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THE ANALYSIS OF THE EOP COURSEBOOK *CAREER PATHS: BEAUTY SALON*
BA thesis

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ABSTRACT

The present thesis focuses on the analysis of the EOP (English for Occupational Purposes) coursebook *Career Paths: Beauty Salon*. The author of the paper is an English teacher at Tartu Vocational Education Center and is bound to use the book. The aim of this thesis is to determine how beneficial the coursebook is for students having to deal with specialized English. The goal is to detect if students reach the necessary professional requirements in addition to language skills. The study takes into consideration two different specialties from Tartu Vocational Education Center: cosmetology and hairdressing. This analysis is done by comparing the coursebook itself to the curricula, provided by the school and conducting a questionnaire among some of the students.

The present thesis contains four parts: the introduction, two chapters, and the conclusion. The introduction defines ESP (English for Specific Purposes) and highlights some of the necessities of it. The first chapter of the thesis is a literature review and provides a general background of the history and characteristics of ESP. The second chapter emphasizes the opinions of students, based on a questionnaire which was conducted among the learners of the cosmetology specialty in Tartu Vocational Education Center, and introduces the connections between the curricula and the coursebook itself. The thesis ends with a conclusion which summarizes the main findings of the paper.

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LIST OF ABBREVIATIONS

EEP – English for Educational Purposes

ELTons - English Language Teaching Innovation Awards

EOP – English for Occupational Purposes

ESP – English for Specific Purposes

KSM17 – the 2017 group of cosmetology students

KSM18 – the 2018 group of cosmetology students

LOC – Learning outcome

LSP – Language for Specific Purposes

TVEC – Tartu Vocational Education Center

INTRODUCTION

According to the British Council (1981: 14), the reason behind learning a language has a special or specific purpose for every learner. However, the definition *language for special or specific purposes* means something slightly different. *English for Specific Purposes* (ESP) means that learners are aimed to obtain the English language that may contribute to their occupation in the future (Robinson 1980: 5).

English for Specific Purposes has been a sphere of interest for linguists for centuries. According to Peter Strevens (1922), the research of ESP goes as far back as 1576 as the year when the first phrasebook for tourists was published, whereas some assume that the analysis of it reaches “pre-linguistic” times, meaning that even before languages started to develop, people had to communicate in order to do some sort of business (Robinson 1980: 15). Douglas (2000: 1) states that Language for Specific Purposes (LSP) is merely “general purpose language proficiency with technical vocabulary thrown in”, meaning that ESP could be said to be only the expansion of technical vocabulary.

The initial aim of ESP was to increase the motivation and will of students to learn because the difference between specialized and general English can be vast and the situations in language use can vary rapidly from one topic to another, making it hard for learners to distinguish business and everyday language. Therefore, students may lose focus and need help to concentrate. The sure knowledge, however, that a certain piece of information may be beneficial in the future is a definite incentive for learners; otherwise, they would perhaps not be able to operate in a specific work-related situation (Hutchinson & Waters 1994: 7-8, 53, 55). For example, beauty workers, such as hairdressers and cosmeticians must communicate with clients

every day and oftentimes the customers are foreigners. Therefore, they may be forced to speak in English.

Robinson (1980: 6-8) claims that language teaching for specific purposes divides into two sections: *English for Occupational Purposes (EOP)* and *English for Educational Purposes (EEP)*. The main differences lie in the fact that EEP can be taught as a school subject, that is in universities, whereas EOP is taught in vocational schools. This thesis will focus more on the latter, which results in the title of the paper, however since *ESP* is among commoners more spoken about than *EOP*, which is a part of ESP, I will use the term *ESP* more often.

I am going to discuss the necessity of the EOP coursebook *Career Paths: Beauty Salon* when it comes to the hairdresser and cosmetician specialties in Tartu Vocational Education Centre (TVEC), as this is the one coursebook that the school provides for the beauty department students. The analysis is done by relying on the coursebook written by Jenny Dooley and Virginia Evans, which is used in many vocational schools to teach specialized English. In addition, a questionnaire, conducted among the learners of the cosmetology specialty, will highlight the opinion of the students. The purpose of the thesis is to understand whether and how beneficial the coursebook is for the learners of those specialties.

CHAPTER 1

The History and Characteristics of ESP

Collating the words “English” and “ESP” may seem unnecessary for some as ESP is also English but calling ESP English for *Specific Purposes* is believed to draw more attention than merely *English*, especially in linguistic fieldwork. Whereas according to Douglas (2000: 1), the knowledge of ESP is simply general English with specialized and professional terminology. ESP is a single-focus system of teaching activities to provide learners with an opportunity for a successful career, no matter what their language level, age or background knowledge are (Robinson 1980: 13). Hutchinson and Waters (1994: 8) set the basis of ESP as follows: “Tell me what you need English for and I will tell you the English that you need.” Therefore, all the ESP courses and materials ought to meet the concrete requirements of a specific profession and it has been this way for decades.

ESP has evolved for many centuries and will presumably evolve for centuries to come; however, the development so far is said to be “eclectic” and “pre-linguistic”, meaning that it has grown on its own without any influences from other languages or beliefs (Robinson 1980: 15). This may not entirely be so, although the development of ESP is relatively slow. Some say that the history of ESP does not go too far in time, as the genuine study of the field dates back to the 1960s, even though there are samples of material from even earlier times, for example, the world war times, when English was becoming crucial in many professions, such as business and economics (Nagy 2015: 262). It is already clear that different people have different opinions about the beginning of ESP. According to Robinson (1980: 15), it goes back to the year 1576 to the publishing of the first ever phrasebook, whereas according to others, the study is quite recent. It is suggested that instead of *English for Specific Purposes*, we should call ESP *Academic and*

Professional Languages instead, as the method of teaching is not as important as it used to be, rather we should stress the social purpose of the language, so that students would cope in their line of work, using English (Nagy 2015: 262-264).

ESP usually consists of “special vocabulary, which often means a large set of words of Latin or Greek”; however, that is in case of scientific specialties, whereas hairdressers and cosmeticians mostly need translations from their mother tongue into English to understand what the topic is about (Nagy 2015: 265). According to Gavioli (2005: 62), ESP corpora mostly cover academic purposes; however, when it comes to everyday services, such as hairdressing or cosmetology, the workers may also need non-academic vocabulary. Specialized languages have three groups of words in them: technical vocabulary, which contains only “subject specialty lexicon”, semi-technical vocabulary, which consists of expressions, too, in addition to special words, and general language vocabulary that is used in a specialized context (Nagy 2015: 267-268). One of the problems with ESP is that there are not enough materials to cover all the professions in the world. Therefore, it is the teacher’s responsibility to provide extra materials of content. However, in order to compile relevant materials, the teacher, in addition to learners, also needs to have an interest in the specialty. For example, having an obese professor lecturing about nutrition would be illogical. This means that the teachers should set an example as an individual as well, not only give lectures about a topic (Holden 1977: 42). Nowadays, most teachers depend on previously compiled materials, which is the reason that some sources provided to teach and/or study ESP are outdated. Current textbooks masterfully equipped by teachers from years ago are still in use; however, they are not evolving (Shi 2018: 18). All ESP textbooks should consist of practical activities, as well as stating facts and vocabulary, as students need to know how to behave in certain situations while having a legitimate background of their specialty (Shi 2018:

19). However, work requirements keep changing with time, for which reason ESP textbooks should nowadays be compiled by many different specialists, not just by one expert, as they used to be. It is advisable to include language teachers, subject teachers, and professionals of expertise in order to produce high-quality study materials. Language teachers can provide information about students' needs in a language, subject teachers contribute by explaining the end needs of the course, and the subject experts introduce the most recent developments of the field (Shi 2018: 18). In the case of the cosmetology specialty, language teachers, cosmetology teachers, and actual cosmeticians should come together to discuss the current opportunities for the most innovative materials.

ESP is necessary for those people who do not benefit enough communication skills from general English lessons in order to thrive in their work field (Liton 2015: 3-4). No matter what the occupation is, almost every career in the world demands communication and for that people need good oral, listening and writing skills (Liton 2015: 10). Keith Kelly (personal communication on March 2, 2019) says in his lecture that people nowadays do not even have the courage to buy ice cream in a foreign language, even though this is something that is necessary, because in order to communicate, either at work or in personal life, one has to be able to speak. Usually, when people think about ESP, they automatically imagine foreign students studying a language, when in fact, it is also suitable for native speakers. Jobs are often specific and need special knowledge, which is not only a requirement for foreigners; therefore, ESP textbooks must also suit learners whose first language is English (Robinson 1980: 73). In addition to a certificate, people mostly come to ESP courses in order to receive vocational and professional information that encourages them to pursue their career in a foreign language. Some may want to extend their studies abroad, some need the course to gain skills for an internship, some may want

to work in a foreign country, others need English for communicating with international partners or clients (Robinson 1980: 6). This is crucial, as international employers have claimed the English language competence to be low (Shi 2018: 17). Although, as previously mentioned, specific purpose English is said to be nothing but general English with technical vocabulary, the terminology also needs to come from somewhere. Therefore, the necessity of ESP lessons lies behind the expansion of vocabulary because, in addition to a lexicon, each profession may require different semantic, syntactic, and even phonological characteristics of lexis. This is essential to many occupations, for example, the culinary career, where each dish requires a special pronunciation (Douglas 2000: 7). However, “out-of-the-blue language” may sometimes confuse learners and therefore the context needs to be clear. For example, in the specialized lessons, hairdressers should only discuss hair-related topics and cosmeticians cosmetics-related topics (The British Council 1981: 65). The aim of an LSP course is not entirely to reach a specific level of proficiency, which is also beneficial, but to reach an understanding of something specific by using the language as a tool. In other words, some may argue that LSP was designed not to teach a language at all and the course should target only the practical knowledge whereas others disagree saying that it is all about the language itself and not so much about new professional knowledge (The British Council 1981: 8-9).

Languages, English among them, can be formally learned either in the classroom or individually or with a tutor. With individual lessons, it is easier for the teacher to adapt to students’ needs and evaluate their skills. The understanding of whether the student is a visual or an oral/aural learner also comes faster, whereas, in a group, students are most likely different learners. To attract interest in a classroom, it is advisable to adopt a variety of exercises, both for visual and aural students (Holden 1977: 68). The key to acquiring a language, ESP included, are

group activities. A good source of materials, however, a coursebook, for example, is something that always benefits a learner to acquire a language, besides practicing verbally. Students often feel more comfortable talking to each other than a teacher, partly due to the language level difference. In addition to that, discussing topics, rather than only reading about them, develops communication skills besides professional knowledge (The British Council 1978: 28). Working alongside a book may give learners more confidence. Furthermore, prior to learning specialized English, teachers must identify the level their students are on in terms of general English. It is unreasonable to build new knowledge on a non-existing foundation of grammar. To make language learning more interesting, it is advisable and perhaps even beneficial to take the students out for outings to different companies related to the students' specialties or invite visitors to present (Holden 1977: 68-69).

It does not matter where an ESP course is taught, whether at a university or a vocational school, there are two possible approaches. One of them suggests a concatenation of intensive courses where the emphasis is on practice. The other offers a program which requires less time in the classroom, however, more time reading thematic materials (Holden 1977: 41). The time spent on a course depends on what knowledge needs to be delivered and how old the learners are. The necessity ought to be assessed for the length of the studies to be decided on, which could vary from a couple-weeks-long course to a year-long one. The pace of the learning must be accordant to the learners' proficiency, considering that in universities there are only students with secondary education, who have expectantly achieved a certain level of English. However, in the vocational schools, there are also learners, who have not acquired the secondary education and therefore may not be as fluent. Yet, schools often expect the learners to have already accomplished some sort of level (Robinson 1980: 9-10). On the other hand, the timetables in

universities and other educational centers are oftentimes hard to compile. In TVEC, for example, the schedule changes every week and is never the same. Hence, it may happen that some lessons, language lessons, for example, occur very infrequently. This, in turn, may result in the demotivation of students, as they lose continuance (Shi 2018: 17). Another factor for that matter may be that the textbooks in use are no longer interesting as the tasks there may be outdated, too detailed or irrelevant (Robinson 1980: 39).

Prior to working with a class, it is the teacher's responsibility to find suitable materials. It can be a long process of browsing through different items, though, in the event of a material shortage, it would be an easy task. When appropriate sources are found, the next phase of the analysis is to determine *how* beneficial they are (Fraidan 2012: 43). The materials must be challenging for students in terms of proficiency, they must broaden the learners' vocabulary and cover all the required skills, both professional and linguistic. When it comes to TVEC and the cosmetology and hairdressing specialties, the only option to choose from is *Beauty Salon* by Jenny Dooley and Virginia Evans, leaving the first stage of the material evaluation brief. A textbook, especially an ESP one, is expected to be practical and must, therefore, involve activities that are closely connected to their future profession, providing potential situations from the field (Liton 2015: 7). Some ESP books are compiled by teachers themselves and are for that matter quite teacher-centered, whereas the focus should, in fact, be on the students, making the subject easier to learn than to teach (Liton 2015: 8). Kelly (personal communication on March 2, 2019) also claimed in his lecture: "It's not about the teacher's knowledge, it's about what the students acquire." There are many aspects to consider when evaluating a course book and as Fraidan (2012: 45) suggests: "no course book is perfect". One should first assess the language usage in the material, then the quality and quantity of activities, which show the appropriateness

of the source - whether they match the students' needs and the syllabus requirements. Not all textbooks cover everything necessary, leaving it for the teacher to decide, whether to use it as the main source or as a helping tool. On the other hand, when people ordinarily think about learning materials, the word that strikes is *beneficial* and the target group is usually considered to be students. At the same time, being a teacher is said to be a life-long process of learning, too, on account of which the teacher must be involved, as well. Some may even call it "deskilling" for educators if the textbook does all the work for them. Ergo, using good study materials does not necessarily mean having high-quality books, rather than having an adequate teacher (Hanifa 2018: 166-167).

People may agree or disagree on whether ESP is beneficial to students but nevertheless, it is everywhere as it is believed to be general English with specialized lexicon in it. Textbooks today, however, are not too advanced, meaning that they only cover necessary topics superficially, and oftentimes this is the reason why students do not feel overly excited to learn a language. This brings us to a question: how *beneficial* a textbook Dooley and Evan's *Beauty Salon* for hairdressers and cosmeticians truly is?

CHAPTER 2

The Analysis of the Coursebook

The 2011 coursebook *Career Paths: Beauty Salon* by Jenny Dooley and Virginia Evans is the only beauty-related resource that Tartu Vocational Education Centre has to offer. In the school's beauty department, though, there are students studying to become hairdressers, cosmeticians and SPA therapists and this textbook needs to meet the needs of all these specialties. I will be relying on the article by Fraidan to highlight the qualities of *Beauty Salon* by considering the aspects that he has analyzed. I will first explain what the syllabus of the school expects from students, then introduce different aspects of the coursebook, ending with the summary of students' opinions of the book. It will be judged based on both its external qualities – the overall appearance – and internal qualities – the key elements of the information within the coursebook, taking into consideration the author's assessment as well as that of the students'.

When starting a new course, a vocational school teacher cannot merely decide what the covered topics should be; there are certain requirements that need to be followed. To begin with, there are professional standards. In Estonia, the standards are provided by Estonian Qualifications Authority that sets the occupational qualifications for many different professions, including hairdressing and cosmetology. These regulations, however, focus on the general requirements of the specialty, while during the analysis of an ESP textbook, we need the requirements of English courses. These are compiled by the teachers of the schools who teach the course and when it comes to TVEC, I will be using the school's syllabi of both the cosmetology and hairdressing specialties.

Both specialties have one similar requirement: secondary education must be acquired; from then on, topics start to differ, focusing only on the *specific* part of the language, excluding

the general English. The cosmetology syllabus (see appendix 1) is divided into three sections, each covering a more specific field. In the first learning outcome (LOC), the guidelines are rather limited, stating the topics to be “treatments: facial and body treatments”, “pedicure” and “manicure”. Within these three subjects, students must apply their already acquired professional and linguistic knowledge to interact with clients and introduce products and procedures. The main idea is to expand the vocabulary while communicating directly with the customers. The second LOC focuses on customer service, with the necessary topics being “phone conversations”, “introducing the treatment products”, “interacting with clients” while giving special instructions, such as “undress, please” and “lie down”, and “asking for feedback about temperature, pain level, and satisfaction”, as the syllabus suggests. Within this LOC, the students are required to show skills of professional communication when meeting face-to-face, in addition to talking on the phone. They must be able to take orders, find out about the customers’ needs, book appointments, solve problems, determine whether the client is satisfied while remaining within the courtesy lines. The third and final LOC requires students to describe different skin conditions, be aware of the indications and contraindications while being able to consult clients about their problems. The general aim behind the module is to ensure that students acquire the vocabulary of a cosmetician, understand professional texts, and can communicate with clients in English.

The hairdresser’s syllabus (see appendix 2) is also divided into three sections, each covering a more specific field. The first LOC gives students professional terminology: equipment, different types of hairstyles, coloring jobs, hair care, and description of products. During this time, they must understand different product manuals, advise clients to use proper goods, understand professional texts, and define all the necessary tools and techniques. The

second LOC, as with cosmetology, focuses on customer service, whereas students must be ready to greet the clients, present products and procedures, solve problems and give recommendations. They also need to know how to consult clients, book appointments, and make phone conversations. The third and final LOC, however, prepares students for the future labor market, as the main emphasis is on introducing oneself. Students must know common courtesy expressions, how to write CVs and cover letters, be able to describe the necessary qualities of a hairdresser. The last aspect is work safety, where they have to describe the possible work-related dangers. Within this LOC, students are required to analyze themselves and their language proficiency, they need to understand and value the necessity of life-long learning and interpret job offers in English.

The two syllabi both focus on the necessary requirements of a particular specialty, in terms of vocabulary, for example. In addition, all the fundamental language skills – reading, writing, listening, and speaking – are required; however, a significant difference between the two is the fact that future hairdressers are prepared for the upcoming competition of the labor market, whereas for the cosmeticians, it is seemingly not intended, as if they did not have to apply for jobs. At the same time, it could be taken as a disadvantage for the hairdressers, as the last LOC for them is more general, using the hours, that could be spent on specialized vocabulary, on overall topics, while the cosmeticians can use the same time for learning materials targeted only to them.

The coursebook *Beauty Salon* was compiled in 2011 by Jenny Dooley and Virginia Evans. It was published by Express Publishing and is a part of the series of Career Paths EOP coursebooks. *Beauty Salon* was also nominated for the English Language Teaching Innovation Award (ELTons) in the year 2012. Career Paths itself calls the coursebook “unique”,

“innovative”, “effective” and “practical”. One textbook consists of three individual books, which are said to be of different proficiency levels, setting the first book to be at A1 level, the second at A2 level and third at B1 level. In addition to the students’ book, there is also a Teacher’s book and two CDs with listening exercises, one of them being in British, the other in American English, leaving it for the teacher to decide which one to use. All three parts of the students’ book include over 400 vocabulary phrases, 45 listening and reading exercises, different writing opportunities, and speaking situations. Each individual book is divided into separate units, 15 to be precise, followed by a glossary. However, when it comes to the usefulness of the coursebook for hairdressing and cosmetology students, there can be some doubts, as not all units are addressed to them. The book seems to be aimed for all beauty-related professions, on account of which the 15 units of each part can be rather diffuse.

On the external survey, when looking at the appearance of the book, it seems beautiful, as in the beauty industry it should be. Starting from the bright pink covers, each page is lined with a same-colored header, each unit entails colorful photos, each exercise is marked with a pink number – pink is the color of the coursebook. In a closer look, however, every unit is only two pages long and offers merely a couple of new and marked vocabulary, the photos for today’s society are quite old-fashioned and each unit follows the same pattern of exercises – a short reading task, vocabulary comprehension, listening, and a writing exercise. All the four skills a proper language user should acquire, are there, whereas the exercises are rather superficial and compressed. For example, there is always one audio track per unit, however, there are two exercises to complete. Meanwhile, these recordings only cover certain situations and rather plain ones at that. In addition, most of the exercises are quite simply structured, as there are mostly multiple-choice or true-or-false questions following reading tasks, gap filling exercises for

listening exercises and vocabulary comprehension, in addition to a writing part. There is no grammar or pronunciation teaching included in the coursebook as if students are expected to have acquired this part prior to learning ESP. In addition to the compressibility and simplicity of the exercises in the units, the pattern continues throughout the three books, making it repetitive for the students.

While the previously mentioned exercises may be beneficial for a quick lesson and perhaps the learning of some new words, due to the compressed materials, language as such will not be easily grasped, since only knowing a few terms will not help students to form sentences and fully understand other people's points of view. Furthermore, *Career Paths: Beauty Salon* comes together with a teacher's guide, which means that if a student has access to this, there is little involvement required from an actual teacher. Therefore, the coursebook can be a tool for individual learning; however, if the teacher's book is not available, it may be difficult for students to comprehend the necessary information, as there is no key in the coursebook itself to know the correct answers.

On the internal view, when analyzing the aspects the educational part, out of the first 15 units, both the cosmeticians and hairdressers benefit from only eight units, the three that match are "Beauty salon workers", "Welcome to Bella Salon", and "Salon small talk". These three units cover topics and vocabulary that may occur in both professions, such as "salon owner". The following units for cosmeticians are "Manicure", "Pedicure", "Makeup essentials", "Makeup tools", and "Makeovers", whereas hairdressers can find usage from "Hair designers' tools", "Hair types and styles", "Women's hairstyles", "Men's hair styles", and "Communicating during a haircut". As previously mentioned, each unit has listening exercises, vocabulary comprehension through reading, a speaking, and writing part. The rest of the units of the first

book cover massage topics that are not related to these two occupations in question. When examining the cosmetology syllabus side by side with the first part of the book, the requirements of knowing about manicure and pedicure are met, whereas there is no mention of body treatments. The hairdressers' syllabus does not meet all the necessary requirements from the first part either, as hairdresser's tools and different hair styles are discussed, while hair maintenance is not spoken about.

In the second book, only three units meet the specific requirements of the cosmetology profession; however, in this case, the students could also benefit from Spa related topics; therefore, six out of 15 may help. The units are "Making an appointment by phone", "Getting a manicure", "Manicure maintenance", "Hair removal", "Skin care", and "Spa facials". When comparing the syllabus to the units, cosmeticians learn how to talk on the phone, as necessary, they learn some new vocabulary about skin care and treatments; however, the ways of *how* to introduce treatments or products, is not entirely covered, not to mention the specific phrases that the syllabus expects the students to know. The hairdressers, on the other hand, can find seven of the units helpful, them being "Making an appointment by phone", "Shampoo", "Perms", "Straightening", "Hair coloring", "Barber service", and "Damaged hair". These units cover only the phone conversation part of the second LOC while providing some additional materials for the first one, in terms of hair maintenance. The first three units of the book, however, "Busy day at the salon", "Giving directions", and "Business hours" are rather general and do not have any specific relation to the two syllabi provided by the school. Nevertheless, once again, according to the pattern, no unit leaves the students without listening, reading, writing or speaking.

The third book includes units that can all be related to either cosmetology or hairdressing, making it look like it is the most beneficial part of the coursebook; however not all the units are

in accordance with the syllabi, leaving it, once again, for the teacher to decide whether to include the units or not. Therefore, the cosmetology students may find nine out of 15 units beneficial, them being “Sales”, “How will you pay?”, “Nail problems”, “Artificial nails”, “Salon sanitation”, “Choosing makeup”, “Eye makeup techniques”, “Makeup on special occasions”, and “Permanent makeup”. At the same time, these units have nothing in common with the third LOC of the cosmetology syllabus, which requires students to know how to ascertain some indications and detect contraindications. The hairdressers can also see the usefulness in nine units in the third book, them being, “Sales”, “How will you pay?”, “Color treatment”, “Advanced coloring techniques”, “Curly hair”, “Hair products”, “Men’s grooming”, “Special occasion hair”, and “Salon sanitation”. The third LOC of the hairdresser’s syllabus with the topic of “labor market” remains uncovered. At the same time, however, all four language skills are still reached.

In sum, when all together in the three volumes there are 45 units, then only approximately 51% of the units benefit cosmeticians in terms of the suitability of topics as 23 units are suitable and approximately 53% of them help the hairdressers learn EOP, as 24 units were suitable for them. Meanwhile, some of the units overlap between the specialties, but some topics, or even LOCs, are left aside.

Oftentimes, however, students and teachers may disagree when it comes to the idea of suitability. Therefore, to understand the opinion of the target students, a short questionnaire (see appendix 3) was conducted among the cosmetology students of the years 2017 (KSM17) and 2018 (KSM18). The questionnaire asked learners about their opinion when it comes to *Beauty Salon* and to highlight page numbers that they find particularly beneficial. It was previously mentioned that customer service was a specific requirement for both cosmeticians and hairdressers; therefore, there was a question about this as well. The KSM18 group was handed

the questionnaire on May 9, 2018, and KSM17 on May 18, 2018, however, since there is no difference in the year that the students began their studies, I will analyze their answers as one; altogether, there were 23 respondents.

The first two questions asked the learners to emphasize different features about the coursebook that they either like or not. They mostly focused on the external evaluation, describing the looks of the book, whereas some analyzed the internal usage, making it clear what units they find useful for their future. 12 students claimed that they enjoy the colorfulness; however, four students found the book too colorful and one described the color scheme as “dull”. At the same time, eight students found the pictures used in the coursebook very beautiful, while four of them said that the pictures are outdated, there are too many of them, making the book feel more like a magazine, and the cover photo should be replaced with something more thematic. The majority of respondents felt that the coursebook has a variety of different exercises that are relevant to their occupation and it is easy to understand due to good explanations, whereas on the other hand, six students felt that the information is too compressed on two pages, there is not much space for writing, and important knowledge, such as new vocabulary and phrases, should be emphasized in a more understandable way. Another aspect that the respondents criticized is the repetition of exercises that recur throughout the units, making the learning “boring”.

The last two questions of the questionnaire asked the students to highlight specific page and exercise numbers that in their opinion benefit their studies in general and with customer service. It transpired that there is no difference for students whether it is customer service or general cosmetology English, the results were still the same, as the findings relied behind general comprehension of reading, listening, writing, and speaking. In fact, 14 students thought it necessary to master the four language skills. When examining the results in more detail, the

students' opinions diverged. Two students found only "manicure" and "pedicure" units beneficial, leaving the massage and make-up part aside, while nine of the respondents saw the gain in more general units, such as topics about small talk and salon communication. The reasons varied, as do learners' needs. Some claimed to obtain only vocabulary, as others noticed the importance of practicing dialogues, hearing the correct pronunciation and revising all the learned topics in another language. Only a couple of respondents saw straight connections between the exercises and actual salon work, stating some exercises to help "when communicating with clients", "to know how to ask for money", and "to make an appointment".

In his article, Fraidan asks: "Can the materials be used as core or supplementary?" and based on the results of this analysis and the questionnaire, *Beauty Salon* ought to be supplementary as not everything that is expected from the students to know can be taught using this book (Fraidan 2012: 46). In addition, students have different needs and proficiency levels, leaving some of them bored in the lesson, while others feel overwhelmed. The repetition of exercise types may also make the lower level students feel like they know everything, since they can eventually easily complete all the exercises, while the more advanced students may encounter the feeling of devolution as they get bored from doing the same tasks over and over again; and this benefits no one when actually all they do know is how to complete a certain type of exercise. Therefore, I believe that while it is a good source of exercises and topic ideas, additional sources must be sought because students need to feel motivated to learn, but when the three-part coursebook only offers four types of exercises to quickly cover the necessary language skills, the learning becomes monotonous in a matter of time.

CONCLUSION

ESP stands for *English for Specific Purposes* and while some argue that *specific* can mean anything to anyone, others say that it is merely general English with specialized vocabulary. In this context, we are talking about English for different occupations. Every learner, however, is different and has their own needs. Therefore, the study materials should meet all the possible demands. Nevertheless, oftentimes there is a mismatch and not all the requirements are accommodated.

Languages are as old as is humanity and therefore has *ESP* also developed for a very long time. The demand for it grew in the 1960s when trading became an international affair in a larger extent. At the same time, the development of *ESP* is considered relatively slow, as professions themselves develop faster. The same problem applies to materials, as there are not enough books to cover all the professions in the world. Meanwhile, textbooks are not renewed as fast as occupations evolve. This, however, is a problem, because schools do not have much to rely on when teaching students. Contemporary materials should be compiled by a variety of specialists, for example, language teachers, subject teachers, and professionals of expertise.

People learn languages for different reasons, be it merely feeling more confident about expressing oneself, applying for an internship abroad or working for an international company, but *ESP* is already targeted for a specific reason and usually, the main idea is to cope within the labor market; be it for communicating with clients or reading product information from labels. One could learn *ESP* individually, at a university or in a vocational school, where the occupations are taught, and with almost every job, communication is required. However, it is often so that students do not know how to communicate with others, no matter the situation. Therefore, *ESP* courses teach the students necessary topics and what vocabulary to use.

Nevertheless, today's learners already have a lot on their plates, which means that the information should be kept to a minimum and therefore an ESP course should only cover these particular topics that are strictly connected to the specialty, otherwise, students may get confused. For example, cosmetology and hairdressing students should learn beauty-related topics only. In addition to that, it is important to keep ESP separate from learning general English in detail, as mixing grammar with technical vocabulary and situations can easily distract students from focusing on the professionally important language and being grammatically 100% accurate is not as important as sending a message.

Meanwhile, teachers ought to be careful with remaining within the frames, as students often get bored in the lessons, either due to proficiency difference or some other reasons. In Tartu Vocational Education Center, there is only one coursebook in the beauty department, which is meant for all the beauty specialties. The 2011 coursebook *Career Paths: Beauty Salon* by Jenny Dooley and Virginia Evans may seem like the best solution for the ESP lessons, but no book is perfect and may have flaws. Be it topics that are left out or limited new vocabulary, the teachers often need to seek additional materials.

The question about how beneficial a coursebook may be, falls for the teachers to answer, although they are not the ones having to learn from it. Therefore, the opinion of a teacher may not coincide with the students, as teachers want one thing, but students expect something completely different. Because of that, to find out how valuable *Beauty Salon* truly is, a questionnaire was conducted among the TVEC students of two cosmetology specialty groups. The main findings were that just as students' needs, opinions vary. Some commented on the book being too pink, while others enjoyed the colorful pages, some said the information is beneficial, while the others found it superficial. Some students claimed the coursebook to be like

a magazine and easy to use, whereas others found it very compressed and recurring in terms of exercises.

In conclusion, since there are students who are not satisfied with the build-up of *Career Paths: Beauty Salon*, one could reckon the coursebook as “not beneficial enough”. In addition, the repetition of the types of exercises helps no student. Although not all materials can suit all learners, teachers should find something that suits most of the students. Perhaps additional materials would add value to the learning, making it more interesting for the learners. From the analysis, we can say that although *Beauty Salon* covers most of the necessary topics and addresses all four language skills, there are still some aspects that are left uncovered.

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APPENDIX 1

Tartu Kutsehariduskeskus
MOODULI RAKENDUSKAVA

Sihtrühm	keskhariduse omandanud õpilane		
Õppevorm	statsionaarne - koolipõhine õpe		
Mooduli nr	Mooduli nimetus	Mooduli maht (EKAP)	Õpetajad
6647	Erialane inglise keel	3	
Nõuded mooduli alustamiseks	Puuduvad		
Mooduli eesmärk	Õpetusega taotletakse, et õpilane omandab kosmeetiku eriala terminoloogia, hoolduste kirjeldused ja erialase teksti mõistmise ning kasutab oskussõnavara rahvusvahelise kliendiga suhtlemisel ning erialase info mõistmisel ja edastamisel.		
Auditoreid tunde sh lõimitud üldained	Iseseisva töö tunde sh lõimitud üldained	Praktiline töö	
26 t	20 t	32 t	

Õpiväljund 1	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetodid	Hindamine
Kasutab erialast terminoloogiat hoolitsuste läbiviimisel nimetades töövahendeid ja tooteid. Jaotus tundides: teoreetiline töö: 10 iseseisev töö: 10 kokku: 20	- rakendab erialaseid ja kutsekeele oskusi suhtlemisel rahvusvahelise kliendiga toodete ja hoolduste tutvustamisel ja teostamisel; - koostab etteantud juhendi alusel kosmeetiku teenuste ja toodete loendi koos lühikeste selgitustega kasutades erialast sõnavara ja jälgides keelelist korrektsust.	1.Hooldused: näo- ja keha hooldused 3. Pediküür 4. Maniküür	Loeng, arutelu	Mitteeristav
Hindamisülesanne: Õpilane iseloomustab juhendi alusel ühte hooldust ja seal kasutatavaid tooteid ning töövahendeid.			Hindamismeetod: Iseseisev töö	
Lävend				
Õpilane rakendab erialaseid ja kutsekeele oskusi suhtlemisel rahvusvahelise kliendiga toodete ja hoolitsuste tutvustamisel ja müümisel; koostab etteantud juhendi alusel kosmeetiku teenuste ja toodete loendi koos lühikeste selgitustega kasutades erialast sõnavara ja jälgides keelelist korrektsust.				
Iseseisvad tööd				
Õpilane iseloomustab juhendi alusel ühte hooldust ja seal kasutatavaid tooteid ning töövahendeid.				

Õpiväljund 2	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetodid	Hindamine
Suhtleb rahvusvahelise kliendiga otsesuhtluses ja telefoni teel. Jaotus tundides: teoreetiline töö: 8 praktiline töö: 12 iseseisev töö: 10 kokku: 30	- demonstreerib etteantud töösituatsioonide alusel rollimängudes ametialast suhtlemisoskust nii otsesuhtluses kui telefoni teel.	1. Telefonivestlus 2. Hooldustoodete tutvustamine 3. Suhtlemine kliendiga: enda tutvustamine, viisakusväljendid, kehaosad, käsklused "võta riidest lahti", "heida kõhul" jne.). Tagasiside küsimine- ega pole palav või külm, või valus? kuidas meeldis jne.	Loeng, arutelu, rollimängud	Mitteeristav
Hindamisülesanne: Õpilane koostab õpetaja poolt ette antud juhendi alusel tagasiside küsimustiku ja esileb seda klassis.			Hindamismeetod: Iseseisev töö	
Lävend				
Õpilane demonstreerib etteantud töösituatsioonide alusel rollimängudes ametialast suhtlemisoskust nii otsesuhtluses kui telefoni teel (kliendi vastuvõtmine, soovide väljaselgitamine, hoolduste ja toodete tutvustamine, hoolduste broneerimine, probleemi lahendamine, kliendirahulolu selgitamine, viisakusvestlus).				
Iseseisvad tööd				
Õpilane koostab õpetaja poolt ette antud juhendi alusel tagasiside küsimustiku ja esileb seda klassis.				
Praktilised tööd				
Juhendi alusel erinevate situatsioonülesannete lahendamine.				

Õpiväljund 3	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetodid	Hindamine
Nõustab klienti inglise keeles. Jaotus tundides: teoreetiline töö: 8 praktiline töö: 20 kokku: 28	- selgitab kliendile hoolduste põhimõtteid, näidustusi ja vastunäidustusi ning on valmis soovitada tooteid koduseks kasutamiseks.	Näidustuste/vastunäidustuste väljaselgitamine: kuiv/rasune/vananev nahk; hoolduste sobivus antud nahale; allergiad; mida ma peaksin sinu tervise kohta teadma; kas sul on kroonilisi haigusi, need hooldused ei sobi kokku või ühel päeval jne.	Arutelu, loeng, rollimängud.	Mitteeristav
Hindamisülesanne: Juhendi alusel rollimängude kaudu klientide nõustamine.			Hindamismeetod: Probleemsituatsiooni lahendamine	
Lävend				
Õpilane nõustab klienti inglise keeles, selgitades hoolduste sobivust ja mitesobivust kliendile ning soovib koduseks kasutamiseks tooteid.				
Praktilised tööd				
Juhendi alusel rollimängude kaudu klientide nõustamine.				
Mooduli kokkuvõtva hinde kujunemine	Mooduli kokkuvõttev hinne kujuneb õpiväljundite omandamisel sooritatud iseseisvatest- ja praktilistest töödest. Sooritab 2 iseseisva töö ja ühe praktilise harjutuse. Iseseisevtöö- 1. Õpilane iseloomustab juhendi alusel ühte hooldust ja seal kasutatavaid tooteid ning töövahendeid. 2. Õpilane koostab õpetaja poolt ette antud juhendi alusel tagasiside küsimustiku ja esileb seda klassis. Praktiline töö- Juhendi alusel rollimängude kaudu klientide nõustamine.			
Mooduli hindamine	mitteeristav hindamine			
Õppematerjalid	Jenny Dooley, Virginia Evans, Career Paths: Beauty Salon, 2011, Express Publishing. Internet.			

APPENDIX 2

Tartu Kutsehariduskeskus
MOODULI RAKENDUSKAVA

Sihtrühm	keskhariduse omandanud õpilane		
Õppevorm	statsionaarne - koolipõhine õpe		
Mooduli nr	Mooduli nimetus	Mooduli maht (EKAP)	Õpetajad
5967	Erialane võõrkeel	3	Kerstin Kesler
Nõuded mooduli alustamiseks	Puuduvad		
Mooduli eesmärk	Õpetusega taotletakse, et õpilane omandab juuksuri eriala terminoloogiat, teenuste kirjeldused ja erialase teksti mõistmise ning kasutab võõrkeelset oskussõnavara kliendiga suhtlemisel ning erialase info mõistmisel ja edastamisel.		
Auditoorseid tunde sh lõimitud üldained	Iseseisva töö tunde sh lõimitud üldained	Praktiline töö	
51 t	14 t	13 t	

Õpiväljund 1	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetodid	Hindamine
mõistab võõrkeelset erialast terminoloogiat, töövahendeid, tööprotsesse ja toodete nimetusi ning rakendab neid suuliselt ja kirjalikus keelekasutuses lähtudes teenindussituatsioonidest. Jaotus tundides: teoreetiline töö: 18 praktiline töö: 2 iseseisev töö: 6 kokku: 26	eristab ja defineerib võõrkeeles tööks vajalikke töövahendeid ja erinevaid tööprotsesse eristab ja kirjeldab võõrkeeles erinevaid lõikusi, värvimis- ja keemilise loki protsessi, habemete kujundust mõistab erinevate toodete võõrkeelseid kasutusjuhendeid ning soovib neid kliendile teenindussituatsioonis, kasutades erialast sõnavara ja õigeid lausekonstruktsioone mõistab erialast võõrkeelset teksti ning rakendab saadud infot oma keeleoskuse mitmekesistamiseks	JUUKSURI ERIALANE TERMINOLOOGIA Töövahendid. Juukselõikused, struktuurikujundused, värvimistööd, soengute ja habemete kujundamine. Juuste hooldus (pesemine, erinevad hooldusvahendid). Toodete kirjeldused.	Rollimängud, paaritöö, rühmatöö, kompleksülesanne, iseseisev töö.	Eristav
Hindamisülesanne: Kombineeritud ülesanne erialasest terminoloogiast ja praktilisest keelekasutusest.			Hindamismeetod: Test Ülesanne/harjutus	
Hinne 3		Hinne 4		Hinne 5
Õppija kasutab aktiivselt võimalust suhelda võõrkeeles isegi siis, kui see õnnestub osaliselt. Õppija sõnastab olemas olevad teadmised juuksuri erialase terminoloogia kohta võõrkeeles ning esitleb neid, kuid teeb seda piiratud sõnavaraga ning lihtsamates grammatilistes lausekonstruktsioonides esineb vigu. Õppija panustab meeskonnatöösse ning tuleb peamiste ülesannete sooritusega toime		Õppija kasutab aktiivselt võimalust suhelda võõrkeeles. Õppija sõnastab olemas olevad teadmised juuksuri erialase terminoloogia kohta võõrkeeles ning esitleb neid kasutades teemakohast sõnavara ning lihtsamad grammatilised lausekonstruktsioonid on reeglina vigadeta. Õppija panustab meeskonnatöösse ning tuleb suurema osa ülesannete sooritusega toime.		Õppija suhtleb aktiivselt võõrkeeles. Õppija sõnastab olemas olevad teadmised juuksuri erialase terminoloogia kohta võõrkeeles ning esitleb neid kasutades laialtlevitatav teemakohast sõnavara ning grammatiliselt keerukamaid lausekonstruktsioone. Õppija panustab efektiivselt meeskonnatöösse ning tuleb ülesannete sooritusega efektiivselt toime.
Iseseisvad tööd				
Koostab etteantud juhendi alusel juuksuri teenuse võõrkeelse kirjelduse koos lühikeste selgitustega kasutades erialast sõnavara ja jälgides keelelist korrektsust. Iseseisva töö eesmärk on toetada ja julgustada õppijat kasutama tundides omandatud erialast sõnavara ning suunata õppijat läbi kestva enesearengu õpiprotsessi juhiks.				
Praktilised tööd				
Praktilised keeleõppe ülesanded töökeskkonnas. Erinevad rollimängud, simulatsioon.				

Õpiväljund 2	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetodid	Hindamine
suhtleb võõrkeeles teenindussituatsioonides, esitades ja põhjendades oma seisukohti töötamataki piires iseseisva keelekasutajana Jaotus tundides: teoreetiline töö: 18 praktiline töö: 6 iseseisev töö: 2 kokku: 26	kasutab kliendisuhtluses enamlevinud viisakusväljendeid ning korrektset põhisõnavara tutvustab kliendile võõrkeeles teenuseid ja nõustab klienti võtab vastu võõrkeelseid teateid ja broneeringuid nii vastuvõtus kui ka telefoni teel lahendab probleemsituatsiooni, kliendi kaebuse, kasutades korrektseid väljendeid ja lausekonstruktsioone	TEENINDUSALANE SUHTLEMINE Klientide vastuvõtmine (tervitamine, tutvustamine, vabandamine, soovitude esitamine). Kliendi nõustamine (kliendirahulolu selgitamine, probleemi lahendamine). Telefonikõnelused, teenuste broneerimine.	Paaristöö, rühmatöö, tööleht	Mitteeristav
Hindamisülesanne: Teeninduslase rollimängu sooritamine.				
Lävend				
Suhtleb võõrkeeles teenindussituatsioonides. Esitab ja põhjendab oma seisukohti tööga seonduvas iseseisva keelekasutajana.				
Iseseisvad tööd				
Probleemsituatsiooni lahendamine. Iseseisva töö eesmärk on toetada ja julgustada õppijat kasutama tundides omandatud erialast sõnavara ning suunata õppijat läbi kestva enesearengu õpirotsessi juhiks.				
Praktilised tööd				
Praktilised keeleõppe ülesanded töökeskkonnas. Erinevad rollimängud, simulatsioon.				

Õpiväljund 3	Hindamiskriteeriumid	Teemad/alateemad	Õppemeetodid	Hindamine
mõistab elukestva õppe osatähtsust ning koostab võõrkeelsed taotlusedokumentid lähtudes edasiõppimise ja tööturul kandideerimise rahvusvahelistest võimalustest Jaotus tundides: teoreetiline töö: 15 praktiline töö: 5 iseseisev töö: 6 kokku: 26	analüüsib võõrkeeles ennast ja oma tööga seonduvat arvestades juuksuritööks vajalike oskuste ja omadustega mõistab elukestva õppe osatähtsust suhtlemisalase ja erialase võõrkeeleoskuse arendamiseks ning hindab oma võõrkeeleoskuse taset tõlgendab töökuulutusi ning kirjutab võõrkeelse CV ja kaaskirja ning sooritab näidistööintervjuu kirjeldab töökohaga seotud ohtusid	ENDA TUTVUSTAMINE. TÖÖKOHT Enda ja töökoha tutvustamine, viisakusväljendid. CV ja kaaskirja kirjutamine, juuksuritööks vajalike omaduste kirjeldamine. Tööohutus.	Paaristöö, rühmatöö, rollimäng, mõistekaart, tööleht	Mitteeristav
Hindamisülesanne: Tööintervjuu sooritamine		Hindamismeetod: Test Intervjuu		
Lävend				
Mõistab elukestvaõppe osatähtsust oma keelelisel arengul. Koostab võõrkeeles taotlusedokumentid. Kirjeldab tööga seonduvaid ohtusid.				
Iseseisvad tööd				
CV ja kaaskirja koostamine.				
Praktilised tööd				
Praktilised keeleõppe ülesanded töökeskkonnas. Erinevad rollimängud, simulatsioon.				

Mooduli kokkuvõtva hinde kujunemine	Mooduli hinne kujuneb kõigi teemade juures kirjeldatud hindamiskriteeriumite õpiväljundite saavutamisel. Kõik õpiväljundid on saavutatud lävendi tasemel ja väljendatakse sõnaga „arvestatud“ (A). Kui õpiväljundid saavutatakse lävendi tasemest madalamal tasemel, siis on tulemus ebapiisav ehk „mittearvestatud“ (MA).
Mooduli hindamine	mitteeristav hindamine
Õppematerjalid	Jenny Dooley, Virginia Evans, Career Paths: Beauty Salon, 2011, Express Publishing. Internet.

APPENDIX 3

Questionnaire

Date:
Group:

Dear students!

This worksheet is for you to fill out due to academic reasons - the collecting of information for a bachelor's thesis *The Analysis of a Vocational School Coursebook CAREER PATHS: BEAUTY SALON*. Please write down the date when you were filling out this questionnaire, and your study group (KSM17 or KSM18). This information is anonymous and will be used **only** for the benefits of writing the bachelor's thesis where the use of the coursebook will be analyzed. In the following questions, you are asked to comment on the 2011 coursebook *Beauty Salon* by Jenny Dooley and Virginia Evans. The author of the thesis kindly asks you to be as objective and specific as possible.

Thank you in advance!

The Coursebook

1. Please point out which features you like about the coursebook. (Design, information, layout, ease of use, *etc.*)

.....

2. Please point out which features you do not like about the coursebook. (Design, information, layout, ease of use, *etc.*)

.....

3. Please point out the pages and exercises in the coursebook that would benefit your studying in general. (*E.g. Book 1, pg 2-3, ex 4,5,6*)

BOOK	PAGE NUMBERS	EXERCISE NUMBERS	REASON

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Eliseta Talviste

The Analysis of the EOP Coursebook *Career Paths: Beauty Salon* (Erialase inglise keele õpiku „Career Paths: Ilusalong” analüüs)

Bakalaureusetöö

2019

Lehekülgede arv: 27

Annotatsioon:

Käesolev bakalaureusetöö analüüsib Tartu Kutsehariduskeskuse iluosakonnas kasutuses olevat erialase inglise keele õpikut „Beauty Salon” („Ilusalong”). Töö peamine eesmärk on välja selgitada kui kasulik see õpik kooli kosmeetiku- ja juuksurierialade jaoks erialase keele õppimisel on. Analüüs põhineb õpiku võrdlemisel kooli pakutud rakenduskavaga ning mõnede õpilaste seas läbi viidud küsitlusel.

Käesolev töö koosneb neljast osast: sissejuhatusest, kahest peatükist ja kokkuvõttest. Töö sissejuhatus toob välja erialase inglise keele vajalikkuse. Esimene peatükk on kirjanduse ülevaade ja annab ülevaate erialase inglise keele üldistele omadustele. Töö teine peatükk rõhub õpilaste arvamusele, mis põhineb kosmeetikueriala õpilaste seas läbiviidud küsitlustel. Ühtlasi toob teine peatükk välja seose õpiku ja kooli rakenduskava vahel.

Kokkuvõtteks võib öelda, et „Ilusalong” on küll õpik, mis võtab läbi enamiku vajalikest teemadest ning teeb seda üpriski lihtsal moel, kuid vaatamata sellele ei ole õpilased sellega täielikult rahul. Seetõttu ei ole Tartu Kutsehariduskeskuses see õpik piisav materjal ning õpetajal tuleks juurde otsida abistavaid materjale.

Märksõnad:

Erialane inglise keel, õpiku analüüs

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Eliseta Talviste,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) minu loodud teose

The Analysis of the EOP Coursebook *Career Paths: Beauty Salon*,

mille juhendaja on Natalja Zagura,

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Eliseta Talviste

Tartus, 20.05.2019

Autorsuse kinnitus

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Eliseta Talviste

20.05.2019

Lõputöö on lubatud kaitsmisele.

Natalja Zagura

23.05.2019