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### **SHARING EXPERIENCE IN THE FRAMEWORK OF THE PROJECT “ENGLISH FOR UNIVERSITIES” (OBJECTIVES AND OUTCOMES OF TRAINING)**

This article is devoted to the new approaches in solving of the problems arisen during training process of learning English for specific purposes. As the title implies the article describes essentials and outcomes of this process. A detailed analysis of course objectives is given in the paper. It is specially noted the transformational change in the level of English among both university teaching staff and students, urgent of this change in the epoch of globalization as nowadays globalization defines the modern world.

CiVELT is a Certificate in Vocational English Language Teaching. The teachers of English for Specific purposes successfully completed the 35-hour ESP course on the British Council English for Universities project are awarded with this Certificate.

It should be mentioned that “... the English for Universities project was initiated by the British Council Ukraine in December 2013 after the Ukrainian Ministry of Education had identified the improvement in levels of English in Ukraine’s universities as a priority. The project aims to make a commitment to helping Ukraine make a transformational change in the level of English among both university teaching staff and students at which they can fully participate on the international stage. The project objective is to help Ukraine create its own sustainable EL teaching capacity to take students to B2 or C1 CEFR levels; introduce standards” [1].

“The project intends to take a flexible and holistic approach depending on the needs and goals of specific universities focusing on the three main groups:

- teachers of English for Specific Purposes (ESP) and English for General Academic Purposes (EGAP);
- subject teachers using English as a Medium of Instruction (EMI) or for research and international purposes;
- general students who need to understand English either for course requirements or as a specific target for the universities (excluding those studying English as a subject in itself)” [1].

The project’s participants from the National Technical University “Kharkiv Polytechnic Institute” took and continue to take an active part in the work of various actions organized by the British Council Ukraine. The authors of the article successfully completed the 35-hour ESP course on the British Council English for University project (Teacher Development Winter School, Kyiv, 08-13 February 2017). We’d like to share knowledge and skills developed in the framework of the project “English for Universities” with our colleagues.

The project objectives are very urgent nowadays as we all live in the epoch of globalization. “The process of globalization, its positive and negative phenomena have been widely discussed recently. A lot of scientific publications, conferences, studies are devoted to these problems. Nowadays the features of globalization are: using of digital technologies, computerization, fiber optics, Internet. It’s clear that from the point of information sense the world moves to the real globalization at the present stage of its development. Communication possibilities of new technologies reduced dissemination of information expenses on varying levels” [2, p. 313]. And in a communication process the English language is a means of reaching the goal – mutual understanding of all participants of this process.

“Globalization is a very complex process that encompasses many different subjects – economy, politics, culture, society – and basically puts us into contact with everyone around the world. Students should be interested in it because it is what defines the modern world – every day we are more aware of, and more connected with, other people in other parts of the globe. Globalization does create many opportunities, but it also means much more competition. But competition in principle is not necessarily a bad thing. It is also stimulating, and it prompts you to better yourself and transcend your personal boundaries” [3].

Globalization has its own criteria and specific index numbers. There are quantitative index numbers but the general index should be named index of globalization based on economic integration, international obligations, personal contacts, rate of information technologies development.

Just ESP is a means of successful cooperation dealing with using English for specific purposes. What is ESP? Evidently, the majority of English teachers know how to decode this abbreviation and they know the definition. “English for specific purposes (ESP) is a sphere of teaching the English language including Business English, Scientific English, English for medical professionals, English for tourism, English for Art Purposes and so on.

So ESP can be considered as an avatar of language for specific purposes:

1. ESP is defined to meet specific needs of the learners (Maslow's hierarchy of needs).
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre” [4].

Special attention should be paid to the project, course and modules objectives, the ways of their reaching and studying outcomes.

The aims and objectives of the project “English for Universities” are:

1. “To achieve positive transformational change in levels of English.
2. To facilitate greater international collaboration.
3. To help Ukraine create its own sustainable EL teaching capacity.
4. To help introduce standards in universities.
5. To help build capability in the ESP / EAP and EMI sectors” [5].

The following modules were introduced during the Teacher Development Winter School in Kyiv (08-13 February, 2017):

#### 1. What is ESP?

By the end of this module trainers are able to:

– explain how English for specific purposes (ESP) fits into broader family of English language teaching (ELT) branches;

- understand a range of ESP abbreviations and how they relate to each other;
- define ESP by combining expert definitions with your own ideas;
- explain two extreme approaches to ESP and understand how various teaching situations fit on a continuum between the two extremes;
- analyze a coursebook to find its approach and plan how to adapt that approach to suit own learner’s needs;
- understand the wide range of variables in ESP teaching;
- overcome any initial fears and anxieties connected with teaching ESP.

#### 2. Understanding needs.

By the end of this module trainers are able to:

- understand and use a range of key terms to discuss L1 and L2 learning;
- compare and contrast L1 and L2 learning;
- understand and influence age has on language acquisition;
- compare different contexts for L2 learning;
- outline the imitations of classroom learning in an English for specific purposes (ESP) context;
- distinguish between personal, learning and (future) professional needs of learners;
- explain different learning styles and their importance for language learning;
- identify key sources of information when analyzing professional needs.

#### 3. Motivation.

By the end of this module trainers are able to:

- understand types of macro-motivation and how to explain them;
- observe and manage (de-)motivation in the classroom caused by biological drives;
- balance the benefits of autonomy with other priorities in the classroom;
- maximize the benefits (and your own) large-scale and small-scale puerose;
- use gamification and other motivation techniques in the classroom.

#### 4. Positive classroom interaction.

By the end of this module trainers are able to:

– explain the different ways that students can work together in the classroom;

– analyze the advantages and disadvantages of different student groupings;

– consider how different ways of working in classroom can prepare students for real-world communication in the workplace;

- explain the benefits of using the learners as a resource in a range of teaching situations;
- deal effectively with situations where you lack expertise in the learners’ specialization.

#### 5. Developing authentic tasks.

By the end of this module trainers are able to:

- understand and rationale for designing authentic tasks;
- recognize the need for integrating specialist discourse into tasks;
- develop an awareness about key principles behind designing an authentic task;
- learn to design authentic tasks in your vocational subject area.

#### 6. Exploiting vocational contexts as resources.

By the end of this module trainers are able to:

- understand the rationale for linking classroom with the real world;
- identify vocational contexts and situations to create meaningful classroom activities;
- learn how to exploit vocational texts for enhancing English language skills;

– learn to design English language projects for students in your vocational subject area.

7. Adapting the given course book.

By the end of this module trainers are able to:

- evaluate existing materials for use in a particular context;
- adapt existing materials to suit a particular purpose in vocational education.

8. Identifying and selecting lesson aims.

9. Identifying the components of a lesson.

By the end of this module trainers are able to:

- identify the different components of a lesson plan;
- plan a sequence for a grammar or vocabulary lesson;
- plan a sequence for a skills lesson;
- evaluate common course book sequences;
- run a successful topic lesson;
- plan a sequence for a project.

10. Lesson planning – the roles of the teacher.

By the end of this module trainers are able to:

- understand the different roles of the teacher;
- understand why variety is important in lesson planning;
- be aware of a range of ways of introducing variety;
- be aware of your own learning styles;
- be aware that learners will have different learning styles;
- take different learning styles into account when planning;
- apply a variety of interaction patterns when planning lessons;
- understand when group work can be most effective;
- understand different ways of grouping learners.

11. The basic elements of lesson planning.

By the end of this module trainers are able to:

- understand why planning lessons is important;
- understand the main components of lesson plans;
- apply knowledge about main components to your own planning;
- write good, clear lesson aims;
- write clear, brief procedures;
- use a detailed format for lesson planning;
- assess a lesson planning format for your own use;
- understand the criteria involved in planning a sequence of English for specific purposes (ESP) lessons [5].

The course objectives are to familiarize participants with key principles of ESP approach and enable them to gain basic knowledge about ESP learning and teaching including understanding ESP learner's needs, motivation, ESP materials and task design, ESP lesson planning etc.

“So the English language for specific purposes may be considered not only as a means of communication for specific group combined with the particular sphere of activities but as a sphere of teaching English to reach goals of fluency in English among more staff and students” [6, p. 18].

For effective training the key role is assigned to the teacher as an organizer and inspire of the training process. There is a variety in ESP lesson planning, even own learning styles of the trainers.

“There are three main reasons for having variety. Human beings can only concentrate on one thing for so long. There is something that has been called ‘90/20/8 Rule’. This means that adults can listen with understanding for 90 minutes. However, they only listen with retention for 20 minutes and they need to be involved every eight minutes. So learning is optimal if you break your content into chunks that are 20 minutes or in length, and involve people in those chunks at least once every eight minutes.

The second reason for making sure your lesson has plenty of variety is that learners have different learning styles and preferences. One learner may learn well by reading about something, whereas another may learn better by speaking or by listening. If you change the focus often enough that means that you have more chance of all the learners.

The third reason is that by including all aspects of language development – speaking, listening, reading, writing, vocabulary extension, grammar learners are able to perform better across the range of skills. The different learning styles were also discussed at the sessions” [7, p. 77].

The obvious conclusion should be made: to be a competitive person in the changing market of educational services nowadays, it's not sufficient to realize one's ability and skills in a particular training area; it's necessary to be willing to keep up with the changing world. It deals with educational (training) process as well.

At the end of this paper we'd like to add one famous expression. William Arthur Ward said: “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires” [8]. We are motivated to become great teachers!

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**Анотація**

**С. ГАРМАШ, В. САДКОВСЬКА. ПОШИРЕННЯ ДОСВІДУ  
В РАМКАХ ПРОЕКТУ «АНГЛІЙСЬКА МОВА ДЛЯ УНІВЕРСИТЕТІВ»  
(ЦІЛІ ТА РЕЗУЛЬТАТИ НАВЧАННЯ)**

У статті досліджуються нові підходи у вирішенні проблем, які виникають у процесі вивчення англійської мови для спеціальних цілей. Відповідно до назви в статті описуються цілі і детально аналізуються результати цього процесу. Особливо відмічається трансформаційна зміна в рівні володіння англійською мовою як серед викладацького складу, так і серед студентів; важливість таких змін у період глобалізації, яка визначає сучасний світ. Саме англійська мова для спеціальних цілей може розглядатися як засіб вдалої комунікації в специфічній сфері діяльності.

**Ключові слова:** англійська мова для спеціальних цілей, Британська Рада, цілі курсу, навчальний процес, трансформаційні зміни, глобалізація.

**Аннотация**

**С. ГАРМАШ, В. САДКОВСКАЯ. РАСПРОСТРАНЕНИЕ ОПЫТА В РАМКАХ ПРОЕКТА  
«АНГЛИЙСКИЙ ЯЗЫК ДЛЯ УНИВЕРСИТЕТОВ» (ЦЕЛИ И РЕЗУЛЬТАТЫ ОБУЧЕНИЯ)**

В статье исследуются новые подходы в решении проблем, которые возникают в процессе изучения английского языка для специальных целей. Согласно названию в статье описываются цели, детально анализируются результаты этого процесса. Особенно отмечается трансформационное изменение в уровне владения английским языком как среди преподавательского состава, так и среди студентов; важность таких изменений в период глобализации, которая определяет современный мир. Именно английский язык для специальных целей может рассматриваться как способ удачной коммуникации в специфической сфере деятельности.

**Ключевые слова:** английский язык для специальных целей, Британский Совет, цели курса, учебный процесс, трансформационные изменения, глобализация.

**Summary**

**S. GARMASH, V. SADKOVSKA. SHARING EXPERIENCE IN THE FRAMEWORK OF THE PROJECT  
“ENGLISH FOR UNIVERSITIES” (OBJECTIVES AND OUTCOMES OF TRAINING)**

This article is devoted to the new approaches in solving of the problems arisen during training process of learning English for specific purposes. As the title implies the article describes essentials, objectives and outcomes of this process. A detailed analysis of course objectives is given in the article. It is specially noted the transformational change in the level of English among both university teaching staff and students, urgent of this change in the epoch of globalization as nowadays globalization defines the modern world. Just the English language for specific purposes may be considered not only as a means of communication for specific group combined with the particular sphere of activities.

**Key words:** ESP, British Council, course objectives, training process, transformational change, globalization.