
<td>4.2</td>
<td>4.4</td>
<td>4.1</td>
</tr>
<tr>
<td>D6</td>
<td></td>
<td>basic knowledge and the ability to communicate when necessary</td>
<td>2.2</td>
<td>1.7</td>
<td>1.9</td>
<td>3.3</td>
<td>2.4</td>
<td>3.1</td>
<td>2.7</td>
</tr>
<tr>
<td>D7</td>
<td></td>
<td>passing the exam and not needing English ever since</td>
<td>0.3</td>
<td>0.4</td>
<td>0.4</td>
<td>0.8</td>
<td>0.4</td>
<td>0.8</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Is it right that English is a Lingua Franca, or should there be diversity?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E1</td>
<td></td>
<td>One universal language is the most practical solution; English has naturally earned its position.</td>
<td>4.0</td>
<td>3.6</td>
<td>3.8</td>
<td>3.8</td>
<td>3.9</td>
<td>4.1</td>
<td>3.9</td>
</tr>
<tr>
<td>E2</td>
<td></td>
<td>It is not ideal, but there is no better solution available. Educational institutions merely react to society’s needs.</td>
<td>3.0</td>
<td>2.8</td>
<td>2.9</td>
<td>3.1</td>
<td>3.7</td>
<td>3.0</td>
<td>3.2</td>
</tr>
<tr>
<td>E3</td>
<td></td>
<td>It is fundamentally wrong. English is imposed on the users around the world. Globalisation in education is to blame along with the pressure from the part of multinational corporations and institutions.</td>
<td>1.8</td>
<td>1.0</td>
<td>1.3</td>
<td>1.4</td>
<td>1.3</td>
<td>1.6</td>
<td>1.4</td>
</tr>
</tbody>
</table>
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ESP University Teacher’s Pedagogical Content Knowledge: 
Retrospective Perceptions of Professional Beginnings

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Abstract

The paper deals with subjectively perceived changes in teachers’ pedagogical content knowledge from their retrospective view of the first three years of teaching English for Specific Purposes at universities. In the Czech Republic, English for Specific Purposes teachers go through a rather difficult period during the first years of their working experience at universities because within their higher education they have been prepared for teaching English for General Purposes at secondary schools. Therefore, their previous education has not provided them with various kinds of knowledge they could use for forming their pedagogical content knowledge, which is particularly knowledge of university didactics, knowledge of English for Specific Purposes, and knowledge of students’ specialization (e.g. medicine, engineering, law). Firstly, the key concepts, such as English for Specific Purposes, university novices and pedagogical content knowledge, are explained. Then, the paper introduces the mixed research design methodology. During the first, qualitative phase an individual interview on the topic of the first three years of teaching English for Specific Purposes at universities was carried out with several respondents. The obtained data were analysed by thematic coding. In the following quantitative phase, an anonymous questionnaire was created on the basis of these results and sent to the whole population of English for Specific Purposes university teachers in the Czech Republic. Subsequently, the obtained data were processed statistically. The last part of the paper deals with the research results which are based on the individual components of pedagogical content knowledge – conceptions of purposes for teaching subject matter, curricular knowledge, knowledge of instructional strategies, and knowledge of students’ understanding. Finally, theoretical and practical use of the obtained data is mentioned.
Key words

English for Specific Purposes, pedagogical content knowledge, professional growth, novice teacher, university teacher

1 Introduction

The issue of pedagogical content knowledge (PCK) of novices teaching English for Specific Purposes (ESP) at Czech universities with non-philological specialization is rather complicated because during their university studies these teachers were prepared to combine their knowledge of English language didactics with knowledge of English for General Purposes. However, their previous education has not provided them with knowledge and skills related to the specific area of their own field (i.e. ESP). In addition, they have not acquired knowledge of their students’ specialization (i.e. engineering, medicine, law, etc.). Besides, these teachers have been prepared to teach English at secondary schools, so they do not have any experience with specific university didactics.

All the above-mentioned facts could lead to potential problems in many areas associated with teaching ESP at universities (e.g. understanding curriculum, defining learning objectives, organizing teaching units, assessing students’ knowledge, etc.). Therefore, this research is focused on ESP university teachers’ subjectively perceived changes in their PCK which, according to the novices’ retrospective view, occurred during the first three years of their teaching experience – probably the most difficult period for these teachers.

2 Key concepts

Currently, English for Specific Purposes is the most frequently taught foreign language at Czech universities. Unlike English for General Purposes (EGP) aiming at a broad base of knowledge and skills, ESP is focused on specific professional contexts in respective areas of expertise (Far, 2008, pp. 3–4). The basic approach to teaching ESP lies in its adaptation to students’ specific needs (Harding, 2007, pp. 10–11) – while in EGP all four language skills, i.e. speaking, writing, listening and reading, are stressed equally, in ESP the needs analysis is required to determine which of these skills students need most for their work (Fiorito, 2005, p. 1). The professional content is another specific feature of ESP which, according to one of

As already mentioned, Czech ESP university teachers go through a difficult period during the first years of their teaching experience. Therefore, this research is focused on novice teachers. Based on the fact that the period of novice teachers is usually defined between one and five years of their teaching practice (Juklová, 2013, p. 98; Palmer et al., 2005, p. 23; Remmik, Karm, & Lepp, 2013, p. 332; Steffy et al., 2000, p. 6; Simonik, 1994, p. 9; Veenman, 1984, p. 143), the concept of ESP university novices includes all academic workers teaching ESP at universities during the first three years, regardless of their possible previous EGP teaching experience within other types of schools.

Finally, pedagogical content knowledge is one of the basic categories of teacher knowledge described as a “special amalgam of content and pedagogy” (Shulman, 1987, p. 8). It represents the knowledge of “the most regularly taught topics in one’s subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations”, which means that it refers to “the ways of representing and formulating the subject that make it comprehensible to others” (Shulman, 1986, p. 9). The research is based on a model of PCK by Grossman (1990, pp. 5–9) where PCK consists of the following individual components: (a) conceptions of purposes for teaching subject matter, i.e. knowledge and beliefs about the aims of teaching particular topics; (b) curricular knowledge, i.e. knowledge of curriculum organization and materials available for teaching; (c) knowledge of instructional strategies, i.e. knowledge of strategies and representations for teaching particular topics; (d) knowledge of students’ understanding, i.e. knowledge of students’ conceptions and misconceptions of particular topics.

3 Methodology

The aim of the research is to answer the following main research question: Did the university teachers perceive any changes in PCK from their retrospective view of the first three years of teaching ESP? If yes, what changes did they perceive?

This relatively wide question has been divided into several research sub-questions according to the above-mentioned model of PCK: (a) conceptions of purposes for teaching subject matter
Did the university teachers perceive any changes in their objectives for teaching ESP? If yes, what changes did they perceive? (b) curricular knowledge – Did the university teachers perceive any changes in their knowledge of curriculum organization and materials for ESP? If yes, what changes did they perceive? (c) knowledge of instructional strategies – Did the university teachers perceive any changes in their knowledge of instructional strategies and representations for ESP? If yes, what changes did they perceive? (d) knowledge of students’ understanding – Did the university teachers perceive any changes in their knowledge of students’ conceptions and misconceptions of ESP? If yes, what changes did they perceive?

A mixed research design has been chosen for the study because of its beneficial complementarity of qualitative and quantitative approaches (Bergman, 2011, p. 272). During the sequential research design, the results of the first, qualitative phase were essential for the second, quantitative phase confirming and specifying the obtained qualitative data (Hendl, 2008, p. 279). The mentioned combination of approaches was further supported by the triangulation of data collection methods (Švaříček & Šedová, 2007, p. 204). Since it was not possible to conduct the research for the whole period of three years, the selection of methods was limited to introspective and retrospective ones – an interview and a questionnaire.

During the qualitative phase, individual semistructured interviews on the topic of the first three years of teaching ESP at universities were carried out with 14 respondents – 12 experienced teachers (having three and more years of ESP teaching experience at universities) and 2 novice teachers (having less than three years of this practice). The obtained qualitative data were processed by content analysis with the help of thematic coding1. Based on these results an anonymous electronic questionnaire2 was created and used in the following

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1 A categorical system was used for thematic coding. It consisted of 5 categories and 8–10 subcategories within each category. On the basis of the categorical system an interview scenario was created and used during interviews which were recorded and literally rewritten. Subsequently, the individual thematic units from the interviews were coded with the help of the categorial system. In order to ensure reliability, two independent researchers participated in coding. Respondents’ statements were divided according to the subcategories and individual profiles describing PCK changes were created. These profiles were sent to respondents for communication validation. Finally, all profiles were combined within the individual subcategories and characteristics of each category were formulated.

2 The questionnaire was based on only 20 subcategories from the categorial system: category 1 (factographic information) – the period of the first three years of teaching ESP at universities, the length of the whole practice in teaching ESP at universities, the length of potential preceding practice in English teaching, the length of potential preceding practice in university teaching, the respondent’s university qualifications, the respondent’s educational qualifications, ESP specialization during the first three years, the level of ESP materials during the first three years; category 2 (conceptions of purposes for teaching subject matter) – the educational objectives within the area of ESP (e.g. grammar, speaking), the educational objectives outside the area of ESP (e.g. critical thinking, learning autonomy), the pedagogical objectives (e.g. moral attitudes, intercultural tolerance); category 3 (curricular knowledge) – the syllabus for teaching ESP, the materials for teaching ESP, the professional
quantitative phase where it was sent to the whole population of Czech ESP university teachers and completed by 98 respondents – 86 experienced teachers and 12 novice teachers. Subsequently, the quantitative data were processed statistically with the help of Pearson’s chi-square test and absolute frequencies comparison. Figure 1 shows the mixed research design while more detailed information on the methodology is available in another publication (Jašková, 2017).

Figure 1. Mixed research design.

4 Results

Firstly, it is important to point out that the obtained data represent respondents’ subjective views on the initial period of their teaching experience. If we focus on the experienced teachers who perceived certain changes between the beginning and the end of the first three years we can observe some statistical significance according to Pearson’s chi-square test. The statistical content of ESP; category 4 (knowledge of instructional strategies) – the ways of motivating students, the organizational forms of teaching, the strategies to cope with the professional content; category 5 (knowledge of students’ understanding) – students’ effective approaches to learning, students’ learning styles and strategies, students’ acquired knowledge and skills.
emphasis at the end of the period could indicate certain professional growth, but only in two PCK components – conceptions of purposes for teaching subject matter and knowledge of instructional strategies. Each PCK component has been divided into three topics representing three questions from the questionnaire, but the statistical significance can be observed in only four of them – ESP educational objectives, other educational objectives, pedagogical objectives and the area of motivating students. Table 1 shows the statistical significance of changes between the beginning and the end of the first three years according to Pearson’s chi-square test.

Table 1

Statistically significant changes

<table>
<thead>
<tr>
<th>PCK components</th>
<th>Questionnaire topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptions of purposes for teaching subject matter*</td>
<td>ESP educational objectives*</td>
</tr>
<tr>
<td></td>
<td>Other educational objectives*</td>
</tr>
<tr>
<td></td>
<td>Pedagogical objectives*</td>
</tr>
<tr>
<td>Curricular knowledge</td>
<td>Centralised syllabuses</td>
</tr>
<tr>
<td></td>
<td>Teaching materials</td>
</tr>
<tr>
<td></td>
<td>Specific professional content</td>
</tr>
<tr>
<td>Knowledge of instructional strategies*</td>
<td>Compensation strategies</td>
</tr>
<tr>
<td></td>
<td>Organizational forms of teaching</td>
</tr>
<tr>
<td></td>
<td>Motivating students*</td>
</tr>
<tr>
<td>Knowledge of students’ understanding</td>
<td>Best learning methods</td>
</tr>
<tr>
<td></td>
<td>Learning styles and strategies</td>
</tr>
<tr>
<td></td>
<td>Knowledge and skills assessment</td>
</tr>
</tbody>
</table>

*Statistically significant changes between the beginning and the end of the first three years according to Pearson’s chi-square test

However, if we focus on the individual questionnaire topics and compare absolute frequencies within each question, it is possible to see many changes within all PCK components. For this reason, the following text is divided into four PCK components and focused on the data obtained by comparing absolute frequencies between the beginning and the end of the first three years. This information can be found in the first paragraph of each subchapter. In the second paragraph, there are some other results from the qualitative research phase where many other changes indicating the professional growth of teachers can be observed. These results have not been included into the questionnaire because of its limited length.
4.1 Conceptions of purposes for teaching subject matter

Within ESP educational objectives, during the first three years of their teaching the respondents changed their initial emphasis on grammar and vocabulary to concentration on pronunciation and language skills of writing, speaking, reading and listening. During the period, the teachers also gradually put their emphasis on other educational goals outside ESP, particularly on learner autonomy and critical thinking. As part of their pedagogical goals, the respondents were increasingly focused on students’ good behaviour during lessons, their responsible approach to study, intercultural tolerance and moral attitudes. Therefore, it is evident that ESP teachers were interested in adult students’ behaviour even though this should not be expected at universities.

At the beginning of the first three years, the teachers were not able to formulate their own goals for teaching ESP, but at the end of the period they determined various specific goals depending on their perception of students’ needs and preferences. The idea of an ideal student after finishing ESP course developed from the initial emphasis on students’ smooth communication at work to the final reduction of these demands on students while the respondents started to prefer students’ further independent language development after the course. The respondents at the beginning of their career fully accepted centrally established objectives for teaching ESP, but within the first three years they started to find some imperfections in them or they found out that the achievement of these objectives was unrealistic for some students.

4.2 Curricular knowledge

During the first three years the respondents began to either modify syllabuses for ESP teaching or form completely new syllabuses. Furthermore, the teachers moved from Czech textbooks to textbooks from English publishers, and some of them started to create their own main or extra materials. At the beginning of the period the respondents acquired knowledge of specific professional content (i.e. students’ specialization) only by discussions with other English teachers, whereas at the end of this period they systematically studied publications, textbooks as well as Internet materials and attended courses, lectures or seminars.

In terms of creating long-term plans for individual semesters and short-term preparations for lessons, the respondents experienced a huge initial time-consuming effort which gradually declined during the first three years. The teachers’ characteristic feature was low confidence in
the area of students’ specialization at the beginning of the first three years as well as the transition from initial emphasis on special content to the final focus on the target language.

4.3 Knowledge of instructional strategies

Regarding the compensation strategies to compensate the teachers’ lack of specific professional content knowledge, there was an increasing tendency to place responsibility for professional problems on students, for example by their explanation of the specific content to the teacher or other students. According to the respondents, the organizational forms of teaching were gradually changed from frontal teaching with the teacher’s central role to pair or group teaching with students’ more active roles. Whereas at the beginning of the first three years the respondents did not motivate students, at the end of the period the teachers motivated students with the help of useful lessons connected with practice, entertaining lessons with interesting activities and by final evaluation of students’ active engagement in lessons.

In the area of introducing new subject matter to students there was a transition from deductive to inductive teaching with the emphasis on students’ active roles. The teachers also mentioned their own uncertainty during their initial teaching, which was poor from the didactic point of view, and gradual increase of their confidence with routine acquisition.

4.4 Knowledge of students’ understanding

In the field of respondents’ opinions on the best learning methods for their students, there was a transition from their initial emphasis on regular revision of grammar and vocabulary to the final focus on reading professional literature in English as well as speaking and writing in ESP. During the first three years the teachers gradually began to identify students’ preferences for different learning styles or strategies, mainly by monitoring them during lessons or by interviewing them on the subject. In the area of students’ knowledge and skills assessment, the respondents moved from their initial emphasis on regular homework to the final preference of oral examinations and written seminar papers.

Within the ways in which students’ preliminary knowledge and skills were identified at the beginning of the semester, the respondents moved from unintentional monitoring students’ responses to deliberate conversational activities or electronic tests. Furthermore, students’ knowledge and skills were assessed by final tests, where translation exercises prevailed at the
beginning of the first three years, while at the end of the period they were mainly testing language skills. In the area of testing, the teachers experienced their own uncertainty at the beginning, while during the first three years their confidence was gradually increasing.

5 Conclusion

In conclusion, all the findings suggest the novices’ professional growth during the first three years of their teaching ESP at universities. However, it is also important to mention the theoretical and practical use of the results. The research should contribute to the scientific theories concerning the processes of acquiring and developing PCK in relation to the insufficiently explored area of ESP university teachers. From a practical viewpoint, the research could help to inform the professional community about ESP university novices’ difficult situation caused by their non-specific education. This way, the research might be an incentive for introducing changes in university preparation of future ESP teachers and for supporting these teachers during the first years of their practice.

References


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Language Skills Curriculum Development in Legal English for Academic Purposes: A Needs Analysis

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Abstract

Using the approach of needs analysis (NA), this paper aims to define specific aspects of communicative competence in the area of Legal English for Academic Purposes (LEAP) as a subvariety of English for Specific Purposes (ESP). The ascertained specifics for individual language skills are used to formulate curriculum recommendations for LEAP courses in higher education.

Due to its focus on the language practices of professional communities, ESP uses NA as the central approach to determine specifics of communication requirements imposed on users of English as a lingua franca within work-related situations. The significance of NA for Legal English as an ESP variety is reinforced further by the global as well as local nature of legal education, where the instruction of law must take into account both the supranational trends as well as local specifics of national legal orders.

In an effort to determine specifics in the area of language skills, a qualitative research study was carried out in which semi-structured interviews with 14 legal professionals representing three work-related domains were conducted. Audio recordings of these sessions were transcribed and manually tagged with the assistance of a second rater using pre-defined categories. Subsequently, the frequency of use of individual language skills was identified, and the specifics in the area of linguistic, sociolinguistic and pragmatic competences and their subcompetences3 (Council of Europe, 2001) were explained. The interpretation of the results obtained was used to produce recommendations for the LEAP curriculum design. Based on the platform of four language skills, the present paper adopts a didactic approach to the LEAP construct.

3 In an effort to make the system of competences easier to follow, I have modified the terminology used in the CEFR to include the term subcompetence for a competence functioning as a component within a competence of a higher order. For illustration, according to CEFR, linguistic competence is composed of lexical competence, grammatical competence, semantic competence, etc. (CEFR, 2001, p. 109) for which I employ the term subcompetences.
This study was conducted as part of a larger research project which also explored LEAP as a linguistic concept by looking at the most frequent lexico-grammatical items present in the legal texts used by the respondents within their daily professional routine.

**Key words**
needs analysis, language skill, lawyer

### 1 Introduction

English for specific purposes (ESP) is an important means of international professional mobility and communication. Its close association with job-related target situations not only justifies its inclusion in the curricular documents for non-philological fields of study in higher education, but also implies types of research methods employed to identify such situations, or more precisely the skills and competences necessary to effectively deal with them.

Needs analysis (NA) which involves the specification of relevant study materials, teaching and learning methods as well as skills, linguistic forms and communication practices which a discipline-specific learner group needs to acquire to successfully fulfil their future job requirements, has proven to be a fundamental approach in curriculum creation and the first in a series of tasks which needs to be undertaken in curriculum design⁴ (Hutchinson & Waters, 1987, p. 21; Hyland, 2007; Hyland, 2009; Flowerdew & Peacock, 2011, p. 178; Flowerdew, 2013). In NA qualitative, quantitative and mixed methods of data collection and interpretation are used (Serafini et al., 2015). To increase the validity of results, triangulation of sources (informants, specialist documents) and methods is performed (Jasso-Aguilar, 1999).

Based on the rising importance of ESP in Czech higher education setting, this paper aims to determine the specific aspects of communication competence (CC) in legal English for academic purposes (LEAP) as one of the ESP varieties, or more precisely one of the subvarieties of Legal English (LE) and thus to become the first step in the process leading to curriculum design. These specific aspects of LEAP will be identified on the platform of NA of the

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⁴ NA is usually followed by determination of goals, course creation and implementation, as well as evaluation of materials, learners, teacher, etc. (Stoller, 2001, p. 213), where all of these are interrelated and cyclical activities, rather than a linear sequence of separate steps (Flowerdew & Peacock, 2011, p. 177; Flowerdew, 2013, p. 325).
professional community from the four language skills’ perspective where data were gathered in the course of semi-structured interviews with 14 respondents who were all legal professionals. Thus defined specifics will be formulated as didactic recommendations for the content part of curriculum design.

The following research questions helped to focus the study:

1. What are the specific aspects of the CC in LEAP in speaking in the area of linguistic, sociolinguistic and pragmatic competences and their subcompetences?
2. What are the specific aspects of the in CC in LEAP in writing in the area of linguistic, sociolinguistic and pragmatic competences and their subcompetences?
3. What are the specific aspects of the CC in LEAP in listening comprehension in the area of linguistic, sociolinguistic and pragmatic competences and their subcompetences?
4. What are the specific aspects of the CC in LEAP in reading comprehension in the area of linguistic, sociolinguistic and pragmatic competences and their subcompetences?

2 Material and method

Qualitative research methods were used both to collect and analyze data. To compile a representative study sample, lawyers actively using English in their jobs working in academia, the public sector and the private sector were addressed with a request to participate in the research. The first respondent was recommended to the researcher by a person outside the legal profession, while the others were nominated (snowball sampling) by their peers actively involved in this research. Evidence of data saturation became apparent in the final stages of the research.

As mentioned in the abstract, the present study focusing on the four language skills was conducted within a larger study whose other branch explored the linguistic specifics of LEAP on the platform of the most frequent lexico-grammatical items (lexical bundles) occurring in the texts most commonly consulted by lawyers within their work-related requirements. The texts were collected from respondents, and put into four legal genre-based corpora (Flowerdew, 2005), namely: i) academic and legal study texts, ii) judicial decisions, iii) EU legislation and iv) contracts. During the interviews (see below) the respondents explained the significance of these documents for their jobs, thus familiarizing the researcher with a socio-cultural context of their use and providing her not only with more insight into the respective legal genres but also shedding light on the situational contexts in which these texts are written or read.

A minimum B2 CEFR level was required which the respondents proved by providing a TESOL certificate or the full academic transcript issued by the Faculty of Law where respondents obtained their degree.
research, indicating that the total number of respondents (14\textsuperscript{7}, convenient sample) was sufficient to constitute a representative sample (Gavora, 2015, pp. 353–354).

Semi-structured interviews\textsuperscript{8} were conducted with five representatives of the public and academic spheres each and four representatives of the private sector. To test the reliability and validity of the research methods, a pilot study was carried out in the first half of 2013 using the data from the first three respondents (R1–R3) each representing a distinct professional background. The primary research data (R4–R14) were gathered between July and November 2014. The length of the interviews which depended on the availability and willingness of the respondents varied between 38 minutes and 120 minutes. Four of the interviews took place in the researcher’s office; the remaining ten were conducted at the participant’s workplace.

To carry out the content analysis (Cohen et al., 2007; Gavora, 2015) of the research data, the interviews were transcribed and manually tagged (thematic coding) with the assistance of a second rater. During the pilot phase, there was an intense harmonization of raters’ coding skills in order to achieve a high level of consistency (inter-rater reliability was 72 percent and 87 percent in the pilot and main research respectively). In the first phase, the raters used the following codes: speaking, writing, listening comprehension, and reading comprehension. To refine the results, each of the four codes was subsequently divided into the linguistic, sociolinguistic and pragmatic competences and their respective subcompetences as defined by CEFR (Council of Europe, 2001). In this phase, which for economic reasons was conducted by the main researcher alone, there emerged codes such as semantic subcompetence within linguistic competence or discourse subcompetence within pragmatic competence.

A realistic approach to data (Švaříček & Šeďová, 2007, p. 208) was adopted in which respondents’ statements were considered an accurate description of the external reality or inner experience (ibid.). However, to avoid the possibility of indiscriminate acceptance of respondent statements, both direct (respondents were asked what documents they most frequently read) and indirect questions (respondents were assessing the degree of relevance of the ILEC\textsuperscript{9} test items for their jobs) were asked. Data acquired from indirect questions turned out to be a highly

\textsuperscript{7} For detailed characteristics of the respondents see Tománková (2016, pp. 179–181).

\textsuperscript{8} For detailed interview scenario see Tománková (2016, pp.164–177).

\textsuperscript{9} International Legal English Certificate, a former (discontinued in December 2016) exam administered by Cambridge University.
productive part of the research. They generally confirmed or specified the information collected from direct questions and thus increased its validity.

3 Results

The content analysis of the semi-structured interviews produced the following results.

1 Significant differences were displayed in the proportional representation of individual language skills across three respondent groups (academic, public, private). In this respect, the research data reflect the dominant position of reading comprehension for lawyers working in academia and the public sector throughout their professional career and for lawyers working in the private sector, particularly at the beginning of their careers.

The following table reveals the importance of individual language skills for each respondent group with an emphasis on reading comprehension.

<table>
<thead>
<tr>
<th>Respondent Group</th>
<th>Reading Comprehension</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia</td>
<td>reading comprehension 43 percent</td>
<td>writing 28 percent</td>
<td>speaking 22 percent</td>
<td>listening comprehension 7 percent</td>
</tr>
<tr>
<td>Public sector</td>
<td>reading comprehension 61 percent</td>
<td>speaking 16 percent</td>
<td>listening comprehension 13 percent</td>
<td>writing 10 percent</td>
</tr>
<tr>
<td>Private sector</td>
<td>writing 37 percent</td>
<td>speaking 28 percent</td>
<td>reading comprehension 20 percent</td>
<td>listening comprehension 15 percent</td>
</tr>
</tbody>
</table>

Figure 1. Importance of language skills across respondent group with a reading comprehension focus.

These findings should be reflected in the LEAP curriculum design through the inclusion of activities reinforcing reading skills where bi-level instruction of reading is recommended. In the first phase, reading is perceived as a stand-alone skill (Hirvela, 2013, s. 81), whose aim is to develop in learners the ability to process a large amount of information from multiple sources (e.g. due diligence before entering a contract) or to work with specialist texts reflecting disciplines outside law (e.g. to better understand the content of a private contract) to deepen the lexical and semantic subcompetences of the linguistic competence (CEFR, 2001). In the second, more qualitative phase, reading is taught together with writing to develop in learner’s content schemata and the awareness of various (legal) genres (Hirvela, 2013, p. 87). In the context of working with documents with a standardized structure, this approach helps learners to acquire
discourse subcompetence within pragmatic competence which they further employ in the production of written texts.

2 Another specificity which should find its expression in the LEAP curriculum is the definition of the concept of legal English as a *lingua franca* (ELF) and the subsequent focus on the non-native speaker. This phenomenon stems from the fact that, with few exceptions, English is the native language of Common Law but a foreign language for Continental Law (Chromá, 2014), which is the underlying framework for the Czech legal system. This should be reflected in the curriculum design through the inclusion of aspects of lexical and semantic subcompetences within which learners are expected to be able to distinguish between a term (*termín*) and its conceptual definition, i.e. a concept (*pojem*) (ibid., p. 47), or to determine a degree of agreement between different concepts. These subcompetences should be developed within productive as well as receptive skills.

3 Interview analysis brought forth interesting data on the importance of sociolinguistic competence in *speaking*. Legal professionals directly communicating with clients (without legal qualifications) need to choose a functional style appropriate to the recipient where this choice involves consideration of a number of aspects such as accommodation theory including its component *speech convergence* (Holmes, 1992, p. 255) or the question of formal/informal register. Successful application of sociolinguistic competence depends on the effective use of semantic subcompetence embedded in linguistic competence, within which the users carry out the so called intralingual translation or rewording, i.e. interpretation or decoding of the original text which is the first stage of translation in which the translator, in this case, a lawyer communicating with a client, attempts to render the meaning of the text in the broadest sense of the word (Chromá, 2014, pp. 18, 31). In addition, the client becomes a determining factor also in the area of pragmatic competence, namely in the issue of application or suspension (Thomas, 1995, p. 76) of Gricean maxims.

From the curriculum design perspective, I recommend inclusion of activities aimed at intralingual translation, in which learners practise the presentation of specialist subject matter through formal as well as informal functional style.

4 Specific aspects of the CC in LEAP in *writing* also concern individual subcompetences of sociolinguistic competence as the recipient of the text is again a decisive factor here. Factors
determining the structure as well as the length of the text include (the absence of) legal background and limited time of the client.

Within the discursive subcompetence of pragmatic competence, teamwork in drafting of documents proved to be a crucial aspect of target professional situations, with the research data pointing to two distinct scenarios: i) cooperative drafting which refers to a team of colleagues working towards the same goal and ii) competitive drafting which concerns creating of documents reflecting and accommodating competing interests of its authors (e.g. contractual parties).

From the curriculum design perspective, I recommend incorporation of timed writing activities on the platform of simulated situations in which learners acquire language practices of individual discourse communities (Swales, 1990, p. 58; Northcott, 2013, p. 214).

Although the most important feature of listening comprehension is its less important role in target professional situations (see the table above), the available data still illustrate the importance of the ELF phenomenon (phonological subcompetence). In this respect, listening activities practising comprehension of native as well as non-native accents should play an essential part in the LEAP curriculum.

To sum up, the main research results are as follows: (i) the dominant position of the reading skill in the four skills portfolio across the respondent groups (academia 43 percent, public sector 61 percent, private sector 20 percent), (ii) importance of semantic and lexical subcompetences due to the English as a native language in common law and English as a lingua franca in continental law dichotomy (particularly in reading comprehension), (iii) importance of sociolinguistic competence for lawyers working with clients without legal background mainly in the area of accommodation theory (particularly in speaking), (iv) the issue of applying or suspending conversational maxims within pragmatic competence (particularly in spoken client interaction), (v) importance of discourse subcompetence in team-based written text creation both on the platform of collegial and competitive work relationships (writing).

**4 Conclusions**

For the purposes of curriculum design, I attempted to determine specific aspects of the CC in LEAP on the basis of four language skills including their relevant competences and subcompetences as defined by CEFR (2001). This study was conducted on the platform of NA
and in its entirety also comprised a linguistic section, not included in this paper, exploring the most salient lexico-grammatical features occurring in the texts lawyers most frequently consult within their job requirements.

The results presented in this paper generated data about the proportional representation of language skills within target professional situations concerning a particular legal background and provided general suggestions regarding the content side of the LEAP curriculum.

The intended readers of the present research study primarily include LEAP practitioners. As such, I believe the research will both contribute to the discussion on the centrality of NA in ESP course design and provide specific recommendations for the creation of LEAP curriculum, particularly in terms of the importance of various language skills and their constituent competences and subcompetences with respect to various specialties of law. I also hope the specifics regarding language skills will find its readership among the current students of law.

References


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Project of Design-Based Research of an ESP Coursebook

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Abstract

The paper deals with the design-based research carried out in cooperation between the Department of Foreign Languages of the Faculty of Electrical Engineering and Communication, Brno University of Technology and the Institute for Research in School Education of the Faculty of Education at Masaryk University in Brno. The aim of this research project is to establish a link between the design of an ESP coursebook and its iterative testing for the purpose of evaluation and re-design so that the coursebook would be the most appropriate teaching and learning tool for the target group. The coursebook was designed for the students of the Bachelor’s study programme “English in Electrical Engineering and Informatics”, which is guaranteed by the Department of Foreign Languages. The first part of this paper frames the concept of design-based research as a research design which puts emphasis on the development of research-based solutions to complex problems in educational practice and development or validation of theories about learning processes and learning environments. The second part outlines the design-based research of the coursebook English for Information Technology. It focuses on the research objectives, individual research stages, description of research samples and development of data collection tools.

Key words

design-based research, intervention, iteration, substantive and procedural design principles, ESP coursebook, evaluation criteria checklist, didactic tests
1 Introduction

Despite a range and variety of English for specific purposes (hereinafter referred to as ESP) coursebooks available on the market, it is still rare to find those meeting both the students’ needs and the course requirements. It is obvious that every learning or teaching situation is unique and influenced by such factors as the constraints imposed by syllabuses, the dynamics of the classroom, the expectations and motivation of the learners. Some topics in the published coursebooks do not correspond to the particular ESP course or field of study and, moreover, it is difficult to cover one-semester course with the exact number of coursebook units. Often teachers have to either adapt existing learning materials by means of adding, deleting, simplifying, reordering and replacing, or design their own materials. Therefore, the need arises to design a made-to-measure coursebook for the particular course of ESP.

This paper focuses on the concept and iterative character of design-based research and outlines our own project of design-based research of a coursebook English for Information Technology, which may serve as a useful example of good practice for teachers of ESP in higher education.

2 Concept of Design-Based Research

2.1 General Characteristics of Design-Based Research

Design-based research (hereinafter referred to as DBR) evolved near the beginning of the 21st century as a practical research methodology that could effectively bridge the gap between research and practice in formal education as it aims both at developing theories about domain-specific learning and the means designed to support that learning. In this paper a common label design-based research (Amiel & Reeves, 2008; Anderson & Shattuck, 2011; Bakker & Van Eerde, 2013; Barab & Squire, 2004; Pardo-Ballester & Rodríguez, 2009; Štemberger & Cencič, 2014) is used, however, it should be noted that there are also other labels to be found in literature, such as design experiments (Brown, 1992; Cobb et al., 2003; Collins, 1990), formative research (Newman, 1990), developmental research (Lijnse, 2010), design-based research and educational design research (Hogue, 2013; Plomp & Nieveen, 2013a,
The variety of labels for this type of research reflects the fact that it is still a relatively new trend characterized by “a proliferation of terminology and a lack of consensus on definitions” (Van der Akker, 2006, p. 4).

Even though the terminology has not become established, DBR has a number of common features. Building on previous theoretical, methodological and empirical studies (Amiel & Reeves, 2008; Anderson & Shattuck, 2011; Bakker & Van Eerde, 2013; Barab & Squire, 2004; Hogue, 2013; Plomp & Nieveen, 2007, 2013a; Van der Akker, 2006), DBR can be defined by:

- *being situated in a real educational context*, which provides a sense of validity to the research;
- *focusing on the design and testing of a significant intervention*\(^{10}\), which may be an educational program, learning environment, teaching-learning method, learning material, etc.;
- *using mixed methods of data collection*, both quantitative and qualitative, such as questionnaires, interviews, observations, and document analysis;
- *involving multiple iterations* because DBR evolves through the design and testing of prototypes, iterative refinement and continuous evolution of the design;
- *evolution of design principles*, both substantive (characteristics of the design itself) and procedural (characteristics of the design approach);
- *involving a collaborative partnership* between researchers and practitioners, which negotiates the study from the initial research problem identification up to the production of design principles;
- *having a practical impact on practice* by means of attempting to find a solution to a complex educational problem and making practitioners reflect upon the results of their research.

### 2.2 Cyclical Character of Design-Based Research

The main purpose of DBR is “the systematic analysis, design and evaluation of educational interventions with the dual aim of generating solutions for complex problems in

\(^{10}\) A term “intervention” refers to all entities that can be designed and developed.
educational practice, and advancing our knowledge about the characteristics of these interventions and the processes of designing and developing them” (Plomp & Nieveen, 2013a, p. 16). Its methodology can be described as a continuous cycle of four stages as illustrated in Figure 1. An emphasis is placed on an iterative research process that not only evaluates an innovative product, in our case a coursebook, but also systematically attempts to refine the innovation while also producing design principles that can guide similar research and development endeavours.

Figure 1. Iterative cycle of design-based research.
Adapted from Amiel and Reeves (2008, p. 34)

DBR is therefore cyclical in character: analysis, design, evaluation and revision activities are iterated until an appropriate balance between ideals and realization is achieved (see Figure 2).

Figure 2. Continual iterations of design-based research.
Every iteration represents a micro-cycle of research or a step in the process of conducting DBR. According to Plomp and Nieveen (2013b, p. vii):

Each iteration will have its own research or evaluation questions and consequently its own research design and will include systematic reflection on the theoretical aspects or design principles in relationship to the status of the intervention, resulting in either the decision that the intervention is not yet optimal so that another iteration is needed, or in the conclusion that the intervention is ‘good enough’, i.e. meeting the expectations of the research group for that iteration. In the first case a re-design, refinement or revision of the intervention is needed, which goes hand-in-hand with the refinement of the intervention theory or design theory.

2.3 Criteria for High-Quality Interventions

The ultimate goal of researchers who conduct DBR is to design an optimal intervention and to identify valid design principles for this intervention in a certain context. Plomp and Nieveen (2013a, p. 29) propose the following criteria for high-quality interventions in a logical hierarchy:

1) **Relevance**: There is a need for the intervention and its design is based on state-of-the-art (scientific) knowledge – also called **content validity**.
2) **Consistency**: The intervention is “logically” designed – also called **construct validity**.
3) **Practicality**: The intervention is usable in the setting for which it has been designed.
4) **Effectiveness**: Using the product results in desired outcomes.

The above-mentioned hierarchy can, for example, imply that it would not make sense to investigate effectiveness of an intervention if it was not practical, or it would not make sense to investigate practicality of an intervention if it was not well-designed (i.e. not consistent).
Different emphases of the criteria in different phases of the research are summarized in Table 1.

Table 1

The shift in emphasis on the quality criteria during the research

<table>
<thead>
<tr>
<th>Phase</th>
<th>Criteria</th>
<th>Short description of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary research</td>
<td>Emphasis mainly on relevance (content validity), not much on consistency and practicality</td>
<td>Review of the literature and of (past and/or present) projects addressing questions. This results in guidelines for a framework and first blueprint for the intervention.</td>
</tr>
<tr>
<td>Development or prototyping phase</td>
<td>Initially: consistency (construct validity) and practicality. Later on: mainly practicality and gradually attention for effectiveness.</td>
<td>Development of a sequence of prototypes that will be tried out and revised on the basis of formative evaluations. Early prototypes can be just paper-based for which the formative evaluation takes place via expert judgments resulting in expected practicality.</td>
</tr>
<tr>
<td>Assessment phase</td>
<td>practicality and effectiveness</td>
<td>Evaluate whether target users can work with intervention (actual practicality) and are willing to apply it in their teaching (relevance &amp; sustainability). Also whether the intervention is effective.</td>
</tr>
</tbody>
</table>

Note. Adapted from Plomp and Nieveen (2013a, p. 30).

3 Research Design

3.1 Research Objectives

The general objective of our DBR of the coursebook *English for Information Technology* is to establish a link between the design of the coursebook and its iterative testing (repeated implementation of the coursebook in the course *English for IT*) for the purpose of evaluation and re-design of the coursebook so that it would be the most appropriate teaching and learning tool for the target group of students.
The intermediate objectives of our DBR are two:

1) evaluation of the coursebook with *the aim to collect information about its quality* by means of checklists and didactic pre-tests and post-tests;
2) development cycle of the coursebook with *the aim to optimise the coursebook quality* by means of the production of substantive design principles (characteristics of the coursebook design itself) and procedural design principles (characteristics of the coursebook design approach).

On the one hand, the research is closely connected to the application sphere and, on the other hand, it includes the evolutionary production of specific procedures and tools, which may result in reflection upon the production of design principles and developing the existing theories of the coursebook design.

### 3.2 Research Stages

Our research design is divided into one preparation stage and three realization stages. The preparation stage focuses on gaining an insight into the present state of scientific knowledge of DBR of learning materials for ESP. Based on the literary research and establishing the conceptual framework, a research problem and research questions were formulated, and research samples and data collection methods selected.

The aim of the *preparation stage* is to design data collection tools, which include (a) identification and elaboration of a checklist for evaluating the coursebook, (b) transformation of the checklist into questionnaire items and (c) design of didactic tests to verify knowledge and skills acquired by the students before and after using the coursebook.

The *first realization stage* involves implementation of the coursebook into lessons, which includes the four steps:

1) evaluation of the coursebook by teachers,
2) pre-testing of students,
3) students’ evaluation of the coursebook by means of a questionnaire survey,

4) post-testing of students.

The research requires iterative cycles of the stages as illustrated in Figure 3, which will provide the opportunity to reflect and establish what dimensions of each intervention were “non-negotiable” or essential components at the core of each intervention that could not be changed.

*Figure 3. The realization stage of DBR of an ESP coursebook.*

The *second realization stage* involves repeated implementation of the coursebook, its redesign, redesign of research tools, data collection and analysis, results evaluation and discussion. The aim of this stage is the second data analysis and interpretation.

The *third realization stage* consists of two parts – the production of substantive and procedural design principles. The aim of this last stage is to characterize the optimal coursebook design, optimal research design and to draw up recommendations designed to improve educational practice.
3.3 Research Samples and Data Collection Tools

The four research samples, which were selected intentionally, include the coursebook *English for Information Technology*, students of the first year of the Bachelor’s study programme English in Electrical Engineering and Informatics at the Faculty of Electrical Engineering and Communication, Brno University of Technology (hereinafter referred to as FEEC BUT), English language teachers of the Department of Foreign Languages who teach the target group of students, and teachers of electrical engineering and information technology courses who teach the target group of students in English.

*Research sample 1: Coursebook English for Information Technology*

This coursebook is aimed at the intermediate level learners who study information and communication technology at universities and wish to further their careers in this field. Its aim is to equip the university students with both receptive and productive skills in professional English language at the level B2 according to the *Common European Framework of Reference for Languages (CEFR)* and to enable them to read a wide range of texts including technical documentation, scientific articles and textbooks, write academic assignments and research papers, listen to lectures, give presentations and participate in seminars and conferences as well as effectively communicate with teachers and colleagues.

The coursebook consists of fourteen units covering a wide range of topics dealing with information and communication technology and the revision unit. The units deal with the current development and careers in information technology, computer history, hardware, types of computers, software, Windows basics, history of the Internet, computer networks, the World Wide Web, networking hardware and the Internet safety. Each unit consists of the main topic, vocabulary practice, reading, listening, speaking and language functions, such as predicting, giving advice and instructions, classifying, qualifying, and describing features and functions. All tasks are designed according to the Cambridge English exams format including multiple matching, gap filling, multiple-choice cloze, multiple choice, sentence completion and true/false tasks. Speaking tasks require pairwork, group discussions, role plays and giving individual presentations. English-Czech wordlist of the specialized terminology as well as answer key accompany each unit.
Research sample 2: Students of the first year of the Bachelor’s study programme English in Electrical Engineering and Informatics at FEEC BUT.

The number of students is 150, which corresponds to the number of students in the first year of the summer semester when the coursebook will be implemented. All students attend the compulsory course English for IT. A gradual construction of the research sample is assumed as a result of an iterative cycle, i.e. the size of the sample will increase.

Professional profile of students:

- their output English language level is C1 according to the CEFR standard focused on English language usage in electrical engineering and information technology;
- acquire and develop receptive and productive skills in the field of professional discourse as a special communication tool, which is used by a global discourse community;
- demonstrate knowledge in English linguistics, professional English, cultural studies of English-speaking countries as well as in the fundamentals of electrical engineering, information technologies and management.

Research sample 3: English language teachers of the Department of Foreign Languages, FEEC BUT.

This research sample consists of ten teachers who teach academic and professional English to the target group of students, i.e. students of the Bachelor’s study programme English in Electrical Engineering and Informatics.

Research sample 4: Teachers of electrical engineering and information technology courses from different departments of FEEC BUT.

This research sample contains four teachers who teach courses specialised in electrical engineering, communication and information technology in English. To meet an initial criterion
for the intentional selection of this research sample, all teachers have to teach the target group of students.

Three kinds of data collection tools have been designed: evaluation criteria checklist, questionnaires and didactic tests.

To evaluate the coursebook by teachers and students, an evaluation criteria checklist has been developed based on the checklists created by such developers as Cunningsworth (1995), Sikorová (2007), Mol and Tin (2008), McDonough et al. (2013) and Danaye Tous and Haghigi (2014). Twenty-three criteria have been clustered into the following seven categories:

1) General aims of the coursebook
2) Clear arrangement
3) Adequacy
4) Learning guidance
5) Motivational characteristics
6) Language content
7) Language skills

The evaluation criteria checklist has been transformed into the questionnaire items presenting the respondents with a five-level Lickert scale (from strongly agree to strongly disagree).

Didactic tests for the course English for IT have been designed for pre-testing and post-testing students’ knowledge and skills acquired before and after using the coursebook. The designed tests are criterion-referenced involving a cut-off score, where the student passes if their score exceeds the cut-off score and fails if it does not. The criterion is the domain of subject matter that the test is designed to assess. The tests also include the elements of proficiency tests consisting of reading, listening and use of English, and their output level is B2 according to the CEFR standard.
4 Conclusion

The presented paper attempted to contribute to the research in the field of design, evaluation and development of learning materials for English for Specific Purposes. The project of our DBR of the coursebook English for Information Technology was outlined including the description of research stages, research samples and the design of data collection tools. Taking into account the longitudinal character of DBR, it must be admitted, however, that there is still a long way to go before our research is ended and the results in the form of design principles can be published.

The value of DBR is that it focuses on a design and processes that respond to a local context; it is grounded in theory and yields knowledge or guidelines that can be shared and used by others to improve educational practice – demonstrating a commitment to theory constructions and explanations while solving complex problems in educational practice. DBR has the capacity to change the ways that researchers and practitioners together investigate and solve a significant educational problem in powerful ways, but rather than seeking for universal solutions, it aims at deeper understanding of innovations and the factors that lead to an improvement in local contexts.

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Teaching ESP for Management Students at the University of Debrecen, Hungary

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Abstract
The purpose of this study was to give an overview of the language teaching method and the preparation of Hungarian management students for ESP (English for Specific Purposes) examinations. The teaching and preparation are very challenging and complex tasks both from the students and the language instructors since the management students of our institute need one or two special language certificates by the end of their studies, and the preparation time frame is rather limited. The proper use of the language of the business world is an indispensable requirement for the young graduates who will have to manage themselves in the ever-changing, interdependent, multicultural business world. Students have to acquire not only the general language skills and competencies but also ESP skills and competencies combined with communicative skills and intercultural knowledge. The courses focus on building confidence, understanding and using appropriate styles of language, fluency development, and effective communication skills. The course material is streamlined, satisfying the requirements of the generation Z of students.

Key words
Language for Specific Purposes, communicative competence, language teaching, examination preparation

1 Introduction
The organic part of the modernization processes of higher education in Hungary is teaching languages which meet social-economic needs. It is a widely accepted concept that Hungarian universities should train experts who can speak at least one foreign language and are able to work both in their home country and abroad.
The need for training students who have LSP (Language for Specific Purposes) knowledge is an urgent requirement in tertiary education since those applicants have a chance in the labor market who have special language knowledge. "Knowing foreign languages today is part of knowledge capital, it is a means of production and a key qualification” (Sturcz, 2004, p. 37).

It is known that there is a great demand for LSP training and both in basic training and master training there should be a strong collaboration between universities and companies. The beneficiary of all this is the labor market. The modern high level, practice-oriented language training can help our graduate students to find a proper job after graduation. Compliance with these growing demand for special language knowledge is reflected in the nature and structure of teaching foreign languages in the Hungarian higher education institutions. Due to the high degree of institutional autonomy each Hungarian university has the right to work out its language teaching policy and adopt it in its training program.

Teaching LSP for students of the century requires a special approach. In this paper, special emphasis is placed on ESP (English for Specific Purposes) teaching for management students at one of the universities in Hungary, the University of Debrecen.

2 Institutional background

In 1997 a government decree concerning nationally recognized language examinations in Hungary was enacted. The decree sets out the updating of the system of national recognition, as well as the accreditation of new examination systems, and aims at advancing towards the European Union requirements for levels of foreign language competence.

With this aim in mind, the Council of Europe decided to develop a Common European Framework of Reference for Language Learning and Teaching which contributed to the comparability of foreign language competence by providing a transparent description of objectives, methods, and skills.

In Hungary according to higher education law no. CXXXIX. /2005 only those students can get a diploma who possess at least an intermediate B2 level language certificate.

The requirements of professional language preparations are course dependent. The operation principles of higher education institutes include both general language and professional language teaching and examination preparation.
Furthermore, there has been a shift from knowledge-based to competence-based assessment during the language courses. Students are expected to acquire several competences and skills needed to conduct studies or to do scientific research in a foreign language as well as skills needed to function effectively in the workplace.

In Hungary, universities have the right to decide whether to include language teaching in their study programmes, and it is the right and responsibility of individual institutions to decide how to fulfill the language requirements necessary for graduation. This autonomy of the universities is strongly influenced by an external constraint, i.e., the government which determines the degree requirements of university programs (Czellér & Nagy-Bodnár, 2016).

Language teaching in the Hungarian higher education has a two-fold objective: on the one hand it aims to provide students with the goal-oriented technical language skills required to meet the needs of the labour market, and, on the other, to prepare them for the language exam necessary for graduation (Czellér & Hajdu, 2014).

In the following table, the input and output requirements after 2017 are shown, and these requirements make our students’ life and future hard because for some it is not easy to fulfil all the input and output requirements.

**Table 1. Language Requirements of Diplomas after 2017 (Farkas)**

<table>
<thead>
<tr>
<th></th>
<th>Input requirements</th>
<th>Output requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Bachelor Program</strong></td>
<td>B2 intermediate general complex</td>
<td>B2 intermediate general or professional complex</td>
</tr>
<tr>
<td>(BA/BSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master Program</strong></td>
<td>B2 intermediate general or professional complex</td>
<td>B2 intermediate general or professional complex</td>
</tr>
<tr>
<td>(MA/MSC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Doctorate Program</strong></td>
<td>C1 general complex or two B2 general complex</td>
<td>International conference participation and publication in foreign languages</td>
</tr>
<tr>
<td>(PHD)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University of Debrecen integrates foreign language teaching into the degree programmes, and its main mission is to prepare students for the relevant state language examination as well as for the requirements of the international labour market (Czellér & Nagy-Bodnár, 2016).
The mission of the Institute of Business Communication and Professional Language Studies is to train professionals who acquire language and communication skills that enable them to pursue careers with domestic and international corporations.

The current number of teaching staff is sixteen and 600-800 students are taught per semester. Students have six contact classes a week with the language teacher, which is considered to be extraordinary but beneficial for the students. Out of the six classes, four classes are with a Hungarian language teacher and two classes with a native speaker. Groups are formed of 15-18 students, approximately. The Hungarian teachers primarily concentrate on the development of technical vocabulary, listening and reading skills of the students while the native speaker focuses on the development of speaking and writing. Students have to sit for a mid-term and end-term test during the course and take part actively in class work. The final grade is calculated by test results and class performance.

3 Business English Course Design for Management Students

One of the greatest challenges of teaching any subject is the course design. The success of any LSP courses might depend on it. During the design process of our Business English classes for management students we try to follow Carver’s concept (1983) according to which an ESP course should be based on three elements; first, it has to offer authentic materials, then it requires a purpose-related orientation, and it should be defined by self-direction. We believe that the use of authentic learning materials is entirely feasible at an intermediate and advanced level and considered to be one of the features of languages for specific purposes. Authentic learning materials are easily available on several web pages, e.g., https://www.engvid.com/, https://www.teachingenglish.org.uk, World Business Report of BBC, etc.

Concerning authentic materials, they have to fulfil some social purpose in the language community (Peacock, 1997). Thus, the usefulness of the texts and materials used for our teaching purposes should depict, as far as possible, the reality of the international business market our students will have to face in a prospective professional setting. Gilmore (2011, p. 786) states that real materials can be considered as an asset in the language classroom, because of “their ability to highlight a wide variety of discourse features and, through this, develop a range of communicative competencies in learners.”
Authentic materials are essential since it can allow students to fully understand real-life situations that may be relevant for their academic or professional future (Donovan, Bransford & Pellegrino, 1999). These materials should be easy to use, easy to get, e.g., the annual report of a company or company websites. Additionally, authentic learning, as defined by Herrington, Reeves and Oliver (2014, pp. 401–402), is a pedagogical approach that “situates learning tasks in the context of real-life situations, and in so doing, provides opportunities for learning by allowing students to experience the same problem-solving challenges in the curriculum as they do in their daily endeavours”.

The purpose-related orientation is about simulating different kind of communicative activities during which we try to encourage students to take part actively in role-play activities, discussions, preparation of presentations and problem-solving tasks.

The self-direction feature of our Business English courses helps students to become users of the language and able to decide what and how to study and how to access to information, e.g., in a new environment. These elements of our courses are pivotal in the sense that most of our students will find a job in the world of business and be active users of the technical language.

Concerning course materials and design there is an absence of a national LSP curriculum in Hungary which results in the absence of any unification of the structure and contents of the course design regulating LSP in universities. Such a curriculum would define aims and learning outcomes and the content of LSP teaching, methodology in LSP classes. However, our course planning is strictly correlated with international standards, i.e., the Council of Europe Common Framework of Reference which serves as a guideline in the preparation of management students for an external examination.

4 Needs Analysis

Needs analysis has existed in the world of language teaching for several decades. The role of needs analysis in any ESP course is invaluable, and language teachers should not miss it during the planning of the language teaching process. It is considered as a prerequisite in any course design (Richterich & Chancerel, 1987). "It is also considered as one of the key stages in ESP, the others being the syllabus design, selection and production of materials, teaching and learning, and evaluation" (Dudley-Evans & St John, 1998, p. 125). Johns (1991) also regards
needs analysis as the first step in curriculum design for it can provide validity and relevancy for all the follow-up curriculum design activities. During the needs analysis process, teachers collect information about the students and this information will help them to develop a proper curriculum that will meet the learning needs of language learners. By the collected information teachers can compile materials and tests and design the different teaching activities.

During the course design of our management students, we use the Dudley-Evans & St John (1998) model for Business English courses illustrated in Figure 1.

**Figure 1. Dudley-Evans and St John (1998) model of needs analysis**

![Diagram of Dudley-Evans and St John (1998) model of needs analysis](image)

The model includes professional information about learners, personal information about learners, language information about target situation.

Professional information is essential because language teachers have to be aware of the tasks and activities in which learners will use English for, i.e. the world of business and management.

Personal information about learners includes the factors that might affect the way when learners learn, e.g. previous learning experiences, cultural background, etc.

Language information about target situation includes information about the learners' current skills and language uses.
5 Methodology

The methodology applied during our management courses is a content and communication (con-com.) based approach. This methodology is considered to be the dominant approach in the majority of higher education institutions, and it implies teaching language as a skill and as a means of communication, in communicative contexts based on authentic materials, by modeling communicative situations from the real world in the classroom.

Unlike the traditional Structural Method that focuses on learners’ grammatical competence, Communicative Language Teaching approach (CLT) emphasizes communicative competence – the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom (Richards, Platt & Platt, 1998). The communication practices during the course are in small groups where students can practise role-plays, simulate business meetings and negotiations.

The content-based approach of our courses is also of utmost importance. It is developed in accordance with the principles of ESP.

One common issue of the syllabus design is whether a product or a process should be the main focus. Hutchinson and Waters (1983) suggest that the best work in the ESP area usually focuses on a process rather than a product. However, in real-world situations, language often acts as a means in the process of completing tasks. Therefore, ESP should pay attention to not only the process of learning, but also the product. During the courses several business related topics are discussed because the LSP examination includes a short presentation or discussion about a given topic, e.g. the elements of marketing mix, managerial roles and skills, etc.

Hence, our classroom activities combine specific practical aspects and general theoretical aspects as well. We pay special attention to the balance of content and language. Content should be a vehicle to drive language learning (Hadley, 2001). The language is the bones and skeleton while the content is the flesh and blood and we consider the language as a means to complete a content task. Therefore, not only the content but also the four language skills (reading, writing, listening, speaking) are put special emphasis on.
6 Summary

The careful planning of course design, the choice and application of proper methodology requires a great deal of input and preparation from the teacher, but it is well worth the effort as it can contribute to successful language examinations and help students to acquire a high command of languages for specific purposes. To sum up teaching LSP for management students at the University of Debrecen is a great challenge for the teachers and the course design, methodology and didactics must keep up with time, meeting the expectations of the European Union.

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Teaching English for Marketing in a CLIL Framework

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Abstract
Due to the present employee surplus in the labour market, competencies supplementing the required qualifications and providing competitive advantages for job seekers have gained major importance in the selection process. In order to help the employability and adaptability of the students, universities need to detect, anticipate and monitor the labour market, its changes and trends in the future. Foreign language departments also have the task of preparing students for the specific language exam prescribed for their degree. In Hungary, in the case of marketing students it is a B2 technical language exam in General Business or Trade and Marketing. As students study English for Marketing parallel to their business studies in Hungarian language, teachers of English need to be aware of students’ initial familiarity with the basic marketing and sales concepts. This is why teachers carry out an investigation on students marketing knowledge before the beginning of the language teaching program. On the basis of the results we might consider reshaping or reforming the curriculum to make sure it reflects international best practices and prepares students for a rapidly growing and evolving sector which needs professionals who possess the latest skills in areas like digital communication, search engine marketing, acquisition and retention planning, international brand strategy and creative advertising. The paper presents the results of the above mentioned survey and shows how the outcome has influenced the content of the teaching program.

Key words
employability, marketing, sales, survey, initial expertise
1 Introduction

The Institute of Business Communication and Professional Language Studies attributes special importance to the teaching of ESP/LSP to the students in order to supply them with skills necessary for the appropriate level of employability. Although the great majority of the students at the Faculty of Economics and Business envision their future as being employed by a Hungarian or multinational firm, relatively little attention has been paid to the development of skills which are conducive to self-employability. Very few students are aware of the fact that even as employees of companies they are expected to present an entrepreneurial mindset.

The Debrecen University is a very much investigation and innovation intensive higher education organisation and this leads to the provision of students with entrepreneurial spirit critical to job creation and growth. This concept is also in line with the EU Commission’s Entrepreneurship 2020 Action Plan published in 2013 highlighting the importance of nurturing a new generation of entrepreneurs who would be an important source of future innovations. Although the key study and research areas of the university, i.e. medical sciences, food production and pharmaceutical research all enjoy joint initiatives between the university and different start-up and spinoff companies, the Faculty of Economics can also significantly contribute to the development of the entrepreneurial mindset of the students so that they can devise ideas that can be utilized by the economy.

Students majoring Marketing and Commerce at the Faculty of Economics and Business are in a privileged position since in the framework of a Finnish learning model, Team Academy — how to become entrepreneurs, they learn to take responsibility, work in teams, unleash creativity and develop managerial and technological expertise. Furthermore, from September 2017 students with finished BSc, BA studies will have the possibility to study to become economists or managers of business innovation. Important elements of these new courses are e.g. the personal study contract, real business meetings, creating business plans, market research in practice, elaborating marketing strategies, leadership theories, controlling, the development of personal learning competencies and technical languages. The personal study contract helps students decide on their own learning path based on Cunningham’s Self-Managed Learning (1978) approach, which fosters autonomy and personal responsibility that students take for their own learning. From the aspect of developing learner’s autonomy most ESP practitioners can concur with Spiczéné (2016), who emphasizes that besides having students do activities in class
and out of class, teachers have to involve them in the planning of their language learning e.g. through the differentiated allocation of assignments, or presenting them with different choices. Robust student autonomy can reduce attrition, therefore students are provided in class with useful learning strategies, ICT choices alongside with helpful websites.

2 Challenges and possible solutions

The CLIL method can be utilized in different foreign languages but it is overwhelmingly implemented in English. This presents a significant disadvantage and a major concern for the students who are studying German. Although English is the most widely spoken foreign language in the EU there is still a strong demand for German as it is the most widespread native language in the European Union and there are several investments of German companies in Debrecen.

Figure 1
Ratio of marketing students choosing English or German language at the Faculty of Economics, Debrecen University

Figure 1 shows that, partly due to the above mentioned reasons, German is still a popular language among students majoring in marketing. They are also aware of the fact that English is the lingua franca in the world of trade and marketing. In international business most non-native speakers use English in tasks like writing memos, e-mails, giving presentations or participating in meetings. Business students are encouraged to visit job fairs organized regularly at universities, and it is advisable from their first year in order to see how vitally important the proficient use of English is in their field of study. Most students use this opportunity in their
final year when there is little possibility that they can acquire the language skills to communicate efficiently e.g. in customer service, advertising internationally, online marketing.

From the prospect of teacher’s attitude towards teaching Marketing in the CLIL framework it is to stress that they often feel ill-equipped for the task as most of them have not been trained in it at university. A close cooperation of science and language teachers would be essential in order to equip our students with the necessary prerequisites for their future workplace. Wiwczaroski (2011) also claims the importance of including subject specialist staff in co-developing and teaching subject matter besides the dual focused integration of content and language instruction.

The CLIL method is appropriate to mediate the above mentioned skills. As Corrales (2011) states, CLIL raises achievement not only in language competences, cognitive development and cultural awareness but also a much higher motivation for learning can be perceived. Similarly, Gravé-Rousseau (2011) also highlight the fact that if learners are interested in a certain topic, they will be motivated to acquire the language in order to communicate. They go on saying that this motivation helps them lose their inhibition to use the foreign language and show higher risk-taking and enhanced creativity, which will yield them benefits in their future workplace. With ESP we cannot reach the same depth of knowledge as with this method the main emphasis lies on the language skills, and it could be used with beginners whereas with the CLIL method as Bonnet (2012) reminds us, students need a core competency not only in the subject matter and in interactions but also in the foreign language itself.

Jármai (2008) points out that teaching ESP, especially Business English, presents a further difficulty for ESP practitioners besides traditional teaching tasks. Continuous actualization of the materials and constant self-development are needed to keep abreast with the permanent economic, social, and technological changes. Continuous actualization of the materials means that if teachers want to use up-to-date authentic texts they have to produce their own tasks for the texts often adapting the resources for the level of their students.

The teachers of our department have put great effort into the development of e-learning material to support foreign language teaching at our university within the framework of a
The novelty of this new method was attractive to the students and the usage of ICT provides added value in CLIL. However, on-going feedback from students and colleagues would be advantageous. Besides CPD (continuing professional development) courses about the latest results in the application and integration of CLIL teaching methods, more occasions would be needed to exchange good practices.

3 Best practice

When evaluating the foreign language proficiency of Hungarian university students one can notice a new phenomenon in the 21st century: students’ performance have improved in speaking especially in everyday conversation but they have shown declining quality in reading comprehension when it comes to sophisticated, official or scientific texts including complex sentences. This has to be remedied at ESP courses as it is a highly demanded skill in jobs requiring a degree. This is the reason why several institutions of ESP courses offer subjects called Comprehension and interpretation of technical texts, which provide ideal grounds for content and language integrated learning. The exercises involved in this subject reflect the tasks in future professional positions, e.g.: identifying the major train of thoughts, finding concrete information in the text, finding key expressions, finding similarities and differences, checking and confirming predictions and assumptions (Bajzát, 2010).

Polcz (2015) presents an interesting method of using ‘densed texts’ based on authentic texts, consisting of 2-3 short paragraphs that contain far more terminologies than a random text would. He is arguing that we need a much shorter time frame for these texts than for authentic texts with the same number of terminologies.

Besides learning the necessary terminologies, students have to acquire the communication skills needed in their future job as marketing experts, e.g. when they have to choose the content to sell a brand or a product. Today the time for explanatory commercials is over, the new trend is brand entertainment, where a curiosity arousing story is used to attract the attention of potential customers.

Storytelling is not a new concept but it has become a recognized instrument of business success globally. The recent radical changes in media usage – smart phones, internet, social
media – allow for the creation of lasting experiences involving empathy, inspiration and instant gratification as well (Gallo, 2016). Through storytelling students learn how to focus on the target group first, then on the elements that create the whole, while influencing the aimed audience. A useful practice in class is when someone has to finish a story started by another student. With the usage of digital technology students can create their own videos. After presenting their work in class they reflect on their own performance before inviting other students to identify the best points. Instead of focusing on evaluation and feedback this motivating and engaging task encourages students to learn from each other in a non-threatening environment.

Another method to ensure immersing in the language and gaining competency in the subject matter is using scaffolding. Students in one group have different skill levels and the material should be conveyed to them considering their individual skill levels. While using the context and critical thinking skills to figure out the meaning of certain words represents one of the merits of the CLIL method, giving students necessary inputs, e.g. pre-teaching vocabulary can substantially support the acquisition of the content.

4 Needs analysis – course design

4.1 Students’ entry level of English

The role of a needs analysis is accentuated in several academic articles. Considering its stumbling blocks, Kaščáková (2016) warns us that in ESP course design the needs are more specific and they serve a utilitarian purpose. Course design should be based on needs analysis including the spotting of shortcomings as well. In order to plan a course which really serves students’ needs and wishes we asked 42 students studying English for Marketing at the very beginning of their foreign language studies about their entry-level knowledge of marketing including the specific areas of marketing as well, their experience in the field, their level of English and the importance of language skills in their future career and in the fields of marketing. In the next phase of the project we are planning to involve employers in the design stage and compare their opinion to that of the students. The English for Marketing course starts in the second semester and they study for two semesters in six classes per week. In Hungary the degree requirement is a B2 language exam which specifically has to be a Business English exam or Trade and Marketing language exam. As Figure 2 shows the majority of students possess the B2 level language skills when starting the course but their language proficiency
only covers the scope of general English. In the case of these students the professional component is missing, i.e.: terminology, knowledge of written genres and practical experience in professional situations. Concerning the students who enter the course with B1 level of language knowledge teachers need to include individual assignments to provide alignment in the group and equip B1 students with the necessary language competencies, mainly grammar and usage skills so that they can produce transparent language statements which are easy to follow and understand.

Figure 2.
Students’ entry level of English

4.2 Students’ entry level knowledge in their field of profession

Figure 3 and Figure 4 show how much students are familiar with their chosen profession either in theory or in practice. Based on the findings one can say that they have already read or heard about the basics of marketing and the most often discussed areas, i.e.: market research and promotional tools. Regarding the course design it means that the very basic terms of marketing require little time and more effort should be given to more advanced areas, e.g. product development and improvement, pricing strategy, sales, customer service, etc. The different territories of sales (recruitment, training, remuneration and evaluation of the sales force) and the aspects of customer service deserve special attention as a lot of students find their first job in these fields of work.
4.3 The importance of foreign language competency in the different areas of marketing

In this phase of the survey students were asked to assess the importance of advanced level foreign language competency in different fields of marketing in the case of organisations with export-import activity or other foreign connections. In the next stage of the survey and course design we are planning to ask employers also as it is their opinion which enjoys priority
in compiling the curriculum. Students were asked to see how aware they are of the significance of language proficiency in these areas and looking at the value attached to sales one can see that they are not all aware of the vital importance of smooth and faultless communication in export-import commerce. The results are presented in Figure 5.

Figure 5.
In which areas of marketing is high level language knowledge essential? Students’ judgement.

4.4 The importance of the individual foreign language skills

Examining the language skills individually we can establish that students’ evaluation (Figure 6) coincides with our views regarding the priority of the skills in a Business English curriculum: vocabulary enrichment and oral communication especially speaking skills are paid most attention to. However, we should not forget to remind the students of the benefits of solid grammar knowledge when it comes to written assignments at work, e.g. writing reports or scientific papers. To highlight on these difficulties some written assignments are also integrated in the program.

We have not neglected the improvement of students’ performance in reading and listening comprehension either, however, in these skills foreign language users usually perform better than in the productive skills. To read and understand written business texts is the easiest of all tasks for the language learner. Language learners can take their time to process the text at their own pace and they can return to the less comprehensible parts without being required to
produce immediate responses. Listening comprehension is more of a challenge and success mostly depends on the situation. Live conversations are facilitated by the possibility of asking for repetition and by face-to-face contact, but sound recordings with unexpected topics are usually considered difficult tasks (Czellér-Nagy, 2016).

Figure 6.
The importance of foreign language skills in your future profession. Scale: 1-5.
Students’ answers.

5 Curriculum and teaching methods

When planning the program we have weighed students experience or lack of experience in the different domains of trade and marketing and also how much a particular area of marketing is foreign language related and added our previous experience and based on the findings we have designed the following course components:
The basics of marketing (4-10 Ps, SWOT, etc.) – 5% of classes
Market research – 15%
Product development – 20%
Pricing strategy – 5%
Promotional tools – 10%
Sales – 25%
Customer service – 20%

Since students of the 21st century expect a kind of entertainment in the language classes creative assignments and modern business topics are employed to assist the acquisition of the business material. The creative areas of advertising offer excellent opportunities for combining content and language improvement in an enjoyable way: radio and TV commercials, posters and promotional articles are designed by students who can try their hand in copywriting this way. Another business theme students are fond of is search engine marketing. They study about the goals, methods and tools of search engine marketing and optimization by comparing different real life webshops. Obviously at a language class the focus is not on the informatics expertise but on the content and language based methods such as the collection of key words in a topic. Writing blogs for marketing purposes also serves as a tool for teaching sophisticated, advanced level writing where the writer is able to hide information and messages in a text. As an extra benefit it can drive traffic to the website of a business.

The most widely used method in teaching practical business topics is still the application of case studies. These are especially needed in teaching commercial and logistics processes as ordering, complaints, purchasing, transportation and warehousing. Human resources management also provides a lot of issues and problems for roleplays, simulated debates and meetings. Apart from the most often practiced job interviews students can discuss dismissals, trainings, outsourcing or the most effective tools for employee retention.

We are always as numerical as possible in our speech or when we make statements about grammar phenomena or design assignments because students majoring in business subjects feel it is clearer to them, they feel more like at home.

6 Conclusions
A key characteristic of today’s labour market is the increasing need for IT and foreign language competencies. Employers expect people to possess them, thus higher education institutions should undertake the task of developing and improving these skills. For job-seekers the most useful foreign language skills are those which are closely related to the job of their choice as this can even enhance their professional development. To help students in this process, ESP teachers should
continuously follow the latest changes and tendencies in the given profession. Furthermore, they are advised to analyse students’ initial knowledge in the given profession and in the target language and regularly monitor them during the course of the program.

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**Designing ESP Materials for Students of Midwifery and the “Golden Hour” of Teaching and Learning**

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**Abstract**  
This presentation introduces the starting points and principles of the process of syllabus and material design of an ESP course “English for midwifes” at the Faculty of Medicine, Masaryk University Brno. The main principles of the design, such as the scaffolding and learner-centered approach, focus on specific skills and the use of authentic and relevant content are discussed and illustrated with examples from the syllabus and course materials. Special attention is paid to the role of translation in the lessons as one of the means used to reduce the students’ anxiety. Finally, the term “golden hour” used in midwifery is related to the context of ESP lessons where the teacher and students benefit from each other’s expertise and hopefully create a bond that will help them overcome the difficulties that may arise in the process of learning.

**Key words**  
ESP, syllabus design, scaffolding, midwifery

**1 Introduction**  
Teachers of English for Specific Purposes (ESP) have to rise to numerous challenges that this domain of English language teaching poses. What we expect to see in ESP teachers is the ability to analyse and address very specific needs of learners and build a syllabus around them. It is also assumed that ESP teachers are familiar with the content area and have the skills to transform this content into effective and purposeful, yet comprehensive instruction. ESP, its concepts and methods have long been discussed yet putting them into practice in new contexts continues to puzzle even experienced practitioners. This paper attempts to give an insight into the principles of syllabus and material design of an ESP course of English for students of midwifery at the Faculty of Medicine which strives for the highest possible engagement of learners, the development of their autonomy as learners of English as well as fostering their identities as future members of a professional community.
Furthermore, one of the aims of this particular ESP course was to create a student-friendly environment where learners blossom, hence the “golden hour” in the title of the paper. The golden hour is a technical term from midwifery, where it stands for the precious moments after childbirth when the mother and her baby should be left undisturbed to create a bond they will greatly benefit from later on in their lives. The metaphor here represents the rapport between the teacher and students based on trust and focus on mutual well-being in the course which can arguably be the secret ingredient in the recipe for a successful ESP course.

2 ESP as a learner and learning-centered approach

ESP is traditionally viewed as a learner-centred approach. Such an approach is defined by a concern for the learners – their needs and wishes. Translated into teaching practice this focus on learners’ real-life preferences determines the teacher’s choice of materials, e.g. the use of authentic samples of language. The emphasis on learners’ needs, however, can be associated with a specific view on the role of the teacher as a provider of the required knowledge, responsible for its relevance and efficient manner of presentation. It has been argued that more humanistic approaches rooted in critical pedagogy can be more beneficial to the learner in the long-term (Palmer, 2009). These learning-, rather than learner-centred approaches advocate more democratic sharing of control over the choice of materials and topics for instruction and they generally promote the idea of learners taking the responsibility for the management of their learning. One of the prerequisites for such learning are psychological conditions in which emotional needs of students are met, their personalities are engaged and attitudes desirable for learning are fostered. Based on the ideas of constructivism, the learning-centred approach also suggests we link the previously acquired knowledge to the new, thus reinforcing and enhancing the retention of the new material and “constructing” new knowledge.

Let us consider learner autonomy as one of the aspects of learning-centred approach in more detail. Learner autonomy is generally defined as learner’s independence, it is also often associated with the work beyond the classroom. Although it is obvious that tertiary education as such assumes a great deal of autonomy of students, in the present article we propose learner autonomy as a part of the classroom practice, where learners take charge of his/her own learning. Autonomy is seen both as a required skill and a skill that is promoted and trained by directing learners to independent work. However, what we aim at is not an “ideal
as this concept could be highly subjective and problematic on the ideological level but support for learners’ existing autonomy as a basis for their development as described by Smith (2003). An example of such practice is setting of subgoals by learners themselves. By default many students would state that the main goal of their tertiary foreign language learning is successful passing of their exam. Encouraging them to set more specific goals throughout the course and following up on their progress can serve as a tool in the development of perceptions of self-efficacy. As shown by research, once students master the tasks they aimed for they will experience a sense of satisfaction and this satisfaction can subsequently lead to building intrinsic interest (Bandura & Schunk, 1981).

Another example of promoting autonomy and responsibility of learners is the negotiation of their needs and priorities prior to the start of the course. We recognise that there are many factors that need to be taken into account by teachers when planning and designing a course, nevertheless, acknowledging the students’ opinions and letting them have a say in the whole process is an empowering moment that can positively affect the outcome of their learning as well as contribute to more equal power relations between the students and their teacher.

3 Course design

Some ESP courses are very specialised domains, English for Midwifes included. The temptation to delve into the language details of the “job” are hard to resist, nevertheless, bearing in mind that the aim of learning-centred courses is not only to “train and drill” specific skills but prepare future professionals for lifelong learning and communication in various contexts, the strategy that we employ is to proceed from the general to the specific. Even when dealing with the specific content we emphasise the features of the language that are applicable outside the specific domain as language is dynamic and continually changing. It is an advantage, though, if the overall syllabus design is in synchronisation with the technical processes studied. A case in point is a syllabus which copies the natural cycle of pregnancy – childbirth – breastfeeding, where all of the main moments are clearly defined in the profession of a midwife and thus represent a structure very easy to navigate during the course.

Course design in ESP is often seen as content-driven as it is namely the technical content that students need to acquire. For this purpose teachers often tend to prefer authentic
materials to increase the chances of their students become competent members of the target professional community. Although relying on authentic materials is undoubtedly a well-meant endeavour providing numerous benefits to students, we argue that it is mainly the interaction between the texts and intended contexts that is authentic (Widdowson, 1979). To illustrate, in a class of English for midwives a typical example of authentic material is a form of birth plan for future mothers in which they can indicate their preferences concerning the procedures during labour. Rather than focusing solely on the vocabulary of the text the task that accompanies it is a speaking/writing one in which the advantages/disadvantages, suitability or availability of individual procedures are discussed in the context of the students. Students can also prepare a role play in which they ask the woman about her preferences. This way the authentic material can be challenged, adapted and better processed by the students. Similar activities, that is activities in which students draw on their experience and expertise as future midwives greatly encourage their sense of identity as experts. In these activities students often identify the language that they need to communicate in the given situation which is valuable both for them and for the teacher. Furthermore, as Slimani (1987) showed in her study, learners often claim to have learned a point when a learner (as opposed to the teacher) raised it for treatment, therefore the immediate need to use specific language in the class may enhance retaining new knowledge.

The style of teaching where the syllabus is not firmly fixed but is often negotiated throughout the course also derives inspiration from Dogme school of teaching foreign languages, that is teaching in a material-light way, making the most of the lived experience and communication in the class. What it means in terms of syllabus design is e.g. suggesting a broad topic and letting the students select an aspect/question that they find particularly interesting. After selecting that aspect/question the students research the chosen question and present to their peers. To make sure the students do not feel anxiety when facing this task, it is advisable to choose topics that students are already familiar with and are of such nature that they do not provoke anxiety in the students. Choosing a problem that connects to students’ interest is also a strategy that can significantly promote students’ motivation.

The question we inevitably stumble upon is what guides the choice of content and the tasks that are based on it. Belcher (2006) makes a distinction between the narrow- and wide-angle approach, where the narrow one is more domain-specific and the wide one is rather general, dealing with common-core language and strategies. ESP teachers who do not have
a background in the studied subject may naturally tend to employ the more general approach. We argue, however, that these decisions should be guided mainly by the level and needs of the students. Various content issues can be resolved by compensation strategies such as cooperation with an expert or delegating research on students themselves. As mentioned above in the context of authentic materials, dealing with content in creative, critical ways should be an objective rather than focusing on the technicalities.

Another aspect that deserves our attention in the process of course design is scaffolding. It has been recently discussed by many researchers outside ELT (e.g. Belland, Kim & Hannafin, 2013), however, its findings and conclusions are highly relevant to ESP too. Scaffolding in general is a tool that provides extra support and guidance to students. It also stands for the process of gradual emancipation of a learner at which instruction aims. The types of scaffolding that can be employed in ESP are several. First of all, ESP students often declare the mastery of technical vocabulary to be their main language learning goal. Providing extra support in the lexical domain by e.g. creating corpora – based lists of technical vocabulary including their translations can significantly boost students’ confidence in the target language. Some professionals in ESP would strongly oppose using mother tongue in lessons, however, based on our experience from ESP courses, purposeful and limited use of the mother tongue can fulfil more than one function in teaching: it reduces the anxiety of students who struggle with the language and it is also a sign of recognition of students’ identities as speakers of their mother language. Another type of scaffolding is of social nature. Traditionally, group work is used in ESP to promote collaboration and speaking opportunities for students. Other tasks where students actively collaborate include e.g. peer review of each other’s texts, which can effectively improve the sense of belonging to the group as well as the advanced skills necessary for evaluation of texts and giving feedback. Regarding task-based learning, teachers can scaffold the learning process by providing a certain sequence of the tasks or selecting more specific tasks when e.g. unstructured independent work on projects could be intimidating to some of the students. Lastly, content-based scaffolding, i.e. building on students’ prior knowledge and reinforcing new associations is apparently a very relevant type of scaffolding in a domain where the technical content is a priority. A simple task that involves such scaffolding is e.g. a chart into which students record what they already know, what they want to know and subsequently
what they have learned. This way they also monitor their progress and become more autonomous learners.

4 Conclusion

ESP is a domain in which both teachers and students may get unnecessarily distracted and overwhelmed by the complexity of the studied subject and give up on some of the aspects of learning-centred approaches, such as building their new professional identity or becoming life-long, autonomous learners. The aim of this paper was to highlight and illustrate the moments and factors of ESP teaching which can promote the “well-being” of both students and their teachers and thus contribute to the overall learning process.

References


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ESP at the Department of Languages

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Abstract
The Department of Languages provides foreign language tuition for eight faculties of the Technical University of Košice, including English language, German language, French, Russian and Slovak language for foreigners, which makes ca 2,300 students each year of which 2,000 are English language students only. Our teachers are striving to find the right balance between constantly changing demands of different faculties and current trends in the foreign language tuition. Seemingly, one of the most demanding tasks is teaching ESP at the Faculty of Electrical Engineering and Informatics as this field is the one developing the fastest.

Key words
ESP, Department of Languages TUKE

1 Foreign language tuition
The Department of Languages provides foreign language tuition for all the faculties (excluding the Faculty of Manufacturing Technologies in Prešov) of the Technical University of Košice (Výučba, 2017):

- Faculty of Mining, Ecology, Process Control and Geotechnologies
- Faculty of Materials, Metallurgy and Recycling
- Faculty of Mechanical Engineering
- Faculty of Electrical Engineering and Informatics
- Faculty of Civil Engineering
- Faculty of Economics
- Faculty of Arts
- Faculty of Aeronautics
Foreign language tuition includes teaching English language, German language, French, Russian and Slovak language for foreigners, which makes about 2,300 students each year. The average number of students per study group comes to fifteen.

**Table 1** Academic year 2016/2017 - summer term

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<thead>
<tr>
<th>Language</th>
<th>Number of students</th>
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<tbody>
<tr>
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<tr>
<td>German</td>
<td>200</td>
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<tr>
<td>Russian</td>
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<td>French</td>
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</tbody>
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**Picture 1** Academic year 2016/2017 summer term – number of study groups at the faculties
### Table 2 Number of study groups at the faculties

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of study groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Mining, Ecology, Process Control and Geotechnologies</td>
<td>6</td>
</tr>
<tr>
<td>Study programme - Geotourism</td>
<td>6</td>
</tr>
<tr>
<td>Faculty of Materials, Metallurgy and Recycling</td>
<td>5</td>
</tr>
<tr>
<td>Faculty of Mechanical Engineering</td>
<td>26</td>
</tr>
<tr>
<td>Faculty of Electrical Engineering and Informatics</td>
<td>24</td>
</tr>
<tr>
<td>Faculty of Civil Engineering</td>
<td>13</td>
</tr>
<tr>
<td>Faculty of Economics</td>
<td>22</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>3</td>
</tr>
<tr>
<td>Faculty of Aeronautics</td>
<td>26</td>
</tr>
</tbody>
</table>

### Table 3 Teachers of the Department

<table>
<thead>
<tr>
<th>Languages</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>11</td>
</tr>
<tr>
<td>German only</td>
<td>3</td>
</tr>
<tr>
<td>Russian only</td>
<td>1</td>
</tr>
<tr>
<td>English-German</td>
<td>2</td>
</tr>
<tr>
<td>English-French</td>
<td>2</td>
</tr>
<tr>
<td>English-Russian</td>
<td>3</td>
</tr>
<tr>
<td>English-Slovak</td>
<td>6</td>
</tr>
</tbody>
</table>

The foreign language courses are compulsory at all the faculties of The Technical University of Košice. Each faculty sets its requirements: the choice and the number of languages, the length of a foreign language course and the number of classes per term (Študijné programy, 2018).

Two different foreign languages are compulsory only at two faculties, Faculty of Economics and Faculty of Mining, Ecology, Process Control and Geotechnologies (solely study programme Geotourism).

#### 1.1 Faculty of Economics

At the Faculty of Economics the Department runs two compulsory foreign language courses: 1st foreign language and 2nd foreign language (EkF, 2017). The 1st foreign language
course is a four-term course followed by an obligatory selective one: Special purpose course in a foreign language.

Students who passed an entrance exam in a given foreign language were automatically enrolled on the 1st foreign language course (English, German or French) in that language. In 2017 the Faculty of Economics decided to select the students based solely on their results in school leaving exam Maturita. Thus the 1st language at the Faculty is going to be the primary language studied at a secondary school and the 2nd language is going to be the language studied at the secondary school as a second language.

The 1st foreign language course at the Faculty of Economics is completed by taking the final exam in a professional foreign language (English, German or French). The exam consists of two parts: written and oral.

The written part of the final exam in a professional foreign language is a test made up of three parts:

- Listening comprehension – requires students to be able to follow and understand a range of spoken materials, such as interviews, discussions and presentations.
- Reading comprehension - requires students to be able to deal confidently with different types of text, such as business publications and correspondence.
- Business correspondence - requires students to be able to produce two different pieces of writing, such as letters, reports and emails.

The oral part of the final exam in a professional foreign language is divided into three parts:

- Project presentation – the presentation topic is chosen by a student but has to be approved by a teacher. The student prepares a written project and a presentation about the chosen topic.
- Professional topic – the selection of topics is based on the study materials covered during the five-term foreign language course.
- Case study - the purpose of a Case Study is to develop and demonstrate understanding of a real-life case, identify the key issues and recommend a course of action for that particular situation.
The 2\textsuperscript{nd} foreign language course (English, German, French or Russian) is a two-term compulsory course. After completing the course the students have to take an exam in that language. However, there is a possibility to sign up for another, this time voluntary two-term course. After successful completion of the course, the students receive credits, there is no exam.

1.2 Study programme Geotourism – Faculty of Mining, Ecology, Process Control and Geotechnologies

The Department of Languages runs two compulsory five-term foreign language courses at the Faculty of Mining, Ecology, Process Control and Geotechnologies, but only for the study programme Geotourism. They are 1\textsuperscript{st} foreign language and 2\textsuperscript{nd} foreign language courses (FBERG-Geo, 2017).

When the students enrol on the 1\textsuperscript{st} foreign language course they choose English language or German language. After completing the five-term course students take a final exam in a foreign language for tourism, consisting of a written test and a presentation on a topic chosen by a student but approved by a teacher.

The 2\textsuperscript{nd} foreign language course is also a five-term course. Students can choose German, English, French or Russian language. After successfully completing the 2\textsuperscript{nd} foreign language course students gain credits, there is no exam.

Other study programmes at the Faculty of Mining, Ecology, Process Control and Geotechnologies follow a different scheme of foreign language tuition. The students have to take one-term foreign language course (two ninety-minute lessons per week) choosing from English, Russian and German.

1.3 Other faculties

The traditional scheme of foreign language tuition at TUKE (excluding the Faculty of Economics) used to be either a compulsory four-term foreign language course for pre-intermediate students or a compulsory two-term foreign language course for intermediate students (Ostatné fakulty, 2017). The choice of a foreign language (English, German, Russian, French) and the type of a course was made by students themselves. About ten years ago the faculties decided to adopt different schemes, i.e. either compulsory two-term foreign language courses (Faculty of Mining, Ecology, Process Control and Geotechnologies, Faculty of Materials, Metallurgy and Recycling, Faculty of Arts) or optional two-term foreign language
courses (Faculty of Mechanical Engineering, Faculty of Electrical Engineering and Informatics, Faculty of Civil Engineering). The schemes run for some time but then the faculties offering optional two-term foreign language courses introduced major changes once again:

- Faculty of Civil Engineering - compulsory two-term foreign language courses
- Faculty of Mechanical Engineering – compulsory four-term English language course
- Faculty of Electrical Engineering and Informatics – compulsory one-term English language course

Thus the Faculty of Mechanical Engineering, the Faculty of Electrical Engineering and Informatics and the Faculty of Aeronautics are the faculties of TUKE with the dominant position of English language.

The Department provides traditional classroom teaching, face-to-face courses, as well as blended learning (distance learning for the Faculty of Economics).

All our classrooms are equipped with a computer with internet access, OHP, CD and MP3 player. In addition, two classrooms are equipped with student computer stations. The internet access serves as an additional source of listening materials, videos, television and radio broadcasts thus enabling learners to be exposed to important elements of spoken communication (e.g. gestures, pronunciation, intonation) all in natural, cultural contexts. The immediacy of current affairs programmes ensures that learners work with up-to-date language embedded in the real world.

1.4 PhD programme

When applying for a PhD programme at any faculty of TUKE, applicants have to pass a foreign language test (English, German, French or Russian) (Jazykový test, 2017). The tests are prepared by the Department of Languages. Besides that, the Department provides one-to-one tutorials for full-time as well as part-time PhD students and it administers the final exam in a foreign language that PhD students have to take during their PhD study.

PhD foreign language exam requirements are (Doktor. skúška, 2017):
• Being able to translate at the exam a randomly selected paragraph from the text of 200 pages from a foreign language into Slovak. The professional text chosen by a PhD student has to be approved by a PhD student's language consultant and a PhD student's supervisor.

• PhD students are required to prepare eight professional topics based on the text they have chosen to translate. The examination board selects the one the student will talk about.

• PhD students are required to be able to converse with the examiners about the following topics: My workplace, PhD. Study, Conferences, Study abroad, Projects, Labour market and my career, Research and development, Science, technology and environment.

2 Conferences, seminars

Since 2002 the Department of Languages has been organising international language conferences every other year. On June 22-23, 2017 the Department organised the 8th International Conference on Foreign Languages in an Academic Environment, which was organized under the auspices of prof. Ing. Stanislav Kmeť, CSc., Rector of the Technical University of Košice (Forlang, 2017).

To keep up with the new trends in foreign language teaching and learning on the 25th of May the Department in collaboration with Slovak Ventures, the distributor of foreign language literature, organised a seminar called Presentation of materials and resources for technical fields and economics. On the 1st of July the Department in collaboration with Cambridge University Press organised two seminars: Presentation of materials and resources for Computer science, Information technology and Business as well as Academic English.

The Department has been running a language school for more than thirteen years (Jazyková škola, 2018). During the summer term of the academic year 2016/2017 the teachers taught eight English language courses (beginner, general English pre-intermediate, conversation, professional English), one Russian for beginners and one general German language course. The courses are offered predominantly to the employees of the university, PhD students or TUKE students being thus tailored to their needs.
3 Projects

Since 1998 The Department of Languages has been actively participating in many EU projects as either a coordinator or a partner of European universities or other organisations. The output of the following international projects was an online course (Projekty, 2017):

Under Erasmus+ Programme - supporting education, training, youth and sport in Europe:
- FALINAR (2014-2017) – Development of methodological and teaching tools and their application in hospitality and tourism courses

Under Transversal Programme:
- E-Bridge (2009-2010) E-Bridge to Mobility, ICT in Vocational Training

Under Leonardo da Vinci programme:
- IMLIT (2011-2013) Enhancing language competencies in incoming tourism
- TOURNEU (2008-2010) – cultural and economic aspects of incoming tourism in new member states of EU (Slovakia, Estonia, Latvia)
- AGROLANG (2004) - agrotourism, multimedia programmes – English and German

Under Socrates Lingua 1 and 2:
- CALL @ C & S (2004-2007) Slovak and Czech languages on-line

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Tourism in Focus: Teaching ESP for Students Majoring in Tourism and Hospitality

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University of Debrecen, Faculty of Economics and Business
Institute of Business Communication and Professional Language Studies
Hungary

Abstract
In compliance with the increasingly international and globalized nature of all facets of our everyday lives, the demand for highly qualified young professionals with excellent communication skills as well as with a competent command of foreign languages is also generated by the European labour market. As a consequence, Hungarian institutions of higher education incorporate foreign language teaching with special emphasis on teaching languages for specific purposes into their training programmes in accordance with their students' professional areas. The Institute of Business Communication and Professional Language Studies, affiliated to the Faculty of Economic Studies, is responsible for teaching foreign languages to undergraduates majoring in trade, finance, commerce, marketing and economics on the one hand, and tourism and hospitality on the other.

This paper tries to give an overview of the current situation of teaching ESP with special attention to teaching English for tourism in the University of Debrecen, Hungary. First, we assess the place and status as well as the major strategies of teaching languages for specific purposes in our institute. Then, the paper will focus on the assessment of the materials and methods we have been using over the past five years with a view to improve the effectiveness of our educational efforts and sharing these experiences with colleagues. Since Hungarian undergraduate students need to pass a B2 level exam in one or two foreign languages in order to receive a degree, this paper also sets out to present the students' specific language needs. Thus, we will demonstrate that our aim is to adjust the course to learners' needs and provide the most suitable materials in order to achieve set goals: cover the exam requirement and at the same time prepare learners for their future work.

By analyzing the survey data carried out on students' expectation on the language course, the paper will conclude that a special emphasis is needed on the context and content of the subject
taught through English.

Key words
ESP teaching, tourism, learners’ needs, labour market

1. Foreign language education at the Faculty of Economics and Business

1.1 Introduction

The labour market in Hungary as well as in other countries in Eastern Europe requires an increasingly competent command of one or two foreign languages from young professionals and compliance with these growing demands is reflected in the nature and structure of teaching foreign languages in the Hungarian institutions of higher education (Czellér & Nagy, 2016).

The majority of institutions of higher education incorporate foreign language teaching into their degree programmes with the aim of helping students cope with these increasing and pressing demands and special emphasis is placed on teaching languages for specific purposes. In order to create effective language teaching programmes and offer the best possible support to students, teachers need to adapt their teaching, on the one hand to the requirements of the institutions, and on the other to the expectations of the labour market, in order to make students ideal candidates for positions in the field of work related to their degree (Hajdu & Czellér, 2016).

1.2 Teaching LSP at the Institute of Business Communication and Professional Language Studies

The Institute of Business Communication and Professional Language Studies, which belongs to the Faculty of Economics and Business, offers seven majors at BA/ BSc levels at present. The degree requirements for all the seven majors include the successful completion of a language examination certified by an accredited institution at B2 level as defined in the Common European Framework of Reference. Out of the seven majors there are only two that require a pass in one, B2 level (written and oral), general language exam. These courses are: Rural Development and Sports and Recreational Management. However, students who take Trade and Marketing, Finance and Accounting and Business Administration and Management majors need to pass one technical language examination (LSP examination) at B2 level (written and oral). The degree requirements of the remaining two BA majors represent specific
challenges for the students, because the successful completion of two B2 level technical language exams (written and oral) is expected of them. They are students of International Management and Tourism and Hospitality. Meeting these requirements presents a special challenge for the language teachers of the institute as well and the basic aim of this article is to discuss ways and methods the authors use to help Tourism and Hospitality majors face and overcome the difficulty of having to take two technical language exams.

The faculty provides four semesters of language teaching in the curriculum. Trying to make the best of the situation the institute decided to split the four semesters in the following way: three semesters are devoted to teaching LSP to those at a beginner or false beginner level, where students can choose one of four languages, English, German, French and Russian. This way one semester remains for the students’ “stronger language”, the one which they already learnt possibly in high school and (hopefully) have acquired a decent B1+ or B2- level. Students typically choose English for this semester. This is the student group the authors are looking at within the framework of this article.

Despite the apparently high number of language classes per week, two with a native speaker and four with a Hungarian teacher of English, the objective of preparing the students for a successful B2 level technical language exam appears to be almost unrealistic in view of the limited amount of time available and the overall workload the professional subjects present.

However, we would like to show that thorough preparation with special attention to careful selection of teaching materials and methods in order to adjust the course to the students’ needs and priorities can help meet the requirements.

2. Findings of a needs analysis

“ESP is an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19). Tomlinson (2003) also refers to the general scope of this term including the teaching of English to learners who need the foreign language for particular professional or study-related reasons.

Consequently, the first thing an ESP teacher is supposed to do is to assess the students’ reason for learning and the goals they wish to reach with the help of the course. This is
necessitated by several factors, some of which are of a psychological, social, economic and technological nature. It is assumed that the student is more willing to be cooperative and participate in class work when they experience a flexible attitude on behalf of the language teachers. For this reason, the instructor has to explore what special (and sometimes individual) needs the student may have. Such needs are subject to the constant changes that take place both in the socio-economic setting the student is surrounded by and the availability of technological devices that can promote language acquisition.

With these considerations in mind, we carried out our own needs analysis among our target group of students, consisting of 50 participants, with a view to making the most appropriate selection of teaching materials for them. The findings of the most relevant questions are discussed below.

2.1.1 Question 1
How important do you think it is to learn and master the technical language of tourism in English during your academic studies?

On a scale from 1, meaning not important at all, to 5, representing absolutely essential, the answers averaged at 4.71. The high score to this basic question matches our expectations and we find it beneficial to work with students who have a positive attitude and who are conscious of the importance and usefulness of a fluent command of a foreign language. However maintaining this strong motivation throughout the course is a big challenge for the teacher.
2.1.2 Question 2
Why did you take the ESP course for tourism and hospitality?

Figure 1.

a - I’d like to pass the intermediate level technical language exam
b - I’d like to communicate with foreigners effectively
c - I will have more and better job opportunities in the future
d - I can build a more successful career with foreign language knowledge
e - I’d like to work abroad in my professional field
f - It facilitates my academic, scientific progress

This chart clearly shows that our students follow a practical minded and target oriented approach when taking the English technical language course. With a score of 4.74 out of a maximum of 5, their number one priority is to pass the state language examination required for their degree and they do expect such a course to provide them with the necessary skills to reach this goal. However, they are also aware of the fact that a fluent command of a foreign language is a must in the course of their future careers, as statements b, c, and d, which refer to the actual need for foreign language competencies, all seem to be close runners-up with an average score well above four as compared with responses given to e and f. It is worthy of note that, contrary to expectations and previous tendencies, working abroad is no longer a priority for most of our students. We consider this a positive phenomenon, which reflects the strengthening of the Hungarian labour market.

2.1.3 Question 3
What skills do you consider essential to improve during your studies?
Oral communication, speaking and presenting have always been critical issues among Hungarian language learners, so it is not surprising at all that they put developing speaking skills in the first place. Speaking is impossible without appropriate vocabulary therefore ranking vocabulary (both general and technical) second seems logically linked to speaking skills in their assessment. At same time it is interesting to note that it is not only the technical vocabulary they wish to enrich, since developing general vocabulary got exactly the same scores. Consequently, teaching words, expressions, idioms etc. should be placed particular emphasis on during the course. Furthermore, we should use a communicative approach in teaching the language, because in the students’ view grammar and translation, and even reading skills are not the most important issues to deal with, which is understandable to a certain extent. They must have spent years in secondary education learning English, where they developed their basic grammar and reading skills to such a degree that understanding written texts of average difficulty level and on general topics would not pose a big challenge for them.
2.1.4 Question 4
How often do you improve your English on your own, outside class?

Figure 3.

This question was meant to assess the students’ attitude to learning English and to see how much time they are willing to devote to individual work in this area. Taking into consideration that they are not English majors and they are mainly concerned with their professional subjects and studies, the results can be satisfactory in the sense that 42% of the students are willing to spend some time practising English at least once a week, and only a small minority, 5% admits that on their own initiative they would never improve their language knowledge. However we have to make sure that, once they enrol for our course, the time spent learning at home should considerably increase.

2.1.5 Question 5
What method do you use for improving your English on your own, outside class?

Figure 4.

When preparing for an ESP course, selecting and designing teaching material and deciding on what approach and methods to use for achieving our goals, we have to know what
methods our students prefer and enjoy while learning English, and we should endeavour to prepare the course accordingly.

As expected, the majority of our students resort to using the media, radio and television at 30% and the Internet at 48% for practicing English. These obviously present much more motivating, enjoyable and even entertaining ways of learning with the opportunity to watch films, their favourite series in English (even if with subtitles), or to chat with friends from abroad. This is valuable information for us, so we should incorporate the application of such resources into our syllabus, and using the Internet should be an integral part of the classes. On the other hand, when planning a course, we have to bear in mind that students still like relying on traditional textbooks with 30% of them admittedly using only such course books for their studies.

2.2 Adjusting the course to learners’ needs

Based on the relevant parts of the needs analysis elaborated above and on semi formal and informal interviews conducted with a small number of students we have identified the students’ specific needs and priorities. Much of the information collected was predictable, but such research can always reveal elements contrary to expectations.

Now it is the teacher’s task to adjust the course to student needs and expectations as much as possible. The analysis shows that a systematic preparation for the B2 level state technical language examination is the top priority for our students, which represents a short term target oriented approach.

During preparation courses special emphasis must be placed on practicing speaking and listening skills as well as enriching technical and general vocabulary. Furthermore, beside complying with the immediate pressing requirements of the language exam, effective communication skills need to be developed as well, which are indispensable in the students’ future jobs in an international working environment.

Apart from meeting the target needs and expectations of the students an ESP course should also incorporate other important features that a language teacher has to bear in mind when planning a course. An ESP course is always learning centered with a skills and strategies
approach and uses exclusively authentic material to convey information (West, 1995). It integrates teaching all basic language skills as well as content and language. Creating a motivating, positive, student centered environment is essential, which puts special emphasis on the creativity of the students and supports student contribution to learning.

3 Tourism in Focus – The course book

After careful consideration of all the factors mentioned above and the time available, which is only one semester, we decided on using a course book entitled Tourism in Focus, as core material. We agree with Haycraft that a written course book is essential especially when time pressure is an issue, since „psychologically a textbook represents something concrete and thus gives a measure of progress and achievement throughout the course” (Haycraft, 1987), so students can safely rely on it at any phase of the course. However, in our fast paced world, when certain pieces of information become outdated overnight and new ideas, new approaches emerge day by day, the course book, which represents fixed materials, must be supplemented by up-to-date, mainly digital resources. In our experience a course book together with such subject specific, tailor-made materials fit the students’ needs best and thus increase their motivation for learning.

3.1 Tourism in Focus – a general description

Tourism in Focus is a traditional, bilingual, printed course book written specifically for professionals in and students of tourism and hospitality. As it is meant to be a goal oriented preparatory book for B2 level technical language state examinations, its main objective is to systematically practise tasks typically occurring at such exams. Although the book was written by Hungarian authors, it offers only authentic written and audio content, so the risk of encountering „Hunglish” sentence patterns, discourse elements is minimal.

Vocabulary content is considered to be one of the main concerns of ESP students, so when selecting teaching material for such courses close attention must be paid to whether it contains the necessary amount and variety of specific technical vocabulary. In our case, Tourism in Focus, being a thematic course book, provides the students with a wide range of relevant technical vocabulary, where each and every unit out of the twenty-two is built around a particular topic, a particular area or segment of tourism and hospitality. The titles of the Units and the topics they cover correspond to the requirements of the language examination to a great
extent and all the units provide the field specific knowledge students cannot do without in their future jobs. Topics covered include e.g. means of transport and travelling, the tourist regions of Hungary, Hungarian cuisine, accommodation types, tour operation, travel agencies as well as types of tourism, like ecotourism, wellness tourism, spa tourism, wine tourism, conference tourism etc., all of which represent typical items, tasks at the written, and especially the oral part of the language examination.

3.2 The structure of a unit

In the interest of clarity and rationality, every unit has basically the same structure. They typically begin with a wordgame, with the obvious aim of raising interest and setting the mood for the class and at the same time to introduce new vocabulary. Words, however, do not exist in isolation in a language, they have to be integrated into a particular context, so the short lexical introduction is usually followed by two or three readings, where students are asked to solve comprehension tasks including true-false, multiple choice, or gapfilling exercises, or they are supposed to provide short correct answers to questions on the basis of the texts. To break the monotony or rather to give an opportunity to practise one of the most difficult skills (for Hungarian students at least), the authors placed two or three listening comprehension tasks among the readings. These audio texts are always authentic and usually abound with relevant technical vocabulary items.

The second part of a unit contains real life situational dialogues, picture description tasks and to conclude a topic the students are asked to solve one or two writing tasks. To practise situational dialogues, students may be given sample dialogues, where the original sentences are jumbled up and they are supposed to find the correct order. The next step is for them to act out different situations with particular prompts, which is typically pair work and especially useful for practising speaking skills. First students can prepare in pairs, which helps dissolve inhibitions and only after a given amount of time will they be asked to act out the situation in front of the whole class. Picture description tasks are usually facilitated by questions during the course, although at the language exams this task is supposed to be carried out as a monologue. Writing tasks are basically designed for home assignments and cover writing formal letters, promotional essays and newspaper articles, again in accordance with the exam requirements.
The bilingual nature of the book lies in supplying an English – Hungarian vocabulary, with a detailed list of words and expressions relevant and new to the topic in question, arranged in alphabetical order. Students appreciate it if they are given the meaning of words in Hungarian, because it saves them time they can spend more effectively doing other language related tasks.

3.3 The benefits of using this course book

The findings of the needs analysis clearly show that the immediate priority of students enrolling for the course is to pass the state language examination required for their degree. In this respect Tourism in Focus seems to be a perfect choice, since it provides a systematic, well structured, goal oriented preparation for B2 level technical language exams, with special emphasis on the integrated development of all the basic language skills and competencies. However, it must be pointed out that it is only suitable for students who have previous language learning experience, thus having a decent command of general English, which is preferably around B1+ or B2-level according to CEFR. Students who wish to take this course are required to sit for a specific placement test, and theoretically only those students are admitted whose performance correspond to at least a B1+ level of general English knowledge. Those below this level are advised to take the 3 semester long language course.

With the help of this course book the students gradually become familiar with the types of tasks they are supposed to solve and perform at the language exams. This eliminates the „element of surprise” in the actual exam situation, so they will not experience the shocking feeling of encountering an unexpected type of task which otherwise might result in a complete freeze even with students with a solid language background. The predictability of tasks gives more confidence to students and considerably contributes to higher success rates at the exams.

The course book was written specifically for people involved in tourism and hospitality and for would-be professionals, therefore it provides content, professional knowledge and a considerable amount of technical vocabulary indispensable for working in the tourism industry. While using this book students face real life situations, learn to communicate professional skills and practice performing special job related functions. In this respect the course material is not a simple preparation for a particular goal, i.e. the completion of a language exam, but in the long run it helps students feel comfortable in their future jobs.
The course material gives room to various kinds of classroom activities, including individual work, classroom discussion, group work, or pair work. Because of lack of time we do not usually cover the geographical regions of Hungary together in class, so students are also asked to prepare short oral presentations of a topic of their own choice in this area, so this way along with reading, speaking and listening, presentation skills can also be developed. The wide variety of activities are essential to keep students motivated and gives them the opportunity to add their own initiatives and contributions.

The transcripts of the audio texts are available at the end of the course book. It is common practice with ESP materials to provide the transcripts only in the Teacher’s book. In our opinion it is absolutely useful for students to have the transcripts for themselves for self check, for clarifying new vocabulary and even for improving their pronunciation. Experience shows that articulation and intonation are otherwise rather neglected fields in ESP classes although these components also represent integral parts in the complex picture of language competencies. Repeating sentences and utterances one by one aloud with the transcript may seem boring and monotonous, nevertheless it can facilitate considerable improvement in pronunciation, with the help of which students can make a better impression at language exams and on prospective clients, business partners later on as well. In addition, transcripts come handy for the teachers, too, as they can create additional oral and written tasks for further practice and even for testing.

Since the course book also provides three complete Mock Exams, before the actual exam students can test themselves and they are given immediate feedback on how they performed. This helps highlight their weaknesses and show them the areas they still need to focus on to achieve success.

3.4 Drawbacks

As the 22 units to be covered is excessive for one semester, a very careful selection of tasks is inevitable, which is the teacher’s responsibility. The selection process requires extra input from the teacher and it is quite time consuming and even pressurizing. However, it means extra input from the students as well, because they are required to devote much more time to studying English outside class, on their own, which is something most of them are not
particularly used to according to the findings of the needs analysis. Consequently they have to learn and master the ability to learn alone.

   Teaching and practising grammar is not included in the course material at all, it seems to be taken for granted at this level. However, experience shows that our students do have difficulties, even above B2 level, and some clarification is essential for them to be competent, independent users of the language. Grammar is concerned with the structure of a language and contributes to producing sentences. Therefore, grammar learning strategies should be emphasized in ESP learning, which is usually paid little attention to by ESP teachers and learners (Chen, 2016).

   The structure of the units and the tasks are predictable, the same types of tasks are repeated in every unit (with different content, of course) and this could be monotonous, even boring for some students, who then might lose their motivation.

   Like all printed books it represents fixed material, so again extra time and energy is required from the teacher, who is responsible for providing up-to-date supplements to all the topics that are discussed in class.

4 Ways to improve the effectiveness of the course

   In the context of our quickly changing learning environment, where even languages, especially the English language can undergo significant changes from one day to another particularly in terms of vocabulary and the style of written and oral communication, printed books simply cannot keep pace with the needs of the language learner. It would be quite irresponsible of teachers to ignore this fact and rely on printed material only when teaching English. This is when the international superhighway, the world wide web comes to our help and offers us endless lists of useful, really up-to-date, interesting, exciting and amazing teaching material. Our students were born into a digital age and they are used to getting information online. If they are given useful links to reliable websites and are asked to search for information on the internet and then present their findings, they can come up with surprisingly good solutions and they show significant improvement in their language skills.
However, achieving a healthy balance between the core material of the text book and the application of up-to-date digital resources may require thoughtful consideration and even restraint. When the students use online resources, the teacher should give exact methodological guidelines on how to use them, browsing the net should always be task based to maximize the potential benefits of such resources.

5 Conclusion

The assessment of the features of the textbook, the experience gained through using it as course material together with the results of the students’ needs analysis have confirmed our long-standing belief that the individual teacher’s contribution is indispensable. While authors make every effort to tailor their work to the needs of the audience, there are no two identical groups of language learners and the gap between what the printed material offers and the requirements of the students can only be bridged by a well prepared language instructor who is capable of utilizing and incorporating the evergrowing resources into the language class to achieve the set objectives.

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CAT TOOLS in Teaching TECHNICAL TRANSLATION at

Debrecen University

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Abstract
The article seeks to provide an in-depth insight into the postgraduate course of technical translator training at the Institute of Business Communication and Professional Language Studies, Faculty of Business and Economics, Debrecen University with special regard to the use of MEMOQ, the translation software developed by Hungarian IT professionals. The study points out the changed environment of translation training after the introduction of the Bologna system, the tools used to satisfy the needs of students preparing to work in the global job market and to handle the multiple tasks of translation. The article gives an overview of MEMOQ, a widely known CAT tool gaining global popularity nowadays and its significance in technical translation training.

Key words
changed environment, methodology, global job market, skills, CAT tools

1. Background
Technical translation training dates back three decades at the Institute of Business Communication and Professional Language Studies, Faculty of Business and Economics, University of Debrecen. Initially, its main profile was the education of agricultural professionals in the framework of the 5-year academic education system, i.e. technical translation training comprised 10 semesters. Following the introduction of the Bologna system, it was integrated into the MSc program of the Faculty of Business and Economics, and the duration of the postgraduate technical training was reduced to four semesters and its profile changed from agricultural to economic.
The admission requirement for our students of the technical translation specialization is to have a BSc degree in economics or other fields of social sciences and an officially recognised “C” foreign language certificate of a minimum B2 level.

The number of credits students shall obtain is 120. The competencies and the body of knowledge translator students will acquire comprise the following: the development of translation and mediation competencies, skills and capabilities from Hungarian to English and from English to Hungarian. The course offers background knowledge for students in the following professional areas: advanced English grammar, translation theory and practice (translation skills and techniques), general and technical translation, intercultural studies, legal language, environmental policy issues, environmental protection, EU knowledge, informatics, peculiarities of Hungarian language, technical language of business and economics. The course will focus on developing creativity, in the spirit of the new denomination of translation: “transcreation”, i.e. it places a great emphasis on student creativity, innovative solutions in translation and the intrinsic need for life-long self-development.

All the above mentioned qualities require special personal endowments that are also tested when technical translator students take their entrance exams (oral and written), without aiming to give an exhaustive list: good communication skills, critical attitude, good memory, the knowledge and use of memory techniques, systematic thinking, good decision-making skills, strategic thinking, sensitivity in ethical issues, consciousness in terms of human values, etc.

One of the greatest changes triggered by the renewed environment of economic and technical translation training is definitely the introduction of CAT tools to enable our students to take up jobs with Hungarian or international translation offices where the use of CAT tools is a basic requirement.

2. **CAT tools: what and why?**

As one of the results of globalization, our world has become more multicultural and internationalization represents new challenges in the corporate world. It means that human resource management policies must be altered to respond to the challenges (Anartharam & Chan, 2013). Companies are more and more in need of global leaders who can function successfully within international settings (Ramsey et al., 2016).
Thanks to the technological advances global virtual teams started to appear who should work across boundaries very often all over the world (Zander et al., 2012). To be able to work in global teams employees need different skills. These can be summarized as global competencies. As Hunter et.al defined the term: “Global competence as a concept is important because it informs the ways in which we encourage and train people to interact with, and open themselves to, other cultures and to build the relationship capital that makes the exercise of sharp power less likely” (Hunter et al., 2006, p. 269).

One feature of today’s labour market is the increasing need for new employment competencies. There are universally required skills, which are often mentioned as transversal or non-domain specific competencies, including communication skills with the sub-categories of foreign language proficiency and intercultural competencies. Higher education institutions are expected to react to the most recent tendencies of the job market both in terms of content and method and involve the new demands in their study programs (Hajdu & Czellér, 2016).

As a consequence, universities and colleges have to include translation skill development in their curriculum. Today we can see the emergence of computer-aided-translation (CAT) tools to help develop translation skills. As early as from 1988 the Universität des Saarlandes in Saarbrücken in Germany used Machine Translation (MT) technologies in its translator training programme. In the USA the Carnegie Mellon University (CMU) in Pittsburgh, Pennsylvania in 1994 integrated CAT into its translation training programme (Kenny, 1999).

There are different types of technology used in translation (Bowker, 2002):
- HT: Word processors, Spelling and grammar checkers, Electronic resources
- CAT: Data-capture tools, Corpus-analysis tools, Terminology-management systems, translation memories, Localization and Web-page translation tools, Diagnostic tools
- MT: Machine-translation systems

Translation machines were first used after the Second World War for code-breaking (Somers, 2003).

The beginnings of Computer-Aided Translation date back to the 1980s when the first systems were developed in Japan by computer companies like Fujitsu, Hitachi, NEC, Sharp, Toshiba (Morosoff, 2016).
The first installations of MT systems were used for national and international governmental and military translation services. In Europe, the European Commission was among the first organizations to use MT systems because of the high demand for translations (Hutchins, 2003). Today Machine Translation (MT) systems are used for lower quality translation when instant access to foreign language text is needed. One example for this is Google Translate (Koehn, 2009).

There are two basic types of MT systems: a fully automatic system that attempts to translate sentences and texts as a whole and the second one which uses various translation aids providing help for translators, for example dictionaries, grammars, translation memories (Hutchins, 2003, p.14).

Nowadays CAT Tools are widely popular among translators. Here is a list of examples for the available software: SDL Trados, Wordfast, AtrilDéjà Vu, OmegaT, MateCat, Poedit, Virtaal, Lingotek, CafeTran, Anymem, MEMOQ, MetaTexis for Word, Memosource Cloud, Madcap Lingo, SmartCat, XTM Cloud, Multitrans prism, Heartsome Translation Studio.

CAT Tools are a range of hardware and software products that aid the work of translators. There is a similar term: human assisted machine translation (HAMT), but the main difference is that in CAT the human controls the whole translation process (Kenny, 1999). Another source defines Cat tools as follows: “A CAT system allows human translators to reuse translations from translation memory databases, and apply terminology from terminology databases. The editor is the system frontend that translators use to open a source file for translation, and query the memory and terminology databases for relevant data. It is also the workspace in which they can write their own translations if no matches are found, and the interface for sending finished sentence pairs to the translation memory and terminology pairs to the term base.” (Garcia, 2015, pp. 70-71)

CAT Tools could be the following (Clark, in: Kenny, 1999, p.3):

- word processors
- spell, grammar & style checkers
- electronic dictionaries
- terminological databases
- text retrieval packages
- modems
- BBS [Bulletin Board Services]
- workbench-style integrated packages

One of the most valuable assets of CAT tools is the translation memories which provide a machine assisted framework, i.e. they are initially “empty” tools and the translators fill them up as they translate and collect databases and terminology. The main concept is that the translation memory stores segments of the source text and the corresponding segment of the target text and then the memory offers the stored equivalent but the translator can decide whether accepts it or not (Kenny, 1999).

Translation Memory (TM) systems can be used by individual translators to store previous translations or by teams of translators for collaboration. A TM system automatically divides the text into sentences, but based on research ideally, the text should be divided into full paragraphs (Dragsted, 2006). Users can create as many translation memories as they want and with the help of them they never have to translate the same sentence twice (Garcia, 2015).

In the 1980s the idea to integrate various computer-based facilities for translators at one place appeared thus creating translation workstations. As one researcher mentions: “translation workstations combine multilingual word processing, means of receiving and sending electronic documents, OCR facilities, terminology management software, facilities for concordancing, and in particular translation memories” (Hutchins, 2003, p. 14).

The development of electronic dictionaries and terminological databases has been essential in the development of translation technologies and using the computer and the Internet has been fully integrated into the translators’ work. The translation process can be automated to different extent with the use of computers.
The following illustrates this process (Alcina, 2008):

```
+----------------+----------------+----------------+----------------+
| Human involvement | Mechanization   |
+----------------+----------------+----------------+----------------+
| Fully automatic | Human- aided    | Machine-aided  | Traditional    |
| high quality translation | machine translation | human translation | human translation |
```

Figure 1. Hutchins and Somers’ scale for measuring translation automation (1992) In: Alcina, 2008.

MT systems can be used either for two particular languages which are called bilingual systems, or for more than a single pair of languages, that is multilingual systems. Bilingual systems can operate either in only one direction which is unidirectional: from one source language into one target language only, or in both directions which are bidirectional. (Hutchins, 2003)

However, one can find several preoccupations regarding fully automatic machine translation because it needs more “machine-post-editor partnership” but if speed is important then post-editing is appropriate (Green et al., 2014).

Translation technology tools include the following elements (Alcina, 2008, p. 97):
- the translator’s computer equipment
- communication and documentation tools
- text edition and desktop publishing
- language tools and resources
- translation tools.

It is important to distinguish four basic types of translation demand for the development of CAT Tools (Hutchins, 2003):

- traditional one of good quality
- lower level of quality
- translation between participants in one-to-one communication
- translation within multilingual systems of information retrieval, information extraction, database access.

In the area of using computers for translations, the fastest growing area is software localisation as the translation should be available in many languages at the same time and must be done quickly. SAP AG in Germany was the first company in this field. There has been a significant rise in the sales of commercial PC translation software and approximately 1000 different MT packages are on sale (Hutchins, 2003).

There are various advantages of the development of CAT Tools:

- facilitating the speed and consistency of human translators (Garcia, 2015)
- reducing the overall costs of translation projects (Garcia, 2015)
- maintaining a certain level of quality (Garcia, 2015)
- technical terminology can be translated consistently (Hutchins, 2003)
- facilitating managing projects that involve translating a source text into various languages (Torres-Hostench et al., 2010)
- allowing previous translations to be re-used (Torres-Hostench et al., 2010)
- simplifying the handling of files in different formats (Torres-Hostench et al., 2010)
- systematising the translation process (Torres-Hostench et al., 2010)
- establishing different professional roles within the translation process (Torres-Hostench et al., 2010).

Today one can assume that CAT Tools have been significantly adopted by freelance translators, translation agencies, governments, international organizations and multinational corporations (Bowker & Fisher, 2010).

MT systems can be used for the following basic functions (Hutchins, 2003):

- Dissemination: the production of translations of ‘publishable’ quality
- Assimilation: the translation of texts for monitoring (or ‘filtering’) or skimming information
- Interchange: the communication between different languages by individuals, by correspondence, by email or by telephone
- Database access: the use of translation to assist in getting information from a database in a foreign language

There can be some difficulties in using MT systems: not having sufficient knowledge of the source language and having inadequate familiarity with the cultural background. (Hutchins, 2003)

3. **MEMOQ, the Hungarian CAT tool**

MEMOQ is a CAT tool developed by three Hungarian language technologists of the Kilgray Translation Technologies in 2006. It is a complete translation support environment, which means that it recognizes and processes multiple file formats - MS Office Word, Excel, PPT, HTML, XML, FrameMaker, InDesign - without necessitating the use other programs. It is easy to use, requires no special IT or other computer related knowledge. Its translation grid lends itself to customization, its main modules: file statistics, translation grid, translation memories, terminology management, reference information management and quality assurance can be simultaneously used. It offers access to remote translation memories and term bases, and a Language Terminal account for the management and tracking of translation jobs.

It is very much adaptable and simple to use and boosts the effectiveness and quality of translations. It stores everything that has ever been translated by the software, and gives suggestions for a new translation based on the experience of the old one. It is compatible with Trados, the best well-known CAT tool and allows data exchange among translators working with various software solutions. The Kilgray company has developed its Academic Program for universities and colleges mainly, for not only translation courses but for students taking interest in sciences, engineering or arts. The program suits the needs of PhD students as it facilitates the writing of scientific articles. MEMOQ licences are freely available for students during the 4 semesters of the course and after completing their studies, they are offered a discount price to purchase the program.

3.1. **Academic contract between Kilgray and the University of Debrecen**

The Faculty of Business and Economics, Debrecen University entered into a contract with Kilgray Technologies in 2016. Under the agreement, the Institute of Business
Communication and Professional Language Studies offers MEMOQ training for its technical translation students in the scope of its “Translation” courses. Every year a professional from Kilgray Technologies visits our Department and gives a MEMOQ training for our students. The day-long program is followed by practice during the time-frame of the whole semester. Students can also prepare their closing diploma translations by using the translation technology, as they receive a licence to enable them to use it on their home PCs.

3.2. Development and collection of translation memory, terminology database and reference information management (Live Docs) MEMOQ in class and at home

The syllabus of the Technical Translation Post-Graduate Diploma course at the Institute of Business Communication and Professional Language Studies dedicates a semester for the course “Knowledge Computer Assisted Translation” in the second semester of the four semester training program. As mentioned above, a member of the Kilgray staff gives training on the initial steps of MEMOQ application and upload of materials. The following section of the present paper will give a non-exhaustive list of examples of daily classroom activities in the translation class. Mention is not made, e.g. of the import and export of TMs among students, from the web or other sources, as it would go beyond the scope of this study.

As illustrative examples, the study mentions the preparation and development of the terminology database and Live Docs. The sources of term bases are various: term-banks, e.g. Eutermbank integrated in the MEMOQ software and offers multilingual terminology, words and expressions from classroom activity, online texts and translations, translator forums and word lists, word lists prepared in the course of classroom or home activities, etc. They use e.g. the Vocab Grabber to extract the most significant terminology, create vocabulary lists, convert them into Excel tables (the method is also taught in class) and upload it on to the common online platform (in this case a closed Facebook group) available for the members of the diploma course. Excel tables are required as this is the format that term base module of MEMOQ can best manage. For reasons of space, below we will present three examples out of the most frequently used online resources in database collection.

Eurotermbank is a portal for terminology sharing integrated into the MEMOQ, offering “Tips ’n tools” for translators. Signe Rirdance, director of EuroTermBank at Tilde said: "The success of EuroTermBank depends on its user base. EuroTermBank is the first terminology resource to integrate with a translation environment tool.” Internet 1 MEMOQ has a dictionary plug-in, which makes the use of this source easy, comfortable and effective.
ProZ.com offers an interface and a directory for professional translation services. Under the heading of “Translation dictionaries & glossaries” one can find the search window “search translation glossaries and dictionaries” where one can set the language e.g. Hungarian, English and get a list of bilingual sources. The user can also reach live term translations from professional translators if you click on KudoZ™. The “Other terminology” heading is worth mentioning, as it provides “Personal glossaries” prepared by professionals in various fields and can be downloaded freely for translation or study purposes. These are merely a few examples for the multiple functions of this portal, the list is incomplete, as it is enriched with new terminology day by day.

Quizlet provides an online platform for students and tutors to enhance their knowledge and also presents lingual, thematic glossaries for EU-interpreters to share, learn and practice. At present, this portal has approximately 20 million visitors, but its Android application is also available for use on smart phones. For technical translator training purposes, the bilingual (English-Hungarian) glossaries are particularly invaluable, since they cover all the significant areas of academic, legal and economic technical language that our students will need.

4. Conclusion

To sum it up, the renewal of the translating course at the Institute of Business Communication and Professional Language Studies Faculty of Business and Economics, Debrecen University, was necessitated by the determination of its staff to provide the most up-to-date translation environment for students, preparing them for not only national, but also international dimension. The use of CAT tools is one of the key issues in this context, as they are designed for making the translator’s work faster and more efficient. The proper use of all the solutions they offer, e.g. the Hungarian MEMOQ with its translation memories, live docs, quality assurance and term bases (to mention but a few functions), ensure unprecedentedly high translation quality.

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Project-Based Learning in the European Business Games Contest
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Abstract
Within a number of studies and researches, the link between the motivation for learning and active engagement in a learning process has been proved and verified. Following the saying ‘learning by doing’, the method of the project-based learning, which represents the opposite view to a traditional approach to learning, has been developed and has been introduced into school syllabuses. The idea of the project-based learning promotes learners’ creative engagement in investigations into authentic problems and seeking solutions to them.

The aim of the paper is to show how the method of the project-based learning is being applied to the subject of business economics. With the help of this method, students of economics are involved in establishing their own fictitious businesses with the emphasis on crucial elements as part of their projects. The principal focus remains on the product development, management, marketing, finance and accounting, human resources and leadership. Within the project teams, students have to cooperate on the development of their fictitious businesses and meet deadlines given by a tutor. At the end of the course, they present their final projects to business representatives and financial consultants. Students whose projects are the most creative and inventive may participate actively in the European Business Games (EBG) contest. There they present their fictitious businesses to an international panel of professional experts and consultants and compete with teams from other European countries. The EBG prize is then awarded for the best project, its presentation, and last but not least its feasibility.

Project-based learning enables students of economics to develop their abilities of cooperation, self-motivation and a feeling of responsibility. By managing their own business projects, students gain valuable experience and a deeper understanding of economic challenges.

Key words
teaching methods, project-based learning, collaborative learning, teamwork, business games
1 Introduction into Project-Based Learning

Our existing educational system is often criticised that many students are able to regurgitate memorized information but the question is whether they are able to understand the meaning of the information. This logically implies some changes in the current educational system in order to increase steadily the emphasis on understanding and thinking skills. The concept of project-based learning (PBL) represents an upward trend in education with the emphasis on learning about a subject in the context of multi-faceted tasks.

Theorists propose various definitions of PBL and they generally agree on the fact that it is difficult to define precisely what it is. Larmer, Ross and Mergendoller (2014) see PBL as a systematic teaching method whose main objective is to facilitate students to learn important knowledge and 21st century skills (collaboration, problem solving, critical thinking and technology integration) through an inquiry process structured around complex, authentic questions. Such approach usually involves in-depth study and the whole learning process is specially tailored to learning needs and benefits of particular students (Chard, 2005).

Project approach engages and encourages students to participate actively in investigative and problem-solving activities. John Thomas (2000) characterises PBL as a model that is centered around projects which consist of complex tasks. Guided by a teacher, the model enables students to work rather independently as they are active agents themselves or ‘self-managers’ involved in authentic problems and performing research. The main focus remains on creating a product, presentation, or performance which requires both theoretical and practical problem solving strategies (Moursund, 2003).

1.1 Development of PBL

The project method and its development is scrutinized by Michael Knoll in his article on Project Method (2014). He states that if we track the project method, we find out that it emerged in the 16th century in Italy, where architects of Accademia in Rome wanted to enhance their profession and improve the education of their apprentices. Therefore, they transferred daily work on designing buildings into simulating real life situations and this way they activated students’ minds and made learning and training more authentic and meaningful. The project method was slowly implemented in schools in Europe in the 17th and 18th centuries. At the beginning of the 19th century, the method was adopted in the USA by William B. Rogers from
the Massachusetts Institute of Technology, where ardent proponents introduced manual training as part of the common school curriculum. If we go back to pioneers of PBL, we can track three distinct types of project work which were classified by distinguished educators and which play a substantial role until today.

The **linear model** whose central proposition was to progress from the simple and unknown to the complex and known. In Calvin M. Woodward’s words, professor of Mechanical Engineering at Washington University and prominent supporter of the linear model, students advanced from ‘instruction to construction’ (Knoll, 2014). Around 1900, Woodward’s model was replaced by the **holistic model** which was promoted by Charles R. Richards, professor of Manual Training at Teachers College, Columbia University, New York. The core of this model was formed by the idea that ‘instruction’ did not precede the project but it was an integral part of ‘construction’. The last model, which was developed by William H. Kilpatrick from Teachers College, Columbia University, and was defined in his article ‘The Project Method’ in 1918, was called the **universal model**. According to Kilpatrick, the project includes everything that is undertaken by a learner purposefully and without teacher’s help so the learner has the opportunity to build up their self-confidence and self-reliance. Kilpatrick put emphasis mainly on students’ ability to initiate, plan, perform and evaluate as he was convinced these attributes were indispensable to students’ future career (Knoll, 1997).

### 1.2 Current Concepts and Trends

John Dewey, who was Kilpatrick’s colleague at Teachers College, also advocated ‘learning by doing’ with the emphasis on hands-on learning, but he belonged to outspoken critics of the universal model (Grant, 2002). He objected to Kilpatrick’s definition and student-centered concept as the only and major teaching device. His ideas were later reflected in the **constructivist learning theory** which suggests that learning is deeper and meaningful when students are involved in constructing their own knowledge (Mapes, 2009). Lev Vygotsky (1978) introduced the **social aspect of learning** into constructivism and specified the ‘zone of proximal learning’ which means that students solve problems beyond their actual development level under the guidance of a teacher or in team collaboration which may consist of more talented and capable peers. Thus the social learner builds their knowledge in cooperation with others and such hands-on approach to learning moves from a teacher-directed to a collaborative learning environment (Haury, 1993).
The following chart shows a simple comparison between the ways both approaches differ in (in Mapes, 2009).

<table>
<thead>
<tr>
<th>Traditional Approach ('front teaching')</th>
<th>Project-Based Learning Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-centered learning</td>
<td>Student-centered learning</td>
</tr>
<tr>
<td>Transmitting knowledge to a group</td>
<td>Constructing individual knowledge</td>
</tr>
<tr>
<td>Emphasis on theoretical aspects</td>
<td>Emphasis on practical aspects</td>
</tr>
<tr>
<td>Learning out of context</td>
<td>Learning in context</td>
</tr>
<tr>
<td>Individual learning</td>
<td>Team learning</td>
</tr>
<tr>
<td>Traditional assessment</td>
<td>Performance-based assessment</td>
</tr>
</tbody>
</table>

Chart 1: *Traditional vs. project-based learning approaches* (by Donna Ziegenfuss in Mapes, 2009)

It should be noted that both traditional and project-based approaches may have identical course objectives and outcomes. Both approaches cope with limited course time frame when students have to master a certain amount of materials they need to know. Student-centered learning demands time management and work organization from students themselves as they are engaged in teams and all their effort is directed at project completion.

1.3 Researches on PBL Effectiveness

Many researches on effectiveness of learning and teaching through projects has been carried out in a broad context of this issue ranging from age categories to the roles of teachers and learners. In 2008, a six-week-study was conducted by K. Akins, J. A. Smit, J. Durham and J. Vandenend to compare the effectiveness of PBL to traditional instructional approaches in developing fourth grade students' scientific knowledge of simple machines. Their research provided evidence that PBL was found more effective as students were more engaged in a learning process and were able to apply their knowledge to explore, negotiate, interpret, and create (Mapes, 2009).

Other efficacy study, which started in August 2012 and was conducted by SRI International, a nonprofit research institute with headquarters in Silicon Valley, California, focuses on the curricular context and PBL. The study shows that students in PBL classrooms outperformed and scored higher than students in comparison classrooms.
Most of studies on PBL effectiveness are closely connected with the issue of achievements and problem-solving skills, social and collaborative skills (Suwono, 2013); supportive role of educational technologies (Means, Olson, 1997); the teacher’s role in PBL (Habók, Nagy, 2016).

Although studies and their findings seem to imply that curricula with incorporated PBL method increase students’ motivation for learning, their implementation and acceptance has not been all too obvious. Some researches suggest that this is mostly caused by teachers as it is difficult to change their attitudes or long-standing practice especially if the change should be perceived as a top-down decision.

1.4 PBL and Its Interdisciplinarity

Issues surrounding interdisciplinary learning and pedagogic methodologies are closely connected with emergence of digital technologies which have led to a changing context of university education. As Holley (2009) claims, interdisciplinarity may represent one of the strategies how to cope with contemporary challenges and opportunities in terms of collaborative, creative and interdisciplinary knowledge. According to Park and Mills (2014), three elements of interdisciplinarity play a significant role: (1) academic staff’s attitudes and willingness to explore new approaches to interdisciplinary learning; (2) creating positive students’ perception of interdisciplinary learning; (3) the ongoing provision of institutional support for interdisciplinary modalities. These elements are closely followed by key factors that have been identified and proved influential in making a real success of interdisciplinary learning. The key factors include student-centred learning, professional development for teachers, course material development support, technical support for learners, and interdisciplinary formative assessment. According to Davies and Devlin (2007), the mix between disciplinary, or local, and interdisciplinary contents is critical. If the local content is sufficient enough, students themselves demand interdisciplinary understanding in case their teacher has already incorporated it into their subject.

2 Teaching Business English through PBL

PBL is an instructional approach that provides meaning to students’ learning and therefore may be implemented effectively to curriculum especially when supported by
educational technology. In a narrow sense, PBL is based on interdisciplinary learning which combines two or more disciplines which jointly address an area of common concern (Davies & Devlin, 2007). Interdisciplinarity confronts students with the task of applying knowledge, methodology, and values to more than one academic discipline (Park & Mills, 2014). The combination of two academic areas, namely the subject of Business English and Business Economics may serve well as an example.

English is the language of international business. With steady growth of globalized economy and market internalization, professionals around the world use English either as a first language or as a common second language. Business English courses offered by universities of Business and Economics or technical universities are usually designed to tackle general business topics such as management, marketing, or advertising to provide students with basic vocabulary and language skills related to the field of business. Why not facilitate the process of learning Business English through PBL and allow students to participate even more actively in problem-solving, decision-making and investigative activities leading to a project presentation to a wide audience?

2.1 Course Design

When PBL is applied in language and business studies courses, standards represent a guideline what to focus on and what themes to encompass in order to provide a sound basis for a project. One of the options is the project of establishing a fictitious business when students have to deal with various challenges involved in launching their own business.

The whole project of establishing a fictitious business is carried out through modules that are part of a course and perform a supportive function for students’ tasks and project completion. The modules are delivered on a weekly schedule with regard to the content of each module which is created according to course objectives. The project ranges over the topics such as drawing up a strategic business plan including business description, market strategies, competitive analysis, operation and management plans, financial factors, and possibly joint venture options. As the project involves research, interviews, or inquiries, it may also include other business experts and consultants who initiate the project and act as business advisors to project teams. Team size is vital for effective collaborative work. Therefore students are assembled into project teams of three to five, typically with specific roles such as a team-leader,
marketing and financial experts, and/or web and presentation designer. Students deliver all their outcomes and results such as regular reports, business plan, and final presentation in English.

Teams start their work by generating a business idea and continue with completing several different assignments that are described and summarised in five modules.

Module 1 includes an introduction to the project and the project method, analysis of the local economics, suggestions on how to create ideas and examples of entrepreneurial choice. At this stage, project teams are assembled and team members are brainstorming their ideas in terms of coming up with intriguing suggestions.

Module 2 deals with team development, creativity and teamwork, market research and the European market, and/or contacts between experts and students, visit to a financial institution to get professional assistance in terms of feasibility of the idea, building own website.

Module 3 focuses on a business plan and its development, financial and fiscal matters such as drafting a budget, administration and banking, setting up a joint venture with a team/company from another country.

Module 4 finishes the business plan and report, evaluates the whole process of managing the project, and prepares presentation of the project to a wider audience.

Module 5 consists of presentations to the audience and assessment of presented projects. The team of the best project may participate actively in international contests organized by universities and known as Alliance of European Business Games.

2.2 Teacher’s Role in the Project

Although PBL puts emphasis on team learning and focuses mainly on students, the teacher’s role is irreplaceable. According to Krajcik and Blumenfeld (2005), teachers may encounter some considerable difficulties during their lessons. One of the difficulties the teacher has to face is classroom management, in other words, the teacher has to balance students’ autonomy with order. Furthermore, time management plays a fundamental role as projects require more planning time than lessons on a daily basis.
The teacher sets the deadline for completion of each module that students have to meet and present their progress to other teams within the classroom. Their presented works and results in progress undergo a peer review with answering pertinent questions concerning their projects. Such communication between teams is maintained in English solely. The teacher monitors each team’s development, provides students with advice, when needed, and assesses partial fulfilment of each task. Assessment also represents one of the demanding teacher’s tasks as PBL requires alternative forms of evaluating students’ progress and knowledge. Teachers themselves have to develop tools for assessing project work and results. Above all, final projects are assessed both by teachers and peers.

3 European Business Games

To make PBL more meaningful, it is advisable to make projects public so that students are motivated to produce high-quality projects. The project of establishing a fictitious business with an innovative product or service has a unique opportunity to be presented within an international competition European Business Games which enables university students to test themselves by participating in various competitions tackling real-life business cases. The competitions are held under the Alliance of European Business Games auspices, which creates an international network of the best business games throughout Europe and offers finalists a comparison with students from other European universities and Business Colleges in terms of their business skills and knowledge. From this point of view, the competition also contributes to the development of collaboration among European universities by sharing knowledge of the economic context and experiences within the European Union.

The Final contest is turned into a 3-day event where international teams present their innovative products or services. All submitted projects are carefully scrutinized by a panel of judges which consists of experts and corporate partners from participating countries. Their task is to assess each project in terms of its feasibility, creativity, accuracy in economic calculations, and the overall project presentation. What is more, the competition is closely monitored by representatives from the corporate sphere who may show their interest in a particular project and subsequently address the authors of interesting projects with an offer of further cooperation. The jury announces three projects that win the competition. The authors of the best projects are
rewarded for their idea, processing, and last, but not least, for successful public presentation of the whole project.

4 Conclusion

Since the early 18th century, the project method has always been somehow integrated into the curriculum. However, at the end of the last century, the method was reworked in various ways with learning features of the PBL model. Proponents of PBL argue that the method is beneficial for students in terms of critical thinking, cognitive abilities, and life-long learning skills. PBL approach requires a considerable use of information technologies which leads to students’ independence and, as a result, they are more adaptable to changes and able to work better in a team.

Although the method seems to be fairly demanding for teachers in terms of classroom time management and project assessment, existing researches demonstrate its effectiveness and ability to attract students to particular subjects. The PBL method is based on interdisciplinarity and therefore may join more than one academic discipline. English language has become the language of international business and this fact suggests itself to interconnect the subject of Business English and Business Economics. The opportunity to join together Business English courses and Business Economics allows students to develop, manage and launch the project of a fictitious business with an innovative product or service. Students complete their assignments under the close supervision of their teacher whose role is to guide students and assess their final projects.

Students are motivated more when they are aware that their work will be made public. An international event European Business Games contributes to higher students’ motivation as the competition enables its participants to present their projects to a wider international audience consisting both of business experts and peers.

The principal aim of Business English is to provide students with solid linguistic background and skills as well as broad knowledge of international business theory and practice and cross-cultural communication ability. Applied PBL in Business English courses enables
students to improve these qualities to perform business activities internationally as members of multinational companies or other business enterprises and institutions.

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A Composition as an Evaluation Tool at the Courses of ESP at the Technical University in Zvolen

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Abstract
Language education at universities focuses on teaching the language needed in a branch, a specialisation, or a profession. This education also includes the development of reading literacy and writing skills. Within this trend, an essay, preceded by a peer review, was included in the instruction of the specialised language course in the programme of Enterprise Management in Wood-processing Industry. The topic of the essay complied with the scope of the term curriculum in one group in the particular programme. The peer review was also a part of the total assessment. It is an important tool in developing critical thinking and reading comprehension. The results of this pilot project are presented in the paper and include the results of the students’ reflexion survey. Based on the results, we reviewed the use of peer review and essay writing as a part of the instruction in further language education as an inseparable part of the language skills and mental skills development. Moreover, the language profile of the graduate confirms the need to develop writing skills as well as reading literacy at universities in a qualitative and a quantitative way.

Key words
essay, peer review, writing skills, critical thinking, specialised language education, ESP

1 Introduction
Instruction of foreign languages at universities expands the language skills gained through education at the secondary or primary schools. Each stage of education develops or at least should develop the mastery of the previous knowledge, skills, and strategies. Instruction of foreign languages at university not only develops language skills but often focuses on teaching professional or technical language and functions depending on the field of study. The
most commonly used terms in English for such instruction is called ESP – *English for Specific Purposes* or CBI - *Content Based Instruction*. Miština and Kozík (2010) closely discuss what technical language is. The following descriptions are mentioned:

- the set of all language means which are used in the field (Hoffmann, 1987, p. 53);
- a variant of the whole language which serves to learn about and attach terms to objects typical for a certain field as well as to communicate with them (Mőhn and Pelka, 1984, p. 26),
- the language for professional communication that learners are supposed to learn (Tarnopolsky, 2013, p. 14). Technical language is consequently specified as EAP – *English for Academic Purposes*, CBI – *Content Based Instruction* and CLIL – *Content and Language Integrated Learning*.

The most complex definition of technical language is given by Johns and Price (2014, p. 471), who see technical language as “...materials and instructions for (mostly adult) students with specific language learning goals directly related to their current or future academic, professional, or vocational lives and contexts”. They further divide this language into *English for Academic Purposes* and *English for Occupational Purposes*. All definitions mention language, including also the materials and instruction, for the future career or professional life, so the instruction of the technical language chooses such tasks to function successfully in the profession or the field environment.

In the Slovak terminology, ESP can be compared to the technical or educational style which Mistrík (1997) characterises as the style which processes work information, knowledge gained by scientific research, by reflection and experience of professionals. Accuracy, the system of terms, the subject field affiliation is important.

### 2 Instruction of Technical Foreign Language

Instruction concentrating on identifying technical terms and their learning does not seem to be sufficient these days. In the subject fields, as well as in the academic context, it is necessary to continue from a passive understanding of written texts to active production of the language forms regardless of its spoken or written character. This is the reason which makes us apply the task-based teaching, which offers space for students to use suitable vocabulary and register, and consequently, produce solutions related to the subject field. The students deal with
the tasks which should be as close to the authentic and real tasks, and situations as possible. The students are supposed to search for the necessary information either through discussion with their classmates or with the teacher. It is also welcomed if they search for information on the Internet and can filter the needed information and assess the source of the information. There are authors who see the constructive character of student’s work which needs to be assessed (Nunan, 2012) and the motivating character of this work (Norris, 2009, p. 582) where students learn “something real and useful for life”. It diminishes the light of “a school project” and seems more like “a real task”. Moreover, Norris (2009, p. 581-582) deals with the assessment of the task assignments as a result of the students’ learning.

Another important feature and requirement of university education is to teach critical thinking and creativity to university students. The skill of critical thinking is one of the life skills, as everyone can use it in professional situations as well as every day or personal life situations. Greemanová et al. (2000, p. 7) describe it as “the ability to judge new information, carefully and critically examine them from more points of view, make judgements on their credibility and value”, Zelina’s (1996) understanding of this term is the ability to find, analyse and choose the information by using interdisciplinary knowledge and critical approach and making decisions based on the evidence (Zelina, 1996). However, Cottrel (2017, p. 2) defines critical thinking skill as a complex process including identifying other people’s positions, arguments, evaluating the evidence, drawing conclusions and synthetising information and also presenting a point of view. The inclusion of such skills is highly called upon at university level of education. The main merit of the process of critical thinking inclusion in university education is that students learn to be active participants in the educational process, to be respectful towards other concepts, other students’ work, and after all, they also learn to be responsible for their own work. Other authors support the productive aspect of assessment such as students are required to formulate their judgements or the review of their concepts better (Dvorský, 2009). According to Zelina (1996), the most important and crucial skills of students and teachers to keep the learning environment interactive are critical thinking, creative thinking, pro-social and future-oriented thinking.

2.1 Language Tasks to Support Critical Thinking and Creativity

Firstly, the composition is used as a literary creative work which expresses author’s thoughts on a particular topic. It is not tied by the rules of an essay and it can be used as a short
school exercise (www.dictionary.com). The compositions definitely offer space to apply high order mental skills such as creating, evaluating, analysing, searching for information, organising, summarising and last but not least using the relevant subject related terms. Writing, as a productive language skill, provides students with possibilities of self-actualization, where one can combine one’s knowledge of the subject field, language and own creativity (Your Article Library, 2016). Writing can be practised during lessons by text producing activities such as reproduction, paraphrasing, amplification, translation, free style writing (Repka & Gavora, 1987). Essays can be used effectively when they interconnect the students’ understanding of the subject/field and their ability to form and recognise decisions or judgements in the subject, and to support those judgements and decisions with someone else’s findings (Sapico, 2016). Bean (2011, p. 22) relates writing and critical thinking. He also advocates that all subjects including the technical ones are suitable for using essays ranging from micro-themes into several pages articles to apply reasoning, organising, summarising information etc.

Secondly, the use of a peer review in our pilot study needs to be explained and justified. The usage of a peer review in the educational environment is quite new. Although, it encompasses such a wide range of useful skills and abilities, it remains unknown to what extent this mental exercise is practised at secondary schools and universities. Within the educational context, the following aspects of peer review are emphasised:

- attentive reading
- transition in understanding the writer’s and the reader’s point of view
- formulation of constructive comments and feedbacks for the writer
- processing feedback comments into the revision of the essay
- understanding the process of evaluating and reviewing for better results

(The Teaching Centre, 2014).

3 Methodology

The use of the composition and peer review was prepared at the beginning of the semester. This project was conducted in one group of students of the first year in the study programme Enterprise Management in Wood-processing Enterprises, where a weekly lesson plan offers four lessons in two sessions. The number of students in the group was 18.
Students are using a textbook from an English publisher for technical economic language. One of the topics during that semester was Famous Businessmen and their revolutionary and progressive steps in business. One part of the unit covered Linking words and phrases, which was supposed to practise the story construction and linking the events. These were the reasons behind the topic of the composition which was Describe the story of a famous businessman/businesswoman/entrepreneur, his/her exceptionality, and describe your learnings from the story. The length of the composition was 250-350 words, 3-5 paragraphs. The students wrote the composition at home. Having written the first draft, the students handed it in to their classmate for a peer review. At that time, the students were given the information and the procedure how to conduct the peer review based on the educational video (the Writing Studies, 2013). Teacher discussed it twice for the lack of previous experience and numerous requests of students. The peer review was completed on the paper by hand, or a few students did the peer review on a computer via Revision tool in Word (the tool is unknown to students so they did not use it, but it was not the condition of the assignment). Then the peer review was handed to the teacher. The teacher evaluated only the peer review in three levels – how much attention was devoted to the corrections of grammar, the clarity, understanding of the thoughts, and overall judgment on achieving the task. Then, the reviews were returned to the authors for incorporating the corrections and comments into the final composition. Next, the students submitted the final composition for the assessment. After the semester the students completed the questionnaire. Results of all assessments are given in the part Results and Discussion.

4 Results and Discussion

4.1 Analysis of the Peer Review

As the reviews were returned to authors for further work, the quantitative analysis is missing. The reviews were divided into three groups according to the number and range of corrections and commentaries. The first category was: “Everything is OK. I like it all.” Many students thought that this is a friendly service for their classmate, the better review they write, the better for the classmate. But this was not the case because such reviews were returned to the reviewers to revise the review again according to the criteria.

The second group of reviews, the most numerous, could be described as the corrected grammar, the rest was considered correct. The students managed to do only grammar correction,
however limited these corrections were, and they did not think about the concepts and cohesion thoroughly. Possibly, they did not know what to pay attention to and how to express their opinions.

The last group of reviews included not only grammar corrections, but underlining not understood ideas, and writing the final comment or short comments alongside. Some of these were the repeatedly revised reviews from the first group. Their comments included only the short expression such as: “I don’t understand.”, “I like it.”, “Well done.”, “Add the reason”. However, these comments were often ignored by authors because they seemed to be vague. It is seen as a positive feature that students learnt how to do it if given the second chance.

Overall assessment of the peer reviews could be described as superficial because students understood the underlying idea of improving classmate’s work by constructive criticism to a limited extent. However, what is more important, they have started to perceive critical thinking as a part of their skills. Nonetheless, opinions on assessment of peer reviews vary. Some of the experts (Nilson, 2003, p. 34-38) suggest that, peer review should not be assessed by the same criteria the teacher uses for the assessment of the composition or an essay. The Writing Centre (2003) says “undergraduate students often have an inadequate understanding of these criteria, and as a result, they either ignore or inappropriately apply such criteria during the peer review”.

4.2 Composition Assessment

The assessment of the composition was realised by an analytic method because it is more reliable and more transparent for students than a holistic method. Unfortunately, due to the lack of time and personnel, every composition was assessed only once by one teacher. From the objectivity and reliability point of view, it would be more suitable to assess every work by more than one teacher and statistically process the results of the assessment. The compositions were assessed in four categories, each one by 3 points.

The first category covered grammar corrections. Even though grammar corrections in writing are doubted and considered as non-effective or even harmful (Truscott, 1996); this category was used as the production of a grammatically sound article is considered to be a
feature of quality. We did not investigate the impact of grammar on quality and development of students’ writing but as a feature of a product of writing.

The second category, Vocabulary, evaluated the use of vocabulary and terms, as well as spelling. Some of the students but not all of them used a spelling checker.

The next category, Organisation, evaluated organisation of the composition, in particular, paragraphs, title and a formal layout of the composition.

The last category of Linking and Reasoning graded the use of linking words e.g. however, on the other hand, but, in addition, furthermore, then, after that, in the end, etc. Further, coherence of the text and expressing thoughts was also observed. The students mentioned facts or ideas from different sources which were not cited or they described their feelings, which needed to be supported by some facts or credible information. In all cases, none of the students mentioned any source, which was not required initially. For the future, it is one of the strong improvements of the composition assignments to use citations and correctly referred sources.

Based on the point average in each category (see Table 1), it can be concluded that the most difficult category was Grammar, despite the fact that grammar is the most practised, most tested, most assessed part of language learning. Additionally, students did correct some grammar for each other, so they felt at least some strength in this category. On the other hand, it can be said that, grammar did not really play an important role for the content and the structure of an essay unless the grammar errors did not alter the meaning and understandibility of the text.

Table 1: Composition assessment results
Source: Štefková

<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Organisation</th>
<th>Linking and reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic mean</td>
<td>2.03</td>
<td>2.23</td>
<td>2.93</td>
<td>2.06</td>
</tr>
</tbody>
</table>

Linking and reasoning came as the second difficult task. The reason behind these results might be that there is a lack of practising writing and expressing own thoughts in English, regardless whether university studies or secondary school education is being talked about. Practising writing is lengthy and laborious, often more suitable for native speakers than non-
natives. Despite all these reasons, we should practise writing in various contexts and on various tasks in a systematic way, especially at university courses. There, the requirement does not stand only for practising writing but for practising thinking and reasoning at the same time which can be divided into smaller, partial tasks.

4.3 Completion of the Questionnaire

The questionnaire was answered by 18 students (100% response rate). The questionnaire consisted of six questions. For the limited space to describe the results only those related to the peer review and composition shall be discussed.

Several questions investigated the experience of students with peer review and practising writing at secondary school. The results showed that writing was practised in 78% of all students and peer review was not practised, except 17% of all students i.e. 3 out of 18 students.

One of the questions was interested in benefits of peer review. The results are given in Graph 1. The percentages clearly show that students see the major benefit in critical thinking (almost 35%), followed by cooperation (26%), which proves that peer review is also a collaborative method. The language aspect of the benefits is offered by learning new words and grammar, which shows that students learn a minimum of new grammar. It can be assumed that this is caused by the creative character of work when students search for words to express the ideas but use only the grammar they already know. The least benefit was recorded by communication (meant between students).

Graph 2 shows results of the question on benefits from writing the composition. The results bring the major finding that writing develops students’ ability to express thoughts. Other two are related to the language aspect, in particular, syntactic and lexical learnings. The two are followed by mental skills of searching for information and overall composing. Especially searching and processing information is rather important in these days, whether in the mother tongue or in a foreign language. An underlying, yet important, benefit is developing reading skills and paraphrasing or summarising the information which the students need in their everyday studies. Regarding this aspect of writing compositions, it is important to note that, the compositions sometimes missed the argumentative support of credible source. However, students were not requested to use references to any literature. Having this experience, citing
and referencing shall be included in such future projects, not only for supporting the ideas but
to teach students useful skills of correct quoting and citing the references, as well.

Graph 1: Feedback on the benefits of peer review
Source: Štefková

Graph 2: Benefits of writing the composition
Source: Štefková
5 Conclusion

Writing is an important language skill in technical English for academic and professional life. Based on the results of the research described above, it can be stated that, this skill can be successfully developed by writing a composition. Other benefits of writing a composition stated by the students - respondents are syntactic and lexical knowledge and other mental skills such as searching for information and organisation of thoughts. In the research conducted to investigate the benefits of peer review was shown that it offers a useful tool for developing critical thinking, mutual cooperation and learning new vocabulary. The combination of these two tools (peer review and composition) was examined as an effective form of developing language and high order thinking skills also for courses of technical English. Furthermore, the conclusion of the research suggests practising a peer review and writing on numerous occasions to gradually teach students all the academic writing skills.

6 Acknowledgement

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http://www.slovencina.vselico.com/slohovepostupyautvary.html


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Comparing Cultural Studies Courses at FEEC BUT
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Abstract
My paper compares and describes how I am presently conducting my cultural studies courses offered by the Department of Foreign Languages (UJAZ) of FEEC BUT. After giving a definition of the term cultural studies and a brief history of the field, I will point out the differences between teaching a one-term cultural studies course, Cultural Studies 2 (HAC2), in a mostly English-language Bachelor Studies program where students are expected to master spoken and written English at level C1 of the Common European Reference Framework by the time they graduate; and the course, English for Life (MEFE1 & MEFE2), two obligatory one-term courses (as of 2017/2018) for studying in a Master’s program of an electrical engineering field taught in Czech. The idea for English for Life is that students reach a level of B1/B2 by the time they pass their exam. After giving a description of the reasons and objectives of both cultural studies courses, I will outline further differences between them. Then, I will give both the students’ opinion and my own opinion on these cultural studies courses.

Key words
Cultural studies, conduct, exams, presentations

1 Definition of Cultural Studies
In my opinion there is no “one-size-fits-all” definition of “cultural studies”. Perhaps the earliest use of this term can be found in the works of the British academic Richard Hoggart in the 1960s. Cultural studies as a field of study has since gone beyond the boundaries of Britain.

11 The most recognized founder of the term is probably Professor Richard Hoggart (1918-2014), who covered the fields of sociology, English literature and then cultural studies, and founded the Centre for Contemporary Cultural
and has spread across the Atlantic, especially to the United States. However, whether it is the US, Britain, or any other Western country, the cultural studies field has been “political” in one way or another from its beginning and is often seen as “a field of theoretically, politically, and empirically analysis that concentrates upon the political dynamics of contemporary culture, its historical foundations, defining traits, conflicts, and contingencies.”

The problem here is that contemporary culture more often than not reflects the political fashion of the time—based more on the political views of the academic than of the culture as a whole. In fact, there are well-known scholars in the field who advocate that academics in cultural studies have a particular agenda when they teach and write.

I find the definitions outlined above too complicated and political for teaching cultural studies at BUT. It is not because many students would fail to understand what I am talking about in class, but this lecturer could not imagine himself giving a Marxist critique of present day life in the Czech Republic, let alone advocating an Anglo-American “progressive” agenda for my students to follow. It is likely that many students would react in the same disinterested way their parents and grandparents did when learning Marxism in class before 1989, thus defeating the purpose of teaching. I prefer the definition of cultural studies offered by the only Oxford Dictionary which defines it as “an academic field of study characterized by a multidisciplinary approach (derived from the social sciences and the humanities) to the study of contemporary culture.”

Studies at University of Birmingham in 1964. See Re-Reading Richard Hoggart: Life, Literature, Language, Education


The site in the previous note goes on to state “Cultural studies combines a variety of politically engaged critical approaches drawn including semiotics, Marxism, feminist theory, ethnography, critical race theory, Post-structuralism, Post-colonialism, ….” This author is not denying that academics should shed their “personal” views when teaching, but as anyone who presently follows academia in the USA, there is an increasing demand for politically homogenous views in many academic departments, important in itself because it often determines who gets “tenure”, and who doesn’t, at many universities (e.g. think of the career prospects of a political science or sociology professor at Harvard or Yale wearing a Trump “Make America Great Again” red cap, even if only as a practical joke!)

Ziauddin Sardar in his 1994 book, Introducing Cultural Studies, writes that “not only would a cultural studies scholar study an object, but s/he would connect this study to a larger, progressive political project.” (See site in note 2 for more of his views.)

See https://en.oxforddictionaries.com/definition/cultural_studies
2 Cultural Studies at UJAZ

The Department of Foreign Languages offers many cultural studies courses, but this paper will focus on those taught and guaranteed by this author—Cultural Studies 2 (HAC2) and English for Life (MEFE1/MEFE2). I shall give the reasons for and objectives of these courses.

Cultural Studies 2 (HAC2)

HAC2 is a 2nd-year course offered in the Bachelor Studies branch, *English in Electrical Engineering and Informatics (H-AEI)*, at FEEC. The aims of the H-AEI study program are “interdisciplinary” with the teaching of cultural studies being one of the key learning outcomes of the program. HAC2 continues what is begun by my colleague, Mgr. Pavel Sedláček, in the previous semester, but with a different set of cultural studies topics.

The key objectives of HAC2 is as follows:

- make students understand cultural differences and customs of different areas of the world, especially North America and Europe
- the ability to understand and use English at a higher level on a wide range of topics
- the ability to give oral presentations in English
- the ability to ask questions and give one’s opinion freely in class, and defend it too—without the worry of *political correctness*\(^{18}\)
- the knowledge of writing an essay in English in an academic way

The syllabus for Cultural Studies 2 can be seen in Figure 1 below:

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16 This choice is not meant to diminish the excellent work of my colleagues at UJAZ who teach English for Life along with me or other cultural studies courses at the Department that they personally guarantee.


18 Merriam-Webster defines this term as “agreeing with the idea that people should be careful to not use language or behave in a way that could offend a particular group of people.” [http://www.learnersdictionary.com/definition/politically%20correct](http://www.learnersdictionary.com/definition/politically%20correct)
1. Introduction
2. Political History of the world (focus on EuroAmerican culture)
3. Cultural, language and political differences
4. Cultural Studies (United States)
5. Cultural Studies (Canada)
6. Cultural Studies (Caribbean region)
7. Cuisine and Eating Habits
8. Germany/Central Europe
9. Benelux/Scandinavia
10. Educational Systems (focus on Europe and North America)
11. International Sport
12. Entertainment/Humour
13. Written Exam

HAC2 is conducted and assessed in the following way:

- give students background knowledge on the theme of the week during my lecture, which is “optional” (the lecture material for each week is found on the course website)
- have each individual student in their scheduled seminar group (where attendance is “obligatory”) give two different presentations (30% of the course mark)
- have students in the final week write an exam based on the course material and students presentations (30% of the mark)
- have all students hand in a term paper by the end of the exam period (40% of the mark)

Further comments on HAC2 will be made below, but only following the description of another cultural studies course taught by this author, English for Life (MEFE).

**English for Life (MEFE1 & MEFE2)**

English for Life, originally a two-semester course, but as of 2017/2018 two one-semester courses, is an obligatory course in the Master’s Studies program for all study branches of FEEC.\(^{20}\) English for Life was conceived as a replacement for previous FEEC cultural studies courses offered by UJAZ: English for Europe (MAEU), English for North America (MASA) and Everyday Conversation (JA3). The curriculum of these courses were cultural studies related; but because traditional grammar and vocabulary courses were also no longer open to Master’s students at FEEC, it was decided to combine all these eliminated courses into one. As

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\(^{19}\) See the site in footnote 7 for more information on the course curriculum and assessment of HAC2

\(^{20}\) English for Life is still a single two-semester course labelled LEFE for Master’s students in the Combined Studies program at FEEC.
a result, English for Life is overall a “cultural studies” course with grammar being covered during the first few weeks of the first semester of the course (MEFE1 as of September 2017).

While English for Life is officially a “cultural studies” course, the curriculum is multidisciplinary. The objectives of both courses for English for Life are:

- make students understand cultural differences and customs of different areas of the world, especially North America and Europe
- the ability to speak and understand English better in the use of grammar, vocabulary and technical English
- the ability to give an oral presentation in English
- encourage students to ask questions and give their opinion in class
- the ability to write professional letters, CVs, etc.

The syllabuses of both MEFE1 and MEFE2 can be found in Figures 2 and 3 below:

Figure 2

1. Introduction
2. Grammar I
3. Grammar II
4. Introduction to EuroAmerican Culture
5. Vocabulary Review and Sentence Structures
6. Technical/Cultural (Hoover Dam)
7. Englishes of the World
8. Technical/Cultural (CN Tower and technical texts)
9. Professional English
10. Giving Presentations I
11. Giving Presentations II
12. Semester Review
13. Semester Exam\(^2\)

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Key Differences between HAC2 and English for Life

After four years of teaching both HAC2 and MEFE, this author has discovered key differences between the two, some which could easily have been predicted from the very beginning.

First, HAC2 students are in the H-AEI program where students are expected to attain the level C1 of the Common European Reference Framework in English by the time they complete their Bachelor’s studies. In contrast, MEFE students are only expected to reach the B1/B2 level in theory; but in reality, getting an “E” is sufficient for some students. Naturally, one can say the same thing can happen in HAC2 (and it has, though rarely), but a student obtaining an “E” in this course is likely skating on thin ice in the H-AEI program, which does not portend well for their third and final year of studies.

A second difference relates to the use of grammar in both courses. HAC2 is a “pure” cultural studies course, whereas MEFE is not. As already shown above, MEFE1 has a grammar and vocabulary exam in the final week of the course, which students must pass in order to receive credit for the course and continue on to MEFE2. However, HAC2 students are not responsible for grammar and vocabulary in their course since they are taking other courses in the program where it is already taught. Naturally, if their final essay has several grammar and

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spelling errors, it will reduce their mark but they will not fail because of it, as long as their paper is interesting and thought out well.

Another difference relates to the quality of class presentations in both courses. On average, HAC2 class presentations are usually of a higher quality than MEFE presentations, but this depends on the overall quality of the group and class chemistry for both courses. However, HAC2 students are required to do two class presentations which depend on two different themes in the class syllabus, while one is all that is required for MEFE2 students, who can speak for 10 to 15 minutes on anything from their hometown festivals to robotics.

Finally, since the H-AEI program is more international and multicultural, with students coming from the Czech Republic, Slovakia, the successor states of the former Soviet Union and Yugoslavia, etc., there is a more cosmopolitan flavor and a greater variety of opinions in my HAC2 class. In contrast, nearly all my students in MEFE are from either the Czech Republic or Slovakia, which naturally reduces the number of international experiences discussed in class.

**Student Opinion of HAC2 and MEFE**

In this section I will briefly describe student feedback on my cultural studies courses. It will be brief for the simple reason that not many students give their opinion on the Apollo IS, especially for HAC2.²³

The “positive” comments of both courses are summarized as follows:

- students who like cultural studies, especially history (which I “love” teaching) really like both courses
- overall, comments have shown that my HAC2 students like the course curriculum which I offer
- students overall in both courses like my method of teaching regarding lectures and commentary on cultural studies topics; but so as not to give myself airs, I must point out that many MEFE students like the teaching of my academic colleagues even more than me

However, there have been “negative” comments from students which are:

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²³ The comments on the Apollo IS at FEEC are given in Czech or Slovak, so I will only be paraphrasing their comments in English here.
• the syllabus: some MEFE students regard cultural studies as a nuisance or boring, whereas others feel the same about grammar and wish there was more cultural studies taught and discussed in the course
• a few students are like theater critics and are very difficult to please (e.g. why North Dakota or Belgium, and not Singapore? Why Canada?!)
• some students in both courses, especially in MEFE, do not like listening to other students who have to present, and rather hear me talk; while others are again simply difficult to please either way
• the English in MEFE classes may be inferior for those students who studied English in a very good gymnazium in the Czech Republic; but this is much less of a problem in HAC2 where there are fewer weak students and, on average, many good to excellent ones

3 Conclusion

In concluding this paper, I would like to add that teaching cultural studies at UJAZ has been a great experience and has expanded far beyond its early days when I first taught Everyday Conversation here in 1992. The one thing about cultural studies is it is never static and is always changing if only because the world around us is always changing. Politics, technology, the economy, etc. never stays the same for very long and new forces, some for the better and others for the worse, have a way of suddenly appearing out of nowhere. For example, when I was teaching English for Europe back in 2009, a large majority of my students wanted the Czech Republic to adopt the Euro as soon as possible; but eight years later, most of my Czech students are very happy with the Czech koruna.

Moreover, conditions both at UJAZ and FEEC have changed and cultural studies courses must be adapted to meet these changes. I initially regretted the disappearance of both English for Europe and English for North America from the FEEC curriculum, but quickly realized that previous good work done in these former courses could easily be integrated into and expanded upon in both MEFE and HAC2. In this regard, I feel that this has been a success up to now, and through these courses I intend to take cultural studies at FEEC to an even higher level in the future for the benefit of both students and lecturer alike.
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