

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**DESIGNING AN ENGLISH FOR SPECIFIC PURPOSES COURSE FOR
NATIONAL HANDICRAFT SPECIALITIES AT KURESSAARE REGIONAL
TRAINING CENTRE**

MA thesis

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ABSTRACT

The main aim of this MA thesis is to examine different ways of teaching and learning English for Specific Purposes (ESP) and to provide a rationale for designing an ESP course for national handicraft specialities (textile, ceramics, leather craft) at Kuressaare Regional Training Centre as well as in vocational schools in Estonia together with the aims and competences set out in the national curriculum. The paper also examines various types of syllabuses and their implementation in an ESP course.

The thesis is comprised of the introduction, three chapters, the conclusion, references and six appendices. In the introduction, the reasons for and the aims of the study are listed. The introduction also discusses the definitions and development of ESP and focuses on the different roles the ESP teacher has to perform in a teaching-learning process.

Chapter 1 reviews the literature related to syllabus design, discusses the role of needs analysis in the course design process and different ways of conducting the needs analysis.

Chapter 2 provides the results of the survey conducted among 74 students from four vocational schools in Estonia. One of the aims of this survey was to determine the ESP needs of national handicraft students without training experience abroad and of students with various specialities from different vocational schools in Estonia with training experience in a foreign country.

Chapter 3 focuses on the situation analysis of the national handicraft students, presents and explains the outline of the course developed.

The relevant extract from the national curriculum, the curriculum of Kuressaare Regional Training Centre, the needs analysis framework, two questionnaires and the developed ESP course syllabus are presented in the Appendices. The list of 23 sources can be found on the Reference page and the list of 12 sources of teaching materials on a separate page.

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THE LIST OF ABBREVIATIONS

EFL - English as a Foreign Language

ELT - English Language Teaching

ESL - English as a Second language

ESP - English for Specific Purposes

KRTC - Kuressaare Regional Training Centre

LdV Programme - Leonardo da Vinci Programme

INTRODUCTION

The main purpose of this MA thesis is to provide the theoretical principles for course and syllabus¹ design, to develop the discussion about the role of materials in teaching-learning English for Specific Purposes (henceforth ESP) and to design a syllabus for the ESP course for students of Estonian national handicraft occupations at Kuressaare Regional Training Centre (henceforth KRTC) who study to become artisan specialists in the areas of ceramics, textiles or leather craft. The course is comprised of one module², which consists of 30 contact hours and 10 hours of independent work³.

In recent years, researchers have shown an increased interest in the area of teaching ESP. Although several linguists, including vocational school teachers (Petrova 2008, Kovalenko 2010, Lugina 2010), have conducted studies into teaching-learning ESP at vocational schools, there are still issues that need to be discussed and argued about. One argument for such a need is that ESP has become an important subject among other subjects to be taught at vocational schools as English has become one of the main means of worldwide communication. The other reason is the need for teaching and learning materials, the lack of suitable textbooks in various fields of ESP. Furthermore, it is claimed that "far too little attention has been paid to the linking of the curriculum with the existing materials and learners' needs" (Lugina 2010:4).

How to teach ESP to Estonian national handicraft students? What should be the content of teaching ESP to ceramics, textiles and leather craft students at KRTC? Is it necessary to teach ESP to this particular group of learners? Moreover, is it necessary to teach ESP at vocational schools in general? These questions arose when dealing with teaching ESP in this field

¹ Syllabus is a list of topics, books etc that learners should study in a particular subject or course at school, college or university.

² Module is a self-contained and independent learning sequence with its own goals and objectives.

³ Independent work (completion of 10 hours out of the ESP class) - is intended to provide students within their ESP course with an opportunity to extend their professional knowledge in areas which are of special interest to them. Tasks accepted for independent work support the educational outcomes of the ESP course. The outcomes of the independent work are assessed (crosswords, oral presentations, reports on specialist literature).

because textiles, ceramics and leather craft are new subjects to be taught at KRTC. There are no ready-made materials or textbooks for this course; therefore, the syllabus has to be designed and the learning materials to be adopted, adapted or created. The textbooks for learners of applied art department available at KRTC library do not cover students' needs. The National Curriculum⁴ of the Republic of Estonia (see Appendix 1), which is available on the websites of the Foundation Innove and the Riigi Teataja, lists the main topics that should be covered (for leather craft speciality) or only gives general guidelines and suggestions (for textile and ceramics learners) about what should be done during the ESP course. The curriculum of KRTC (see Appendix 2) defines what the successful learner has to know by the end of the particular course. According to the curriculum of KRTC, the aim of the ESP course for the student is to acquire basic vocabulary that is essential for introducing Estonian handicraft; for carrying out certain tasks and giving instructions; for reading and understanding specialist literature; for presenting a new finished product. The curriculum only defines a general framework for the ESP course. In order to design the ESP course for national handicraft students at KRTC and for organising a coherent teaching-learning process, the definition and the development of ESP as well as the role of the ESP teacher must be discussed. Furthermore, the role of needs analysis in the ESP course design, the ways of collecting information and the principles underlying syllabus design must be analysed.

The following sections of the Introduction define ESP and explain what the different abbreviations stand for. They also present an overview of the development of ESP and discuss the role of the ESP teacher in the process of teaching ESP.

The overall structure of the thesis takes the form of three core chapters. Chapter 1 deals with the principles relevant to the syllabus design as well as the aims of needs analysis and various ways of conducting it. Chapter 2 is concerned with the methodology used for this

⁴ A curriculum is a list of courses offered by a school, college or university in a particular field of study. For instance, there are curriculum for engineering, a science curriculum, etc.

study. The empirical part of the thesis focuses on the needs analysis conducted in the form of two questionnaires (see Appendices 4, 5) among the two different target groups: textile, ceramics and leather craft students of KRTC without training experience abroad and students of various occupations of different vocational schools with Leonardo da Vinci⁵ (henceforth LdV) training period abroad. No research has been found that surveyed the feedback of the participants of mobility projects. This indicates a need to determine whether the findings of the ESP course needs analysis of two different target groups differ or are similar. One of the purposes of this survey is to develop an understanding of the necessity of teaching ESP at vocational schools not only through the eyes of students of a particular speciality but also through the eyes of the students who have had their training period in a foreign country. For this reason, the students of Röpina Gardening School, Haapsalu Vocational Education Centre, Rakvere Vocational School and Kuressaare Regional Training Centre who had spent their training period abroad were asked to complete a questionnaire (Appendix 5). Chapter 2 presents and analyses responses to the two questionnaires. Chapter 3 is concerned with the situation analysis of students of textile, leather craft and ceramics specialities and presents the goals, objectives and the syllabus outline of an ESP course for them.

What is ESP?

This part of the introduction begins by laying out the definition of ESP, and continues with a survey of the theoretical positions and origins of ESP.

Although the acronym 'ESP' has various definitions, its common meaning in English Language Teaching (henceforth ELT) according to the on-line Oxford Advanced Learner's Dictionary is "English for specific/special purposes (the teaching of English for scientific, technical, etc. purposes to people whose first language is not English)". To answer the

⁵ Leonardo da Vinci Programme is a part of European Commission's Lifelong Learning Programme, which funds practical projects in the field of vocational education and training.

question "What is ESP?" Hutchinson and Waters (1987) use the metaphor of a tree. Their tree of ELT represents some of the common divisions that are made in ELT. Although the tree gives only a few examples of ESP courses, it is possible to complete the branches at the top by adding other courses such as English for Estonian National Handicraft or English for Applied Arts and Crafts. The branches below the top level can be divided into two types of ESP: English for academic study (EAP: English for Academic Purposes) and English for work or training (EOP/ EVP/ VESL: English for Occupational Purposes/ English for Vocational Purposes/ Vocational English as a Second Language). Hutchinson and Waters explain that the given distinction is not a clear-cut one. Learners can obviously work and study simultaneously or use the language later when they take up a job. The next level of the tree of ELT distinguishes ESP courses by nature of learners' specialisms:

EST - English for Science and Technology

EBE - English for Business and Economics

ESS - English for the Social Sciences.

Going down the tree, one can see that ESP is one branch of EFL/ ESL (English as a Foreign Language/ English as a Second Language) ,which are the two main branches of English Language Teaching. Hutchinson and Waters note that communication and learning are the roots of the tree of ELT without which the tree cannot survive. They define ESP as follows: "ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. /.../ it is an approach to language learning, which is based on learner need" (Hutchinson and Waters 1987:19). They also highlight the importance of communication and learning which are among various specialisms that ELT and ESP have in common.

Although the term ESP has been widely used over the last five decades, there has been a considerable debate about what ESP is. Commenting on the dispute over ESP, Robinson

(1991: 1) argues that "what is specific and appropriate in one part of the globe may not be elsewhere", declaring that providing a universally acceptable definition of ESP is impossible. Anthony (1997) also points out that despite being in use over the last decades, the meaning of ESP is still under debate. In order to understand what ESP is, several elements and factors such as the characteristics and features of ESP, age of the ESP learner, time, purposes of the programme and learners' needs should be considered.

Stevens (1988) was the first to define ESP by identifying its absolute and variable characteristics. These were modified by Dudley-Evans and St. John ten years later. Their definition of ESP clearly demonstrates what ESP is:

Absolute characteristics:

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

Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. (Dudley-Evans and St. John 1998: 4-5)

The origins and development of ESP

Hutchinson and Waters also explain the origins of ESP and give an overview of the development of ESP. They argue that "as with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends" (Hutchinson, Waters 1987: 6). According to them, these trends appeared in a variety of ways around the world and the three main reasons for the emergence of ESP were the demands of a "Brave New World", a revolution in linguistics and focus on the learner. Two historical events that influenced the emergence and development of ESP were the Second World War and the Oil Crisis of the early 1970s. By the end of the war in 1945 English had become the accepted international language of technology and commerce

and it had created a new generation of learners who specifically knew the reason why they were acquiring a language. There was a range of learners whose course of study included textbooks and other materials available only in English. The Oil Crisis resulted in a flow of funds into oil-rich countries. As a result of all the above-mentioned factors, the English language became the international language of business, science and technology. Furthermore, the demands of a "Brave New World" increased the need for adapting courses with clearly defined goals for certain groups of learners. What Hutchinson and Waters mean by a revolution in linguistics is that the focus of language teaching shifted from explaining the rules of English usage to the use of language in real communication. According to Hutchinson and Waters, the late 1960s and early 1970s saw the greatest expansion of research into the nature of particular varieties of English. It is interesting to mention that most of the work at this time was in the area of English for Science and Technology (EST) and for a short period of time ESP and EST were considered to be almost synonymous. Hutchinson and Waters claim that the English needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist area of work or study. Finally, they argue that the development of courses in which relevance to learners' needs and interests is of paramount importance.

To sum up, the movement from teaching the formal features of language usage towards learners' interests, wants and needs led to providing courses which increased learners' motivation and effectiveness of their studies. All three factors stated above brought along the growth of ESP and the need for designing courses to meet learners' needs. However, to design a course for a particular group of students of KRTC for organising coherent learning process, the ESP teacher also has to take into consideration not only the learners' needs, but also general guidelines of the curriculum and the specialist teachers' suggestions and experience.

The role of the ESP teacher

From the preceding part of the introduction it can be concluded that the ESP teacher's role is multidimensional. A number of observers have drawn attention to different roles of the ESP teacher. For instance, Hutchinson and Waters (1987) provide five key roles that should be performed by the ESP teacher: teacher, analyst, syllabus designer, materials provider, and evaluator. Moreover, "ESP teachers will often have to orientate themselves to difficult problems with little or no guidance" (Hutchinson and Waters 1987: 160). In addition to that, Dudley-Evans and St. John (1998) identify the role of collaborator and researcher. Furthermore, Nghiem Thi Bich Diep (2009) argues that, apart from the above-mentioned roles, an ESP teacher is also an explorer, organiser, advisor, instructor, and a guide. A similar view is presented by Wright (1987) but from a different point of view. He points out that both an ESP teacher and learners play several roles in the process of learning. He also notes that each of the teacher roles, except for those of the trainer and instructor, has a parallel learner role. The teacher's role is also to motivate learners to discover subject-specific materials themselves. In order to reflect this scope of roles, Swales (2005) prefers to use the term 'ESP practitioner' rather than 'ESP teacher'. Kovalenko (2010: 13) notes that one of the most controversial issues among many others concerning the role of the ESP teacher that has been under discussion "is whether the ESP teacher has to know and understand the subject matter of his/ her students' interest or not". This issues has interested a number of scholars and practitioners. According to Bojovic (2006), for instance, "ESP teachers are not *specialists in the field, but in teaching English*, their subject is English for the profession but not the profession in English". Although the ESP teachers are provided with necessary theoretical and practical developments in ELT to deal with their own students' specializations, they do not need to acquire specialist subject knowledge. Furthermore, quite often the learners may help the ESP teachers with subject knowledge. The ESP teacher has more a role of a

facilitator who helps students to develop essential skills in understanding, using, and presenting authentic information in their profession. Moreover, Bojovic claims that a professional ESP teacher should be able to switch from one professional field to another without much time for preparation applying the necessary tools, frameworks, and principles of course design to new material. The provided material of the specific course enables the ESP teacher to start the course immediately. However, the ESP teacher quite often is obliged to provide authentic, up-to-date, and relevant materials for the particular ESP course. Furthermore, he/ she has to identify the learners' needs and also evaluate a particular course. Quite often the ESP teacher has to invest a great deal of time, effort and dedication in designing a particular ESP course.

A similar view is presented by Hutchinson and Waters (1987: 161), who argue that teachers trained for teaching general English may "feel a sense of utter inadequacy at their ability to cope" with highly specialised ESP materials.

According to the above mentioned experts, the ESP teacher has to deal with the following:

- not to use highly specialised texts in case the teacher is unable to handle the text effectively;
- to find essential to participate in ESP teacher training "to dispel the fears and hostility that many teachers have towards ESP subject matter" (p.163) and encourage them to realise that teaching ESP is not difficult and can be interesting and motivating;
- to bear in mind that "ESP teachers do not need to learn specialist subject knowledge /.../ but a knowledge of the fundamental principles of the subject area" (p.163).

To sum up, the key word is collaboration between an ESP teacher, a specialist teacher and learners.

CHAPTER ONE

DESIGNING AN ESP COURSE

As the aim of the current thesis is to design an ESP course by writing a syllabus and to compile a set of materials that are relevant to students' needs and based on the curriculum of KRTC, the principles underlying syllabus writing must be analysed. Lugina (2010) suggests that when beginning to design an ESP course, the novice ESP teacher has to make clear for himself/ herself the meaning of the term 'syllabus' and the purposes of writing the syllabus. Although the understanding how people learn is considered to be the starting point for all language teaching, Richards (2001:152) claims that "a syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content". In the current chapter of the thesis the approaches to course design as well as the different ways of defining the syllabus will be presented and analysed.

1.1. The definition and application of syllabus design

The syllabus can be defined as a guide for teachers and learners by providing goals to be achieved. Furthermore, the syllabus can also be termed as a permanent record, a learning tool and a contract between several partners such as learners, teachers and institutions (Parkes and Harris 2002). Hutchinson and Waters (1987) define the syllabus as a working document that should be used flexibly and appropriately to attain the goals and objectives and maximise processes of learning. They also point out that there are different kinds of syllabus, namely:

1. *the evaluation syllabus* is handed down by the Ministry of Education and states what the learner will know by the end of the course and provides the basis on which the students performance will be assessed;

2. *the organisational syllabus* in addition to the content determines the order of items to be learnt in the way from the easiest to more complicated items and topics;
3. *the materials syllabus* is exploited by materials writers who add more assumptions about the nature of language, language learning and language use;
4. *the teacher syllabus* is developed by the teacher and influenced by his/ her interpretation of the syllabus; the selection of materials and the degree of learning relies on teacher's experience;
5. *the classroom syllabus* is created in a dynamic and interactive classroom environment where both what is taught and what is learnt are affected;
6. *the learner syllabus* is an internal syllabus which is created together with students and the teacher (Hutchinson and Waters 1987: 80-83).

Several partners such as teachers, learners and materials writers presumably prefer the evaluation syllabus because, according to Hutchinson and Waters (1987: 83-85), it breaks down the complex subject matter to manageable units; provides a set of criteria for materials selection; leads the learner to a particular state of knowledge providing basis for testing; provides a practical basis for division of assessment, textbooks and learning time; finally, gives also moral support to the teacher and learners.

The syllabus which is going to be developed in the current thesis can be defined as a combination of both the teacher and the organisational syllabuses. Since the KRTC curriculum provides only general guidelines as a basis of the evaluation syllabus for the particular learning process, the teacher syllabus takes into consideration the real learning situation and environment and the organisational syllabus, in addition to the content, supplies the order of items to be taught bearing in mind the principle from the easiest to more complicated. As for the national handicraft students of KRTC, ESP is a new subject to be

taught comprising specialist terminology; thus, the organisational syllabus seems relevant. To sum up, the above developed discussion leads to the conclusion that the role of the syllabus is simultaneously complex and flexible. Furthermore, in spite of having several syllabuses, the teaching-learning process may to some extent involve the independent interaction of them all.

For the ESP teacher, course design is frequently an important part of the workload. In order to provide a coherent basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation, Hutchinson and Waters (1987:21) suggest ESP teachers ask the following questions to:

- Why does the student need to learn?
- Who is going to be involved in the process? (students, teachers, sponsors, inspectors etc.)
- Where is the learning to take place? What potential does the place provide? What limitations does it impose?
- When is the learning to take place? How much time is available? How will it be distributed?
- What does the student need to learn? What aspects of language will be needed and how will they be described? What level of proficiency must be achieved? What topic areas will need to be covered?
- How will the learning be achieved? What learning theory will underlie the course? What kind of methodology will be employed?

As it was stated above, when setting up an ESP course, the most important step is conducting the needs analysis; however, Richards (2001:145) claims that "a starting point in course development is a description of the *course rationale*". The course rationale presented by Richards seeks answers to similar questions proposed by Hutchinson and Waters, but to a smaller extent. The purpose of the course rationale is to describe the beliefs, values and goals that underlie the course. Furthermore, it provides a concise overview of the course philosophy for anyone who may need it.

The question of course content is one of the basic issues in course design. The course designers take the responsibility for the nature of language, language use, and language learning, what the most important elements of language are, and how these can be applied for successful second language learning. As it was explained, information gathered during needs analysis gives support to the planning of course content. In addition, Richards (2001) suggests using ideas from the following sources: available literature on the topic; published

materials on the topic; review of similar courses offered elsewhere; review of tests or exams in the area; analysis of students' problems; consultation with teachers familiar with the topic; consultation with specialists in the area. These recommendations seem to be useful especially for a novice ESP teacher who frequently has to design the course content and its syllabus without any textbooks in the area. After generating a list of possible topics, units, skills, ideas and other sources of information, including the statements of goals and objectives of the course, all collected data have to be carefully reviewed and selected. As the content of a course often depends on the type of syllabus framework, developing ideas for course content and syllabus planning may take place simultaneously.

1.2. The types of syllabus

Syllabuses can be classified differently, but a well-known typology (Hutchinson and Waters 1987; Nunan 1999; Richards 2001) is as follows:

1. *topical or content-based syllabus*: organised around different topics and how to talk about them in English (food, education, money, etc.);
2. *grammatical, formal or structural syllabus*: organised around grammar and sentence patterns (nouns, verbs, adjectives, conditional sentence, etc.);
3. *functional*: organised around communicative functions most commonly needed in speaking (describing, informing, agreeing, etc.);
4. *notional syllabus*: organised around conceptual categories (size, age, colour, etc.);
5. *skills syllabus*: organised around specific abilities (listening for the gist, reading for the specific information, etc.);
6. *situational or competence-based syllabus*: organised around different situations and the oral skills needed in those situations (checking in, at the bank, telephoning, shopping, etc.);

7. *lexical syllabus*: identifies a target vocabulary to be taught (can be one part of a more comprehensive syllabus);
8. *discourse or text-based syllabus*: built around texts and samples of extended discourse (story texts, information texts, procedures, etc.);
9. *task or activity-based syllabus*: organized around various tasks that students need to carry out in English (applying for the job; compiling crosswords; following instructions; at the restaurant, etc.);
10. *integrated syllabus*: decisions about relevant syllabus types reflect different priorities in teaching rather than absolute choices.

According to Richards (2005), the various syllabus types may be combined and the course principles should be based on the notion that generating and maintaining motivation is essential in the process of learning. The following could help to do so:

1. Generate and maintain interest - units are built around contemporary topics; students can relate tasks to their own interests and experience;
2. Promote success - students are provided with adequate preparation and support for tasks throughout the learning process;
3. Promote fun in learning - tasks are varied; games and game-like activities make learning fun;
4. Provide opportunities for students to speak about themselves - personalization tasks offer opportunities for students to use target language to speak about themselves.

Moreover, Richards (2005) points out that situation analysis is needed to match the course principles with the school teaching and learning culture. He argues that for learners to acquire a native-like mastery of the language it is important to provide them with the means of successful communication both within and outside the classroom, which means supplying

students with well selected vocabulary, sentence patterns and grammar, as well as communication strategies. Hutchinson and Waters (1987) also claim that appropriate materials should contain interesting topics; varied activities which are aimed at meeting students' needs and developing particular skills; be of an appropriate level for students' language competence; learning process should have a coherent structure which supports both the teacher and students to follow the course. What is more, they state that students must be given the opportunity to use their own language skills and experience. Several experts (Hutchinson and Waters 1987; Nunan 1999) have promoted the adoption of a learning-centred approach because it takes into account the learner at every stage of the course design process starting identifying target situation, analysing target situation, analysing learning situation, writing syllabus, writing materials, teaching materials, and finally, evaluating learner achievement.

1.3. Needs analysis in course design

Setting up an ESP course requires four steps such: needs analysis, syllabus, curriculum design and assessment or evaluation. Conducting the needs analysis is considered to be of vital importance in ESP course design; therefore, every course should be based on needs analysis. However, it is also claimed by a number of experts that nowadays educators and materials writers are more aware of the importance of needs analysis in the language teaching-learning process. Planning and designing a suitable course for a specific group of students is very challenging, especially for novice ESP teachers because they lack not only knowledge of main principles of course design, but also experience and time. In the subsequent section, the terms and different ways of needs analysis will be discussed.

Different scholars prefer different terms for needs analysis: target situation analysis, pedagogic needs analysis, present situation analysis, register analysis, deficiency analysis,

genre and discourse analysis. Moreover, experts involved in ESP issues claim that needs might be of different nature. Hutchinson and Waters (1987) identify two categories of needs:

1. *target needs or target situation needs* (language items, skills, strategies, subject knowledge etc.);
2. *learning needs* (needs for enjoyable, manageable, creative tasks, the conditions of the learning situation).

Target needs include what learners need to know and do in the target situation in order to perform effectively. There are three kinds of target needs: *necessities*, *lacks* and *wants*. The term 'necessities' identifies what students' have to know to function in the target situation effectively. In order to identify students' weaknesses their previous knowledge should be examined and, finally, 'wants' reflect what students think they need. Learning needs analysis, on the other hand, is concerned with language learning. It should also be noted that students' motivation for learning will be guaranteed when learning needs are satisfied. For the most part, data can help to find out students' needs; however, their needs and wants may conflict because time and also classroom facilities restrict the possibilities of organising the teaching-learning process.

It should be noted that both target and learning needs might be either objective or subjective; however, learning needs are considered to be mainly subjective, since these reflect different aspects of the learning process students prefer whereas objective needs are mostly prescribed by the curriculum, teachers, employers, or some educational authorities. If only objective needs are borne in mind when designing a course, students' enthusiasm for learning may be reduced. On the other hand, taking into consideration only students' subjective needs, learning outcomes may fail to meet employers' and authorities' expectations. In her MA thesis Kovalenko (2010: 20) draws attention to the idea expressed by Van Avermaet and Gysen "who argue that subjective needs stated by learners themselves

might not be in their long-term interests because learners often do not have a clear idea of the linguistic demands of their future workplace". Learners' immediate and delayed needs will be discussed in Chapter 3. As according to Hutchinson and Waters (1987) conducting a needs analysis is a complex process, it is not easy for the teacher to find a balance between all the students' needs; it might be even impossible.

In order to define students' objective and subjective needs, Hutchinson and Waters (1987) provide a needs analysis framework (see Appendix 3) which comprises a variety of questions. The data about target needs can be collected in different ways. Hutchinson and Waters (1987) claim that the most frequently used are: questionnaires, interviews, observations, data collection (gathering texts) and informal consultations with sponsors, learners and others. Case (2008) suggests 15 various ways to do needs analysis. In addition to the ones listed above, he discusses the following:

- *Adverbs of frequency*: Students describe how often they use English in certain situations and do certain things to develop their language proficiency. Adverbs of frequency such as 'occasionally', 'often', 'twice a week' etc. will be used.
- *Predictions/ possibility and probability*: Working in pairs students write about their future needs for English and after completing the sentences they can predict how their partner wrote his/ her sentences.
- *Modals*: Students use the right modal verbs for them to fill in the given sentences (e.g. I can/ should/ need/ must write letters in English.). After completing the sentences, the task can be compared in pairs.
- *Functions review*: Students are given sentences to be matched with their functions such as apologising, requesting etc. After doing the exercise they explain the missing needs to be developed in order to perform these functions successfully.

- *Ranking:* Students rank different functions they need to do in English by how necessary and difficult they are. After ranking individually they try to arrange the order of priority of whole group.
- *Guess the job:* Students are given the names of different jobs and their descriptions of how and when people need to use English. First they match jobs with descriptions and then write similar description for themselves. Finally, in the class according to the descriptions, they can guess the described job. The described way is of great importance for ESP but is considered to be time-consuming process.
- *True/ false:* Students will be given a number of sentences about English use and studies (orally or written). Right information about a student will be marked "true". There are more than one variation how to use true or false sentences.
- *Make it true:* Again, students are given sentences about English use or studies , however, this time they need to correct wrong information. Carefully designed task may also be applied to practicing specific language structures.
- *Presentations:* Students identify their own needs for English and give a presentation about them. While giving a presentation, other students listen and ask questions. The presented way is good not only for developing presentation skills but also for improvement of communication proficiency.
- *Things in common:* Working in pairs students identify at least 10 similar things in their English use and needs. The described way may also be presented to others in the classroom.
- *Needs analysis meeting:* A formal meeting with agenda and action minutes can be organised in order to identify students' needs for English.
- *Syllabus negotiation:* By negotiation students try to be in an agreement about the time they spend on particular topics and skills in the course.

For identifying students' needs for learning English, the majority of presented ways can be applied; however, on the one hand, they tend to be time-consuming. On the other hand, the majority of them rely on students' speaking skills (interviews, predictions, function reviews, guess the job, presentations, needs analysis meeting and syllabus negotiation). In her MA thesis "Discussion as a teaching method", Haljaste (2012) claims that in spite of the fact that most modern coursebooks and guidebooks that are inspired by the communicative approach to language teaching and provide various speaking activities, speaking has still turned out to be one of the most difficult skills to acquire. This idea gives useful hints on the importance of developing oral skills whenever it is possible, even when identifying the target situation needs or the learning needs of a particular group.

Lugina (2010:49) points out that "in the case of vocational schools where the ESP course is pre-experience, it is more difficult to make the course specific and impossible to draw very much on students' knowledge and experience in the first stage of studying". Furthermore, Kovalenko (2010:60-61) claims that the analysed data of the carried out survey also showed that the students "did not have a clear picture of the linguistic skills they would need to successfully perform various tasks or solve different problems in their professional area". To some up, these findings suggest that in a particular situation the target needs should be discussed not only with the students, but also with the specialist teachers and take into consideration classroom facilities. The learning needs, to a large extent, might be determined by the students.

CHAPTER TWO

LEARNERS' NEEDS ANALYSIS

2.1. Method

In Chapter 1, different methods of gathering information about objective and subjective learners' needs were presented. In the case of the present study, it was decided to conduct the needs analysis by means of a questionnaire, because filling in a form or questionnaire is not time-consuming, although it is considered to be the most traditional and even the most boring way of doing needs analysis (Case 2008). As learners from several vocational schools were surveyed, it was impossible to organize interviews, presentations, needs analysis meetings, and other ways to do needs analysis for the reasons of practicality. Because of the intense students' timetable and the teacher's workload it was not possible to organise interviews even at KRTC. The questionnaires are based on the framework suggested by Hutchinson and Waters (1987) (see Appendix 3).

Both questionnaires consist of two parts and are anonymous, although the first part asks for more personal information about the respondents' age, gender, speciality, and education. The second part is dedicated to the issues of teaching and learning English for specific purposes. Both questionnaires consist of closed as well as open-ended questions. Closed questions were predominantly used where the students were asked to rate certain issues such as the importance of ESP at vocational schools or the ways of working in the ESP classes. The reason for choosing mainly closed questions was that they do not need a lot of time and are easier for students to answer. However, some closed questions were provided with the possibility of supplementing the answer by adding students' thoughts, which were important for them, but were not asked in the questionnaire.

There are three main differences between the target groups of Questionnaire 1 and Questionnaire 2 (see Appendices 4 and 5). First, Questionnaire 1 was completed only by

students of KRTC, but Questionnaire 2 was answered by learners of Röpina Gardening School, Haapsalu Vocational Educational Centre, Rakvere Vocational School, and KRTC. Second, Questionnaire 1 was completed only by the respondents of KRTC who are studying or have studied national handicraft (textile, ceramics, leather craft), but Questionnaire 2 was answered by the learners from four different Estonian vocational schools who are studying or have studied various specialities. Third, Questionnaire 1 was answered by the national handicraft students of KRTC who do not have any LdV mobility experience or other professional training experience abroad, but Questionnaire 2 was answered only by students who have had their professional training experience in Estonia as well as in one of the European countries. The purpose of carrying out two surveys was to compare the views on the necessity of studying ESP at vocational schools expressed by the learners without international mobility experience and those with mobility experience abroad.

Until the survey was carried out, there was little feedback about the necessity of teaching ESP at vocational schools from those students who had participated in LdV mobility projects abroad. No research has been found that surveyed the feedback of the participants of the mobility projects. This indicates a need to find out the answers to the questions "How can ESP be taught at vocational school?" and "How necessary is it to teach ESP at vocational school?" As previously stated, one of the purposes of this study was to develop an understanding of the necessity of teaching ESP not only through the eyes of the students without training experience in a foreign country, but also through the eyes of the students who have had their training abroad. The question about the necessity of teaching ESP arose when dealing with an LdV mobility project at KRTC in 2008-2010. Teaching ESP seems an essential part of the preparatory work for international mobilities within studies at vocational schools. Furthermore, learning ESP at vocational school and the acquired knowledge in a certain specialist area may support students' successful international collaboration in the

future. Do the students share the same opinion? To answer this question two surveys among the students of R pina Gardening School, Haapsalu Vocational Educational Centre, Rakvere Vocational School and KRTC were carried out in the academic year 2011-2012.

Questionnaire 1 (see Appendix 4) consisting of 15 questions (in Part I five questions and in Part II 10 questions) was carried out among the national handicraft students (ceramics, textile, leather craft) at KRTC. The survey was designed to collect information on students' subjective and objective needs in order to help to design the syllabus of the ESP course for national handicraft specialities (textile, leather craft, ceramics) at KRTC as well as its contents. The students of national handicraft occupations were given an electronic version of the questionnaire. The questionnaire was completed in one of the computer classrooms at KRTC. The respondents had the opportunity to choose between two versions of the questionnaire, either in English or in Estonian. All the respondents preferred the version in Estonian. If the students did not understand something while completing the questionnaire, they could ask for the teacher's help.

The other survey, Questionnaire 2 (see Appendix 5), consisting also of two parts but 18 questions in total was carried out among the students and recent graduates of R pina Gardening School, Haapsalu Vocational Education Centre, Rakvere Vocational School, and Kuressaare Regional Training Centre. The questionnaire was designed to collect information on students' subjective and objective feedback about their ESP studies at vocational school and their usage of ESP during their training period abroad in order to compare the needs of the two different target groups: national handicraft students without training experience abroad and students with various specialities with training experience abroad. Similarly to Questionnaire 1, the students were given an electronic version of the questionnaire and they could choose between two versions of the questionnaire, either in English or in Estonian.

Two respondents out of 44 answered in English. Compared to Questionnaire 1, Questionnaire 2 was filled in independently, without the teacher's assistance.

As mentioned above, the survey is based on the framework suggested by Hutchinson and Waters. Henceforth, the abbreviation Q9/1 stands for 'question' where the first number is the number of the question of Part II in the questionnaire and the second number indicates the number of the questionnaire (Questionnaire 1 or Questionnaire 2). The purposes of carrying out the survey were the following:

- to learn about learners' subjective opinions about the importance of the ESP course at vocational school (Q1/1; Q1/2)
- to find out the strengths and weaknesses of students' English in general (Q4/1) and the strengths and weaknesses of students' ESP in general (Q6/2)
- to determine students' subjective opinions about the best time to start the ESP course at vocational school (Q2/1; Q2/2)
- to learn about students' subjective opinions about the length of ESP course (Q3/1)
- to learn about students' subjective needs (Q5-6/1, Q10/1; Q7, 8/2, Q13/2)
- to discover students' expectations of the course (Q7/1, Q10/1; Q9, 10/2)
- to learn about students' feedback to their ESP course (Q3-8/1; Q7-9/2)
- to find out students' suggestions for improving students' ESP level at vocational school (Q8/1; Q11/2, Q13/2)
- to learn about students' subjective needs of ESP in their future lives (Q9/1; Q12/2)
- to compare learning results (marks) at vocational school with managing with and succeeding in training abroad (Q3,4/2)
- to learn about the importance of ESP studies for successful training abroad (Q5,6/2)
- to discover most useful aspects of the ESP course for learners during their training period abroad (Q10/2).

The current chapter of the thesis deals with data analysis and discussion. The conclusions of the findings are presented at the end of this chapter.

2.2. Respondents

Questionnaire 1 was implemented mainly among the learners who follow the full programme at KRTC, which means that among the students who, in addition to speciality classes, also attend general subjects classes. Questionnaire 1 was completed by 30 female respondents: 14 of them were first-year students, 10 respondents were second-year students and 6 were third-year students. All the respondents were students at KRTC when the survey was carried out in the academic year of 2011-2012.

In the group of respondents there were nine students studying to become ceramists, 13 textile speciality students, and eight leather craft speciality students. Their ages and education differed greatly. The respondents' ages varied between 16 and 45; however, predominantly their age was between 16 and 19, which means that they were secondary level students. Two respondents aged 24 and 26 were post-secondary level learners; one respondent aged 45 had graduated from vocational school before, and one respondent aged 27 had graduated from university.

Questionnaire 2 was completed by the students and recent vocational school graduates from four different vocational schools in Estonia, who had participated in LdV mobility projects in the academic years 2010-2011 and 2011-2012. The respondents were not asked about the length of their training period abroad and the host country because the terms and circumstances of LdV mobilities are specified by the European Union Lifelong Learning Programme. According to the programme prescription, the length of the training period may vary from 2 to 39 weeks. An average length is usually between two and eight weeks. LdV enables organisations in the vocational education sector to work with partners from 27 EU

member countries as well as partners from Norway, Iceland, Liechtenstein, Switzerland, Turkey, and Croatia.

Questionnaire 2 was completed by 44 respondents. Unfortunately, not all students and recent vocational school graduates who were asked to fill in the questionnaire found it necessary to respond to it. It was almost the end of the academic year and many students had just come back from their training abroad and had, thus, a lot of work filling in their training reports. More than half of the respondents were from KRTC (29), eight from Rakvere Vocational School, five from Haapsalu Vocational Education Centre, and only two from R pina Gardening School.

Questionnaire 2 was completed by 17 male and 27 female respondents. The ages of more than four fifths of the respondents varied between 19 and 25, the ages of less than one fifth of the repliers were between 38 and 52. It seems that the respondents whose ages vary between 38 and 52, had not obtained initial vocational education.

To identify the respondents' educational background three choices were given: basic education, secondary education, and other. The repliers were not asked to specify what was meant by *other*. To clarify this, according to their ages *other* presumably means either vocational, college or university education. More than half of the respondents (24) had secondary education, more than one third (15) basic education, and only five had either vocational or university education.

The learners who responded to Questionnaire 2 represented a variety of specialities. A fourth of them were studying to become cooks (11). Other specialities included social care (5); business administration, carpenter, and car technician (4); food service and catering (3); construction finishing, hairdresser, hotel service, and landscape construction (2). The specialities of locksmith, small business management, small vessel building, software and database, and textile were represented by one learner each. Chart 1 on the next page presents

the number of various specialities of all respondents (on the left side of the chart) as well as the number of learners of each speciality (on the right side of the chart).

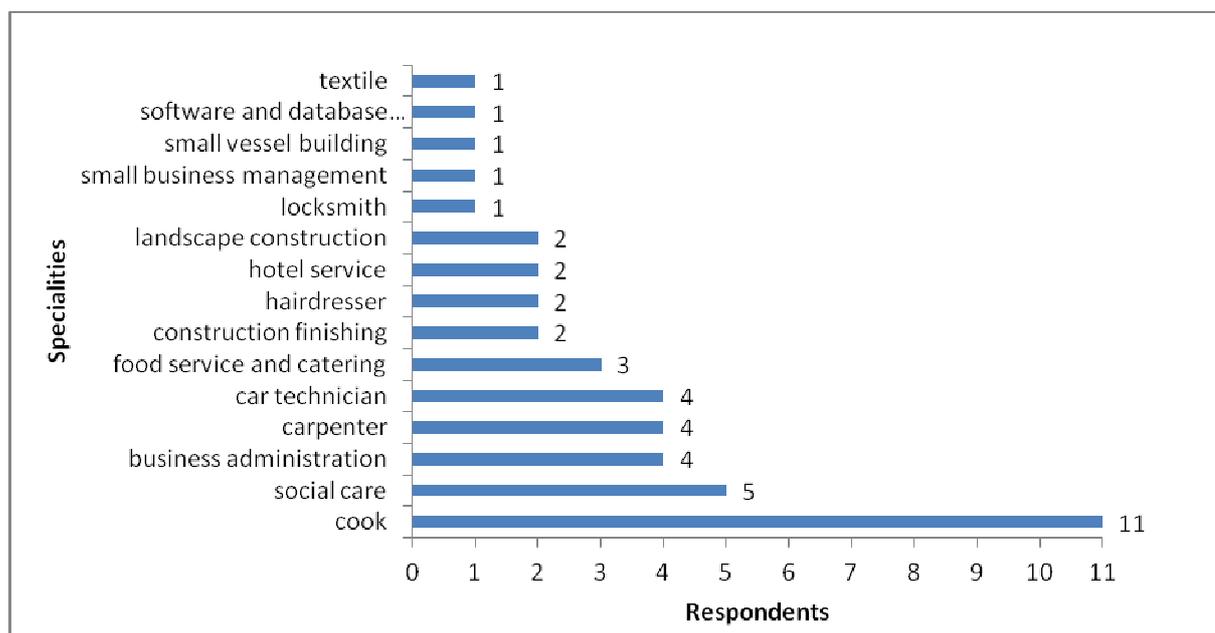


Chart 1. The number of respondents of each speciality in the survey (Questionnaire 2).

2.3. Data analysis and discussion

The second part of Questionnaire 1 consists of 10 questions and of Questionnaire 2 of 13 questions. The aims of the completed questionnaires were described above. Two questions (Q1, Q2) were aimed at finding out the learners' general opinion about different aspects of an ESP course, such as the necessity of an ESP course at vocational school and the best time to attend the course. The respondents were asked about their opinion of the importance of teaching ESP at vocational school because, according to the national curriculum, the secondary-level learners have general English classes at certain periods every academic year throughout their studies. On the other hand, some post-secondary level learners or those who have already graduated from university might find ESP classes useless.

Both target groups predominantly find teaching ESP at vocational school as important as other subjects; in the first questionnaire 90% of respondents (27) and in the second questionnaire 75% (33) respectively. It should be noted that the learner who has a university

degree also indicated that an ESP course is as important as other subjects. In Questionnaire 1 two students out of 30 and in Questionnaire 2 nine out of 44 found the ESP course more important than many other subjects (7% and 20% respectively). It seems that respondents with training experience in a foreign country consider learning ESP at vocational school more relevant and valuable. In both target groups no one thought that an ESP course was not important at all. Only one student in Questionnaire 1 and two respondents in Questionnaire 2 replied that the ESP course was less important than other subjects (3% and 5% respectively). To sum up, in spite of different educational background and age, the majority of respondents answered that they consider the ESP course at vocational school equally important with other subjects. Chart 2 below clearly shows the necessity of an ESP course at vocational schools among respondents with LdV mobility experience as well as without LdV mobility experience.

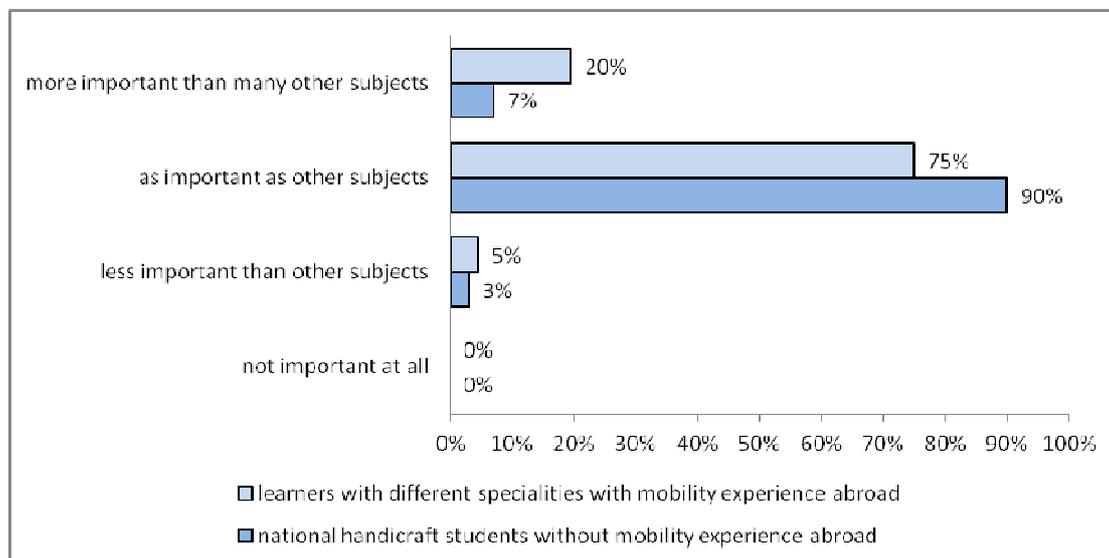


Chart 2. The importance of an ESP course.

The question about the best time to start the ESP course was predominantly answered “in the first year” by both target groups. Five options were given and the respondents could choose more than one suggestion. In Questionnaire 1 seven out of 30 national handicraft

students of KRTC had two or three proposals of the best time to have an ESP course at vocational school. The total number of suggestions was 39. Approximately one third of the respondents (11) replied that the best time to start with an ESP course is in the first year; nine students answered that in the second year was best; eight respondents wrote that in the third year; five students replied that just before training abroad, and for six students timing made no difference. As the respondents were given the possibility to choose more than one answer, in two respondents' opinions ESP should take place throughout their studies in every academic year. It can be concluded from the survey that some first-year students may not be sure about their preferences or wishes, especially secondary-level students as for 10 out of 14 first-year respondents time makes no difference or the ESP course should take place in the first year. Nevertheless, after having discussed the matter with specialist teachers of KRTC, the main conclusion to be drawn is that the best time to start with the ESP course is in the first year, because professional literature is predominantly in English.

In Questionnaire 2 19 out of 44 respondents with LdV mobility experience gave two or three suggestions about attending the ESP course at vocational school, the total number of suggestions is 73. Approximately one third of suggestions (23 answers) were that the best time to start with the ESP course is in the first year; 14 suggestions were that in the second year and twelve replied that in the third year. For nine learners time makes no difference. The answer “just before training abroad” was indicated by 15 respondents.

In conclusion, the results of the two questionnaires indicate that both target groups prefer to start the ESP course in the first year. The largest difference between the two groups was in the response “just before training abroad” as the respondents with the training experience abroad found attending the ESP course just before training abroad much more important than those without the mobility experience in a foreign country, 34% and 7% of the respondents respectively. The respondents with mobility experience abroad value attending the ESP

course just before training abroad more because they have been in a real situation where English was needed, including ESP.

The students of national handicraft of KRTC were asked about the appropriate amount of ESP studies at vocational school (Q3/1). 27 out of 30 respondents found the ESP course as important as other subjects and only one third thought 40 ESP lessons not to be a sufficient amount of studies. 12 out of 30 found 40 ESP lessons sufficient, six respondents did not have their own opinion, and two students replied that the amount of needed ESP studies depends on learners' level of English. Nevertheless, the answers to the question whether 40 ESP lessons is a sufficient amount of studies revealed that 10 out of 30 learners found it an insufficient amount. From that fact it is possible to conclude that, when planning an ESP course, increasing the amount of ESP studies should be taken into consideration.

As one question in Questionnaire 1 (Q4) was aimed at finding out the students' strengths and weaknesses in English during their ESP studies, in Questionnaire 2 the respondents had to think whether LdV mobility helped them to find out their strengths and weaknesses in ESP or not (Q6). An analogy can be drawn between those two questions. Both questions, in general, ask about the strengths and weaknesses of language knowledge but from two different points of view, through studies at school and through training abroad.

Almost half of the respondents of national handicraft students of KRTC (13) replied that ESP studies helped them to find out their strengths and weaknesses in English. 11 respondents answered that to some extent; two respondents were negative, and four were without an opinion about the asked question. As the question is too general, the figures show that the issue about strengths and weaknesses of learners' English should be examined more thoroughly in the future. From the analysis of the gathered data from respondents with LdV mobility experience, it can be concluded that approximately two thirds (27 respondents out of 44) thought that training abroad helped them to find out the strengths and weaknesses of their

ESP; about one third of the respondents (14) replied that they did not know and only three respondents were negative - they thought that LdV mobility did not help to find out the strengths and weaknesses of their ESP. The conclusion to be drawn from the results of those two analogous questions is that either studies of ESP at school or training abroad helped to find out the strengths and weaknesses of both English as a foreign language and ESP. It can also be concluded that the students' needs should be examined before, during and after each course. Analysing the gathered data the appropriate decisions for planning subsequent studies could be made.

Two questions (Q3-4/2) were aimed at comparing students' marks for an ESP course with managing with ESP during their training abroad. Chart 3 below demonstrates the ratio of respondents' ESP assessment at school to effectiveness of ESP usage during their training abroad.

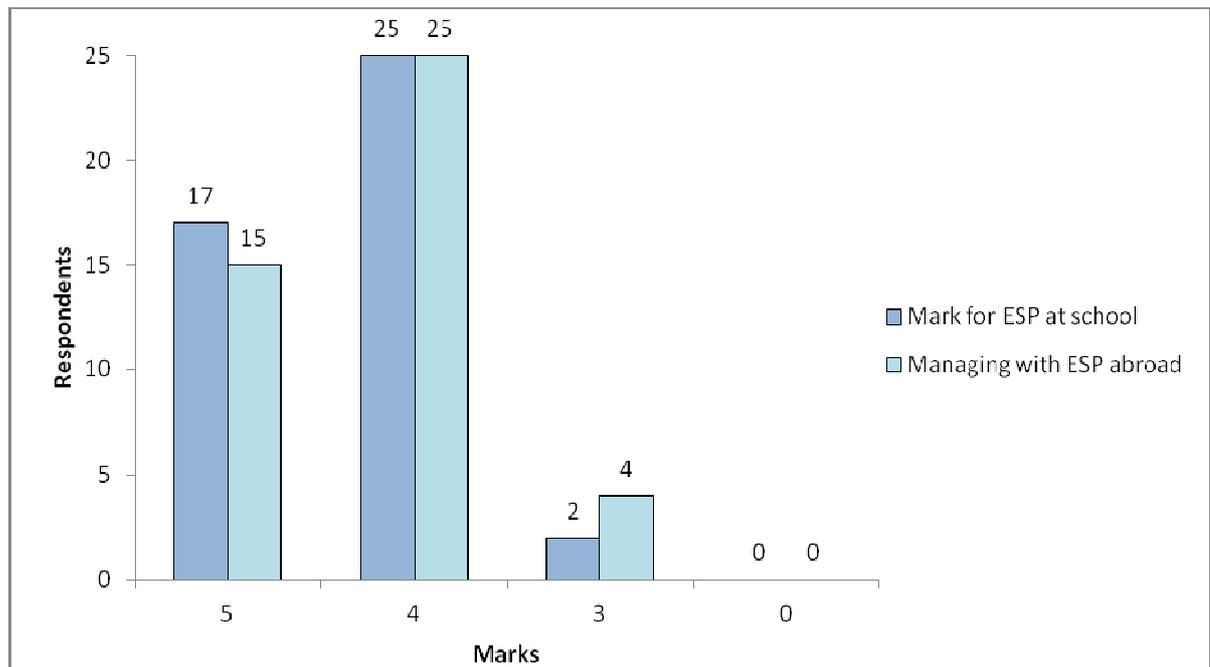


Chart 3. The ratio of learners' ESP assessment at school to effectiveness of ESP usage during the training abroad (Questionnaire 2).

The subjective results of the questions indicate that, in general, there is a balance between those two assessments, between the mark given by an ESP teacher and learners' attempts to

evaluate the effectiveness of ESP in a foreign country. Predominantly the learners were good or very good at both at school (42 respondents) as well as during the training abroad (40 respondents). Only few learners replied “satisfactory”, two and four respondents respectively.

The respondents with LdV mobility experience were also asked to think about the usefulness of the attended ESP course for a successful training period abroad (Q5/2). Almost two thirds of the respondents (29) found the ESP course partially useful for their mobility in another country; 12 respondents out of 44 indicated it as very useful and three were not sure about its usefulness. To sum up, predominantly the respondents were positive about the usefulness of an attended ESP course concerning their training in a foreign country. Regarding the question about the best time for ESP studies (Q2/1; Q2/2), about one third of the respondents found the best time attending an ESP course before training abroad. These results of the survey show that there is a necessity to provide ESP course opportunities at vocational schools. It should be noted that according to the European Commission's Education and Training website, "LdV should increase placements in enterprises to 80,000 a year by the end of the programme". In general, the EU has set a target of 6% of learners in initial vocational education to undertake part of their training in a foreign country.

To find out the most effective forms for work in ESP classes, eight different ways of working were given (Q5/1; Q7/2). The respondents could use five ranks - very effective; quite effective; not effective; do not like; have not used. Table 1 on the next page provides the national handicraft students' preferences (30 respondents) and Table 2 on page 36 demonstrates the preferences of respondents with different specialities with LdV mobility experience (44 respondents). The numbers in Table 1 (p. 35) and Table 2 (p. 36) present the number of the respondents of both target groups.

The national handicraft students' answers demonstrate that the most effective forms of work for them are class discussions, using information technology, and work in pairs (16, 13,

10 responses respectively). On the other hand, surprisingly, 19 learners out of 30 rated independent work quite effective, half of the respondents found a lecture, where a teacher explains new topics and later corrects students' mistakes, quite important and the third quite effective way of working is individual and group work (13). These figures indicate that in the ESP course that is going to be designed working individually and working in groups should be balanced. Table 1 clearly indicates that more than two thirds found all the forms of work either very effective or quite effective. The number of the respondents who found the given forms of work more or less ineffective varies between three and seven. Although 11 respondents indicated that not all forms of work were used, all the listed above ways of working, except project work, have been used by the author during the ESP course.

Table 1. Which forms of work were most effective in ESP classes (Questionnaire 1).

The form of work	Very effective	Quite effective	Not effective	Did not like	Have not used
lecture	6	15	7	0	2
independent work	7	19	3	1	0
class discussions	16	9	4	0	1
individual work	9	13	6	1	1
work in pairs	10	12	7	0	1
group work	9	13	7	0	1
project work	8	10	6	1	5
using IT	13	12	5	0	0
other					

As it can be seen from Table 2 on the next page, the second target group similarly found class discussions very effective; work in pairs, using IT, group work and independent work were considered almost equally very effective (19, 18, 16 and 15 answers respectively). It is interesting to mention that approximately half of the respondents found independent, individual and project work equally quite important (21, 24 and 21 answers).

Table 2. Which forms of work were most effective in ESP classes (Questionnaire 2).

The form of work	Very effective	Quite effective	Not effective	Did not like	Have not used
lecture	11	17	10	4	2
independent work	15	21	6	0	2
class discussions	21	18	4	0	1
individual work	12	24	6	0	2
work in pairs	19	14	5	0	6
group work	16	11	7	2	8
project work	8	21	3	0	12
using IT	18	14	8	0	4
other					

All respondents were given the possibility to comment on useful suggestions or ideas they found important to add. From the first target group seven students commented on the forms of work and from the second target group 21 respondents wrote their thoughts. The following is a summary of respondents' thoughts:

- **IT:** *Computer games are useful.*
- **work in pairs and group work:** *Group work and discussions were the most effective; I liked working in pairs because this form of work helped to acquire material better; most useful and helpful are exercises that force you to think and speak; there could be more pair or group work because it is much more difficult for me to speak alone than two together or in a group; work in groups helped more to develop my foreign language skills;*
- **class discussions:** *Speaking and communication are more important than writing in ESP learning; Most important is practising speaking which helps to reinforce the language in our minds. It was also important to revise everyday English just before the training abroad; Speaking about speciality topics; Presentations in the classroom followed by discussions are useful;*
- **homework** - *relatively effective.*

Five respondents replied that they found all the forms of work effective and useful; one respondent did not learn anything because his English was very good to start with.

The main conclusion to be drawn from the results of both target groups is that all the offered aspects are effective and should be paid equal attention to, including innovative forms of work such as information technology. Therefore, to a certain extent an ESP teacher's professional obligation is to use a variety of ways of working in the classroom in order to create the supportive learning atmosphere for all students with different learning needs.

As it was stated above, more than two thirds of the respondents replied that the ESP course helped them to find out their strengths and weaknesses in English. To collect the information about the respondents' feedback on their ESP course at vocational school both target groups were asked two questions (Q6, 7/1; Q8, 9/2): what activities they found most useful and what activities they would have liked to have more of in ESP classes. This information is of great importance because the results enable to conclude what the ESP course content should take into account. Both questions include six options to be rated including the four language skills (reading, speaking, writing, listening). All options are followed by sample activities in the brackets (see Appendices 4, 5). Five ranking preferences - *very useful, quite useful, not useful, did not like this activity, not used* - were offered to reflect the respondents' opinions. Both questions also include room for writing respondents' comments in case something was not presented. Table 3 on the next page provides Estonian national handicraft students' preferences. As Table 3 demonstrates, more than two thirds indicate that all the activities were very useful or quite useful; only developing writing skills was not considered to be equally important with the other options, though it is still seen as important. The number of respondents who found the given activities in ESP classes not useful varied between two and eight. Developing writing and listening skills were found not as useful as other activities (8 and 7 answers respectively). One respondent did not like

reading specialist literature and the other developing listening skills. Despite the fact that some students claim that one or another of the activities was not used, in fact all activities listed above had been used during the ESP course. On the other hand, some of the topics (writing a CV and a cover letter, practising job interviews) are covered in general English classes due to the small number of ESP lessons.

Table 3. The most useful activities in ESP classes (Questionnaire 1).

The aspects of ESP studies Activities in ESP classes	Very useful	Quite useful	Not useful	Did not like this activity	Not used
learning specialist terminology	12	12	5	0	1
reading specialist literature	12	11	5	1	1
giving presentations	13	12	3	0	2
developing speaking skills	16	9	2	0	3
developing writing skills	8	10	8	0	4
developing listening skills	10	10	7	1	2
other					

The respondents with LdV mobility experience were also asked to rank the usefulness of various aspects of their ESP course. One question (Q8/2) was aimed at gaining the respondents' feedback on the most useful activities during their ESP studies at vocational school and the other question (Q10/2) was aimed at ranking the aspects of the ESP course which proved most useful during their training abroad. Both questions also include similar aspects of the ESP course and space for writing further comments to allow respondents to expand their responses. In addition, question 10 had one more answer to rank: the integration of theory and practical work. This aspect was added in order to make the question more complete, because during the training abroad the learners are in a real work environment. As the ranking of various aspects in ESP classes gives useful insights into students' immediate needs, the question about the aspects of the ESP course which proved most useful in foreign countries primarily targets their delayed needs in a real situation.

The majority of the respondents (39) considered developing speaking skills very useful or quite useful both during the studies at school and training abroad whereas 37 and 36

respondents respectively found developing listening skills and learning specialist terminology very useful or quite useful during their studies at school. 35 learners considered both aspects very useful or quite useful during their mobility abroad. Two thirds of the respondents found developing writing skills during their studies very useful or quite useful (17, 13 answers respectively), but it turned out to be very useful or quite useful for only half of the respondents (8, 15 answers respectively) during their training period. Reading specialist literature was considered to be a more useful aspect in ESP studies (very useful and quite useful, 9 and 22 answers respectively) than it turned out to be during the training (very useful and quite useful, 5 and 16 answers). Surprisingly, giving presentations also proved out a less useful aspect during the training than it was considered to be in ESP classes. Only 27 respondents out of 44 who had trained abroad considered integration of theory with practical work very useful or quite useful. 10 respondents found it not useful. Nevertheless, in general, the aspects of the ESP course the learners found most useful during their studies at school proved similarly most useful during their training abroad apart from reading specialist literature and giving presentations which were mentioned as less useful aspects during the training period abroad than during studies at school.

Additional comments to the question about ranking useful activities during the ESP classes were written by nine Estonian national handicraft students and by 14 respondents who have had training experience in a foreign country. Not all the respondents' comments are presented in the thesis; however, a summary gives an overall picture of the ESP aspects the students found necessary to supplement to given activities. Among their comments were the following:

- **developing speaking skills:** *Conversations with groupmates; A teacher and students share their own experience and opinions; Practising speaking skills in the classroom, for example, job interviews; reading texts; Presentations and doing*

exercises are educational; Before training abroad it was important to revise polite phrases of everyday English;

- **developing listening skills:** *Watching videos; doing listening tasks improved my pronunciation;*
- **developing reading skills:** *reading specialist literature and translating;*
- **developing writing skills:** *writing a cover letter, CV, a letter of motivation because this knowledge is always needed;*
- **other comments:** *Various activities in lessons, for example, crosswords, presentations, games etc. are very inspiring for students; Everything related to speciality is useful (3 replies); Most useful was courage to communicate and a wide range of vocabulary. These things are easy to acquire by watching films and reading books; My ESP preparation turned out not useful because my colleagues spoke Italian.*

Those who had spent a training period abroad added 13 comments to the question (Q10/2). The following list contains a summary: *Integration of theory and training. Playing or acting various roles and solving problems; conversations in English; unfortunately just very little proved useful because acquired knowledge turned out quite different from real situation abroad; everything was useful in its own way; In my opinion, most important part of ESP studies is developing oral skills because in real life you need speaking much more than writing; It is important to find the information about the country where training takes place beforehand; speaking and listening; extremely important was to understand specialist terminology and instructions. Among the replies developing speaking skills predominated. To sum up, the responses by both target groups indicate that all the given activities should be paid almost equal attention to although developing speaking skills proved more popular than the others.*

Questions 7/1 and 9/2 were aimed to assess which activities the students would have liked to have more of in their ESP classes, which aspects of ESP teaching and learning they thought should have been practised more. All the respondents could choose as many answers as they found important and they were given space to reflect and comment on missing things. Chart 4 below provides the national handicraft students' preferences. On the left side of the chart there are different aspects of ESP studies listed and the right side of the chart demonstrates the number of respondents for each aspect.

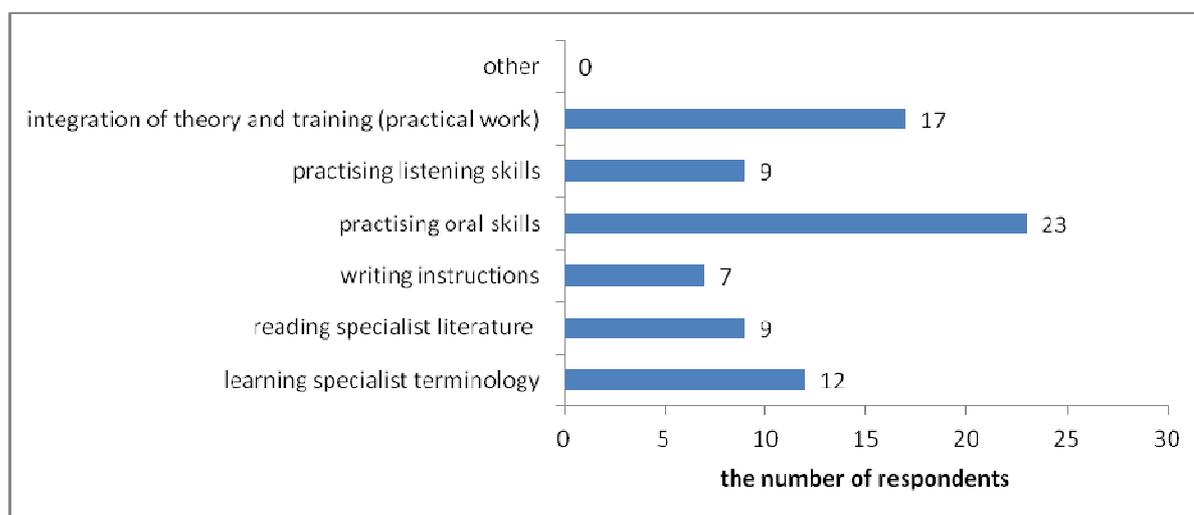


Chart 4. Which activities would the learners have liked to have more of (Questionnaire 1).

The students' preferences above show that practising oral skills is of great importance (23 answers) to students. Practising oral skills was followed by the integration of theory and training (17), which means that both a specialist teacher and an ESP teacher occasionally lead the lesson together. LdV mobility projects could also partially cover this suggestion. Although writing international mobility projects for his/ her students is quite time-consuming for the teacher, it is worth it because the opportunity to learn and work in another country gives a student much more professional experience than integration of theory and training at school. More than half of the respondents (12) considered learning specialist terminology the activity they would have liked to have more of in ESP lessons. Both practising listening skills

and reading specialist literature should have been used more in the opinion of nine respondents. Writing instructions was indicated by less than one third of students (7). It is reasonable because first you need to know the terminology, techniques, materials and then the next step might be reading instructions followed by writing them. Surprisingly, comments were not supplemented by national handicraft students.

Chart 5 below demonstrates the opinions of the respondents with a training experience abroad.

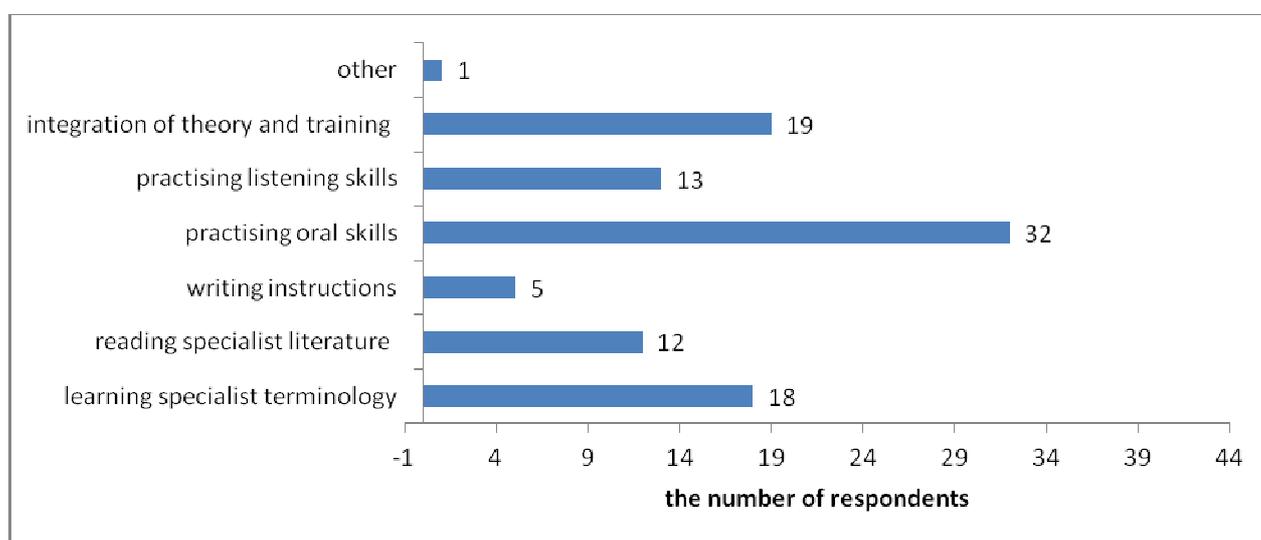


Chart 5. Which activities would the learners have liked to have more of (Questionnaire 2).

Similarly to the current students, those with a training period abroad would have wanted to have more oral skills practice during their studies (32 answers). Practising oral skills was followed by integration of theory and practical work (19 answers) and learning specialist terminology (18 answers). Less than one third of the respondents would have liked to practise listening skills (13 answers) and to read specialist literature more (12 answers). One respondent replied that among listening tasks there could have been more exercises with various accents of English or more dialogues between non-native speakers; however, in reality for that suggestion to be put into practice the number of the ESP lessons should be larger and in the current situation more attention should be paid to adapted learning materials.

Similarly to the first target group, the respondents with a training experience abroad found writing instructions less important than the other activities in their ESP classes (5 replies). It is worth mentioning that about half of both target groups (17 and 19 accordingly) listed integration of theory and training as the activity they would have liked to have more of. It can be concluded that predominantly the learners would have liked to have more of the same activities as they considered most useful during the ESP course (practising oral and listening skills, learning specialist terminology, integration of theory and training).

Two questions were aimed at finding out the respondents' suggestions for improving the students' ESP level at vocational school (Q8/1, 10/1; Q11/2, 13/2).

Table 4 below demonstrates the results of Estonian national handicraft students without LdV mobility experience.

Table 4. How to improve students' ESP level at vocational school (Questionnaire 1).

Suggestions	Very important	Quite important	Partially important	Not important at all
the number of ESP lessons should be increased	9	16	3	2
visiting exhibitions which are followed by discussions in the classroom	13	9	6	2
ESP lesson should be taught together with the speciality teacher	13	7	8	2
more possibilities to participate in international mobility projects	17	9	1	3
more independent work and presentations	11	8	9	2
other				

More than two thirds of the respondents found increasing the number of ESP lessons, participating in international mobility projects, and visiting exhibitions followed by discussions very important or quite important; two thirds thought that teaching ESP together with the specialist teacher is very important (13 respondents) and quite important (7 respondents); 19 out of 30 respondents found more independent work and presentations either very important or quite important (accordingly 11 and 8 answers). The number of

learners who found the given suggestions partially important was between one and nine replies for each suggestion, and the number of learners who found the given suggestions not important was two or three replies for each suggestion.

Table 5 below shows the suggestions of students from different Estonian vocational schools with LdV mobility experience.

Table 5. What changes are important to improve the students' ESP level at vocational school (Questionnaire 2).

Suggestions	Very important	Quite important	Partially important	Not important at all
the number of ESP lessons should be increased	22	12	8	2
visiting exhibitions which are followed by discussions in the classroom	13	17	10	4
ESP lesson should be taught together with the speciality teacher	20	18	2	4
more possibilities to participate in international mobility projects	38	6	0	0
more independent work and presentations	15	17	9	3
other				

Almost all respondents (38) found participating in international mobility projects very important, 6 respondents found it quite important. When dealing with LdV mobility project "New Knowledge through Leonardo da Vinci Mobility Experience" at KRTC (2006-2008), the students' final reports always expressed positive feedback. The participants of LdV project said that training in an international environment helped them in their professional and personal development, improved their foreign language skills and boosted their motivation. According to the survey, approximately half of the learners answered that very important factors are increasing the number of ESP lessons and giving the ESP lesson together with the specialist teacher. About one third of the respondents found independent work, presentations and visiting exhibitions followed by discussions in the classroom very important. The number of learners who found the given suggestions not important was

between two and four replies for each suggestion, except participating in training abroad which was considered to be the most effective way to improve the learners' ESP level. In general, the respondents were positive about suggestions of how to improve the learners' ESP level at vocational school. Chart 6 demonstrates the comparison of the preferred suggestions of both target groups in percentage terms.

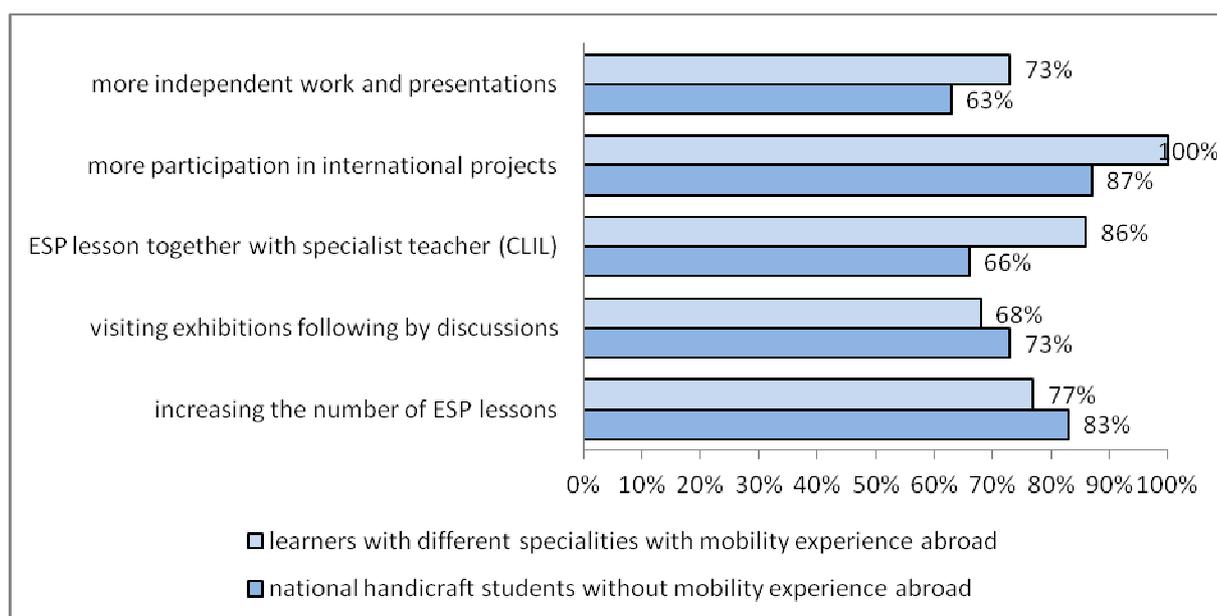


Chart 6. What changes are important to improve the students' ESP level at vocational school.

Although the respondents ranked different possibilities they thought might improve their ESP level, they were given space to supplement missing suggestions and thoughts that should be taken into consideration when planning an ESP course, they were given the opportunity to write their own ideas which were not found on the list. Half of the respondents of Questionnaire 1 (15) and about one third of the respondents of Questionnaire 2 (17) added various and quite useful ideas. The following summary presents the national handicraft students' supplemented suggestions and ideas about teaching ESP: *Quizlet⁶ helped me a lot. I could learn ESP through word games, practise the right pronunciation and there were lots of*

⁶ Quizlet is an online learning tool created by high school second year student Andrew Sutherland in Albany, California. It was originally conceived in October 2005 and rereleased to the public in January 2007. Nowadays Quizlet has about 9 million user-generated flashcards sets and about 3 million registered users.

more exciting exercises; Different specialities of ESP course (ceramics, leather craft, textile) should be taught more thoroughly, in more details; I like when teacher speaks only in English, this is helpful for my personal progress; The ESP studies could be carried through even in more interesting way to make the process of learning more exciting; There is no need to pay attention to anything; The revision is the mother of your knowledge (Estonian proverb); Not all students are good at English. To improve their level of English they need some more help and attention; The teacher could be a native speaker; Textile, leather craft and ceramics students' ESP lessons should be separately because the terminology is so different; I think that all exercises given in ESP classes were useful; First we should learn more professional terminology in Estonian and when the necessary vocabulary in mother tongue is acquired, then we could start with the ESP course; The specialist terminology should be paid more attention to, for example, techniques and materials. A workbook is a very good idea! All the necessary information could be in one place. Separate worksheets easily get lost.

Developing oral skills through various activities such as presentations, work in pairs and discussions was suggested several times as well as taking into consideration students' different language competence.

The following presents the suggestions of the respondents with LdV mobility experience: *a good English teacher whose English is also good; communication in the ESP classes should be only in English; watching movies; the teacher should also consider communication more important than writing correctly; I was very satisfied with my ESP lessons at vocational school; Leonardo da Vinci mobility is the best way of learning; The students' different level of English should be taken into consideration; during my training period in England it turned out that ESP learnt at school was very different from that on work placement in England; listening practise where there is English with different accents would be helpful; It is always*

useful to invite a native speaker or native speakers into English lessons when there is that kind of possibility; Depending on learners' level they should accordingly be given different tasks to do in lessons.

One respondent was surprised how ESP on placement differed from ESP learnt at school. Similarly to the first target group, taking learners' different language proficiency into consideration was mentioned several times as well as developing speaking skills. When the number of learners in the group is 15, handling every learner's needs is a complicated issue for the teacher. One of the solutions could be that a student with upper-intermediate or advanced level of English advises and helps his or her group mates with lower language proficiency level over the period of course. On the other hand, working that way may stop the progress of the student. Job shadowing in an English speaking country would be appropriate for the teacher's personal development in the area of ESP to be taught.

How can ESP be taught at vocational school? It is important to compare the results of the two different target groups. The available evidence clearly leads to the conclusion that the activities the respondents of both target groups found useful during their ESP studies and would have liked to have more of, coincide with each other. Moreover, the two groups' respondents' suggestions and comments on improvement of students' ESP level at vocational schools turned out almost equally the same.

Finally, the respondents of both target groups were asked whether they would need English in their future job or not. More than half of the respondents of Estonian national handicraft students of KRTC (17) answered that they would need English in their future job very much; 13 students replied that they would need it sometimes. More than half of the respondents of the target group with LdV mobility experience (24) thought that they would need English in their future job very much; 20 students out of 44 replied that they would need it sometimes. To sum up, all the respondents thought they might need English in their future

jobs to some extent. These figures demonstrate that the respondents might use the opportunity to apply for a job, continue their studies or even be involved in voluntary work abroad after graduating from school in the future. They also might plan to start up or have already started up with own business in Estonia where English will be or is needed.

2.4. Conclusion

Based on this study, it can be concluded that there is a clear need for having ESP studies at vocational schools. As an ESP teacher is generally not a specialist in the field he or she teaches ESP in, it seems reasonable for the teacher to be with a specialist who is doing a particular job in the target language country, so that he or she can learn about it in order to conduct the ESP lessons in more qualified and successful way.

To sum up, the study has provided useful insights into the issues relating to teaching and learning ESP at vocational schools. The following conclusions can be drawn from the analyses:

- The ESP is as important as many other subjects and therefore the ESP course should pay almost equal attention to all four language skills (speaking, reading, listening, writing). Communicative approach is highly evaluated in course design.
- Learning specialist terminology should be taken into special consideration.
- The ESP course should include a variety of forms of work, including using IT; however, working in groups and working individually should be balanced.
- As the majority of learners found class discussions and developing oral skills very important, the course should be designed from fluency to accuracy. However, within 40 academic hours of work learning grammar cannot equally paid attention to.
- Although integration of theory and training is a complicated issue, it should be taken into consideration while designing ESP courses in the future.

- Students' different learning styles and language competence should be taken into consideration within the ESP course.
- The materials and topics for the course should not be highly specialised because learners have acquired basic specialist knowledge in mother tongue. Nevertheless, the more motivated students with upper-intermediate or advanced level of English could work individually on more specialised tasks. The content of the ESP course should be relevant, useful and motivating.
- On the basis of the national curriculum guidelines and according to learners' subjective needs the appropriate ESP course syllabus and materials should be designed and methodology chosen, including innovative forms of work such as information technology.
- As the best time to attend an ESP course at vocational school can be questioned about, and the majority of the respondents thought that they would need English in the future jobs, the available evidence leads to the conclusion that the national handicraft ESP course content (topics and materials) should be designed in order to be available for the students either in the form of the workbook, textbook or online. There is a series of *Career Paths* textbooks published by Express Publishing for a variety of professions; however, not for applied arts and crafts yet.

Surprisingly, learners' needs of two different target groups for the ESP course seem to coincide with each other to a large extent. The study has shown that, in general, the ESP course should include a variety of forms of work and different aspects of ESP taking into special consideration developing oral skills and learning specialist terminology. It is important to highlight that according to the analysed data of the survey, an ESP teacher may to some extent rely on his/ her previous experience and judgement when planning the ESP course because the preferred target and learning needs of different target groups were

relatively similar. Nevertheless, the teacher should bear in mind that every new group of students differ more or less with their needs to be developed; therefore, needs analysis should be discussed not only prior to a course but during the course and subsequent to it in order to be sure that there is a balance between learners' needs and the designed course content.

CHAPTER THREE

THE SITUATION ANALYSIS AND THE ESP COURSE OUTLINE

The conclusions based on the two target groups' needs analysis results presented in Chapter 2 gave support to designing an ESP course for ceramics, textile, and leather craft students of KRTC. Carrying out the needs analysis survey among the learners is considered to be the first stage in outlining the course itself. Analysing learners' needs should be followed by writing a syllabus, which is meant to be the next stage. In order to write an appropriate syllabus for the particular course, the goals and objectives of it should be formulated as well as its contents with the set of appropriate learning materials divided into units and the suitable methodology chosen by the teacher.

3.1. Situation analysis

In addition to learners' needs analysis, presented and analysed in Chapter 2, nine parameters proposed by Dudley-Evans and St. John should be investigated and taken into consideration before outlining a course as they also might be useful for designing the contents of a particular course (Dudley-Evans and St. John 1998 cited in Kovalenko 2010).

Hutchinson and Waters (1987) claim that traditionally the target situation analysis is considered to have direct determining influence on the development of syllabus, materials, methodology and tests. Kovalenko (2010: 46) states that "this information should be collected prior to a course allowing the course designer to select materials and design tasks and activities which will correspond to learners' needs and wants and will not contradict the requirements imposed by the situation". In relation to the ESP course for the students of ceramics, textile, and leather craft occupations of KRTC, the nine parameters proposed by Dudley-Evans and St. John (1998) will be discussed and analysed.

1. Should the course be *intensive* or *extensive*? According to the curriculum of KRTC the course for national handicraft learners consists of 30 academic hours and 10 stand-alone hours, which means 10 hours independent work. The duration of the course is five weeks in a row. Therefore this particular course should be intensive.

2. Should the learners' performance be *assessed* or *non-assessed*? The students' performance during the ESP course is assessed in terms of their learning outcomes. According to the needs analysis speaking skills were considered particularly important. Supporting and helping the students to communicate effectively in real work situations and to understand the ESP they might need after their studies in subsequent work environments is one of the main goals of the particular course. The performances such as introducing the history of Estonian handicraft, giving presentations about the artists in the area of ceramics, textile, and leather craft, presentations of finished products are assessed.

3. Should the course deal with *immediate* needs or with *delayed* needs? On the one hand, the course deals with the students' delayed needs. In the upcoming academic year 2013-2014 the number of learners of the particular course will be given the opportunity to participate in LdV mobility project abroad. On the other hand, in that context, a part of the students will deal with immediate needs, which means that after completing the ESP course they will be in the working environment where their acquired ESP knowledge will be needed.

Kovalenko (2010: 46) comes to the conclusion that dealing with learners' delayed needs might have a negative effect on students' motivation because they do not have the possibility to use ESP immediately; however, the author of the thesis has seen that the learners of ceramics, textile and leather craft professions of KRTC are relatively motivated to participate in the ESP studies. The respondents also find the ESP lessons as important as other subjects, and almost all of them think that they will need ESP in their future jobs. Furthermore, the opportunities of having training abroad, such as LdV mobility projects, only make the ESP

course more valuable for students and, moreover, increase students' motivation. It can also be concluded that of the need to deal with learners' delayed needs within the ESP course makes designing and using online materials an appropriate solution. Online learning gives opportunities for flexibility of planning learning time and choosing the learning environment as only a computer and Internet access is needed. Designing online learning materials is also suggested by The Foundation Innove.

4. Should the role of the teacher be that of the *provider* of knowledge and activities, or should it be a *facilitator* of activities arising from learners' expressed wants? From the author's personal experience and according to the results of the learners' needs analysis, the teacher' role should be both that of the provider of knowledge and activities and of a facilitator of activities suggested by learners. As it was stated in the Introduction, the ESP teacher performs a number of various roles during the course. However, the learners also have almost all the same roles to perform as an ESP teacher, except the role of the trainer and instructor (Wright 1987). Thus, the keywords of the ESP course should be cooperation, creativity, and flexibility. As it was claimed by Hutchinson and Waters (1987), the ESP teacher is generally not the specialist in the area to be taught; therefore cooperation between three partners, an ESP teacher, learners, and a specialist teacher is highly appreciated.

5. Should the course have a *broad* or *narrow* focus? The learners of the particular ESP course aim to communicate in situations related to their professional area competence; therefore, all four language skills are almost equally paid attention to. Thus, on the one hand, the particular course is of a broad focus. On the other hand, the course is comprised of 30 academic hours and 10 hours independent work and predominantly common-core materials are used. Thus, the course should have a narrow focus.

6. Should the course be *pre-study* or *pre-experience* or *run parallel with that study or experience*? The ESP course is running parallel to theoretical and practical studies, which

means that by the beginning of the ESP course the students have attended a number of subject lessons in their mother tongue, theoretical as well as professional experience lessons. This basic knowledge enables them to learn ESP more effectively because they can rely on acquired information. Moreover, during a five-week ESP course the ESP lessons also run parallel to study and experience lessons in order to obtain theoretical information as well as practical skills in both English and Estonian languages. On the one hand, in some learners' opinion they do not have enough specialist knowledge in their mother tongue by the beginning of the ESP course. On the other hand, the specialist teachers claim that the specialist literature is mostly in English; therefore, the earlier the ESP course begins the better.

7. Should the material be *common-core* or *specific* to learners' study or work? The materials used in the particular course are predominantly common-core associated with the learners' professional area, including the names of various tools, materials, and techniques. Within the course the learners of different occupations have opportunities to work with optional materials, which means that more specialized English will be also used. Nevertheless, the students will not be able to work with highly specialized vocabulary due to their proficiency level of English as predominantly the students are secondary-level learners. Furthermore, highly specialized texts demotivate students. According to the students' needs analysis, in order to acquire ESP better some students prefer to have textile, leather craft and ceramics ESP classes separately.

8. Should the group taking the course be *homogeneous* or should it be *heterogeneous*? On the one hand, the group taking the specific course is homogeneous because all the learners study applied arts and skilled crafts speciality. On the other hand, the group is heterogeneous because the learners are studying three different occupations: textile, ceramics, and leather craft. The group is also heterogeneous in terms of students' age and educational background,

which means that the majority of the learners are the secondary level students, some of them post-secondary level learners, and there might be a person or persons in a group who has/have a university degree.

9. Should the course design be *worked out by the language teacher* after consultation with the learners and the institution or should it be *subject to a process of negotiation* with the learners? As it was stated above, the keywords of the ESP course should be cooperation, creativity, and flexibility. The particular course is designed by the ESP teacher after consultation with the specialist teachers and taking into consideration the students' learning needs. There is always room left for negotiations and changes.

To sum up, the ESP course aimed at the students of the national handicraft field of KRTC is intensive and of narrow focus. The course is run parallel with the students' study of a particular speciality and also parallel with their professional activities (training at school) and uses common-core materials which cover the basic information of textile, leather craft and ceramics specialities depending on students' needs and interest as well as the curriculum prescriptions. The group taking the course is homogeneous as it is aimed at the learners of national handicraft field; however, according to the age and educational background the group is heterogeneous. The assessment is made according to students' achievements in task performance.

After gathering and analysing all the necessary information, including researchers' opinions, learners' needs analysis as well as the target situation needs analysis and relying on the school curriculum of KRTC guidelines, the author of the thesis has decided to adapt different approaches to syllabus design such as lexical, functional and task-based syllabuses where the topic syllabus has the leading role. The approaches to syllabus design were presented in Chapter 1. To sum up, the topic based syllabus with the learning-centred approach was designed by the ESP teacher (see Appendix 6).

3.2. Goals and objectives of the course

Relying on personal experience, formulating goals and objectives is an essential part not only of designing an ESP course, but also an important part of designing any ESL courses. In her article, Eyring (1998) argues about the important role of different types of objectives in the ESL teaching-learning process. According to Eyring, a needs analysis should precede the formulation of objectives. She emphasizes that "objectives must be set according to real needs and real contexts, trainees realize the danger of simply allowing a textbook, not based on any type of analysis of their own program needs /.../" (Eyring 1998:25). While goals are generalized statements about the content that is to be learnt, objectives are specific, measurable and short-term and can be seen as tools for reaching goals. Clearly formulated goals and objectives support the teacher in designing a coherent course syllabus. Furthermore, Eyring (1998) is of the opinion that by encouraging student input in setting goals and objectives, learners become co-participants in the teaching-learning process, which is considered to be the key to motivation in successful language acquisition.

The overall goal of the particular ESP course is to prepare the students of national handicraft speciality for their future job. To obtain a job and perform effectively in the world of work teaching-learning ESP is necessary. The various objectives support achieving the goals and can be seen as teachable chunks which form the core of the course; moreover, the objectives help teachers to be sure of what to teach (Lugina: 2010:50). In order to formulate the objectives of the particular ESP course, the ESP sections of the national curriculum as well as the centre curriculum were analysed and adaptations made. Taking into consideration all the above-mentioned issues the goals and the objectives of the particular ESP course are formulated as follows:

3.2.1. General objectives

By the end of the course the students have developed their skills to communicate effectively in the field of applied arts and crafts; will know the vocabulary related to applied arts and skilled crafts including the areas such as materials, tools and techniques; have developed four language skills through different activities; have increased their ability of further personal development in language learning.

3.2.2. Specific objectives

On successful completion of the course, students will be able to:

Listening: to listen to a short aural text and present the information either in mother tongue or paraphrasing in English using own vocabulary and expressions; to scan the text for specific information from an extended text making notes (writing the names of different tools, materials, techniques); to follow the instructions; to fill in the gaps of listening tasks.

Reading: to understand different texts such as the history and development of national handicraft, product descriptions, instructions, safety rules, advertisements; to interpret the meaning of new words and expressions from the context of the text; to understand and state the main ideas of an extended text; to scan a text for specific information; to distinguish between relevant and irrelevant information; to develop dictionary skills by using both the bilingual as well as mono-lingual dictionaries.

Speaking: to work in pairs and groups in order to solve problems, prepare presentations, play vocabulary games; to participate in class discussions about specific topics and issues; to develop the discussion and give opinions about specific topics; to formulate the questions and responses on specific topics; to give instructions; to introduce and explain features and benefits of a particular finished product; to make a presentation.

Writing: to play vocabulary games through writing (Quizlet); to make notes of both written and aural texts; to make a crossword; to write an advertisement; to write a description of a finished product; to write a report.

To design a coherent ESP course syllabus for the national handicraft speciality the topic-based syllabus as a basis was chosen; however, the syllabus for the particular group of students is a combination of lexical, functional and task-based syllabuses. All the tasks listed in the syllabus are assessed. Assessment of tasks gives the teacher the possibility to follow and supervise the development of students' language competence.

3.3. The course overview

The ESP course consists of one module and comprises 30 lessons of class work and 10 hours of independent work (also defined as stand-alone lessons). The presented module embodies six main topics with an assessed task at the end of each topic. Bearing in mind the situation in which all the topics of the syllabus are logically and well organized, the order of the topics allows the course to start with common terms and notions of the area of applied arts and skilled crafts, which are specific for such areas as settlement in Estonia, types of handicraft, the history and development of national handicraft. Understanding the general overview of the area enables the students of the particular speciality to settle and orientate themselves in the world of applied arts and skilled crafts in the further teaching-learning process.

Dependent on the centre curriculum guidelines and the students' needs, all the materials are collected, created, adapted or reorganized. Chen (2005) encourages teachers who have just got involved in teaching ESP use the following suggestions in selecting the materials:

1) the materials taken from available recourses should be of properly difficult language input in terms of vocabularies and structures which means that too difficult texts must be either avoided or adapted;

2) the subject content input in the adapted materials should be organised from general topics to more specific topics;

3) the activities in each unit should be coherently matched to avoid discretion and isolation in materials adaptation (Chen 2005 quoted in Kovalenko 2010:53).

As was stated above, the course comprises various types of syllabuses where the topic-based syllabus is dominant. The module comprises six topics. The course outline is as follows:

- **Topic 1 Estonian national handicraft**

Materials: *Eesti rahvakultuuri leksikon* by Troska, Viires, Karu, Vahtre, Tõnurist, English-Estonian dictionary; *Eesti rahvarõivas ja mood/ Estonian Folk Costume & Fashion* by Pupart, The National Awakening the First Republic and the Emergence of Ethnic Clothes, Accessories; *Eesti rahvarõivad* by Kaarma and Voolmaa; *Increase your vocabulary* by Pikver, Clothes, Containers and Amounts, Colours; *English 365. Professional English for Work and Life* by Dignen, Flinders, Sweeney; www.erm.ee, Settlement in Estonia. Handicraft in Estonia; *Everyday Technical English for Work* by Lambert and Murray, Tools; *Hingekirjad. Käsitöö kuldraamat. Continuum of Pattern - Estonian Handicraft* by Praks, Techniques; Oxford Advanced Learner's Dictionary (online); Matching exercises and crosswords developed by the teacher play a significant role in learning and practising new vocabulary. What is more, learning vocabulary supported by online learning tool *Quizlet* is engaging and motivating for students.

- **Topic 2 Textile**

Materials: *Eesti rahvakultuuri leksikon* by Troska, Viires, Karu, Vahtre, Tõnurist, English-Estonian dictionary; *Textiles Today: A global survey of trends and traditions* by Colchester; *Eesti rahvarõivas ja mood/ Estonian Folk Costume & Fashion* by Pupart, Techniques: weaving, knitting, crochet, embroidering, hemstitching; *Eesti rahvarõivad* by Kaarma and Voolmaa; Materials, Tools, Clothing, Accessories; Tailor-made matching exercises; Using *Quizlet* for creating personal online ESP dictionary.

- **Topic 3 Leather crafts**

Materials: *Leathercraft for Beginners With Easy-to-Do Projects* by C. Cramlet, The Story of Leather, Obtaining material, Tools and equipment, Techniques; *Eesti rahvuslik nahakunst 1918-1940 Tallinna Linnamuuseumi kogudes/ Estonian National Ornamental Leathercraft of 1918-1940* by Heimvell; Tailor-made matching exercises; Using *Quizlet* for creating personal online ESP dictionary.

- **Topic 4 Ceramics**

Materials: *Keraamika käsiraamat* by Rohlin, English-Estonian Ceramics Dictionary; *Complete Ceramics* by Collins & Brown, Basic tools, Decorating tools, Techniques: Raku firing, Glaze firing, Bisque firing; Glossary; *Basic Pottery for the Student* by Thorp; Tailor-made matching exercises; Using *Quizlet* for creating personal online ESP dictionary.

- **Topic 5 Safety in the workplace**

Materials: *Designing an ESP Course for Students of Metalworking occupations* by Kovalenko, Safety at work; *Everyday Technical English* by Lambert, Murray, Safety in the workplace; *Complete Ceramics* by Collins & Brown, Health & safety.

- **Topic 6 Description and presentation of a finished product**

Materials: *Opportunities Pre-Intermediate* by Mugglestone, Money, Communication Workshop, Gadgets, Advertising; *Reading Extra* by Driscoll, Describing things (Unit 9);

Listening Extra by Craven, Describing things (Unit 9); *Marketing in Travel and Tourism* by Middleton, Fyall, Morgan and Ranchhod, Market structure and pricing (Unit 6), The economic environment (Unit 9), Income, employment and prices (Unit 12); Tailor-made exercises and e-learning materials.

In addition to the materials described above, there is a number of supplementary instructive clips on YouTube, which gives the possibility to practice listening skills and to learn specialist terminology.

The presented course outline exploits the existing available and adapted materials as well as the tailor-made materials such as crosswords, matching exercises, adapted texts and e-learning materials. As it was explained above, both the specialist teachers' suggestions and the results of the needs analysis were taken into consideration when designing the ESP course for the particular group of learners. Furthermore, the national curriculum general guidelines and the enhanced centre curriculum prescriptions were taken into consideration. The evaluation of the course content reveals the strengths and weaknesses of the syllabus design; therefore, all the suggestions and judgements to improve further teaching-learning process should be taken into consideration. Minor alterations have already been made such as increasing the number of crosswords made by students in order to acquire the specialist terminology and the number of oral presentations to develop and improve students' speaking skills.

In conclusion, it should be highlighted that a worldwide known American educator and curriculum theorist Hilda Taba (1902-1967), who was born and educated in Estonia, claimed already in the 1960s that "the renovation of curricula and programmes is not a short-term effort but a long process lasting for years" (Krull 2008 quoted in Krull & Kurm 1996:11-12).

CONCLUSION

The main purpose of the current MA thesis "Designing an ESP Course for Students of National Handicraft Specialities at Kuressaare Regional Training Centre" was to examine and analyse various approaches and possible ways of designing ESP courses, to design a syllabus and select materials for students of KRTC as well as vocational schools in Estonia who specialise in national handicraft (textile, ceramics, leather craft). Previous studies of designing ESP courses have not dealt with the subject mentioned above. One of the aims of this thesis was to develop the discussion and to analyse the ESP needs of national handicraft students without training experience abroad and of students with various specialities from different vocational schools in Estonia with training experience in a foreign country. The study was also evolved due to the author's personal interest to teach ESP to national handicraft students at KRTC.

The introduction explains the main reasons for choosing the topic of this thesis. In order to provide the broader understanding of ESP as a subject to be taught, its meaning, origins and evolution were discussed. The teacher's role in teaching ESP was also analysed because for the novice ESP teacher it is highly important to be aware of various theoretical positions of the teacher in the process of teaching-learning.

The theoretical part of the thesis (Chapter 1) was dedicated to the literature review related to syllabus design and to the principles of needs analysis in course design. It was decided that the developed syllabus was a combination of the teacher and the organisational syllabuses because they take into consideration real learning situation and supply both the content and the order of items to be taught from the easiest to the more complicated topics. Also the relevant terminology of the term 'needs analysis' was analysed and the ways of doing it were presented and explained in Chapter 1. In addition to the curriculum requirements, the data

gathered on students' needs allows to state the goals and objectives of the particular course. In order to carry out a survey, the questionnaire as a method was chosen.

The empirical part (Chapter 2) of the thesis introduced the methodology and the results of the study carried out in the scope of the present MA thesis in the academic year 2001-2012. The data collection instruments were two questionnaires. A sample of 74 students from Röpina Gardening School, Haapsalu Vocational Training Centre, Rakvere Vocational School, and Kuressaare Regional Training Centre, were involved in the research. As it was stated above, the two questionnaires were aimed at identifying students' ESP needs bearing in mind predominantly their learning needs because their target needs had been primarily discussed with their specialist teachers. Nevertheless, the analysed data contributed to designing a particular ESP course by providing the teacher with the useful insights into the skills and the ways of learning the students preferred to develop in order to create a motivating teaching-learning atmosphere in the ESP classes. The findings of the two questionnaires also enhance the understanding of the necessity of teaching-learning ESP at vocational schools in general.

Chapter 3 was focused on the situation analysis of a certain group of students at KRTC and stating the goals and objectives of the course. It also concentrated on presenting and discussing the developed course outline. As the thesis provides the relevant topics and contents of the particular course, it might support ESP teachers in preparing the national handicraft ESP lessons.

As textile, ceramics and leather craft are new subjects to be taught at KRTC, and there are no ready-made teaching materials for the ESP teacher, this research will serve as a basis for the future development of material design. The topics such as 'Estonian national handicraft' and 'Description and presentation of a finished product' can be used by teachers of vocational schools who teach ESP for woodwork or metalworking occupations as the national

curriculum comprises the above mentioned topics. Considerably more work should be done not only in the area of materials development, but also in the field of evaluation and assessment. In order to meet students' needs and the expanded school curriculum requirements, further work needs to be done to develop and design either more online learning materials or a workbook for the particular ESP course. As the language proficiency level of students varies, online learning possibilities seem to be most suitable because they provide access to materials when needed.

Designing an ESP course with its goals, objectives, content and syllabus is a flexible and time-consuming process which is always in need of being renewed and evaluated, the separate phases of the process influencing each other.

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APPENDICES

Appendix 1

National curriculum for applied arts and crafts occupations

ERIALANE VÕÕRKEEL

Riiklik õppekava:

Õpetusega taotletakse, et õppija teab erialast sõnavara; materjalide, töövahendite ja tehnikate nimetusi.

Õppija oskab suuliselt tutvustada lühidalt eesti käsitööd; toime tulla käsitööga seotud müügi- ja esitlussituatsioonis; lugeda ja mõista erialast teksti; koostada kirjalikku toote tutvustust.

Appendix 2

National curriculum for leather craft, textile and ceramics occupations at KRTC

ERIALANE VÕÖRKEEL

Mooduli eesmärk	Õpetusega taotletakse, et õppija omandab esmase erialase sõnavara, mis on vajalik tööjuhendite mõistmiseks ja käsitöötoodete tutvustamiseks.
Nõuded mooduli alustamiseks	Puuduvad.
Hinnatavad õpitulemused	<p>Õppija teab ja tunneb:</p> <ul style="list-style-type: none"> • erialast sõnavara; • materjalide, töövahendite ja tehnikate nimetusi; <p>Õppija oskab:</p> <ul style="list-style-type: none"> • suuliselt tutvustada lühidalt eesti käsitööd; • toime tulla käsitööga seotud müügi- ja esitlussituatsioonis; • lugeda ja mõista erialast teksti; • koostada kirjalikku toote tutvustust.
Hindamine	<p>Hinnatakse:</p> <ul style="list-style-type: none"> • erialase teksti sisu mõistmist • erialase sõnavara tundmist ja suulist kasutamist; • toote lühitutvustuse koostamist. <p>Mooduli koondhinne kujuneb järgmiste arvestuslike hinnete kaalutud keskmise hindena:</p> <ul style="list-style-type: none"> • kirjalikud testid - erialaga seotud mõisted ja terminid, enamkasutatavate töövahendite nimed (30%); • praktilised ülesanded - toote tutvustamise ja müügiga seotud situatsiooniülesanded, võõrkelse tootetutvustuse koostamineja võõrkeelse kasutusjuhendi või tööjuhendi mõistmine, kasutades sõnaraamatut ning teisi erialaseid teabeallikaid (60%); • iseseisvad tööd - erialase võõrkeelse teksti mõistmine (10%).

Appendix 3

Needs analysis framework

Hutchinson and Waters (1987)

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

Appendix 4

The Students' Questionnaire 1

Dear Student,

I am doing research in teaching English for specific purposes (ESP) for my master's thesis, the aim of which is to make an attempt to design materials for students of Estonian national handicraft (textile, ceramic, leathercraft). The reason I ask you to answer the questionnaire is to find out the students' learning needs for an ESP course. As you are studying to be a ceramist, leatherworker or textile artist, I am interested in your opinion and suggestions on teaching ESP at Kuressaare Regional Training Centre.

I would be extremely grateful if you could take some time to answer the questions below.

Your honest answers are very important for my results.

Thank you!

Part I

Please provide the following information about yourself:

1. Age:
2. Sex:
 - female
 - male
3. Your speciality at Kuressaare Regional Training Centre
 - textile
 - leathercraft
 - ceramics
4. You are:
 - a 1st year student
 - a 2nd year student
 - a 3rd year student
5. Are you a student with
 - basic education
 - secondary education
 - other

Part II

1. How important do you find teaching English for specific purposes (ESP) at vocational school?
 - more important than many other subjects

- as important as other subjects
 - less important than other subjects
 - not important at all
2. When is the best time to attend the ESP course?
- in the 1st year
 - in the 2nd year
 - in the 3rd year
 - just before training abroad
 - it makes no difference
3. Do you find 40 ESP lessons a sufficient amount of studies?
- yes
 - no
 - do not know
 - other. Please explain/ specify:
4. Did your studies of ESP help you to find out the strengths and weaknesses of your English?
- yes
 - no
 - to some extent
 - do not know
5. Which way of working is/ was most effective for you in your ESP classes? Use the following scale in your evaluation:
- A - very effective B - quite effective
 C - not effective D - do not like this method at all
 E - have not used
- lecture
 - independent work
 - class discussions
 - individual work
 - work in pairs
 - group work
 - project work
 - using IT (exercises, texts, films etc.)
 - other. Please explain/ specify:
6. Which of the following activities do/ did you find most useful during your ESP course? Use the following scale in your evaluation:
- A - very useful B - quite useful
 C - not useful D - did not like this method at all
 E - not used

- learning technical/ specialist terminology (e.g. tools, equipment, materials, techniques)
- reading specialist literature (e.g. texts, manuals, instructions)
- giving presentations (e.g. presentation of a finished product, PowerPoint presentations)
- developing speaking skills (e.g. job interview, speaking on the phone, shopping, giving instructions, introducing your speciality, safety in the workplace etc.)
- developing writing skills (e.g. a letter of application, CV, reports, essays etc.)
- developing listening skills (e.g. filling in the blanks while listening, answering questions etc.)
- other. Please explain/ specify:

7. Which activities would you have liked to have more of?

- learning specialist terminology
- reading specialist literature
- writing instructions
- practising oral skills (communication at work, presentations)
- practising listening skills
- integration of theory and training (practical work)
- other. Please explain/ specify:

8. What changes are important to improve the students' ESP level at vocational schools? Use the following scale in your evaluation:

- | | |
|-------------------------|--------------------------|
| A - very important | B - quite important |
| C - partially important | D - not important at all |

- the number of ESP lessons should be increased
- visiting exhibitions which are followed by discussions
- ESP lesson should be taught together with the speciality teacher (CLIL - Content and Language Integrated Learning)
- more possibilities to participate in international mobility projects
- more independent work and presentations
- other. Please explain/ specify:

9. How much do you think you will need English for specific purposes in your future job?

- Very much
- Sometimes
- Not at all

10. What else should be taken into account when planning an ESP course?

Thank you very much!

ÕPILASE KÜSIMUSTIK 1

Hea õpilane,

Tegelen uurimustööga erialase inglise keele õpetamise vallas magistriõpingute raames Tartu Ülikooli Avatud Ülikoolis. Minu lõputöö üks eesmärkidest on koostada erialase inglise keele õppematerjal Eesti rahvusliku käsitöö eriala õpilastele (tekstiil, nahk ja keraamika). Kuna olete sellel õppekaval õppiv õpilane, olen väga huvitatud Teie hinnangust ja konkreetsetest ettepanekutest erialase inglise keele moodulile Kuressaare Ametikoolis, et välja selgitada õppija vajadused.

Olen väga tänulik Teie vastuste eest. Küsimustik on anonüümne. Teie ausad vastused on suure tähtsusega olukorra kaardistamisel.

Tänan!

I osa

Palun esitage järgnev informatsioon enda kohta.

1. Vanus:

2. Sugu:

- naine
- mees

3. Teie eriala Kuressaare Ametikoolis:

- tekstiil
- keraamika
- nahatöö

4. Teie kursus

- I
- II
- III

5. Teie haridus:

- põhiharidus
- keskharidus
- muu (palun täpsustada)

II osa

1. Kui tähtis on Teie arvates erialase inglise keele kursus kutseõppeasutuses?

- tähtsam kui paljud teised õpetatavad ained
- võrdvärselt tähtis teiste õpetatavate ainetega
- vähem tähtis kui teised õpetatavad ained
- ei oma üldse tähtsust

2. Millal on parim aeg erialase inglise keele kursuse läbimiseks?

- I kursusel
- II kursusel
- III kursusel
- vahetult enne praktikat välisriigis
- aeg ei oma tähtsust

3. Kas Teie arvates 40 tundi erialase inglise keele õpet on piisav õppemooduli maht?

- jah
- ei
- ei oska öelda
- muu. Palun selgitage:

4. Kas Teie erialase inglise keele õppemooduli läbimine aitab leida keele nõrgad ja tugevad küljed?

- jah
- ei
- mõningal määral
- ei oska vastata

5. Milline erialase inglise keele kursuse töövorm on/ oli Teie jaoks kõige efektiivsem / sobivam? Kasutage järgmist skaalat oma hinnangu andmiseks:

- | | |
|----------------------|------------------------------------|
| A - väga efektiivne | B - küllaltki efektiivne |
| C - ebaefektiivne | D - see töövorm ei meeldinud üldse |
| E - ei ole kasutanud | |

- õpetaja loeng
- iseseisev töö
- arutelu klassis
- individuaalne töö
- paaritöö
- grupitöö
- projektitöö
- IT kasutamine (harjutused, tekstid, filmid jne.)
- muu. Palun selgitage:

6. Millistest erialase inglise keele tundides toimunud tegevustest on Teile kõige enam kasu? Kasutage järgmist skaalat oma hinnangu andmiseks:

- | | |
|----------------------|------------------------------------|
| A - väga kasulik | B - küllaltki kasulik |
| C - kasutu | D - see tegevus ei meeldinud üldse |
| E - ei ole kasutanud | |

- tehnilise/ erialase terminoloogia õppimine (tööriistad, materjalid, tehnikad jne.)
- erialase kirjanduse lugemine (tekstid, juhendid, instruksioonid jne.)
- esitluste tegemine (valmis toote tutvustus, PowerPoint esitlus jne.)

- suuliste oskuste arendamine (tööintervjuu, telefonivestlus, sisseostude tegemine, eriala tutvustus, turvalisus tööpostil, instruktsioonide andmine jne.)
- kirjutamisoskuse arendamine (avalus, CV, ettekanne, essee jne.)
- kuulamisoskuse arendamine (kuuldu põhjal lünkade täitmine, küsimustele vastamine jne.)
- muu. Palun selgitage:

7. Milliseid tegevusi Teie arvates võiks erialase inglise keele mooduli tundides rohkem olla?

- erialase terminoloogia õppimine
- erialase kirjanduse lugemine
- instruktsioonide kirjutamine
- suuliste oskuste harjutamine (suhtlemine töö, esitlused jne.)
- kuulamisoskuse harjutamine
- teooria ja praktika integratsioon/ kokkuviiimine (praktiline töö)
- muu. Palun selgitage:

8. Milline muudatus oleks oluline, et kutsekoolide õpilaste erialase inglise keele oskus paraneks? Kasutage järgmist skaalat oma hinnangu andmiseks:

- | | |
|-----------------------|-----------------------|
| A - väga oluline | B - küllaltki oluline |
| C - osaliselt oluline | D - ei ole oluline |

- erialase inglise keele tundide arvu suurendamine
- näituste külastamine, milledele järgneb arutelu/ vestlus tunnis
- erialase inglise keele tundide toimumine koos eriala õpetajaga (LAK - Lõimitud Aine- ja Keeleõpe)
- rahvusvahelises õpirändes osalemise võimaluste suurendamine
- iseseisvate tööde ja esitluste arvu suurendamine
- muu. Palun selgitage:

9. Kui palju Teie edaspidises töös võib Teil erialast inglise keelt vaja minna?

- väga palju
- mõnikord
- ei vaja üldse

10. Millele Teie arvates võiks erialase inglise keele õppemooduli kavandamisel veel tähelepanu pöörata ja mida arvesse võtta?

Suur tänu Teile!

Appendix 5

The Students' Questionnaire 2

Dear Student,

I am doing research in teaching English for specific purposes (ESP) for my master's thesis, the aim of which is to design materials for students of Estonian national handicraft (textile, ceramic, leathercraft). As you have spent your training period abroad, I am greatly interested in your attitude to the ESP course and your training experience abroad.

I would be extremely grateful if you could take some time to answer the questions below.

Your honest answers are very important for my results.

Thank you!

Part I

Please, provide the following information about yourself:

1. Age:
2. Sex: female male
3. Place of studies
 - Röpina Gardening School
 - Haapsalu Vocational Education Centre
 - Rakvere Vocational School
 - Kuressaare Regional Training Centre
4. Your speciality at vocational school:
5. Your level of education:
 - basic education
 - secondary education
 - other

Part II

1. How important do you think a course in English for specific purposes (ESP) is at vocational school?
 - more important than many other subjects
 - as important as other subjects
 - less important than other subjects
 - not important at all
2. When is the best time to attend the ESP course?
 - in the 1st year
 - in the 2nd year
 - in the 3rd year
 - just before training abroad
 - it makes no difference

3. What mark did you get for ESP?

- very good (5)
- good (4)
- satisfactory (3)
- failure (2)
- I have not attended an ESP course

4. How well did you manage with ESP during your training abroad?

- very well (5)
- well (4)
- satisfactorily (3)
- failed (2)

5. Do you think the ESP course at your school was useful for your mobility period abroad?

- yes, very useful
- yes, partially
- I am not sure
- no, it was not useful
- I have not attended an ESP course

6. Did participating in Leonardo da Vinci mobility project help you to find out the strengths and weaknesses of your ESP?

- yes
- no
- do not know

7. Which forms of work were the most useful for you in your ESP classes? Use the following scale in your evaluation:

- | | |
|--------------------|-------------------------------------|
| A - very effective | B - quite effective |
| C - not effective | D - did not like this method at all |
| E - not used | |

- teacher's lecture
- independent work
- class discussions
- individual work
- work in pairs
- group work
- project work
- using IT (exercises, texts, films etc.)
- other. Please explain/ specify:

8. Which aspect of your ESP studies was most useful for you during your mobility abroad? Use the following scale in your evaluation:

- A - very useful B - quite useful
 C - not useful D - did not like this method at all
 E - not used

- learning technical/ specialist terminology (tools, equipment, materials, techniques)
- reading specialist literature/ texts/ manuals/ instructions
- giving presentations (presentation of a finished product, PowerPoint presentations etc.)
- practising speaking/ developing speaking skills (job interview, speaking on the phone, shopping, giving instructions, introducing speciality, safety in the workplace etc.)
- developing writing skills (a cover letter, CV, reports, essays etc.)
- developing listening skills (filling in the blanks while listening, answering the questions etc.)
- other. Please explain/ specify:

9. Which activities would you have liked to have more of?

- learning specialist terminology
- reading specialist literature
- writing instructions
- practising oral skills (communication at work, presentations)
- practising listening skills
- integration of theory and training (practical work)
- other. Please explain/ specify:

10. What aspects of your ESP course proved most useful during your training period abroad? Use the following scale in your evaluation:

- A - very useful B - quite useful
 C - partially useful D - was not useful at all
 E - not used

- learning technical/ specialist terminology
- reading specialist literature
- giving presentations
- developing speaking skills
- developing writing skills
- developing listening skills
- the integration of theory and practical work
- other. Please explain/ specify:

10. Which of the following would make the ESP course more effective? Use the following scale in your evaluation:

- A - very important B - quite important
 C - partially important D - not important at all

- the number of ESP lessons should be increased

- visiting exhibitions which are followed by discussions in the classroom
- ESP lesson should be taught together with the speciality teacher (CLIL - Content and Language Integrated Learning)
- more possibilities to participate in international mobility projects
- more independent work and presentations
- other. Please explain/ specify:

11.How much do you think you will need English in your future job?

- Very much
- Sometimes
- Not at all

12.What else should be taken into account when planning an ESP course?

Thank you very much!

ÕPILASE KÜSIMUSTIK 2

Hea õpilane,

Tegelen uurimustööga erialase inglise keele õpetamise vallas magistriõpingute raames Tartu Ülikooli Avatud Ülikoolis. Minu lõputöö üks eesmärkidest on koostada erialase inglise keele õppematerjal Eesti rahvusliku käsitöö eriala õpilastele (tekstiil, nahk ja keraamika). Kuna olete veetnud oma praktika välisriigis, olen väga huvitatud Teie hinnangust erialase inglise keele kursusele koolis ja Teie tagasisidest välispraktika kogemuste kohta.

Olen väga tänulik, kui leiate aja allolevatele küsimustele vastamiseks. Küsimustik on anonüümne. Teie ausad vastused on suure tähtsusega olukorra kaardistamisel.

Tänan!

I osa

Palun esitage järgnev informatsioon enda kohta.

1. Vanus:

2. Sugu: N M

3. Kool:

- Rápina Aianduskool
- Haapsalu Kutsehariduskeskuse
- Rakvere Ametikool
- Kuressaare Ametikool

4. Teie eriala kutseõppeasutuses:

5. Teie haridus:

- põhiharidus
- keskharidus
- muu

II osa

1. Kui tähtis on Teie arvates erialase inglise keele kursus kutseõppeasutuses?

- tähtsam kui paljud teised õpetatavad ained
- võrdväärselt tähtis teiste õpetatavate ainetega
- vähem tähtis kui teised õpetatavad ained
- ei oma üldse tähtsust

2. Millal on parim aeg erialase inglise keele kursuse läbimiseks?

- I kursusel
- II kursusel
- III kursusel
- vahetult enne praktikat välisriigis
- aeg ei oma tähtsust

3. Mis oli Teie erialase inglise keele hinne kutseõppeasutuses?

- väga hea (5)
- hea (4)
- rahuldav (3)
- mitterahuldav (2)
- ei ole erialase inglise keele kursusel osalenud

4. Kui hästi tulite toime erialase inglise keele valdamisega välismaal praktikal olles?

- väga hästi (5)
- hästi (4)
- rahuldavalt (3)
- mitterahuldavalt (2)

5. Kas arvate, et erialase inglise keele kursusest koolis oli kasu Teie praktika edukaks sooritamiseks välisriigis?

- jah, väga palju
- jah, osaliselt
- ma ei ole kindel
- ei olnud kasu
- ei ole erialase inglise keele kursusel osalenud

6. Kas osalemine Leonardo da Vinci õpirändes aitas leida Teie erialase inglise keele nõrgad ja tugevad küljed?

- jah
- ei
- ei oska vastata

7. Milline erialase inglise keele kursuse töövorm oli Teie jaoks kõige efektiivsem / sobivam? Kasutage järgmist skaalat oma hinnangu andmiseks:

- | | |
|----------------------|------------------------------------|
| A - väga efektiivne | B - küllaltki efektiivne |
| C - ebaefektiivne | D - see töövorm ei meeldinud üldse |
| E - ei ole kasutanud | |

- õpetaja loeng
- iseseisev töö
- arutelu klassis
- individuaalne töö
- paaritöö
- grupitöö
- projektitöö
- IT kasutamine (harjutused, tekstid, filmid jne.)
- muu. Palun selgitage:

8. Millistest erialase inglise keele tundides toimunud tegevustest oli Teile kõige enam kasu? Kasutage järgmist skaalat oma hinnangu andmiseks:

- A - väga kasulik B - küllaltki kasulik
 C - kasutu D - see tegevus ei meeldinud üldse
 E - ei ole kasutanud

- tehnilise/ erialase terminoloogia õppimine (tööriistad, materjalid, tehnikad jne.)
- erialase kirjanduse lugemine (tekstid, juhendid, instruktsioonid jne.)
- esitluste tegemine (valmis toote tutvustus, PowerPoint esitus jne.)
- suuliste oskuste arendamine (tööintervjuu, telefonivestlus, sisseostude tegemine, eriala tutvustus, turvalisus tööpostil, instruktsioonide andmine jne.)
- kirjutamisoskuse arendamine (avaldus, CV, ettekanne, essee jne.)
- kuulamisoskuse arendamine (kuuldu põhjal lünkade täitmine, küsimustele vastamine jne.)
- muu. Palun selgitage:

9. Milliseid tegevusi Teie arvates oleks võinud erialase inglise keele kursuse tundides rohkem olla?

- erialase terminoloogia õppimine
- erialase kirjanduse lugemine
- instruktsioonide kirjutamine
- suuliste oskuste harjutamine (suhtlemine töö, esitlused jne.)
- kuulamisoskuse harjutamine
- teooria ja praktika integratsioon/ kokkuviimine (praktiline töö)
- muu. Palun selgitage:

10. Millised erialase inglise keele kursuse aspektid osutusid Teile välispraktilal viibimise ajal kõige kasulikumaks? Kasutage järgmist skaalat oma hinnangu andmiseks:

- A - väga kasulik B - küllaltki kasulik
 C - osaliselt kasulik D - kasutu
 E - ei ole kasutanud

- erialase terminoloogis õppimine
- erialase kirjanduse lugemine
- esitluste tegemine
- suuliste oskuste arendamine
- kirjutamisoskuste arendamine
- kuulamisoskuste arendamine
- teooria ja praktika integratsioon/ kokkuviimine
- muu. Palun selgitage:

11. Millistele aspektidele seoses erialase inglise keele õpetamisega kutseõppeasutuses oleks teie arvates vaja rohkem tähelepanu pöörata? Kasutage järgmist skaalat oma hinnangu andmiseks:

- A - väga oluline B - küllaltki oluline
 C - osaliselt oluline D - ei ole oluline

- erialase inglise keele tundide arvu suurendamine
- näituste külastamine sellele järgneva aruteluga tunnis

- erialase inglise keele tundide toimumine koos eriala õpetajaga (LAK - Lõimitud Aine- ja Keeleõpe)
- rahvusvahelises õpirändes osalemine
- iseseisvate tööde mahu ja esitluste arvu suurendamine
- muu. Palun selgitage:

12. Kui palju Teie edaspidises töös võib Teil inglise keelt vaja minna?

- väga palju
- mõnikord
- ei vaja

13. Millele Teie arvates võiks erialase inglise keele kursuse kavandamisel veel tähelepanu pöörata ja mida arvesse võtta?

Suur tänu Teile!

Appendix 6

Syllabus of the ESP course for textile, leather craft and ceramics specialities at Kuressaare Regional Training Centre

Level: CEF B1.2-B 2.1

Duration: 30 academic hours of auditory work and 10 academic hours of independent work.

Learners: predominantly 16-18 years old, first year students of national handicraft disciplines (textile, leather craft, ceramics).

Goals

- to develop students' skills to communicate effectively in the field of applied arts and skilled crafts;
- to acquire the vocabulary related to applied arts and skilled crafts including the areas such as materials, tools and techniques;
- to develop four language skills through different activities;
- to increase students' ability of further personal development in language learning.

The topics of the module

Topic 1 Estonian national handicraft

Lexis: types of handicraft; traditional crafts; materials; tools (hand/ machine/ measuring tools); techniques; colours; household items; clothes; underwear; footwear; accessories; containers and amounts; numbers and quantities.

Functions: knowing different types of national handicraft, the history and its development; making questions and giving responses; talking about a particular job (the areas of textile, leather craft and, ceramics specialities)

Task: to describe the different types of national handicraft; to explain the history and development of skilled arts; to create a crossword on the basis of texts discussed in the ESP class.

Topic 2 Textile

Lexis: the history and development of textile; materials, their properties and uses; hand tools, machine tools, techniques; national costumes.

Functions: describing and categorizing commonly used and specific materials related to students' professional area; describing properties of those materials; discussing quality issues and the uses of those materials; describing working processes; explaining various manufacturing techniques; describing hand/ machine tools used in the field of textile.

Task: to write a crossword using specialist terminology, to write a report or make a PowerPoint presentation (or another form of presentation) about the artist in the field of textile.

Topic 3 Leather crafts

Lexis: the history and development of leather craft; materials, their properties and uses; hand tools; machine tools; techniques.

Functions: describing and categorizing commonly used and specific materials related to students' professional area; describing properties of those materials; discussing quality issues and the uses of those materials; describing working processes; explaining various manufacturing techniques; describing hand/ machine tools used in the field of leather craft and.

Task: to write a crossword using specialist terminology, to write a report or make a PowerPoint presentation (or another form of presentation) about the artist in the field of leather craft.

Topic 4 Ceramics

Lexis: the history and development of ceramics; materials, their properties and uses; hand tools; machine tools; techniques.

Functions: describing and categorizing commonly used and specific materials related to students' professional area; describing properties of those materials; discussing quality issues and the uses of those materials; describing hand/ machine tools used in the field of ceramics; describing working processes; explaining various manufacturing techniques;

Task: to write a crossword using specialist terminology, to write a report or make a PowerPoint presentation (or another form of presentation) about the artist in the field of ceramics.

Topic 5 Safety in the workplace

Lexis: the parts of the body, hazards, safety rules, first aid, evacuation.

Functions: explaining warning labels; identifying hazards specific to students' specialism; describing safety precautions; working with written instructions; making safety rules; describing the evacuation procedure; identifying the parts of body; giving first aid; writing a report of an accident.

Task: to explain safety rules used in a particular work environment to a new employee; to describe the evacuation procedure; to write 10 safety rules for a particular work environment; to write a report on an accident.

Topic 6 Description and presentation of a finished product

Lexis: the crafts trade (sales) and marketing; common politeness; bargains; discounts; price policy.

Functions: greetings; socialising; describing different shapes; listening to advertisements; advertising and marketing; describing and presenting a finished product; selling a finished product.

Task: to write a description, advertisement and presentation of a finished product; to present a finished product.

RESÜMEE

TARTU ÜLIKOOL
INGLISE FILOLOOGIA OSAKOND

Elle Mäe

DESIGNING AN ENGLISH FOR SPECIFIC PURPOSES COURSE FOR NATIONAL
HANDICRAFT SPECIALITIES AT KURESSAARE REGIONAL TRAINING CENTRE

Erialase inglise keele kursuse koostamine rahvusliku käsitöö erialadele Kuressaare
Ametikoolis

Magistritöö

2013

Lehekülgede arv: 88

Annotatsioon:

Antud magistritöö eesmärk on Kuressaare Ametikooli rahvusliku käsitöö erialade (keraamika, nahatöö, tekstiil) õpilaste erialase inglise keele kursuse teoreetiline ja praktiline planeerimine, kursuse töökava koostamine, õppematerjalide vajaduste väljaselgitamine. Huvi antud teema vastu tekkis praktilisest vajadusest: esiteks, eelpool loetletud rahvusliku käsitöö erialade õpetamine Kuressaare Ametikoolis on uus ja keeleõpetajale huvitav ning väljakutseid pakkuv töö; teiseks, riiklik õppekava sisaldab ainult üldiseid juhiseid, mida õpetusega taotletakse ja milliseid oskusi kursuse lõppemisel õppijalt eeldatakse. Lisaks vajab täiendamist Kuressaare Ametikooli õppekava hindamise osa. Kolmas põhjus on kõige suuremal määral väljakutseid pakkuv ja samas hariv, sest on vaja leida, koostada ja kohandada kõik vajaminevad teemadepõhised õppematerjalid, kuna erialase inglise keele õpikud puuduvad.

Antud magistritöö koosneb viiest osast. Sissejuhatus selgitab eelpool mainitud teema valimise põhjuseid ja tagamaid ning annab ülevaate erialase inglise keele erinevate terminite (lühendite/ akronüümide) tähendusest ja kasutusest, erialase inglise keele arengust ajalooüldmõtte kontekstis, samuti õpetaja rollist erialase inglise keele õetajana.

Esimene peatükk kirjeldab ja analüüsib teoreetilisi printsiipe, millele toetuda nii õppekava kui õpetaja aine- ja töökava koostamisel. Tähtis aspekt keelekursuse materjalide koostamisel ning õpetamismeetodite valikul on õpilaste vajaduste analüüs. Vajaduste analüüs, mis peegeldab õpilaste subjektiivseid ja objektiivseid vajadusi, on õpetajale keelekursuse ettevalmistamisel esmatähtis. Esimese peatüki teine osa tutvustab vajaduste analüüsi erinevaid kategooriaid ja vajaduste väljaselgitamise erinevaid võimalusi.

Teine peatükk analüüsib kahe erineva küsimustiku andmeid. Küsimustikele vastajate valim koosneb kahe erineva taustaga kutseõppeasutuse õppuritest või äsja kutseõppeasutuse lõpetanutest (kokku 74 vastajat). Esimene sihtgrupp on Kuressaare Ametikooli rahvusliku käsitöö erialade õpilased, kes ei ole osalenud rahvusvahelises õpirändes (Leonardo da Vinci õpirände projektides). Teine sihtgrupp on Rakvere Ametikooli, Tartu Kutsehariduskeskuse, Haapsalu Kutsehariduskeskuse ja Kuressaare Ametikooli erinevate erialade õppurid või lähiminevikus kutseõppeasutuse lõpetanud, kes on vahemikus 2010-2012 osalenud rahvusvahelises õpirändes. Küsimustiku eesmärk oli välja selgitada ning võrrelda erinevate sihtgruppide erialase inglise keele õppimise subjektiivsed ja objektiivsed vajadused ning saada tagasisidet kutsealase inglise keele parendamiseks ametikoolides. Kahe sihtgrupi küsitluse tulemused on üllatavalt sarnased. Oluliseks peetakse kõigi nelja keeleoskuse (lugemine, kuulamine, kirjutamine, kõnelemine) arendamist, pannes põhirõhk suuliste oskuste arendamisele. Suhteliselt võrdselt eelistatakse erinevaid õppeviise. Välispraktika kogemusega

õpilased väärtustavad saadud kogemust kõrgelt. Vajaduste analüüsi tulemused on toeks erialase inglise keele kursuse ettevalmistamisel.

Kolmas peatükk on pühendatud rahvusliku käsitöö erialase inglise keele kursuse hetkeolukorra üldisele analüüsile. Lähtutakse üheksast parameetrist, milledeks muuhulgas on kursuse üldine iseloomustus, hindamine, hinnang õpilaste keelekasutuse vajadusele, temaatika maht, kursuse toimumise ajastus, õpetaja roll antud olukorras ja grupi üldine iseloomustus. Lisaks hetkeolukorra analüüsile keskendub kolmas peatükk erialase inglise keele kursuse ainekava koostamisele. Ainekava koostamisel on lähtutud riikliku õppekava üldistest suunitlustest, erialaõpetajate töö eesmärkide ja õpilaste vajaduste analüüsi tulemustest.

Magistritöö võib igapäevatoos toeks ja abiks olla erialase inglise keele õpetajatele, kes puutuvad kokku rahvusliku käsitöö erialade õpilaste õpetamisega kutseõppeasutuses. Lisaks keraamika, nahatöö ja tekstiili erialadele võivad abi leida nii puutöö, metallitöö kui ka teiste rahvusliku käsitöö erialade keeleõpetajad, sest rahvusliku käsitöö ajaloo teadmine ja valmis toote tutvustamine kuulub kõikide eelpool mainitud erialade õppekavasse. Võttes arvesse õpilaste erinevat võrkeeleoskuse taset, on soovituslik täiendada ja arendada olemasolevaid e-õppematerjale, mis võimaldavad juurdepääsu õppeprotsessis osalejatele sobival ajal ja on paindlikud.

Magistritöös on kasutatud 23 allikat ja töö on 6 lisa.

Märksõnad:

erialane inglise keel; rahvuslik käsitöö (tekstiil, nahatöö, keraamika); ainekava koostamine; vajaduste analüüsi tähtsus.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina ELLE MÄE
sünnikuupäev: 04.03.1959

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Magistritöö

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