

**DIAGNOSING THE PROBLEMS IN TEACHING ESP COURSES AT  
THE UNIVERSITY OF PRISHTINA AND PRIVATE COLLEGES IN  
KOSOVO**

**- ENGLISH FOR SPECIFIC PURPOSES –**

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## **Abstract**

*A number of academic units at the University of Prishtina (UP) offer English for specific purposes in order to address the needs of students to communicate effectively in their chosen field of study. Recent developments and the changing landscape of teaching and learning English for Specific Purposes around the world lead to the decision to dedicate this doctoral thesis to the analysis of a complex of factors that affect or hinder the effectiveness of the process of teaching and learning ESP courses at the University of Prishtina as well as at the private colleges in Kosovo. The research questions include:*

**What are the problems faced by students learning ESP at the University of Prishtina and at the private colleges in Kosovo? What are the ways of solving these problems? etc.**

*The data has been collected by conducting a survey in six academic units of the University of Prishtina including both teaching staff and student population. The selection of academic units is done on the bases of their specificity of the study field. That means the faculties that need a more specific vocabulary of English Language. There has also been conducted a survey in three private colleges considered as more successful colleges; “Dukagjini” College, AAB College and the College “Biznesi”. Theoretical part is based on outstanding scholars and researchers of the English for Specific Purposes. Research findings have confirmed our research hypothesis displaying expected pattern of obstacles faced by the teaching staff and students in the process of teaching and learning ESP courses. Status of the course, large number of students in groups, lack of equipped laboratories and lack of qualified staff, present a hindrance in achieving the objectives of ESP courses at the University of Prishtina. While in private colleges it is*

*students' low knowledge of English language that prevents the teaching of English for Specific Purposes thus concentrating more on General English (GE).*

## **Abstrakt**

Një numër i njësive akademike në Universitetin e Prishtinës (UP) ofrojnë kursin e gjuhës Angleze për Qëllime Specifike për të adresuar nevojat e studentëve për të komunikuar në mënyrë efektive në fushën e tyre të zgjedhur të studimit. Zhvillimet e fundit në botë dhe ndryshimet në peizazhin e mësimdhënies dhe të mësimnxënies së Anglishtes për Qëllime Specifike më çuan në vendimin për të ia kushtuar këtë tezë doktoratë analizës së një kompleksi faktorësh që ndikojnë në, apo pengojnë efektivitetin e procesit të mësimdhënies dhe të mësimnxënies së AQS në Universitetin e Prishtinës, si dhe në kolegjet universitare private në Kosovë. Pyetjet kërkimore të këtij hulumtimi përfshijnë: Cilat janë problemet me të cilat ballafaqohen studentët dhe mësimdhënësit gjatë mësimin të AQS-së në Universitetin e Prishtinës dhe në kolegjet private në Kosovë? Cilat janë mënyrat e zgjidhjes së këtyre problemeve? Etj. Të dhënat janë mbledhur duke kryer një studim në gjashtë njësi akademike të Universitetit të Prishtinës, duke përfshirë edhe mësimdhënësit edhe popullatën studentore. Zgjedhja e njësive akademike është bërë në bazë të veçantisë së tyre të fushës së studimit. Kjo do të thotë fakultetet që kanë nevojë për një fjalor më të veçantë të gjuhës Angleze. Për realizimin e kësaj teze të doktoratës gjithashtu është kryer një studim në tre kolegje universitare private të cilët konsiderohen si kolegjet më të suksesshme, e këta janë; Kolegji "Dukagjini", Kolegji AAB dhe Kolegji "Biznesi". Pjesa teorike është e bazuar në studjuesit e shquar dhe hulumtuesit e gjuhës Angleze për Qëllime Specifike. Rezultatet e hulumtimit kanë konfirmuar hipotezën tonë kërkimore duke shfaqur modelin e pritur të pengesave me të cilat ballafaqohen si stafit

pedagogjik ashtu edhe studentët në procesin e mësimin të AQS. Statusi i kursit, numri i madh i studentëve në grupe, mungesa e laboratorëve të pajisur dhe mungesa e stafit të kualifikuar, paraqesin një pengesë në arritjen e objektivave të kurseve të AQS-së në Universitetin e Prishtinës. Ndërsa në kolegjet private niveli i ulët i njohjes së gjuhës Angleze pengon mësimin e gjuhës Angleze për Qëllime Specifike, në këtë mënyrë duke u përqëndruar më shumë në Anglishtën e Përgjithshme (GE).

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## **List of abbreviations**

1. BE -Business English
2. EAGP – English for General Academic Purposes
3. EAOL – English to Speakers of Other Languages
4. EAP - English for Academic Purposes
5. EBE – English for Business and Economics
6. EBP - English for Business Purposes
7. ECTS – European Credit Transfer and Accumulation System
8. EEP - English for Education Purposes
9. ELP - English for Legal Purposes
10. ELT - English Language Teaching
11. EMP - English for Medical Purposes
12. ESAP –English for Specific Academic Purposes
13. ESP - English for Specific Purposes
14. ESS - English for Social Sciences
15. EST -English for Science and Technology
16. EVP - English for Vocational Purposes
17. GE - General English
18. HEI – Higher Education Institute
19. IAA – International Accreditation Agency
20. L1 – First language
21. L2 - Second language
22. LANA -Language Needs Analysis
23. LSA – Learning Situation Analysis
24. MBA – Master in Business Administration
25. NNS - Non Native Speakers
26. NS -Native Speaker
27. PSA – Present Situation Analysis
28. PVE - Pre –Vocational English
29. SEMS – Student Enrollment Management System

30. TEEP - Test in English for Educational Purposes
31. TEFL - Teaching English as a Foreign Language
32. TESL - Teaching English as a Second Language
33. TSA – Target Situation Analysis
34. UP - University of Prishtina
35. VE - Vocational English

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## **Chapter 1. Introduction**

### **1.1 The University of Prishtina and English Language for Specific Purposes**

The UP was founded in November 1969 as the first university in Kosovo and as the legal entity aiming to offer academic services, research, professional consulting and artistic work as well as other academic activities. At the beginning the UP started work with the following faculties: The Faculty of Philology, the Faculty of Law and Economy, the Faculty of Technology and the Faculty of the Medicine. Later on the UP continued to develop consisting of seventeen affiliates/ faculties in different towns of Kosovo such as Gjakovë, Pejë, Mitrovicë and Gjiilan. The university units in these towns primarily functioned as colleges / university high schools to be transformed later on into faculties but, as sub- branches of faculties in Prishtina. For example the Economic High School in Peja was a sub-branch of the Faculty of Economics in Prishtina functioning with the same teaching programs and even with some of the same teaching staff. The same is with the Faculty of Education and Philology in Gjakova. Today not all the above mentioned faculties are part of UP because they got transformed into separate public universities. However, all Faculties of UP organize English courses, some of them General English and some of them English for Specific Purposes.

It is widely accepted that learning/teaching General English differs from the process of learning/teaching English for Specific Purposes (ESP), as it requires different vocabulary based on the study field that students are focused on. English for Specific Purposes (ESP) is a new and developing branch of EFL in Kosovo. With the spread of the student-centered approach and the continued increase of international contacts in various spheres,

much attention has been paid to the design of ESP courses that can prepare students for professional communication. For many years ESP teachers and instructors have been trying to bring different teaching methods and textbooks in their class by designing a course that can best serve learners' interests and needs. Such attempts and methods do not reflect students' interests and result in low learner motivation and poor participation. Hence, this work is dedicated to researching the process of teaching and learning English language within the University of Prishtina and private colleges in Kosovo. The reason why it is decided for this issue is the problem which students face during their studies in using professional literature in English language as well as after graduation feeling handicapped in their working place.

The University of Prishtina as mentioned above consists of sixteen academic units, all of a different study field. However, the research is conducted only in a number of the academic units, more precisely in six of them, which need to teach their students English language focusing on particular field and specific vocabulary since each study program requires a specific vocabulary that differs from that of everyday English. For instance, the vocabulary of justice is completely different from that of the philology or medicine, as is the vocabulary of engineering different from that of arts. This research aims to highlight these problems faced by teaching staff and students of the UP and private colleges operating in Kosovo and hopefully serve as an incentive for teachers towards designing ESP syllabuses and courses. However students learn what they are taught.

### **1.1.2 Aims and objectives**

Considering that ESP helps students master English language in their further studies and future career, this study defines teachers' and students' commitment towards ESP, and explains whether instructors feel competent enough to teach ESP courses at higher education and as it presents a clear picture of courses taught as well as the scale of efficiency of the teaching process, this study's objective is the Ministry of Higher Education in Kosovo and Management of the University of Prishtina as the main actors in designing education policies and term of university welfare in Kosovo.

The main aim of the research is to assess and evaluate the process of teaching and learning ESP courses at the University of Prishtina and private colleges in Kosovo, suggest a framework for an ESP course-development process that will help teachers overcome some of the problems they may come across in designing a new ESP course. The research will comprise the analysis of interrelated factors including the content of the courses, their objectives, learning outcomes, and literature used in ESP courses, from the perspective of teaching staff and students.

The ultimate aim of this research is to identify obstacles and challenges that hinder the teaching and learning ESP courses and to provide recommendations for enhancement of the process leading to efficient learning. After thorough analysis of the data collected for the research, we are able to present a clear picture of the courses taught/learnt at the University of Prishtina and private colleges in Kosovo as well as the scale of efficiency of the teaching process.

## 1.2. Resesearch hypothesis

Based on the recent developments in the field of ESP, the ultimate aim of the research is to verify our hypothesis listed below:

- Diagnosing the problems in teaching/ learning ESP helps a lot the improvement of ESP acquisition.
- Further training, education and qualification of academic staff increase the teaching quality of ESP.
- The use of contemporary alternative teaching methods increases the quality of ESP acquisition.
- The careful selection of authentic materials increases the professional use of ESP.

Senior teaching staff of the University of Prishtina does not find modern technology a user friendly one. It is much easier for them to use chalk and table rather than computers in classrooms. General English is more preferable than ESP as it is a new subject for many universities not only in Kosovo but in other countries as well which requires more effort and time to prepare for the lectures. So, necessity of training is evident.

- The number of English teachers in Kosovo is not sufficient in all levels of education. Primary and secondary schools hire teachers with bachelor degree while university teachers must have at least master degree to get a job as either lecturer or a teaching assistant. The UP has a limited number of English teachers with PhD degree. So, the scientific degree is not the issue that teachers of English language course at the

University of Prishtina can proudly discuss about. Still, UP is in a better position than private colleges, as they all hire staff with Msc. or Ma. Degree.

### **1.2.1. Research questions**

The research questions are as follows:

1. Does diagnosing problems in teaching/ learning ESP influence the improvement of this process?
2. Does the level of qualification of the academic staff influence in acquiring ESP?
3. Does the use of contemporary alternative teaching methods influence the improvement of acquisition of ESP?
4. Does the careful selection of supplementary authentic materials influence the quality of ESP acquisition?

- The age of the teaching staff is considered as one of the main variables that prevents the use of technology thus students being not provided with the methods and techniques necessary for the proper conduct of teaching process.

- Another variable defined based on the research findings is the literature in use which does not fulfill students' needs for a professional communication.

-Large number of students in teaching rooms with no microphones and headsets makes the process of teaching and learning difficult.

-Lack of language laboratories equipped with computers, headsets and microphones makes the teaching process difficult.



-The workload can also be considered as a variable hindering the ESP teaching/learning process, especially in applying modern techniques and teaching methods

-The status of the course. English language, not being a compulsory course, makes students consider that it is not important and consequently is not chosen by them. All the above mentioned variables lead us to the hypothesis which will be proved as true or false at the end of the analysis.

What are the ways of solving these problems?

- Organize trainings for teaching staff especially for senior ones. Senior teachers find the application of technology difficult and it takes a lot of time to implement this into the curriculum. New technology and the internet are confusing not only for seniors but some of the juniors as well. Organizing IT training for teachers will enhance and improve teaching process. There is no point in teaching someone something by using tools that you do not completely understand yourself or are not able to use it effectively.

- Establish language laboratories equipped with computers, head sets and microphones. Large number of students in lecture rooms causes plenty of noise making it rather difficult to follow the course of a lecture especially for those students sitting in the last rows. The use of microphones and headsets as well as separate cabins for each student would make our teaching rooms relevant to the European faculties.

- Employ more qualified staff in order to have fewer groups for each professor/assistant. Most of the academic units face shortage of teaching staff. Consequently, one person has to work with a large number of student groups. In those academic units that have only

one teaching staff, exercises are hardly held because professors are allowed to have only five classes overtime and the students do not prefer to have lectures and exercises with the same person.

- Introduce ESP courses as obligatory courses. Students consider English courses as unimportant as it is not an obligatory course. Those students who decide to attend the English course when there are only a small number of participants during the lectures they get bored and leave the teaching room by finding it not attractive. Even though small number of students makes English teaching more attractive only students who are fluent in English choose it as a course to attend and expand their professional vocabulary in English, the others prefer a subject easier to learn and to get the grade. This is the reason why in some academic units there is a low number of participants in lectures.

Another reason why English should be introduced as obligatory course is that students feel that this course is less important and is easy to pass the exam. So, some students choose it not to learn something new or attend lectures, but by the logic of just considering it as already passed exam as their knowledge of English is good enough as to get a minimal grade.

- Offer English courses in the third year. The question that arises is: How can students learn ESP only with one or two years of study and only in one semester per year? Considering the importance of the English language as a world language, possibility to travel worldwide and the open market, university management should come up with the same curricula for all academic units. This means that the English language courses in all academic units should have the same status, the same number of ECTS credit points and

the same number of weekly classes. This would increase the importance of English language at the University level.

- All academic units be provided with the specific textbooks and literature relevant to the study field. Students sometimes need to look for an alternative way of learning ESP, as they are not offered it at their faculty. A number of the teaching staff prefers to use “Headway” series or other literature used in general English courses which is not relevant to students’ study field. Students then have to spend additional time consulting dictionaries when reading in English or searching on the Internet for extra information regarding the preparation for other exams in their study field and future profession.

## **Chapter II**

### **Literature Review**

In this chapter is considered the ESP and its meaning defined by the literature reviewed according to the research questions and study, its development and classification. ESP helps students master English language in their further studies and future career, what is the teachers and students commitment towards ESP, whether students want to learn general English combined with ESP and whether instructors feel competent enough to teach ESP courses.

The first part of this chapter contains the description of ESP and its origin. Theoretical part based on outstanding scholars of ESP, according to different scholars and researchers on the field of English language especially English for Specific Purposes. It also describes the difference between ESP and General English, effect of ESP on students’ career and working place, objectives of ESP as well as quality assessment on ESP

teaching. Attitude towards learning a language is vital to students success, therefore attitude must be taken into account when designing the course of ESP. Writers and researchers consulted and cited in this doctoral thesis are Tony, Dudley – Evans., Maggie Jo St John., Harding, Kelly., Holliday, Adrian., Hutchinson, Tom., Alan, Waters., Kristen., Gatehouse, Richard & Theodore, Rodgers., Robinson, Pauline., Hinkel,E., Dickinson Emily.,Geffner, Andrea.B.Basturmen.,H. and many others (found on the list of references). There are some other academic papers and websites consulted and considered as supporting or secondary literature. It should be mentioned that the researcher faced difficulties with literature because all internet resources, even they are in a large number are not available for everyone. However, everything used is mentioned as reference or citation.

## **2.1 English for Specific Purposes vs. General English**

### **2.1.1The origin of ESP**

Rapid changes in the world, peoples' desire not to live alone any more in just one place, desire to learn and explore the world, made people want to learn English language. English language considered as a universal language (global language) where over two-thirds of the world's scientists read in English, 80 % of the world's electronically information is in English language, and of the estimated 40 million users of the Internet some 80 % communicate in English (Crystal, 1995; Graddol, 1997), help us better understand the idea of the others who speak different languages. Approximately 375 million people across the globe speak English as a first language, with a similar number speaking English as a second language, and about 750 million individuals speaking

English as a foreign language (Crystal, 1977). It is believed that speakers of English as a second/foreign language will soon outnumber those who speak it as a first language (Graddol, 1997). Certainly, the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987) are the reasons for the emergencies and the origins of ESP. ESP (English for Specific Purposes) resulted from the general developments in the world economy in the 1950s and 1960s; the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic powers of certain oil-rich countries and the increased numbers of international students studying in the USA, UK and Australia. (Hutchinson & Waters, 1987). So, since the second part of the last century (1960) English for Specific Purposes (ESP) has grown to become one of the most prominent areas of English teaching with the pioneering research of Holliday, MacIntosh and Stevens (1964) and many other distinguished linguists subscribed to the approach above, among them Widdowson (1983) who states that “ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area”. Hutchinson and Waters (1987) second this by insisting that ESP must be seen as an approach, not a product. Since then, there have been developments reflected in an increasing number of publications, conferences and journals dedicated to ESP discussions and definitions. English for Specific Purposes (ESP) is a subdivision of a wider field, Language for Specific Purposes (LSP), which is defined as: “...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs.” (Swales, 1992). As assumed that ESP

began 1960s definitions come from different periods of time: Hutchinson and Waters (1987) see ESP as an approach rather than a product, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology. They suggest that “the foundation of ESP is the simple question; why does the learner need to learn a foreign language?” the answer to this question relates to the learners, the language required and the learning context, and thus establishing the primacy of need in ESP. As English for Specific Purposes (ESP) is now well established as an important and distinctive part of English Language Teaching from the late 1980's it has changed in two very significant aspects. Firstly, English for Business Purposes has become an increasingly important, even dominant, area of ESP. Secondly, the work of discourse and genre analysis on the one hand and the results of computer-based analysis on the other provide a fuller understanding of how specific texts, both written and spoken, work (Dudley-Evans & St.Johns,1998 ).

According to Hutchinson and Waters (1987) historical periods such as the Second World War, which brought with it " an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, most notably the economic power of the United States in the post-war world, the Oil Crisis of the early 1970s resulting in Western money and knowledge flowing into the oil-rich countries, decided the destiny of English language. It now became subject to the wishes, needs and demands of people other than language teachers (Hutchinson& Waters, 1987). In 1960's English for Specific Purposes (ESP) evolved as a result of these needs and demand to become later one of the most important areas of English as a Foreign Language. The most outstanding scholars in the field of ESP are Tony, Dudley – Evans. Maggie Jo St John.,

Harding, Kelly., Holliday, Adrian., Hutchinson, Tom and many others.ESP and its development is reflected in almost all universities around the world in both bachelor and master studies. One key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers of linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English varies. In other words, given the particular context in which English is used, the variant of English will change e.g. Business English varies from English for biology, medicine, engineering, etc. They differ among themselves in UK, USA and Canada as well.

For all those who are ordinary speakers or learners of English as a Foreign Language (EFL), the first question when meeting ESP (English for Specific Purposes) may be: "How is ESP different from EFL?"

There are several answers to this question given by different researchers and scientists, e.g. the question "what is the difference between General English and English for Specific Purposes?" Hutchinson (Hutchinson et al 1987, p.35) answered quite simply, "in theory nothing, in practice a great deal". Meaning that vocabulary of general English sentence might completely differ in the sentence of specific English.

English for Specific Purposes (ESP) is a sub discipline of the general English Language Teaching (ELT) tree which emphasizes practical outcomes of a language instruction program (Dudley-Evans & St.Jo, M.1998).The major difference between ESP and EFL

lies in the learners and their purposes for learning English. ESP students are adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions, study and research in a specific study field. An ESP program is therefore built on assessment purposes and needs and the functions for which English is required. ESP covers subjects ranging from accounting or computer science to tourism and business management. Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL/EFL instructors use an ESP approach in that their syllabi are based on analysis of learners' needs and their own personal specialized knowledge of using English for real communication (Hutchinson & Waters, 1987). However, ESP focus means that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners.

As English for Specific Purposes (ESP) is now well established as an important and distinctive part of English Language Teaching from the late 1980's it has changed in two very significant aspects. Firstly, English for Business Purposes has become an increasingly important, even dominant, area of ESP. Secondly, the work of discourse and genre analysis on the one hand and the results of computer-based analysis on the other provide a fuller understanding of how specific texts, both written and spoken, work. That is why the distinction between EFL (English as a foreign language) and ESP known as English for Specific Purposes involves teaching and learning the specific skills and language needed by particular learners for a particular purpose. The **P** in ESP is always a professional purpose – a set of skills that learners currently need in their work or will



need in their professional careers (Hutchinson et.al, 1987). As a matter of fact, ESP combines subject matter and English language teaching, a combination which is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, biology, medicine, jurisprudence, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation toward their working place.

Whereas **General English** is sometimes unfairly labeled as English for No Obvious Purpose, in **ESP** – English for Specific Purposes – the purpose relates directly to what the learner needs to do in his/her job. One definition given by Dudley Evans & St. Johns (1998) is; “ESP is designed to meet specific needs of the learner”, “it makes use of the underlying methodology and activities of the discipline it serves” and “it is centered on the language skills, discourse and genres appropriate to these activities”. Perhaps a simpler definition would be the language for “getting things done”. Being so, ESP is a needs based concept to determine which language skills should be profitably developed for professional success of students. One can not succeed without a specific vocabulary on the study field as it can with the higher knowledge of that field in English language. Students want their studies to lead to something useful as economies and markets want to employ people with vocational studies. Language knowledge helps improve performance and as mentioned above gets things done easier.

Learning English as a foreign language (EFL) or general English indicates the use of English in a non - English speaking region. Nowadays it is widely accepted that learning

to speak general English may be a good thing one can do to improve everyday life. How can one have access to information that other people cannot get, how to travel without being accompanied by a translator requiring a lot of money and the most important of all, how to leave the others miles behind us? The answer is; simply by learning General English. But it is even more important for the learners of English to be able to learn English for all sorts of transactions, accounting, internet, medicine, tourism destinations etc. as the learners of ESP already have the basics of the English language and are learning the language in order to communicate a set of professional skills and to perform particular job related functions.(Singh: 2005).

When teaching ESP there are certain basic questions to be taken into account such as: who the learners are, what their view towards language learning is, what particular skills they will be needing in their account, on the job situation, what their linguistic background or level of competence is, what their purpose and expectations are, and others .

According to an article in the magazine *English Teaching Professional*, (Rosenberg 2004) has analyzed the differences between English for Specific Purposes and General English. In her article she considers where English for Specific Purposes, respectively Business English and General English meet. To deal with these questions more seriously and specifically, the author of the article has conducted a survey. She has asked a group of University teachers of the English language to find out the differences and the similarities between general English and Business English.

## What makes General English different from English for Specific Purposes?

A number of ideas suggested by the participants in the survey are listed below:

English for Specific Purposes	General English
<ul style="list-style-type: none"><li>• Specialized vocabulary</li><li>• Motivation related to job</li><li>• Teach negotiation and presentation</li><li>• Techniques</li><li>• Students very goal-oriented</li><li>• More serious</li><li>• Formal correspondence</li><li>• Age; mostly adults and teenagers</li></ul>	<ul style="list-style-type: none"><li>• Free time activity</li><li>• More freedom in deviation</li><li>• More time for games</li><li>• Literature</li><li>• Songs</li><li>• More relaxed atmosphere</li><li>• General writing skills</li><li>• All ages</li></ul>

According to Rosenberg, (2004), when the two lists are analyzed it may be concluded that General English and English for Specific Purposes have in common the following

Grammar and functions common: grammar rules are the same everywhere; general vocabulary, and anxiety about capabilities, everyday English, small talk, travel vocabulary, survival English, and current events. This way by describing the common features of both English branches if we may say so– ESP and EFL, Rosenberg, (2004) in fact shows the importance of English for Specific Purposes. General English helps students travel and survive in foreign countries, but it does not help succeed in life, do business, doing advanced research, in any study field.

Another issue that arises is that we often tend to separate business English and English for Specific Purposes from general English when designing curricula and teaching plan. According to Hutchinson & Waters ( 1987) the English needed by a particular group of learners could be identified by analysing the linguistic characteristics of their special area of work or study. “Tell me what you need English for and I will tell you the English that you need” became the guiding principle of ESP. Therefore the duty of a teacher teaching ESP should provide students with three abilities; first, the ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context (Gatehouse,2001). Second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. With the health science group, this was largely related to understanding a new culture. And the third one is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. Examples of this include chatting over coffee with a colleague or responding to an informal email message (Gatehouse, 2001).

Although the vast majority of teachers are trained first as teachers of General English they feel that they need to teach these specialized fields in a totally different way. Communicative teaching has become an important part of our classrooms in general English courses, but activities which are lively and fun are not always transferred into the more ‘serious’ world of English For Specific Purposes/ ESP(Lorenzo, 2005).

On the other hand, many ideas which are taken directly from the computing, agriculture or business world and are successfully used to teach business students could

be also transferred to the general English classroom, giving our learners a new perspective on the communication skills involved in becoming proficient in a language.

Therefore, though the motivation and goals of the students studying English for Specific Purposes and General English are different, various ideas and teaching methods can be transferred to the classes of English for Specific Purposes from the classes of General English and vice versa, giving the learners the opportunity to acquire useful skills in a foreign Language (Lorenzo, 2005).

The task for the ESP curriculum developer is to ensure that the motivation and goals should be integrated into the curriculum.

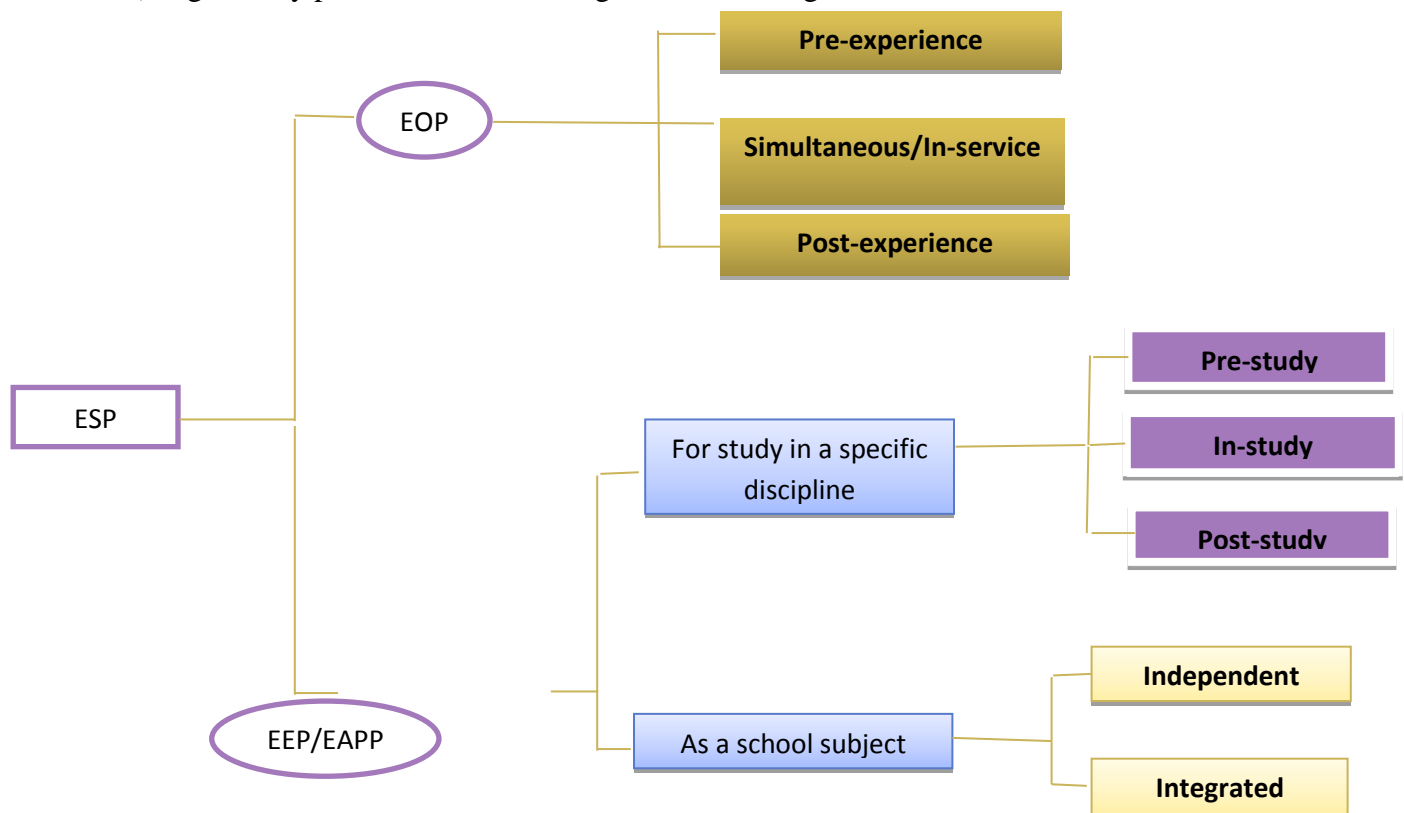
## **2.2. What is English for Specific Purposes?**

### **2.2.1. English for Specific Purposes (ESP) and syllabus design**

As opposed to English for General Purposes (EGP) which is taught as a second language along with other subjects for educational purposes as some useful subject to the learners in the future, the term English for Specific Purposes (ESP) is a type of language learning with its focus on all aspects of language based on a particular field of human activity (Wright, 1992). So, it is a new learner-centered approach to English language teaching whose methodology is based on the specific needs of the learner. On the other hand Kennedy and Bolitho (1984) point out that ESP is based on „an investigation of the purposes of the learner and the set of communicative needs arising from these purposes“.

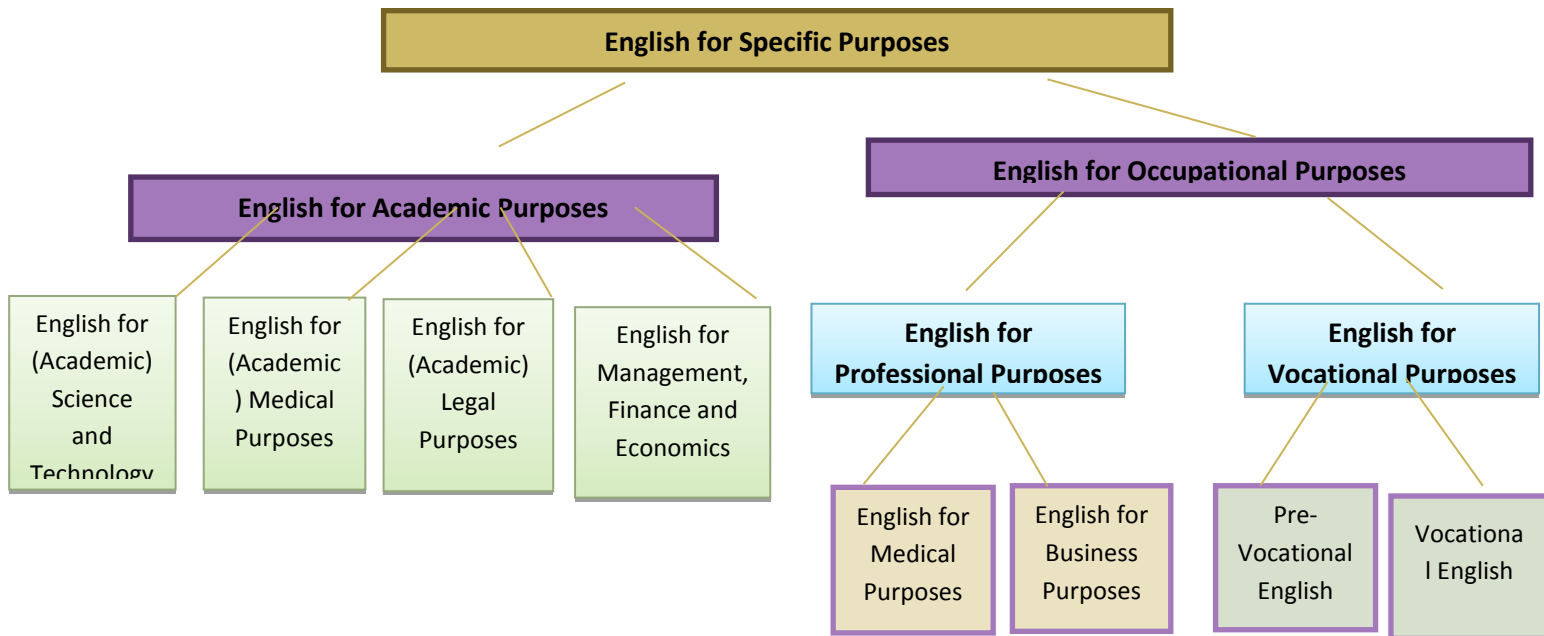
ESP (English for Specific Purposes) according to Dudley - Evans (1998) has been referred to as “applied ELT” (English Language Teaching) as the content and aims of any

course are determined by the needs of a specific group of learners. It means a specialized aim is on the purpose of the language learnt, not on the nature of the language students learn. As a result, the word **specific** in ESP shows the purpose for which learners learn the language and not on the specific jargon or registers they learn. ESP is often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). The division or classification of ESP according to Robinson (Robinson, P.1991) is generally presented in a tree diagram as in the figure:



**Figure1. ESP classification by experience (Robinson, 1991)**

The figure shows the division of ESP into EAP and EOP courses according to when they take place. But, there is also another division of ESP (Dudley-Evans, T&Jo St John, M 1998) which divides EAP and EOP according to discipline or professional area, shown in figure 2 below.



**Figure2. English classification according to professional area.** (Dudley-Evans, &Jo St John, 1998)

Carefully looking at the figure2 it can be seen that in EAP, English for Science and Technology (EST) is the main area, but English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have their place too. Nowadays especially on Master studies in Business Administration (MBA) course, the study of business, banking, accounting and economics have become increasingly important (Dudley-Evans, &Jo St John, 1998).

As ESP is designed to meet the specific needs of the learners, it makes use of the underlying methodology and activities of the field of study it serves, therefore it is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities (Dudley-Evans, &Jo St John, 1998). Nowadays ESP practitioners are also becoming increasingly involved in intercultural communication and the development of intercultural competence. As an approach based on learners' needs and requirements which vary based on their study field, all its decisions as to syllabus content and method are based on the learners'

reasons for learning. According to Dudley-Evans and St. John (1998) to design a course, to choose materials and organize it successfully the course designer should have in mind the following; the learners' needs and learners' potentials have to be identified, analyze learners' current and target situation, as well as the skills and knowledge needed to attain the target situation without losing sight of such constraints as aptitude, time, and technical resources. Finally, evaluation is a very important tool so that learning strategies can be redefined and results improved.

Traditionally ESP courses were typically designed for intermediate or advanced adult learners. Lorenzo (2005) points out that nowadays many students can start to learn academic English (that focuses instruction on skills required to perform in an English-speaking academic context across core subject areas generally encountered in a university setting. Programs may also include a more narrow focus on the more specific linguistic demands of a particular area of study for exam medical exam, law exam etc,) or vocational English (an application of ESP according to our students' language needs for work and to their different jobs at Vocational School) at an earlier age and at a lower level of proficiency. Vocational English, is concerned with language of training for specific trades or occupations and Pre-Vocational English, is concerned with finding a job and interview skills. (Dudley - Evans & St. Johns, 1998). ESP concentrates more on language in context than on teaching grammar and language structures. ESP is more learner oriented, based on the learner's reason for learning (Hutchinson and Waters, 1987), with a conception and preference of communicative competence. It covers subject varying from accounting or computer to tourism, law and business. In ESP the syllabus, students' and teacher's goals should fit together and supplement each other. The syllabus



must be used in a dynamic way to enable the student's considerations such as interest, enjoyment or learner involvement which influence the content of a language course or lesson. (Www. Clamp School, 2012)

. Therefore the defining characteristic of ESP according to Dudley-Evans (1998) is that teaching and materials are based on the results of a needs analysis. Consequently the key questions are:

- What do students need to do with English?
- Which of the skills do they need to master and how well?
- Which genres do they need to master either for comprehension or production purposes?

English for Specific Purposes has become increasingly important as there has been an increase in vocational training and learning throughout the world. The spread of globalization has caused the increasing use of English as the language of international communication. More and more people are using English in a growing number of occupational contexts. Students are starting to learn and therefore master general English at a younger age and so move on to ESP at an earlier age than they used to.

Stevens' definition (1998) of ESP makes a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are:

- ESP is designed to meet specific needs of the learner; the simulation of communicative tasks required e.g. student simulation of a conference, involving the preparation of papers, reading, note taking, and writing.

- ESP is related to particular disciplines, occupations and activities;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.
- ESP is in contrast with General English

Variable Characteristics are;

- ESP may be restricted as to the learning skills to be learned (reading only or listening only etc);
- ESP may be taught according to any pre-ordained methodology.

The absolute characteristics that 'ESP is in contrast with General English' have been removed by Dudley-Evans and St. John (1998) and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adults in a secondary (high) school setting.

In some English speaking countries for instance Great Britain, Canada, America etc. governments are launching initiatives to help economic migrants obtain the practical English skills necessary to function in the workplace. For example, the new English to Speakers of Other Languages (ESOL) for Work Qualifications in the United Kingdom is designed to help employers and employees access courses which offer them the functional language skills demanded across a variety of employment sectors. Content includes topics such as customer care and health and safety (Dudley-Evans & St John, 1998).

Some teachers are afraid of making the transition from teaching general English to teaching ESP, because the workload of the teachers will double. Prior to that teachers should have some essential knowledge of the content (Lorenzo, 2005). Negotiations over the learning process is key to effective learning, students can be facilitators in the learning process, but teachers are the ones who guide it and responsible for designing learning activities. According to Dudley-Evans & St John (1997) there is also the danger that the no ESP teacher will only use materials that they feel comfortable with and will not stretch their learners.

Kiktauskiene (2006) states that teaching language for specific purposes is determined by different professional/occupational, social and other – needs of the learner. Therefore, English for specific purposes (ESP) includes specialized programmes which are designed to develop the communicative use of English in a specialized field of science, work or technology. To be able to speak on a professional subject it is not enough to know general vocabulary.

On the other hand, Bell (2002) argues that the depth of knowledge of a subject matter that is required from a teacher depends on a number of variables which include: how much do the learners know about their special field? Are the students pre-experience or post-experience learners? How specific and detailed are the language, skills and genres that the learners need to learn? The ESP focal point is that English is not taught as a subject separated from the student's real world or wishes (Lorenzo, 2005). Instead, it is integrated into a subject matter area important to the learners. Therefore it is also referred to as Content Language Integrated Learning – CLIL (Dalton-Puffer, 2005). Teachers

should create an atmosphere in the language classroom which supports students. Learners must be self-confident in order to communicate, and teachers have the responsibility to help build the learners' confidence. The teachers' knowledge of students' potential is in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation. According to Carter (1983) there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies which enable them to learn faster and more efficiently. "As ESP learners are considered to be adults with a prior knowledge of General English, the learning skills they bring to the task permit them to learn faster and more efficiently" (Carter,1983). ESP learners constantly expand vocabulary, becoming more fluent in their fields, and adjusting their linguistic behavior to new situations or new roles. The skills they have already developed in reading and writing their native languages or other foreign language will make learning English for Specific Purposes easier. According to Bell (1987) the five key roles of ESP teacher are as follows;

- Teacher or language consultant,
- Course designer and materials provider,
- Researcher- not just gathering material, but also understanding the nature of the material of the ESP specialty,
- Collaborator – working with the subject teachers and subject teaching
- Evaluator –constantly evaluating the materials and the course design, as well as setting assessment tests and achievement tests.

As a matter of fact, Lorenzo Fiorito (2005) states that ESP combines subject matter and English language teaching.”It concentrates more on language in context than on grammar and language structure.” Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science, tourism, etc. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation (<http://itesj.org/Articles/Gatehouse-ESP.html>). Is it necessary, though, to teach high-ability learners such as those enrolled in the computer science program for example about learning strategies? The researcher argues that it is not. Rather, what is essential for these learners is learning how to access information in a new culture.

Apart from five key roles of an ESP teacher, Bell (1987) also advocates the three “Cs” for helping teachers to improve their knowledge and skills in a particular area of ESP as listed below:

- Curiosity - The teacher should be interested in the subject area and want to learn more.
- Collaboration - Teachers should seek out subject specialists, show them their work and ask for their feedback.
- Confidence - Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

It is possible to distinguish several categories of ESP courses based on learners’ specialty: EST (English for Science and Technology). EBE (English for Business and

Economics), English for lawyers (Legal English), English for Math studies, ESS (English for Social Sciences), and many other fields of study. Based on these categories English for Specific Purposes should not be considered as a particular kind of language or methodology, but it is an approach to language learning, which is based on learners' needs. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? From this question then will flow a whole host of further questions which will relate to the learners themselves, some to the nature of the language the learners will need to operate, some to the given learning context, etc. But on the whole this analysis derives from the need of learners to learn the specifics of a language. ESP then as Hutchinson et al.(1987 p.19) write is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning .

Harding, (2007) stresses that the general skills that a general English teacher uses e.g. being communicative, using authentic materials and analyzing English in a practical way are also applicable to ESP. He also suggests that teachers should think about what is needed and not just follow an off-the-shelf course or course book. They should also understand the nature of their students' subject area, work out their language needs in relation to their specialism. Teachers should use contexts, texts, situations from their subject area, use authentic materials, make the tasks as authentic as possible, and motivate the students with variety, relevance and fun, something that does not happen in all academic units of the University of Prishtina and in none of the private colleges in Kosovo. It is very important for teachers to try and take the classroom into the real world and bring the real world into the classroom.

Widdowson (1978, 1983) suggests that teachers should find out exactly how learners use different sources so that activities in the ESP class can reflect what happens in the real life, of course through the process of needs analysis.

### **2.3. EAP- English for Academic Purposes**

EAP prepares students for academic studies in universities around the world. So it is applied in the tertiary level or sometimes even in the secondary level of education. In EAP, students learn skills such as writing academic papers, taking lecture notes and studying for exams, etc. But still there is a difference in teaching EAP in non-English speaking countries and in English-speaking countries. In an English-speaking country EAP is taught at universities which accept a large number of foreign students and the aim of this course is to help those students reach their full academic potential. (Widdowson, 1993). Courses are organized from four to twelve weeks before the academic year begins. This is in pre-session courses, while in-session courses are held parallel with the subject courses and provides the opportunity for integrated subject language teaching and more specific work on the key skills of academic writing, listening and reading as well as more “common core” EAP courses. In non-English speaking countries the students’ level of English is really high but they still need help with adjusting to the demands of their communication in “common-core” study field. The most successful communication skills courses in ESL countries make use of a combination of ideas from the EAP tradition and the communication skills for native speakers tradition (Williams et.al. 1984 cited by Dudley –Evans. T& Jo St John.M 1998). There are also situations where the subject courses are taught in national language but EAP is included on the timetable. Such cases include Western Europe, Eastern Europe and Scandinavia as well as Kosovo too. Almost

all tertiary levels of education during their courses held in Albanian language use many materials in English whether in power point or timetable. In addition EAP is further divided into two other branches;

- EAGP - English for General Academic Purposes – associated with lectures, participating in supervisions, seminars and tutorials etc. This type of English enables learners to write essays, dissertations, read almost every book, etc. (Blue, 1988).
- ESAP – English for Specific Academic Purposes – students can transfer their skills learned to the understanding of lectures and reading texts in the relevant study field, writing essays and reports for their working department. (Blue, 1988a).

#### **2.4. EOP - English for Occupational Purposes**

The influences described under trends of EAP were also present in the EOP courses of the late 1960s and early 1970s. At that time courses were largely concerned with written Language. According to Dudley – Evans and St. John (1996) the term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals at work or pre-work situation. EOP (English for Occupational Purposes) teaches English in general or particular workplace training and development (Dudley - Evans and St John, 1996). EOP training focuses more on workplace needs and aims beyond basic communication and promotes higher-order communication skills. Learners of EOP are employed in industry sectors, focusing on the language of job performance (or preparing for identified employment opportunities). EOP professionals prepare certifications, departmental budgets and expenses reports, make a marketing presentation;



negotiate a contract; close a sale; write correspondence/reports; keep records; order supplies/equipment; read manuals to maintain/repair equipment; interact with coworkers/superiors about a work process or issue; follow telephone and email etiquette; participate in/lead meetings; at international conferences, give presentation, handle Q&A, network, socialize. EOP professionals bring standards and quality to the provision of EOP training, as well as to policy work, consulting, research, etc. Therefore further subdivisions of English for Occupational Purposes are sometimes made into business English, professional English (e.g. English for doctors, lawyers) and vocational English (e.g. English for tourism, nursing, aviation, and bricklaying).

## **2.5. EBP- English for Business Purposes**

English for Business Purposes is spoken by people who have learned English language for practical purposes not for academic purposes. It is used by none-native speaker to non-native speaker (NNS-NNS) and is known as International English or as Guy and Mattock (1993) calls it “off-shore” English. With the rapid development in business and economics, with the world becoming ever smaller, another term to describe English is **Glocalish** – the language of communication all over the world as you are doing business. Like all other courses, the course of English for Specific Purposes organized in tertiary level of studies equips students with skills on business communication. It involves reading, writing, listening and speaking skills within the business context. It is also divided into:

→ English for General Business Purposes (EGBP) - usually for pre-experienced learners or those at very early stage of their business career. Here people doing business arrange

language courses in groups outside universities or high schools like at private language schools or arrange private teachers at home on the basis of language level rather than job. (Dudley-Evans & St John 1998).

→ English for Specific Business Purposes (ESBP) – courses organized for job-experienced learners who bring business knowledge and skills to the language learning situation. Courses are arranged for more than one language, in-company by company staff, in-company by external trainer known as workplace English or off-site on the trainers premises for example.

According to Pilbeam (1992 in Dudley –Evans, T & Jo St John, M 1998) practitioners of ESBP acquire necessary knowledge and understanding in five areas;

- Knowledge of the communicative functioning of English in business contexts;
- An understanding of the business people's expectations and learning strategies;
- An understanding of the psychology of personal and interpersonal interactions in cross-cultural settings;
- Some knowledge of management theories and practice;
- First - class training skills.

While Huggert, R. (1990) in his book Business Case studies, CPU (in Dudley Evans. 1998) states that both EBP and non-EBP learners can feature these tasks;

- design an advertisement / a market research questionnaire/ a poster;

- write a letter/report;
- draw up a business plan;
- design an announcement for display on computer screens.

Being witnesses of an ever growing business world it is clearly seen that English for Business Purposes is the most wanted language.

## **2.6. EMP-English for Medical Purposes**

English for Medical Purposes (EMP) course is designed for EFL medical students (freshmen and sophomores) as well as for doctors and all scientific personnel associated with medicine in order to successfully accomplish their tasks wherever they are performing it. EMP serves many purposes such as: to enhance the medical entrants' reading comprehension skills as well as to provide them with the basic vocabulary they need in the very beginning of their medical study; to develop the medical students' basic academic and scientific writing skills; and to give the medical students and medical personnel an introduction to the English medical terminology of medicine. Students and language learners include a wide range of specialties including neurology, anesthesiology, gynecology, and pediatrics. It also includes dentists, nurses, and teachers of anatomy, histology and biochemistry. (Allwrite, J& Allwrite,R.1977).The EMP enables language learners to carry out interviews with patients and to discuss case histories, health problems and other issues in a terminology appropriate to their working place. On the contrary, if medical terminology of the staff is not clear enough for the patients then consequences appear. e.g. Susan Eggly (1998), a communications specialist

teaching in the Division of Internal Medicine at Wayne State University, found that a doctor's ability to communicate successfully with their patients and subsequently build relationships with them not only affects patient satisfaction, but in turn influences a patient's compliance with recommended treatments, the resulting medical outcomes, and the occurrence of malpractice suits. (Susan C. Meehan.2004). In fact, as reported by Ambady, LaPlante, Ngyuen, Rosenthal, Chaumeton and Levinson in 2002, a study by Levinson et al found that even a small detail such as a physician's tone of voice has an impact on the patient's tendency to initiate a malpractice suit. In this study a domineering tone created by speaking deeply, articulating clearly and not accenting words was shown to be detected as a lack of empathy and understanding by the patients. It was found that physicians using this tone were more likely to be sued than those who did not. Therefore, we can see that not only what is being said, but how it is being said is important. Communication features such as tone, do not come naturally to us when we speak in a second language, so language training in a medical context is crucial. (Susan C. Meehan.2004).

Teaching/learning methodology in Medical English-Medical English language teaching requires a new and modern approach. Medical English is taught from the perspective of medicine and health care first and foremost while reinforcing vocabulary acquisition, grammar and structure secondly. The readings of this course are all about medical topics to go with the medical students' major and to be appealing to them (**Dr. Marwa Haroun** in [www.medEnglish.org](http://www.medEnglish.org)). The topics provide the students' with general knowledge about some of the important health conditions, diseases and their treatment making it a survey of the opportunities and problems inherent in the medical field. According to Swan

(1997) some styles of speech and writing have their own rules and structure. This is most certainly the case in the Medical English. Health's professionals must read, write, interpret, give directions, etc using a wide variety of abbreviations and acronyms that are extremely career-specific. Unless one has spent time working in this field, it is almost impossible to understand this career-specific jargon. Medical English is also contextual. It is a language of its own. Doctors and nurses use academic and technical language interspersed with common speech and workplace jargon. It rarely focuses on complete or proper sentence structure. Indeed, charting is expected to be brief and in cryptic form. (Hull, M.2004).Writing medical research works represents students' additional needs which appear during the course. As medical science became internationally widespread, the need to keep in touch for the sake of the development of the science has become increasingly important. Apart from honesty in reporting the results of the study, the most important element in medical scientific writing is clarity: the reader should be told why the study is performed, what the research question is, what is done, what is found and what the result means. When writing medical research works, students and even doctors have doubts concerning the use of appropriate tenses. Teaching grammar focuses on its remedial function because it is taught not as a goal but as a tool. The emphasis is not on grammar point without medical relevance. In other word, the teaching of grammar is based on the minimum necessary for understanding academic texts. Generally, the tenses used in medical research works include: present simple, past simple and rarely the past perfect tense when writing about the history of the disease. Another characteristic of medical discourse is the frequent use of the passive voice because the form is impersonal and objective. "Authors deal with their topics in a fair, objective and responsible manner,

keeping personal feeling out of their writing. Impersonal style is used to put a certain distance between the writer and the arguments proposed.”Swan (1997)

### **2.6.1. Abbreviations in English for Medical Purposes**

Writing medical records requires a necessary strategy, which is simplification and condensation of the amount of information, due to space and time constraints. However, many non-native-English-speaking medical personnel, students and patients lack the ability to produce or decipher abbreviations in medical register/report. So, the purpose of EMP teachers is to help students write accurate, comprehensible, and concise medical records (Bedrosian.T, 1989). Some types of abbreviation can be classified into:

- 1) those that are accepted within the medical community as a whole,
- 2) those that are specialty specific,
- 3) those that were entirely idiosyncratic, and
- 4) Those that have multiple significations.

The large number of abbreviations which have been borrowed from pharmacology and laboratory tests are used in medical literature and can be considered conventional to all areas of medicine. Examples include pt for “patient,” qd for “every day,” or c-o for “complained of”. Some other abbreviations accrued within the area of specialty, such as the consequence G\_P\_A-L in obstetrics refers to gravid (pregnancy), para (deliveries), abortions, and live births in reporting a woman’s obstetrical history (Bedrosian.T, 1989).

The following are some more examples of medical abbreviations found in different medical reports or registers; PPD was used both for “purified protein derivative” (the skin

test for detecting tuberculosis) and pack per day (referring to cigarettes). However, the former was followed by the words “skin test” and the latter came under the division title “habits” thus providing the context for correct interpretation. The division of a history and physicals document, the majority of which concern different subsections of the body, appeared to have their own specific abbreviations. For example, under the heading “eyes,” OD was used to indicate “right eye,” OS was used to indicate “left eye,” and PERRL was used to indicate equal round reactive to light.” Therefore, identifying different sub registers within a medical specialty is important when teaching the use of abbreviation in EMP. According to Betes, B. (1983) even within one specialty, the abbreviations depend basically on what is being written about. Hence, teachers of EMP must provide a context in which appropriate abbreviations are acceptable and teach them according to the specialty or area of physical assessment (i.e. part of the body) and where they occur in the medical report. This helps students to remember them easier, e.g. RRR for “regular rate in rhythm”.

## **2.7. English for Science and Technology**

English for Science and Technology Purposes (EST) course is designed for EFL science and technology students and it serves many purposes: to enhance the science entrants' reading comprehension skills as well as to provide them with the basic vocabulary they need in the very beginning of their science and technology study. The focus on discourse and rhetoric in ESP is compatible with Hudson's (1991) approach to EST reading tasks, which “places instructional emphasis on the process of comprehending the content of texts.” That process requires recognition and understanding of the rhetorical features of discourse in science and technology. Hudson (1991) emphasizes the primacy of “the learner's purposeful interaction

with the text.” Therefore, his approach entails comprehension of the text content through interactive learning tasks and responses to comprehension questions, among other exercises, since science has a complex vocabulary that is difficult even for native English speakers to learn. The science classroom is often a frustrating place for English language learners. (Norman, H.2007).Therefore, in the beginning of each unit there could be a brief section discussing how the pertaining chapter relates to the readers’ future career development and then continue with more technical terms and phrases related to students’ major areas

(goodessays.blogspot.com/2005/12). Considering that technical college engineering students almost everywhere are presently experiencing a lack of appropriate English-For-Science-and-Technology (EST) textbooks, language teachers/instructors should pay more attention on stronger relevancy as it brings higher motivation to the students. Swales (1971). The course of EST is not aimed to teach students subject matters but after having understood the method the Science is taught, it helps them: (Porcaro, James W.2013).

Understand the basic concepts and ideas in Science in foreign language

Obtain information by reading and understanding different text types in science and technology in English

Process information obtained from the internet and other electronic and printed media

Present information on science and technology at an appropriate level in written form in foreign language

Think critically and give points of view on issues pertaining to science and technology, etc.



Therefore according to Norman, H. (2007), teachers are recommended to use a variety of methods to see which work best with both teaching style and students:

- Speak slowly, distinctly, and write down key terms** – Anyone who has learned a foreign language in class, then traveled to a country where the language is spoken, has noticed that it is difficult to understand natives because they seem to “talk too fast”.(Norman,H. 2007)

- Closed Captioning** – In his The sourcebook for teaching science Norman,H writes that most science videos are equipped with closed captioning. “Turn on the closed captioning so students can see what narrators and actors are saying. This helps English language learners correlate written and spoken English, and helps them see spelling and sentence construction.” (Norman, H. 2007)

- Graphic Organizers** – Graphic organizers are a means of introducing and assessing concepts in a manner that encourages meaningful learning. “Graphic organizers are diagrams or maps that show the relationship between new and existing concepts, thereby facilitating integration of new and familiar ideas. They require minimal language and are therefore helpful tools when teaching science to English language learners “. (Norman, H. 2007).

- Manual video control**– Norman (2007) adds that science videos often introduce a variety of new terms and concepts, most of which even native speakers never remember. The writer suggests pausing the video to discuss key concepts. “Use the step-frame, slow motion, and replay features to focus student attention on key concepts.” (Norman, H. 2007)

•**Group projects & cooperative learning.** Norman. H (2007) suggests that activities such as group projects and cooperative learning provide opportunities for students to exchange, write, and present ideas. Projects use a variety of skills that work together to increase understanding and retention.

•**Encourage participation.** A positive and supportive environment has a significant influence on students' comfort level, participation and success. Teachers should encourage students' regular participation and active involvement on learning process.(Norman.H, 2007).

→ Norman.H suggests to "Encourage them to express themselves, but not to force them onto the stage prematurely because for some students requiring them to speak in front of class may be counter-productive and cause great anxiety." (Norman, H.2007). Instead try to make the classroom a safe place and that let your students know that making mistakes is O.K for students because everyone was a beginner once. However, it should be pointed out that for all students of science math symbols are much easier than dealing with translating biology terminology or other sentence translation.

Grammar explanations and examples in EST according to Swales, J (1971) are presented in as many scientific and technical contexts as possible with specific application in scientific writing;

→ Heat exchangers are very common in the chemical industry, and we can also find them in many domestic capacities.

→ A rod which is used to control fission in a nuclear reactor and is made of cadmium is a cadmium control rod.

The above examples show that noun compounds are important in EST because they are so frequently used, but their decoding often requires considerable knowledge of a specific field. (Swales, J .1971). Passive voice accounts for approximately one third of all verb forms in scientific writing. However there appear many errors in using the verb “be” in passive verb structure e.g. confusion of “used to” for “be used to”, “comprised” for “be comprised of”, etc. Another difficulty is the use of articles (a/an, the and zero article) which must be taught in context, not in isolated phrases or sentences. (Swales,J .1971).

## **2.8. Objectives of English for Specific Purposes**

People are generally motivated to pursue specific goals and objectives. Goals and objectives are used interchangeably, referring to a description of the general *purposes* of a curriculum. Let us make the difference between these two;

→ Objectives refer to a more specific and concrete description of purposes.

→ Goals are a way of putting into words the main purposes and intended outcomes of your course. In other way the process of learning can be considered as a journey which has a destination then:

- The journey ➔ the course
- The destination ➔ The Goal

Objectives are the different points you pass through on the journey to the destination.

The use of goals in teaching process improves the effectiveness of teaching and learning. The nature of aims and objectives, however, is not necessarily straightforward because they refer to knowledge, skills, and values that educational planners *believe* learners need to develop. (Richards 2001).

Some advantages of the ESP objectives;

- Objectives facilitate planning: once set up, course planning, materials preparation, textbook selection, related processes can begin.
  - Objectives provide measurable outcomes and thus provide accountability: given a set of objectives, the success or failure of a program to teach the objectives can be measured.
  - Objectives are prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.
  - Objectives describe a learning outcome.
- 14. *will have, will learn about, will be able to*
  - Objectives should be consistent with the curriculum aim.

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. Hutchinson et al. (1987) concluded that it meets the needs of adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. When

designing an ESP course in a particular study field such as English for business, Civil Engineering, health services and similar, several objectives have to be taken into account.

According to Hinkle, (2004) the ESP objectives include:

- Developing an understanding about the factors that lead to the emergence of ESP and, the forces, both theoretical and applied, that have shaped its subsequent development.
- Assisting students develop needs assessments and genre analyses for specific groups of learners.
- Providing guidelines to adapt or create authentic ESP materials in a chosen professional or occupational area and to critically evaluate currently available materials, including technology-based ones.
- To become knowledgeable about assessment procedures appropriate for ESP and apply this knowledge in developing course and lesson evaluation plans in their professional or occupational area.
- To assist students in preparing a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.

On the other hand, Basturkmen (2004) distinguishes four types of objectives: proficiency, knowledge, affective and transfer. Proficiency objectives concern mastery of skills such as: reading, listening, writing and speaking. Knowledge objectives concern the acquisition of linguistic and cultural information (language analysis and awareness of systematic aspects of language, mastery of the norms of society, values and orientations). Affective objectives concern development of

positive feeling toward the subject of study (attitudes toward attaining second language competence, socio-cultural competence and language learning). And the fourth one transfer objectives concern the ability to generalize from what has been learnt in one situation to another situation (Basturkmen in Yildiz: 2004)

In developing goals for educational programs, curriculum planners draw on their understanding both of the present and long-term needs of learners and of society as well as planners' beliefs and ideologies about schools, learners, and teachers (Richards 2001). At the end of the course in business English students will be able to develop basic communication skills for use in business contexts, participate in casual conversation with other employees in a workplace and learn how to write effective business letters.

## **2.9 Methods used in ESP teaching / learning**

Although the need to learn foreign languages is almost as old as human history itself, the origins of modern language education are in the study and teaching of Latin in the 17th century. ([www.slideshare.net/shovalinahelka](http://www.slideshare.net/shovalinahelka), retrieved November 2013). The study of modern languages did not become part of the curriculum of European schools until the 18th century. Based on the purely academic study of Latin, students of modern languages did much of the same exercises, studying grammatical rules and translating abstract sentences. Oral work was minimal, and students were instead required to memorize grammatical rules and apply these to decode written texts in the target language. This tradition-inspired method became known as the grammar- translation

method (Gao, Xuesong, 2010). Henry Sweet was a key figure in establishing applied linguistics tradition in language teaching

Innovation in foreign language teaching began in the 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methods, each trying to be a major improvement over the previous or contemporary methods. The earliest applied linguists included Jean Manesca, Heinrich Gottfries Ollendorf (1803-1865), Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877–1949). They worked on setting language teaching principles and approaches based on linguistic and psychological theories, but they left many of the specific practical details for others to devise (Gao, Xuesong, 2010).

”Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. The method concept in teaching, which is the notion of a systematic set of teaching practices based on a particular theory of language and language learning, is a powerful one, and the quest for better methods was a preoccupation of teachers and applied linguistics throughout the 20<sup>th</sup> century” ( Richard & Rodgers, CUP, 2003).

Since we all learn in different ways and since some methods might be more suitable to some students than others languages might need to be learned in different ways, depending on students’ learning style and on students’ ability to acquire and understand new grammatical structures and language systems. The use of some technology tools, you tube programs, video recorders etc, enable teachers to differentiate instruction and adapt classroom activities by giving learners the chance to hear pronunciation directly by native English speakers, thus enhancing language learning experiences. Regardless of

where we live there are an enormous number materials and resources available to us in language-learning opportunities. There are many methods of learning a second language, specifically English for Specific Purposes but, first we must understand the meaning of the method. Thornbury, S (2009) stated that “A method is a plan we make for presenting the language material to the students to be learned based upon a selected approach. An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should be implemented into the classroom setting.” In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the role of students, and the role of teachers. Each student has to find his/her own method, his/her way of learning. We know some things work and some don't, but to find out exactly what does work isn't that easy. Some methods can be good, but used wrongly, therefore produce bad results and on the contrary, hard methods used correctly and produce good results.

### **2.9.1. Direct Method**

The **direct method** of teaching was established in Germany and France around 1900, is sometimes called the *natural method*, and is often used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012(<http://inlingua.com>). Advocators of this method believe that students learn to understand a language by listening to it in large quantities, and learn to speak by



speaking a lot. The language is learnt through direct association of words and phrases with objects and actions, without the use of the native language (Hardley, 1994), (this is true with the students of ESP courses as there are many words that have no proper translation in Albanian therefore used in English language). As the children learn their native language naturally, students of ESP learn their professional vocabulary naturally by having direct contact in English with certain words and phrases. As the grammar-translation method relies heavily on the written language, the direct method places the emphasis on both listening and speaking. The aim of this method for teaching English for Specific Purposes is to immerse the students in English language; the teacher would use realia, visual aids and demonstrations to teach English to students.

The teacher would in this instance focus on repetitive patterns of teaching with grammar being taught inductively. This means that the rules of grammar are not taught directly, instead students would learn to change different parts of the sentence. For example, “I *go* to the hospital or to the bank”, the word *go* could be changed for other verbs like *walk*, *run*, *jog*, *drive*, etc. (Lake, 2013).

The direct method of learning English for Specific Purposes is fairly simple. It consists, primarily, of just five parts.

- **Show** – The student is shown something so that they understand the word. For example, they might be shown realia or other visual aid such as flash cards for nouns e.g. a balance sheet or working tool of mechanics, doctors, a musical instrument etc. The teacher might use gestures to explain verbs, and so on.

- **Say** – The teacher verbally presents the word or sentence, paying more attention on pronunciation of the word correctly. It would be much easier to grab the pronunciation if students hear it from a native speaker of English on the radio record or computer video.
- **Try** – The student then tries to repeat what the teacher is saying.
- **Mould** – The teacher corrects the students and ensures that they are pronouncing words correctly, by repeating the video again and again.
- **Repeat** – Finally, the students repeat the word a number of times. Here the teacher uses a number of methods for repetition, including group repetition, single student repetition and other activities designed to get the students repeat the word 5-20 times. (Lake, 2013).

**The main features of the Direct Method in ESP based on the works of Alise Hardly and Wilga Rivers (1994) are;**

- It starts with the here - and – now classroom objects and simple actions.
- The vocabulary is given through paraphrasing.
- The mother tongue is never used.
- Speaking is taught first and then reading and writing.
- Speaking is considered the basis of language.
- Grammar is taught inductively, that is, rules are generalized from the practice and experience with the target language.
- Culture is considered an important aspect of learning the language.
- Graded materials are widely used.
- Teaching according to the age and the background of the students. (Tafari, 2003).

Titone in his book “Teaching Foreign Languages “, Washington, D.C. (GUP, 1965), proposes the following guidelines for the teachers who use the Direct Method to follow;

- never translate, demonstrate
- never make a speech, ask questions, and let students speak more
- never imitate mistakes, correct
- never speak with single words, make sentences
- never speak too much, make students speak more
- never go too fast, keep the pace of the students
- never speak too slowly, speak normally
- never speak too quickly, speak normally
- never speak too loudly, speak normally and
- never be impatient, take it easy. (Tiffani, 2003)

This method actually teaches the language and doesn't teach about the language. But still, there is a criticism of the direct method because it is hard for public schools to integrate it. In his book, R. Brown (1994:56) explains that the direct method wasn't successful in public schools because of “constraints of budget, classroom size, time, and teacher background (native speakers or native like fluency) made such a method difficult to use.”(Lake, 2013).

### **2.9.2. Audio-Lingual Method (1950s-1960s):**

With the advent and popularity of audio tapes, this approach ushered in the first recordings wherein the language learner could actually hear and mimic native speakers on reel-to-reel audio tapes, often used with earphones in a language lab setting. Lessons often began with a sample dialogue to be recited and memorized. This was followed up with substitution pattern and saturation drills in which the grammatical structure previously introduced was reinforced, with emphasis given to rapid fire student response. Repetition, substitution, transformation, and translation became the order of the day. This method was strongly influenced by B.F. Skinner's behaviorist view toward learning which favored habit-forming drill techniques. Language lab equipped with projectors and computers enable teachers show students dialogues and lectures of native speakers of English in specific study field situation. The rapid development of technology is considered a great help in using Audio – Lingual Method in the course of ESP. Unfortunately, most students couldn't transfer these dialogues into their own real-life experiences. The Audio-Lingual Method is also known as the aural-oral method. It advocates aural training first, then pronunciation training, followed by speaking, reading and writing. It is said to result in rapid acquisition of speaking and listening skills (Howatt, 1984). This method is based on the principles of behavior psychology. It adopted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. It was mostly developed in the USA. This method came as a necessity of the time from increased attention to foreign language teaching in the United States at the end of 1950s (Tafari, 2003).

Various scholars and researchers gave their assumptions about this method;

Kenneth Chastain (1976) in his book “Developing Second Language Skills, Theory to Practice” defined five basic characteristics of the Audio – Lingual Method based on the behaviorist theories;

1. The goal of ESP is to develop students the same ability that native speakers have. Students should handle the language at an unconscious level.
2. The native language should be banned from the classroom. Teach the language without reference to native language.
3. Students learn languages through stimulus –response techniques. Students should learn to speak without attention to how the language is put together. They should not be given to think about their answers. Dialogue memorization and pattern drills are the means by which conditioned responses are achieved.
4. Pattern drills are to be taught initially without explanation. Thorough practice should precede any explanation given, and the discussion of grammar should be very brief.
5. In developing the four skills in ESP, the natural sequence followed in learning the native language should be maintained.

Wilga Rivers, in “Teaching FL skills” (1981), further classifies the major characteristics of the Audio-Lingual Method by listing the following;

1. Language is speech, not writing. Learners of ESP are mostly required to speak than to write.
2. Language is a set of habits.
3. Teach the language and not about the language. Not much grammar is taught in ESP courses. All grammar examples are related to the specific field of Study/work.
4. Language is what native speakers say, not what someone thinks they ought to say.
5. Languages are different.

While Alise Hardley in her book “Teaching Language in Context”, Heinle & Heinle, (1994) states that, every Audio-Lingual Method textbook chapter consists of three basic parts;

1. The **dialogue**, usually simple dialogues, the students were required to repeat and memorize what the teacher has given to them. Students are given examples of interviews between a mechanic and a car driver, patient and a doctor, nurse or a bank client and a bank manager, etc.

2. **Pattern drills** including repetition drills, in which no change was made. Students simply repeat after the teacher’s model. Transformation drills, in which students are required to make some minimal change, reinforce afterwards by the teacher or the tape recorder. This type of transformation drills includes person-number substitution, singular-plural transformation, etc.

**3. Application activities** include such things as dialogue adaptations, open ended response drills, conversation stimulus activities, etc. Students work mainly with memorized material, repeating it, manipulating it and transforming it to meet minimal communicative needs.

By 1970s the Audio-Lingual Method gained more popularity, especially in the USA. Instead of learning rules, students practiced language patterns, took an active role by responding to stimuli. They learned grammar by analogy, not by analysis. Students learned listening, speaking, reading and writing with little grammar explanation. Attention was given to structure rather than vocabulary (Tafari, 2003).

Like many other methods the Audio-Lingual Method has also been criticized. The main criticism is that;

→ It views language learning as learning a set of habits,

→ practicing the same piece over and over again has not proved successful,

→ Too much repetition is not only boring but it is also not very helpful, if students do not understand the language they are repeating,

→ this methodology does not encourage creation on the part of students except in very minimal ways (Hardley, 1994).

Therefore according to “Teaching and Learning English” in our case ESP, (OU Toolkit, 2000) try to avoid the following;

→too much repetition, so that the lesson would not become boring, (give students as many examples as possible from their study field),

→using drills for more than 5-10 minutes as too much drilling may cause lack of language use in real situations, it may become like chanting, thus the students will not be active in their learning,

→ Audio – Lingual classes ignore meaning, deny creative responses from students and concentrate on linguistic form rather than on communication. Such excesses result in boredom and painfully slow progress,

→use of native language and translation is taboo, (ESP vocabulary is becoming international/ glocalish. Many words and phrases have no proper translation in Albanian in our case),

→too much phonology, too little concern for the written word

→ the role of the teacher is central, not student-center.

It should be noted that Audio-Lingual Method is good that it stresses the teaching of culture and prepares the students to deal with everyday situations in the target language community.

The role of the teacher in this method is; language modeler, drill leader, choir director, controller, provider, activist, monitor, corrector and instructor (Tafani, 2003).



### **2.9.3. Communicative Language Teaching (CLT) in ESP courses**

The Communicative Approach, also known as communicative language teaching (CLT), developed in England in 1970s and 1980s as an approach rather than a method. This approach emphasizes interaction and problem solving as both the means and the ultimate goal of learning English- or any other language. It is useful especially in teaching/learning of ESP course as it tends to emphasize activities such as role play, pair work and group work.

As “communicative competence” is the desired goal, in CLT, meaning is paramount (Finocchiaro & Brumfit, 1983, cited by Richards and Rodgers, 2001). In socio-cognitive perspectives, language is viewed as a vehicle of conveying meaning, and knowledge is transmitted through communication involving two parts, for example, speakers and listeners, and writers and readers, but is constructed through negotiation. As a consequence, “communication is not only a matter of following conventions but also of negotiating through and about the conventions themselves. It is a convention-creating as well as convention-following activity (Breen & Candlin, 2001)”. Therefore, there are three elements involved in the underlying learning theory: communication principle, task-based principle, and meaningfulness principle (Richards & Rodgers, 2001). It switched traditional language teaching's emphasis on grammar, and the teacher-centered classroom, to that of the active use of authentic language in learning and acquisition. In CLT students should be actively making meaning through activities such as collaborative problem solving, writing for a purpose, discussion of topics of genuine interest, and reading, viewing and responding to authentic materials, rather than simply learn the linguistic structure and grammar rules. (Murphy, 2000). In CLT context, learners are seen

as active participants in the construction of the language knowledge, rather than passive recipients of information provided by the teacher or the textbook. In contrast, language teachers are no longer viewed as the authority of the knowledge, playing a dominant role. Teachers share different roles such as communication facilitator, independent participant, needs analyst, counsellor, and group process manager (Richards & Rodgers, 2001) in order to create more fascinating experiences for the learners.

Some of the features of CLT outlined by Finocchiaro and Brumfit (1983) summarized by Vilma Tafani (2003) in Language Teaching and Learning Methodology are:

- Meaning is of primary importance in CLT, and conceptualization is a basic principle. Students of ESP concentrate more on understanding the meaning of a new word or phrase in the context of a sentence.
- Students should be able to select a particular kind of language and should know when, where and with whom they should use it, should they use the language at work with colleagues, patients at the hospital, customers, business, etc.
- The goal is to learn to communicate in the language of specific purpose through communication.
- Authentic and meaningful communication is the goal of classroom activities.
- Fluency is an important dimension of Communicative Approach.
- While organizing communicative activities the focus is on meaning rather than on form or accuracy.

- The students' mother tongue can be used to help students in the class.
- The teacher is the facilitator who helps students to communicate in English and motivates them to work with the language in their study field.
- The teacher cannot know in advance what language the students will use or need to learn in a lesson, so the teacher should have a fairly good knowledge of English (Finocchiaro and Blumfit, 1983). Students of ESP need to learn a vocabulary which is far more complex than the vocabulary of General English.

However, some students, particularly adults do not like:

→ pair work and group work finding it difficult to organize in very large classes.

Individual work for some students is more relaxing and easier to learn.

→ too much emphasize of approach on speaking and listening,

→ CLT being less controlled than other methods. If the teachers' knowledge of English is not very good, they may find this a problem. (Finocchiaro and Blumfit, (1983) in Tafani, 2003). The teacher of ESP course is required to have a good knowledge of the study field the students are learning in both native language and in English language, otherwise students might put the teacher in a bad and embarrassing situation. The ESP teacher needs to consider communicative competence i.e. to communicate competently.

#### 15. What is communicative competence?

According to Gert Rickheit and Hans Strohner (De Gruyter Mouton, 2010), communicative competence includes both the tacit knowledge of a language and

the ability to use it. The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky (1965). Competence means being skilled, knowledgeable, capable, authoritative, good etc, while communicative means ready and willing to talk and give information (Hornby, 1989).

Communicative competence is made up of four competence areas: **linguistic, sociolinguistic, discourse, and strategic.**

→ Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

→ Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

→ Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

→ Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use? NCLRC (2004).

**Remember that; "The superior teacher has regularly gotten superior results regardless of the method." William E. Bull (1965).**

## **2.10. Needs Analysis in English for Specific Purposes**

Needs analysis, course design, selection of materials, evaluation, etc, are the key stages in ESP. Dudley-Evans considers needs analysis as the corner stone of ESP which leads to a very focused course. Within ESP the definition of needs and needs analysis have broadened with experience and research. For instance, in the 1960s and early 1970s, literature and language trained English teachers, faced with teaching science students English for their subject studies, knew very little of the “what” or “how” of those studies and very little about the language of science and technology (Dudley- Evans 1998). Therefore, “data collection began from first principle, and language analysis was influenced by the General English stance and by approaches in linguistics and register analysis which helped to define needs as discrete language items of grammar and vocabulary”. (Dudley – Evans, 1998). Teachers and trainers before approaching students they can and must read and search the literature to previously analyze the needs, available materials, research findings, etc. The information obtained will be as good as information obtained from a) questions asked and b) the analysis of the answers. Dudley-Evans add that doing a ground work including checking the literature, looking for ESP teaching materials, contacting colleagues and organizations who might have experience with such groups, reading materials about the subject or discipline, would help us be as knowledgeable as possible, and would help us :

- know what we did not know before- know what to ask;
- not waste our students’ time;
- Appear much more professional;

- know how we should analyze the data.

### 2.10.1. What is meant by needs?

According to Dudley-Evans (1998) one difference between now and the 1960s is what we understand by the concept of needs and needs analysis. Needs are described as **objective** and **subjective** (Brindley, 1989:65), **perceived** and **felt** (Berwick, 1989: 55), **target situation/ goal- oriented** and **learning, process - oriented** and **product-oriented** (Brindley, 1989: 63); in addition, there are **necessities, wants and lacks** ( Hutchinson and Waters,1987: 55). These terms describe the different factors and perspectives which have helped the concept of needs to grow. Each of these terms represents a different philosophy or educational value, and merits careful thought.

- **Objective and perceived** needs are seen as derived by outsiders from facts, from what is known and can be verified (Brindley, 1989), while

- **Subjective and felt** needs are derived from insiders and correspond to cognitive and affective factors. Thus, “to be able to follow instructions accurately “ is an **objective/perceived** need (Brindley, 1989). While, “to feel confident” is a **subjective/felt** need. Similarly, **product –oriented** needs derive from the goal or target situation and **process- oriented** need derive from the learning situation (Dudley-Evans & St. John, 1998).

These pairs can be seen as corresponding to a target situation analysis (TSA) and a learning situation analysis (LSA): a third piece of the jigsaw is what learners already know, a present situation analysis (PSA), from which we can deduce their lacks. Thus, as

described by the authors (Dudley-Evans & St. John) a TSA includes objective, perceived and product-oriented needs; an LSA include subjective, felt and process-oriented needs; a PSA estimates strengths and weaknesses in language, skills, and learning experiences.

### 2.10.2. A current concept of needs analysis in ESP

Needs analysis in ESP determine the following described by Dudley Evans and St. John (1998);

- a) **Target situation analysis** and **objective needs**. These are professional information about the learners, it means the tasks and activities learners are/will be using English for
- b) **wants , means, subjective needs** –these are factors which may affect the way the learner learns such as previous learning experiences, cultural information, reason for attending the course and expectations of it, attitude to English. In fact these are learner's personal information (Dudley Evans and St. John, 1998);
- c) **Present situation analysis**- analysis about learners' current English language skills.
- d) Learner's **slacks** – analysis of the gap between (C) and (A)
- e) **Learning needs**- effective ways of learning skills and language in (D). These are known as language learning information.
- f) **Linguistic analysis, discourse analysis and genre analysis** – these are professional information about (A): knowledge of how language and skills are used in the target situation.

g) **What is wanted** from the course, and

h) **Means analysis**- information about the environment in which the course will be run.

Therefore, “the aim of needs analysis is to know learners as people, know learners as language users and as language learners, and to know the target situation and learning environment such that we can interpret data appropriately” ( Dudley Evans & St. John, 1998). Finally, there will always be a need to match needs analysis with the situation. The question “what do you need/want from the course?” should be kept in mind.

### **2.11. Quality Assessment in Teaching ESP**

Designing the courses, not only ESP but all courses at university, the assessment and evaluation of quality is one of the main factors to be considered.

When discussing quality assessment in general, not only in teaching or learning, one should always remember the following lines:

“Quality is never an accident; it is always the result of high intention,

Sincere effort, intelligent direction and skillful execution,

It represents the wise choice of many alternatives.”

William A. Foster (June, 1939 New York Times).

“The term quality assurance in higher education is increasingly used to denote the practices whereby academic standards i.e. the level of academic achievement attained by higher education graduates, are maintained and improved” (Brennan, J. & Shah, T. 2000).



This definition of academic quality as equivalent to academic standards is consistent with the emerging focus in higher education policies on student learning outcomes- the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education program.

One of the most important factors in quality teaching/ learning process is monitoring students' progress as well as teachers' progress. Learners not only need to recognize their lacks but also figure out their accomplishments.

Hence, quality of learning and teaching depends on a number of factors, and the most important is assessment. ([www.esp-world.info](http://www.esp-world.info), retrieved June 13.2013). According to Huba and Freed ( 2000), assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

Other factors on which quality of learning and teaching depends are learner self-assessment, formal assessment, testing, monitoring learners' success and accomplishments, teacher development and teacher evaluation by learners, colleagues or authorities, etc. Quality assurance can be implemented through effective learning, which is directly related to effective teaching because good teaching nurtures many aspects of learning (Kavaliauskiene, 2007).

According to Harmer (2001), good teaching must take into account learners' self-assessment and be focused more on learning outcomes. Aims should be integrated into

teaching procedures and assessment. “It must ensure the clear communication of requirements to students, as well as promote co-operative learning with peers. It is really important for a good teaching to respect students’ opinions and to encourage learners’ feedback on teaching.” (Harmer, 2001).

Today universities worldwide are committed to high quality of teaching and learning. The University of Prishtina is not an exception. The University of Prishtina is among the first Higher Education Institutions (HEI) in the region that since academic year 2001/2002 began the reform process according to Bologna Process. Knowing that Quality needs the maintenance and an ongoing development, knowing that only through knowledge it is possible to make decisions, with the aim of improving the teaching system in February 2007, the University Senate decided to establish the Quality Assurance Unit responsible for advising the management and to implement the European Credit Transfer System (ECTS) as well as the Quality Assurance at all University units. Both academic staff and students are engaged in teaching and learning that meet professional needs, are critical and innovative, make appropriate use of Information and Communication Technology (ICT), use learning experience and resources to support good teaching and learning practice, and, finally, monitor and evaluate teaching and learning outcomes to maintain quality. (Kavaliaskiene, 2004).

According to an article read on [www.esp-world.info](http://www.esp-world.info) (retrieved on June, 15.2013), since 1995, British Universities have started grading teaching and learning on a scale of one to four: one for low, and four – for high. The University of Prishtina does this grading as well. At the end of the semester students are given an anonymous questionnaire to fill in concerning the method and effectiveness of a certain teacher. External Quality

Assessment is conducted by the Quality Assurance Agency, which since 2002 has moved to a system of periodic Institutional Audits. Institutional Audits include quality assurance and self-evaluation procedures. Also true for the University of Prishtina.

Responsibility for monitoring the quality of teaching and learning process lies with each university. Faculties and departments are responsible for ensuring quality in teaching and learning. Quality assurance in teaching itself resides with teachers whose role in enhancing learning is indisputable. Therefore every teacher should ask himself/herself several questions regarding Quality Assurance;

How do I know that I am teaching well?

How well am I teaching?

How can I improve?

The answers to these questions can be found only by gathering information from students' feedback and from the self- evaluation process. Universities around the world get the desired information on the evaluation of teaching quality based on the results of the questionnaires / evaluation form given to students to express their opinion about the quality of teaching. This is also true for the University of Prishtina which aims to be the leading center for the advancement of knowledge, ideas and science in the higher education system of Kosovo with its 2000 employees, of whom 1600 are teaching staff and about 52,400 enrolled students in three cycles in line with the Bologna process - BA, MA and PhD. At the University of Prishtina there is an office for academic development in every academic unit with the following objectives of the quality improvement;

- Quality advancement in teaching and learning;
- Advancement of scientific research activities;
- Enhancement of the relationship of the University to the world of work and to civil society; and
- Students' involvement in quality assurance.

As teaching at the university is conducted in two semesters, first semester/winter semester and the second semester/spring semester. Both semesters consist of fifteen weeks of teaching. During the semester, each course organizes two intermediary tests (mid-term tests). The course of ESP as one semester course (one semester ESP II and second semester ESP I) the sixth and the seventh week are dedicated to the first intermediary test (mid-term test) or first students' evaluation which has 20% of the grade. The fourteenth and fifteenth week of the semester are dedicated to the second intermediary test with another 15 % or 20 % of the grade. The percentage is up to the teacher how he/she plans to build the grade. Students' grade is built up during the semester on an ongoing assessment, continuous assessment. The 50 % of their grade include two intermediary tests, a seminar presentation, and participation in the course, while the other 50% is the final examination. If carefully examined it comes out that during the semester there are only 12 weeks of teaching because the first week is only introduction with the students and syllabi while two weeks of intermediary tests considered as evaluation/assessment weeks. As a rule in teaching plan, everything must go from simplicity to complexity or difficulty. This is the same in grading the first test as well as it examines simpler materials and the second test examines the more difficult

ones. But the final exam includes everything that has been taught during semester, before and after the mid-term tests, nothing out of the teaching materials (not all teachers follow this rule).

As mentioned above there are not only students who are assessed /graded, teachers are, too. CRTL-Melbourne University (2013) states that Assessment /Evaluation of teaching can have two reasons, including collecting feedback for teaching improvement (Evaluation for improvement) and Evaluation for accountability i.e. developing a portfolio for job application, or gathering data as part of personnel decisions, such as reappointment or promotion and tenure. Before undertaking the assessment process universities/ faculties should have a strong hand in its development as well as make sure that the adopted system of assessment is credible and acceptable. So, the evaluation process has two faces of the coin i.e. two activities; summative (quantitative) / formative (qualitative). None of them exclude the other. Therefore, universities/ faculties take responsibility for developing their own criteria of effective teaching and assessment methods that can be flexible to accommodate diversity in instructional methods (e.g. lectures, discussions, lab, case study, small group instruction, field work, etc.).

According to the Center for Research on Learning and Teaching – University of Michigan (2013) often, teachers combine multiple sources of evidence into a **course portfolio** (a reflective document that summarizes one course and its impact on students learning) or a **teaching portfolio** (a collection of selected teaching activities and evidence of students learning across courses). There is evidence collected from colleagues and chairs, evidence collected from teachers on their own and evidence collected from students. At the University of Prishtina and at all other universities in Kosovo teaching

quality assessment is conducted in two different ways; one by the students who are given a questionnaire (evaluation form) to fill in each semester to give their grade (one to five- one the lowest, five the highest) on teachers teaching, and one by the teachers themselves known as self-evaluation process. Teachers have to fill in the questionnaire on their way of teaching, i.e. evaluate or grade themselves from one to five (one the lowest, five the highest). Then, the two questionnaires are compared and the teachers are given the final quality assessment report in a closed envelope by the faculty management. Students' ratings have the potential to contribute positively in improvement of teaching. All teachers should improve their teaching in the light of the students' feedback, according to students' concerns, complaints and suggestions. Even if students' assessment is positive they still need change in teaching process, so, teachers should stay positive towards their requirements and suggestions. There is always a demand for better and updated materials, for easier tests and use of technology in teaching process, demands which sometimes are just a matter of students' way of showing the ignorance towards strict teachers. ESP students for example, regularly ask for printed materials with updated job interviews or dialogues between different employer and employee, doctor and patient, etc. They want to practice every possible situation related to their study field, they ask to listen and then practice correspondence, conversations, etc on computer , TV (where possible) spoken by native speakers of English. The assessment report aims the improvement and innovation of teaching approaches is enclosed in each teacher's folder.

Unfortunately the University of Prishtina nor private university colleges have any special Language Portfolio such as the English language Portfolio (ELP) or European Portfolio of Student-Teachers of Languages (EPOSTL) as Kosovo is not the member of the ECML

an “Enlarged Partial Agreement” of the Council of Europe set up in Graz, Austria to which thirty-three countries have already subscribed. Albania is among these countries.

It is generally accepted that there is no single or straightforward way of teaching people to learn. Learners state that learning takes place in a variety of teaching styles and settings by means of various strategies. However what goes on in learners’ brains and how information is memorized and activated still remains a mystery.

Nunan & Lamb (in Kavaliskiene, 2007) state that learning is effective if it is: autonomous and self-directed, if it is fostered by cooperation and interaction with peers, a lifelong oriented, individualized and personalized.

When defining effective teaching Layne, L. (2012 in Maryellen Weimer. [facultyfocus.com](http://facultyfocus.com)) describes some features of effective teaching. To find the definition of effective learning Layne asked those concerned (teachers, students, and administrators) what the term means to them. In order of importance of the three most important abilities, students, teachers, and administrators agreed on the same three — cultivate thinking skills, stimulate interest in the subject, and motivate students to learn — but not in the same order. On the other hand according to Absalom (2005), effective teaching is focused on learning outcomes for students, in the form of knowledge, skills and comprehension; it is coherent in the integration of objectives with teaching procedures and assessment; it ensures the clear communication to students of requirements in which they can achieve their potential, promotes the development of co-operative learning with peers; encourages learners to develop autonomous learning skills by providing various tasks, respects students responses and views, encourages learners feedback on teaching,

takes into account students self-assessment and monitors learners progress through formal assessment, i.e. testing.

The central element in the overall quality of teaching and learning is assessment. In higher education, well designed assessment sets clear students expectations, establishes a reasonable workload, and provides opportunities for students to self-monitor, practice and receive feedback. Assessment in higher education must serve a number of purposes as: to guide students' approaches to study, provide learners with feedback on their progress, to judge their performance and to guarantee academic standards.

Technology is also being used to enhance improvement in the assessment of learning/teaching languages. Nowadays policy makers and the general public are interested in learning about the effectiveness of using technology in language education because they need that information to help decide future investment decisions regarding technology and are interested in knowing what has been done and what we already know about using technology to enhance language learning. Such knowledge will hopefully guide their further explorations and development. Language educators want to know what works and what does not, so that, they can make informed decisions in selecting the appropriate technology to use in their teaching (Harper: 1986).

Technology is an ill defined concept that encompasses a wide range of tools, artifacts, and practices, from multimedia computers to the Internet, from videotapes to online chat rooms, from web pages to interactive audio conferencing. These technologies vary a great deal in their capacity, interface, and accessibility. It is thus misleading to think the effects of videotapes are the same as those of the online chat rooms just because they are all



called “technology.” The effects of any technology on learning outcomes lie in its uses. A specific technology may hold great educational potential, but, until it is used properly, it may not have any positive impact at all on learning. (ultiBASE articles- AAHE. 1996)

Another important role in quality assessment is played by the assessment criteria and standards that influence the quality of students learning. American Association for Higher Education (AAHE) has formulated nine Principles of good practice for assessing student learning, the most important of which are:

The assessment of student learning begins with educational values and serves for educational improvement;

The assessment is most effective when learning is understood as multidimensional, integrated and revealed in ongoing performance;

The assessment requires attention to outcomes and the experiences that lead to those outcomes;

The assessment works best when it is ongoing not episodic;

The Assessment works best when the programs it seeks to improve, have clear, explicitly stated purposes.

The assessment fosters wider improvement when the educational community is involved in it;

The assessment makes a difference when involves useful issues that students care about;

The assessment is most likely to lead to improvement if changes in learning are promoted.

Through assessment, educators meet responsibilities to students and to the public.

In assessment, students value and expect transparency in evaluation of their knowledge, i.e. they expect feedback that explains the grade they have received and suggestions for how they can improve their performance. Students also prefer to have options in assessment by arranging timetable for submitting work it helps learner become more autonomous and independent (Harmer: 2009).

According to Mohana (2003-cited in Kavaliauskiene: 2004) learner self-assessment helps learners think about their own progress and find ways of changing, adapting and improving. Many language learners, particularly the most successful language learners, regularly engage in self - assessment as part of their learning.

Self - assessment and peer - assessment should be integrated into language courses for learning purposes because self-assessment is a prerequisite for a self-directed learner. It can raise learners' awareness of language, effective ways of learning and their own performance and needs, increases motivation and goal orientation in learning. In language learning, learners' efforts and beliefs can only be assessed through self-assessment and it can also reduce the teachers' workload.

However, it must be mentioned that few institutions have systematic teacher-appraisal systems, and where these do exist, they are very often for hiring and firing purposes rather than to assist professional improvement and learning. The effect may therefore be stressful and demoralizing rather than helpful (Kavaliauskiene: 2006).

Teacher Assessment formats and instruments vary widely and include a variety of procedures: supervisor visit, videotaped class, self-assessment (by teachers themselves) or assessment by authorities, written reflective journal, collegial observation, evaluation of teaching by students, class discussion, etc. Portfolios provide documented evidence of teaching from a variety of sources, not just student ratings and provide context for that evidence. The process of selecting and organizing material for a portfolio can help one reflect on and improve one's teaching.

Research into the benefits of Teacher Assessment has shown clear tendencies: groups of experienced teaching staff and teachers-in-training (in - service teachers) ranked improvement of students learning and professional development as the major benefits of Teacher Assessment. Top assessment preferences listed by experienced teachers from the University of Melbourne (2008) are:

student evaluations/ praise,

colleague observation,

supervisor visit,

Teacher self-assessment.

Students' evaluation/praise is the easiest and the most effective way to motivate students. Praise is the most meaningful effective, positive recognition given to students. "Praise should be the Number One choice for recognizing student performance. (Tafari, 2003). Skillful use of positive recognition means utilizing different approaches for individual

students and situations. “Give your students plenty of prize, warmth, and signs of affection. Students need pats, smiles and approvals”. (Tafari, 2003).

Teacher assessment (TA), / Teacher Evaluation (TE), is a complex process, which consists of a series of activities and actions. Teachers have to be evaluated as professionals. The emphasis of teacher evaluation should be on their teaching and not individuals and take into account the involvement and reactions of people involved in the education process. The purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students by fostering self-development. Evaluation in higher education entails gathering evidence about the impact of teaching, topic and course design on students’ participation and achievement and the appropriateness of content and procedures. (Lorenzo, 2005)

Effective self-assessment/ evaluation of teaching is the basis of good educational practice. A good starting point is the Teachers Perspectives Inventory (TPI). It is a short free of charge questionnaire online designed for teachers. The questionnaire summarizes teachers’ views and perceptions about teaching. Each teacher of ESP course in our case can explore his / her assets and analyze one’s own teaching. On the evaluation data a number of important decisions can be based, i.e. changes in course structure, in teaching process, in course content, changes to assessment tasks, students workload, and staff development.(Kavaliauskiene, 2004)

According to Pratt, Daniel D. and Associates (1998) there are five teaching perspectives in individual profile: Transmission, Apprenticeship, Developmental, Nurturing, and Social Reform. Perspective of **Transmission** refers to commitment to the subject matter.

ESP teacher tries to make things as clear as possible to the students, considering that sometimes there is no meaningful translation from English into Albanian. So, it is important for the students to understand the core meaning of the word or phrase and to be able to explain it to the others. Perspective of **Apprenticeship** refers to guiding learners into new ways and norms of working. **Developmental** Perspective refers to bridging knowledge that is meaningful to the learner. ESP learning gives learners a chance to bridge and further develop the knowledge they have received in Albanian courses by comparing them with that of English because many working processes or working tools in a certain study or working field are better explained in English language. **Nurturing** Perspective refers to long-term, persistent efforts to individual growth and achievements. ESP is an ongoing process of learning based on the fact that English language enriches almost every day with new words, and if not practiced regularly the language starts to disappear. **Social** Reform refers to changing society. Being able to communicate in a certain field, be it study, working or research has a great impact on social reform. Research shows that the vast majority of teachers hold one or two dominant perspectives. Many hold an additional back-up perspective. The combination of dominant and back-up perspectives allows teachers to accommodate changes in context, content, and learners. Profile sheet has sub-scores for Beliefs, Intentions, and Actions within each perspective. Sub-scores help to identify individual philosophy of teaching by highlighting whether views are grounded in what one believes, what one intends to accomplish, or what educational actions one undertakes in specific teaching settings (Kavaliauskiene, 2004).

Evaluation of teaching quality by students helps teachers to reflect upon their teaching. Student ratings of teaching have the potential to contribute positively to improvement of

teaching. When teachers review their teaching in the light of the student feedback, it is important to reassure students by giving them feedback about their concerns, complaints or suggestions, so that learners know that changes would be made as a result.

The techniques of self-assessment and evaluation play important part in evaluating the effectiveness of individual learning, training learners for a lifelong learning and teacher self-development (Kavaliauskiene: 2004).

Learners need to assess their progress and accomplishments in order to plan their future learning. A great majority of students between 80% and 90% - believe their skills in presentations, mastering Learning for Specific Purposes (LSP) vocabulary and translation are quite remarkable. Success experience helps students enhance their self-esteem and self-confidence (Kavaliauskiene: 2004).

Learner evaluation of teaching is a good tool to encourage teachers to think over their methods, techniques, materials, teaching styles and failures. Self-assessment of Teachers Perspectives Inventory (TPI) profile allows teacher to reflect on ways of improving teaching and self-development.

## **Chapter III.**

### **3. Research Methodology, techniques and instruments**

In order to elaborate the chosen topic for this PhD thesis, the following research methods and instruments were used:

#### **3.1.1 Research Methods**

- Descriptive method,
- Qualitative method,
- Quantitative method and
- Comparative method

#### **3.1.2 Instruments used**

- Observations
- Survey
- Interviews / discussions
- Questionnaires

#### **3.1.3 Model used**

- To analyse the data the following model is used:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_i$$

Y= (dependent variable) that express: Teaching ESP at the UP and Private colleges

X<sub>1</sub>= Lack of teaching staff

X<sub>2</sub>= Computer training for teaching staff

X<sub>3</sub>=Contemporary alternative teaching methods

X<sub>4</sub>=Selection of authentic materials

One-Sample Test						
	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Lack of teaching staff	3.873	3	.030	2.500	.45	4.55
Computer training for teaching staff	4.243	4	.013	3.000	1.04	4.96
Contemporary alternative teaching methods	4.802	4	.009	2.800	1.18	4.42
Selection of authentic materials	3.464	2	.074	2.000	-.48	4.48

Prior to conducting the research several steps were taken:

First of all, each academic unit was visited and the Deans of respective academic units were contacted in order to be informed about the purpose of the research and provide their approval.

The survey was conducted among staff and students of the University of Prishtina and of three private colleges, one in Prishtina - “AAB” college, one in Peja - “Dukagjini” college and one in Gjakova / Prishtina - the College “Biznesi “. For quantitative data questionnaires were used and for qualitative data semi-structured interviews were conducted. For this purpose, hundred and twenty open-ended and close-ended questionnaires were distributed to the students of the University of Prishtina (twenty for each academic unit) and one questionnaire for each member of the academic staff, while



in private colleges there were distributed one hundred and twenty questionnaires for the students and three- four for the teaching staff, one for each faculty staff. Each questionnaire consists of thirty questions. The responses were analyzed; the data were processed and calculated in percentages presented on tables and charts in chapter four. The data from the University of Prishtina were compared to data from the private colleges and then calculated as general data.

The syllabi collected from academic units teaching ESP are analyzed in order to assess whether the anticipated objectives and expected outcomes correspond to the responses provided by students.

Further, comparative analysis of the data taken from the survey with the teaching staff and students related to ESP teaching in a number of the academic units of the University of Prishtina are provided. Percentages of the responses provided by the teaching staff are compared with the responses provided by the students in order to come up with a clear statement regarding the process of ESP teaching/learning.

At the end, the use of critical evaluation method did ensure problem presentation and recommendations related to this issue, and enabled us to identify the problems and obstacles that these particular units of the University of Prishtina and private colleges face. All the data provided by the respondents enabled a clear presentation of the problem and provided the opportunity for formulating recommendations proposed by both teaching staff and students.

However, apart from the introduction and conclusion, this doctoral thesis consists of three other chapters. In the second chapter the difference between English for Specific

Purposes and General English, the literature sources about ESP from different scholars are carefully researched, the objectives of ESP, as well as quality assessment of teaching process including teachers and students are considered. The third chapter is dedicated to the teaching methodology, while chapter four analyzes the teaching of ESP courses at the University of Prishtina compared to those in private colleges based on the results of the survey conducted among students and staff and in the light of the course syllabi, questionnaires, interviews, surveys and ideas taken from these tools and instruments.

Chapter four provides comparative analysis of the findings of the research which led to some conclusions at the end. Both data provided by students and the teaching staff are carefully analyzed and compared, presented in tables and charts by numbers and percentages.

Findings are presented in chapter four and interpreted in chapter five.

Finally, in conclusion chapter a brief synthesis of the research findings, limitations and recommendations is presented.

### **3.2 Limitations**

The ongoing process of the research was not an easy one. Prior to conducting the research several steps had to be taken: First of all, each academic unit was visited and the Deans of respective academic units were contacted in order to inform them about the purpose of the research and provide their approval. Not all respondents were ready to agree on the questionnaire asking hundreds of answers by, how, when, why exactly me, etc. The researcher could not finish everything on the first visit even though there was a prior appointment set for a certain date, so I had to travel many times to the same unit.

Some of the respondents wanted to see sample questionnaires filled in by the other colleagues and things like that. The same was with the students who expressed a kind of fear of having consequences if their teachers discover that they signed the questionnaire, it was needed an effort to convince them that no one knows who filled in the questionnaires. But everything is good when it ends well.

### **3.3 Research population**

Selection of people to be included in the research needs a particular attention because on those people depends the validity, fairness and result of the research. As in this research are involved only six faculties of the UP and three private colleges then, research population sample includes the teaching staff and students of the selected academic units (twenty to thirty-five students and the teaching staff at each unit of the UP and forty students and the teaching staff at each college). Questionnaires were distributed on site to the students while they were having lectures in whatever course ( with the previous permission of the course teacher) and interviewing them during the break time in the faculty facilities, but with the teaching staff was a bit more difficult as not all of them felt ready to respond. Respondents included in the research are from those academic units which require more specific and different English vocabulary from the others such as the Faculty of Arts which has a completely different vocabulary from the Faculty of Economics, or the vocabulary of English language used in the Faculty of Law which has nothing in common with the vocabulary of the English language used in the Faculty of Medicine. So, responses generate from the site visits. In order to have better result both descriptive and inferential statistics are used in the research.

## **Chapter IV.**

### **4. ESP Courses at the University of Prishtina - Data Analysis**

#### **4.1. Analysis of the Syllabi**

Like all universities around the world that are required to undergo the accreditation process with its primary purpose of quality assurance and development, the University of Prishtina as an institutions of higher education, is too. All higher Education Institutions are judged based on a self –evaluation report, analyzing how well they meet the standards required by both internal accreditation agency (KAA) and external or International accreditation by experts of certain countries in the field of education. The Universities in Kosovo as well, have to modify their teaching programs according to the recommendations given by the experts of International Accreditation Agency for their re-accreditation. The University of Prishtina, as the largest public university in Kosovo, consists of sixteen academic units with about 200 study programs in three levels of studies. At the beginning of the academic year each university unit prepares their syllabi according to the rules and requirements set by Accreditation Agency of Kosovo supervised by International Accreditation Agency. It is true that one of the main focus of the agency among the others, is put on English language teaching with the particular attention on ESP because many grants are being offered to every unit for exchange students and other forms of finishing their studies at both European and American universities. Such grants are also applicable for university teachers, and very often there are difficulties finding students /teachers whose level of English is sufficient to be selected for those programs. So, wanted or not syllabi have to be composed according to the requirements but, the issue is whether in reality such

syllabi are applied or not. In this thesis it is given an attempt to find out the causes and the consequences of the existing situation.

Teachers of ESP courses have often been criticized for lacking the specialty knowledge necessary for a complete understanding of target language materials. As a result, many ESP teachers feel insecure in the classroom, lack confidence about their abilities to teach the course, and become overly sensitive to the views of specialists regarding the course design, materials, and in-class activities. When designing the course there are several questions to be considered, such as;

- **What are course materials** - common core or specific to students' study field?

**Common core** materials- which are either of a general academic nature or of a general professional nature, focus more on reading skills, such as “establishing main point” or “inferring meaning from context” that form the major part of the EAP courses, and can validly be taught in an intermediate to Advanced General English course.(Pickett,1989), while **specific** materials include career content/ real content materials which are essential to the understanding of ESP work and to an understanding of motivation in ESP , such as; topics in AEP students follow in their courses of EOP/EBP related students use.( Bates & Dudley – Evans, 1976).

- **Is the focus broad or narrow?**

The specificity in ESP should be clarified based on its content. **Broad focus** skills are dealt in details and teaching materials include specific carrier content. The notion “carrier content” and “real content” according to Bates and Dudley Evans (1976. p.12) are

essential to the understanding of motivation in ESP. It means any activity no matter if it aim teaching language or skills must be presented in a context. While **narrow focus**

When the knowledge and needs of students are limited and concentrated on those needs. Bates and Dudley-Evans in a short extract from Nucleus (on p.12) give an example of carrier content and real content. If tables of statistics are used to teach the language of comparison then the statistics constitute the carrier content and the real content is the language used to make the comparison.

- Should the course be designed by the teacher prior or after the consultation with the students and the institution?

This, because in some institutions, especially in private colleges the level of language knowledge is really low and teachers have to design the course according to that level otherwise it would be worthless out of it.

Another issue to consider when designing the course is **teachers' knowledge of specific language vocabulary** as the teacher is always considered as the provider of input in the class and is expected to be well prepared prior to the lectures start. This is why in some units of UP and especially in private colleges the ESP is not applicable. In this study, it has been argued that ESP teachers are quite similar to students in their desire to know more about the language of the target field, and their weaknesses when it comes to understanding the target material. By lowering their own status as all-knowing experts of the subject matter, and raising that of students as valuable contributors to classroom discourse, ESP teachers can create a more productive atmosphere that ultimately leads to greater all-round learning.

Analyzing the syllabuses of the courses offered at the academic units included in the research, several clashes are observed:

Not all the academic units have the same workload nor the same number of ECTS credits as the number of ECTS 25- 30 credits depends on the number of classes held per week. Based on the regulation for academic development one ECTS credit requires 25 -30 course classes depending on the students' commitment and the importance of the course meaning if the course is considered as main/ primary course for that study field or as secondary course. In the Faculty of Law and Economics, the course of Accounting and Finance Corporate are treated as the primary courses while other courses like the course of Business Fundamentals or Academic writing are treated as elective or compulsory courses. Furthermore, the faculty of Agriculture, for instance, English for specific purposes is an obligatory course, taught six classes per week in the first and second year of studies in both semesters, and has 3 ECTS credits. But in the Faculty of Economics, even though it is an obligatory course, it is taught only one semester and bears 6 ECTS credits in the first and second year of studies. On the other hand, in the Faculty of Arts the English language course is an elective course, taught only one semester per year, taught two hours per week and has 7 ECTS credits and only two classes per week. In the Faculty of Applied Sciences the English course is an elective course in both first and second year of studies taught only one semester per year, four classes a week and has 6 ECTS credits. This shows that there is great diversity in the treatment of the same course and needs an immediate action in regulating the status and the importance of the English language courses at the University of Prishtina. There are rules set for ECTS calculation but it seems that not all teachers do proper calculation of ECTS credits. (See syllabi in the

appendix A). The **ECTS** system is defined in the European Credit Transfer and Accumulation System (ECTS) framework by the European Commission. It is a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries (www.wikipedia, ECTS grading system). Even though 32 ministers responsible for vocational training in those 32 European countries agreed to develop in the Maastricht Communiqué of 14 December 2004, the calculation of credits is not fixed the same for all of them. It differs from country to country but, not from one institution to the other within the same country. One ECTS credit requires 25-30 teaching hours. It must be understood that ECTS is not just a figure showing the classes held with the students but, also student's individual work, the student's learning outcomes and much more, something really confusing for those who have to calculate them. So if the course has 6 ECTS credits there have to be 180 hours of student's commitment. There has been a general note given by the IAA on ECTS incorrect calculation about all universities, not only UP. Hope there has been an improvement since the research was done.

#### **4.1.1. The aim of the English for Specific Purposes course**

Based on the syllabuses collected and analyzed, the aim of the English courses (ESP) in each academic unit is to provide opportunities for students to gain knowledge and skills in order to understand, explain, and communicate in their study field, be able to read, translate from English into Albanian or Albanian into English, write reports about the research on the field, and of course write letters, correspondences, medical reports, business letters and have discussions in English. As it can be seen from the syllabuses every academic unit uses the adequate literature necessary for the particular study field as



well as additional literature and exercises taken from different web pages in order to familiarize students as much as possible with professional vocabulary. In the faculty of Economics for instance, the textbooks used is **English for Business Studies** by Ian Mac Kenzie; Cambridge University Press, (2007), and **Exercises in Business**

**Correspondence** by Ljerka Sedlan, Konig (2007), the faculty of Law - **English for Lawyers** by Alison Riley - Macmillan Publishers, (1991), **Law today – I** - by Richard Powe- Longman, (1993), or English in Medicine by Eric H. Glendinning (2005), in the faculty of Medicine, etc.

#### **4.1.2. Learning outcomes of the ESP course**

Judging from the course syllabi, by the end of these courses students of each academic unit will be able to deal with business, art, medicine, science, technology, legal issues and all other particular situations related to their study field and use specific vocabulary, write letters, compile essays on various professional subjects, carry on discussions and similar. Students will also be able to clearly conduct job interviews, organize a trade fair and conferences, identify the specific skills of workers and needs of specific jobs and vocations, practice the language of talking about job skills. Good teaching enhances many aspects of learning. However, effective personal learning also depends on learners' attitudes, values and responses. Students are teachers' partners in the educative process and are largely responsible for their own learning. Students who understand goals and key to meet standards are likely to have better learning outcomes.

Teaching methodology in all researched academic units involves using the best possible methods such as: pre-teaching of the vocabulary, discussion of the meaning of the new

words, listening focused tasks, paraphrasing, correctness, “informational feedback” as a filter that helps increase motivation, increase accuracy and extend repertoire, grammar exercises, etc. all these conducted in small groups or individual discussions, seminars etc.

Note: Syllabuses collected from the academic units teaching ESP, together with samples of questionnaires used in research are given in the appendices.

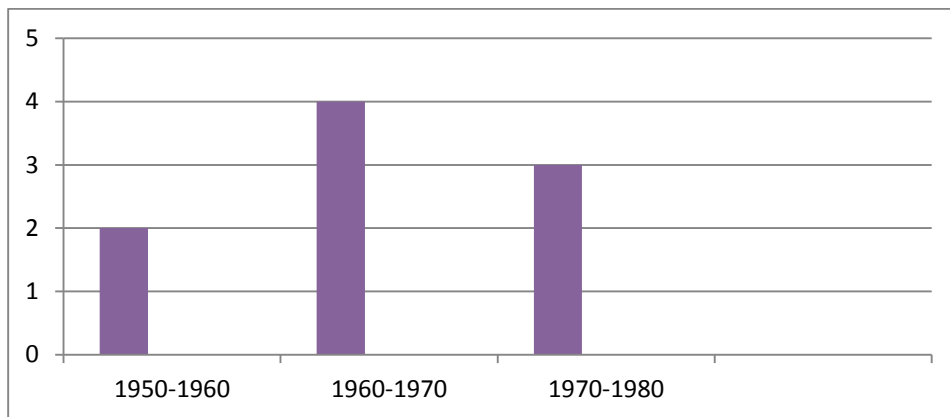
#### **4.2. Analysis of the responses provided by teaching staff**

One of the most important factors in effective learning is monitoring students’ progress. Professors not only need to recognize their shortcomings but also figure out their accomplishments. Recently there has been a new development highlighting the students’ success experiences. The main success of students is bound to the enhanced motivation and confidence boost that is vital in the process of language learning by fostering professors’ positive attitude. As the language consultant, the teacher attention must be focused on gathering materials familiar to the students study field, materials which have already been covered or will be covered in other subjects in Albanian language (for the students of Kosovo), as ESP is a kind of sub-study /or a second study of the same subjects but in another language. So, there is always a constant evaluation of course design, material modification, technology use and assessment tests as a priority of the teacher in order to achieve desired success and goals set forward at the beginning of the academic year in the course syllabus. The analysis of the data provided by the teaching staff will provide us an insight whether this success is a realistic goal to be accomplished by the teaching staff of the University of Prishtina in delivering ESP courses. The appendix A represents two complete questionnaires containing thirty questions each that

helped us collect data relevant to the teaching process at the University of Prishtina compared to three private colleges in Kosovo.

AGE DISTRIBUTION OF THE RESPONDENTS	Nr
1950-1960	2
1960-1970	4
1970-1980	3

Table 1 – Age distribution of the respondents (Site visit, March 2013, Prishtinë)



**Chart 1 – Age distribution of the respondents**

According to the results of the age distribution analysis about the respondents of the academic units in University of Prishtina it is observed that respondents are relatively old in age. From nine respondents asked to fill in the questionnaire two of them are between the age of sixty and seventy years old, that means they will soon retire or are already retired and engaged as adjunct professors / part time professors. Four respondents are between their fifties and sixties while only three of them are between the age of forty and fifty, who have graduated their master studies and are continuing with their doctoral studies. There might be a question why is the age of respondents important? It is exactly the age of the respondents' causing a problem in proper teaching of English language in general and ESP in particular. The senior teachers who are already retired are allowed to teach only five teaching hours a week and that requires an extra teacher to cover full

department students. The teachers between forty and fifty are not allowed to extend their working contract or to be re-engaged in a position of lecturer without having a PhD diploma, because of the age limit set by the Ministry of Education. There are a small number of assistants at the age of thirty doing their PhD studies that cannot be re-elected in their position more than twice. Definitely the main problem is the age of respondents preventing almost every university or college be it public or private from hiring teachers of English.

Respondents place of living	Nr
Peja	2
Prishtina	4
Mitrovica	3

Tab. 2. Respondent's place of living (Site collection of data March 2013, Prishtinë)

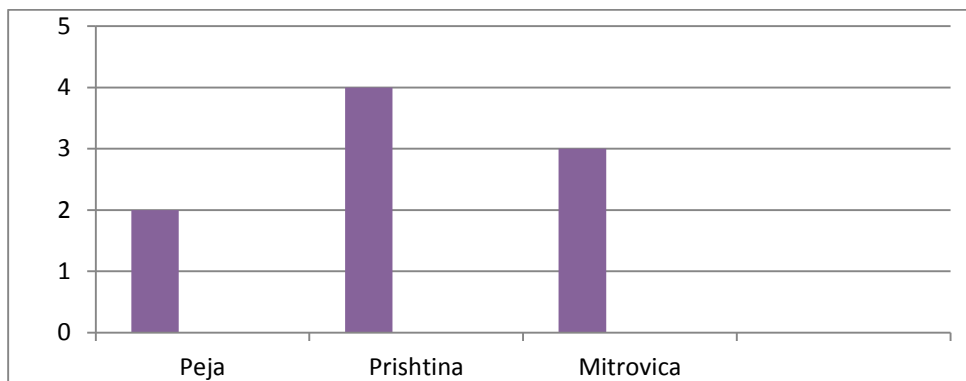


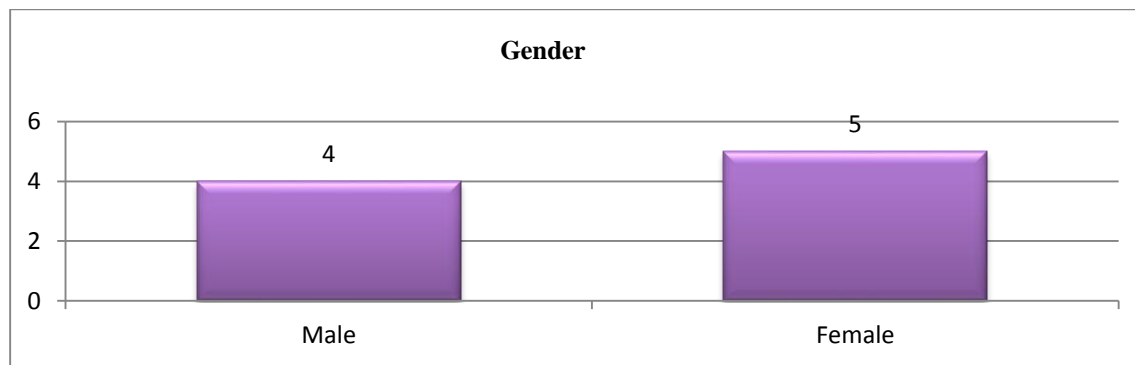
Chart 2. Respondent's place of living

As research shows, that the respondents teaching English language at the University of Prishtina are from three cities of Kosovo; from Peja, Prishtina and Mitrovica. Place of living is another issue to be discussed. If the teacher lives in Peja, he/she probably has a working place in Peja and travels to Prishtina every week. Travelling long way makes professors ask assistants to hold classes for them and in such cases students do not fill

comfortable and avoid lectures considering boring to meet the same person twice a week in both lectures and exercises. Apart from missing the lectures respondents travelling from different places avoid exams as well asking their assistants to do it instead, and when it comes to after exam consultations respondents simply do not respond to students' demands. Considering all above mentioned reasons the motivation and success of students at the end of the day do not appear to be at the desired level.

**Tab.3. Respondent's gender (Site visit, March 2013, Prishtinë)**

Gender	
	Nr
Male	4
Female	5



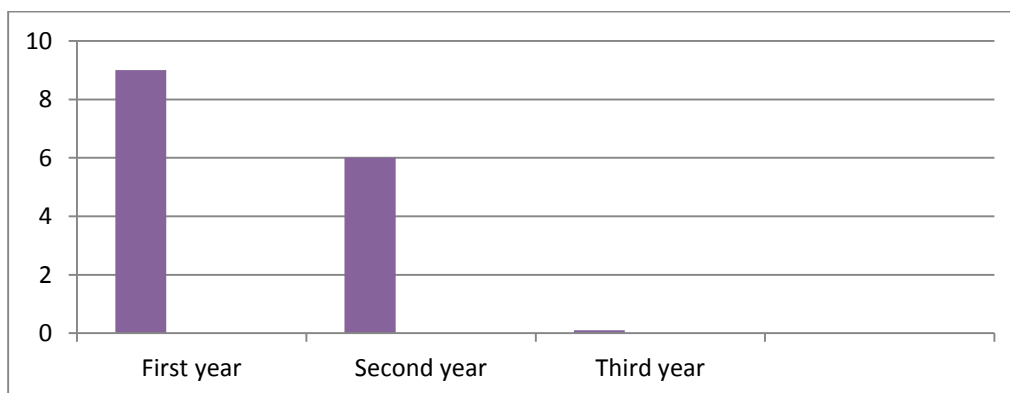
**Chart 3. Respondent's gender**

As shown on the chart, gender situation is balanced in the academic units of the University of Prishtina. There is a slight difference between male and female staff teaching at the academic units of the University of Prishtina. Consequently, the conclusion may be drawn that there is no gender discrimination when employing staff at the University of Prishtina. In discussion with the students it could be understood that the female teachers are more preferable as they are more organized and serious towards their

work and students. Students consider that female teachers have better access with students and respond students' requirements easier.

Year of studying English language at the academic units	Units of UP
First I	9
Second II	6
Third III	0

**Tab.4. Year of studying English language** (Site visit, March 2013, Prishtinë)



**Chart 4. Year of studying English language**

According to the results of the questionnaires and interviews with professors of the University of Prishtina it is observed that in all academic units of the University of Prishtina, the English language course is taught in the first year of studies. The faculty of Law and the faculty of Science for example organize English courses only in the first year of studies in both semesters as an obligatory course, but not in the second or third year. In other units, the English language course is taught in the first and in the second year. One semester in first year and one semester in second year. But in the third year students of these academic units of the University of Prishtina are not offered any courses of English language.

The question arises regarding the possibility of mastering ESP only with one or two years of study and only in one semester per year. Possibility for the students who have basic knowledge of English language to master a specific vocabulary is really small, especially in those units where the course is taught only two hours per week.

Another point is that English language, being an elective course, is considered unimportant by students; consequently it is not chosen by them. The faculty of Economics where in the first year is obligatory but in the second elective and the faculty of Arts where the course is an elective course. But, knowing the importance of the English language, especially in the job market, it would be necessary for students to have English as an obligatory course in three years of study. This would enable students to apply in different projects offered by Tempus, Erasmus and other projects organized European and American universities as full time students or even as exchange students. Reforms in the University aim at internationalization of the University of Prishtina and this sets the requirement for using literature in English, as well as accessing various sources on the Internet through English. This causes problems to students who are not proficient in English in their study field. All respondents are aware of the importance of the course and require a change in the university program design with more attention on English courses. Students declare that no private English course offers ESP courses.

<b>What is Respondents' Qualification?</b>	<b>Nr</b>
<b>PhD</b>	2
<b>M.sc</b>	4
<b>Not declared</b>	3

Tab.5. Respondents' qualification (Site visit, March 2013, Prishtinë)

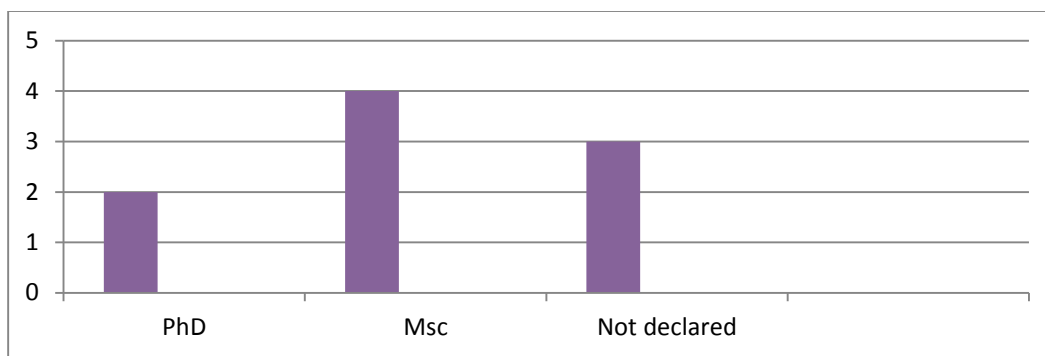


Chart 5. Respondents' qualification

As it could be observed, the scientific degree is not the issue that teachers of the University of Prishtina can proudly discuss and that is the reason why some of them did not declare their scientific degree. Out of nine professors who agreed to fill in the questionnaire, two of them are holders of a PhD degree, and that can be considered as a problem for the University of Prishtina not having enough qualified staff for delivering ESP courses. First of all this problem was caused by the retirement of a large number of staff from the old generations who were either PhD or holders of a title professor that allowed them to hold that position till retirement. On the other hand, young generations had no interest in furthering their education as our country was isolated. Due to political circumstances, no one was aware of the importance of the language, and secondly because of the enormous presence of international organizations after the war. All English teachers, regardless whether they were University of Prishtina teachers or teachers of secondary schools were hired by those organizations being motivated by high salaries, having no interest at all to continue their master or doctoral studies. Even now most teachers of English are more interested to get employed in private universities having possibilities to work in two or more faculties and earn more money. Consequently, only those who are interested to get promoted in the academic position/



title may decide to work at the University of Prishtina and other public universities established recently in Kosovo, since the current laws do not permit academic advancement in private universities. In the past academic units of the UP, apart from the faculty of Philology, the department of English language and literature, had the possibility of employing staff with Master degree in the position of lecturer, and some of those lecturers are still holders of that position in the lack of staff, but the position of lecturer at the UP is not existent any more. This rule is only for UP, the newly founded public universities are allowed to sign such lecturer contract as there is no other chance of employing English teachers.

<b>Do you teach ESP in your faculty?</b>	<b>Nr.</b>
<b>Yes</b>	7
<b>No</b>	2

Tab.6. ESP vs. General English (Site visit, March 2013, Prishtinë)

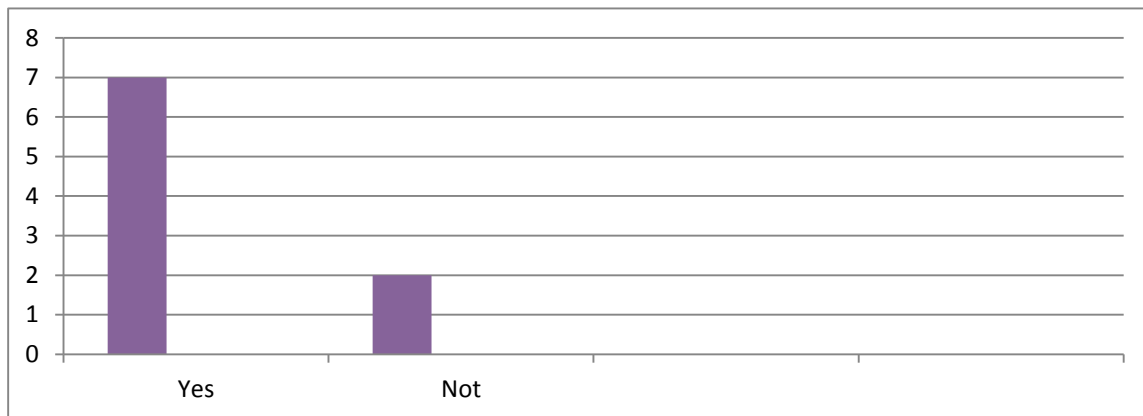


Chart 6. ESP versus General English

All respondents declared that they do teach ESP in their faculties apart from two respondents who declared that they do not teach ESP but General English instead because

of the low level of students' knowledge of English language and consider that it is just a waste of time as students understand nothing.

This means that during their studies students of the University of Prishtina academic units learning ESP are able to use literature in English language for their further studies or participate in exchange students programs, as well as able to continue master studies in European Universities.

Do you use advanced methods and techniques?	Nr
<b>Group work</b>	7
<b>Seminar presentations/computer &amp; projector</b>	7
<b>Audio-lingual</b>	1
<b>The Text Analysis technique</b>	7
<b>Techniques for building vocabulary</b>	7

Tab.7. Teaching methodology and techniques (Site visit, March 2013, Prishtinë)

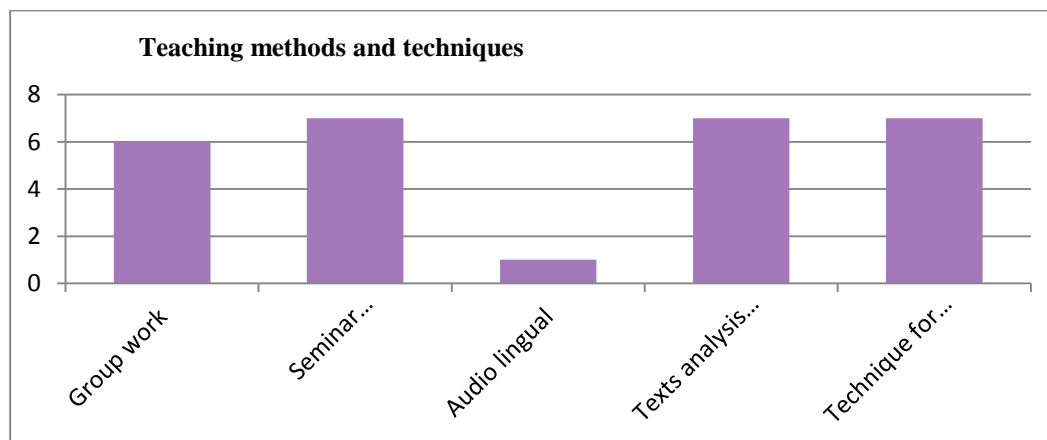


Chart 7. Teaching methods and techniques

As it can be seen on the chart, it can be said that advanced methods are used even though not in every aspect because the audio lingual method nowadays is the most necessary method that must be used in teaching English for Specific Purposes. This is not accomplishable due to the lack of language laboratories at the University of Prishtina. The techniques and methods mostly used are the text analysis technique, group work and seminar presentations. The text analysis technique is inevitable in all university units but not in all of them organized in the group work even though, it is considered as the most effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Teachers consider text analysis technique and seminar presentation as the most effective and acceptable for the students. These two techniques are also considered to help students to further build their vocabulary.

Are lectures held separately from the practice classes?	Nr
Yes	8
No	1

Tab.8. Course delivery (Site visit, March 2013, Prishtinë)

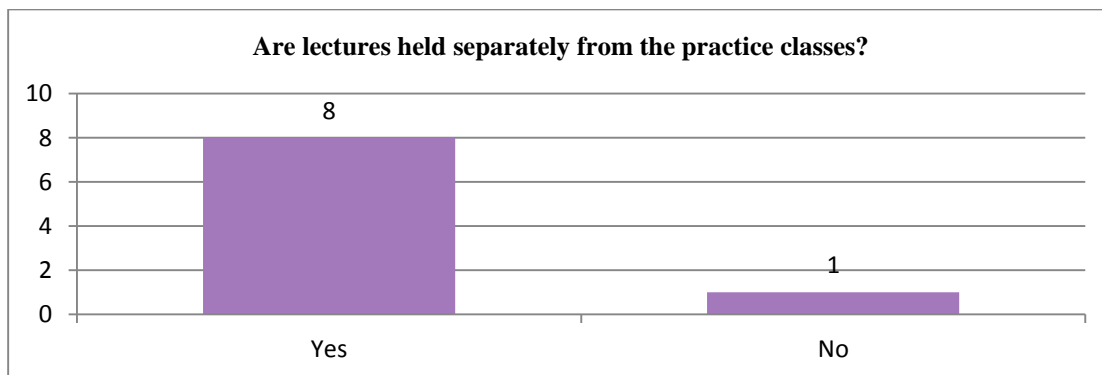


Chart 8. Course delivery

According to the chart, in almost all academic units of the University of Prishtina lectures and practice classes are held in separate time table tending to provide more effective teaching. Standard number of lecture classes per week is two, while practice classes it differs from unit to unit. One semester there are two practice classes per week the other semester one, or where there is no assistant students are offered no practice classes and respondents are aware of the consequences of that. From nine respondents, only one said that lectures and exercises are held together because of not having an assistant. So 90% of lectures are held separately from the exercises. This is good because students are not overloaded with the same course for too long within one day and the fact that being taught by two different teachers gives students the chance to compare things and better acquire lectures / lessons.

Does the literature used fulfill students' needs for professional communication?	Nr
1	0
2	0
3	0
4	2
5	7

**Tab.9. Literature used in courses** (Site visit, March 2013, Prishtinë)

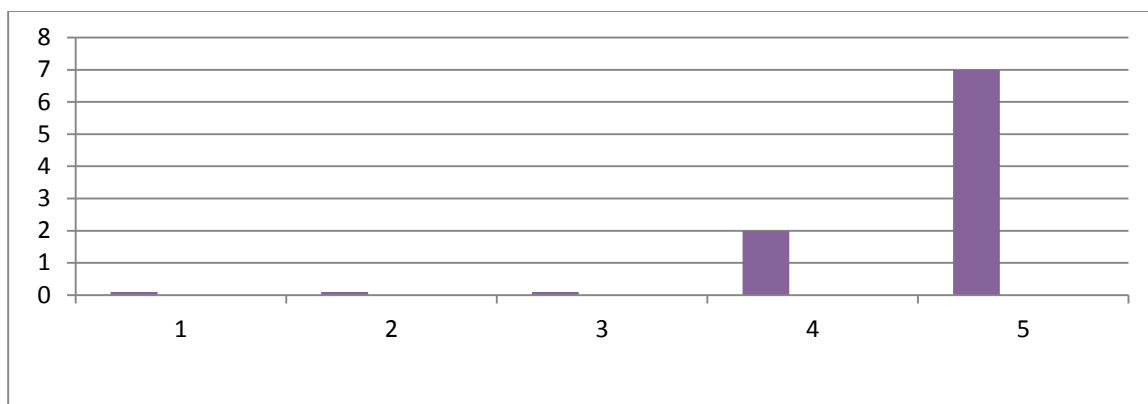


Chart 9. Literature used in courses

Respondents declared that the literature used fulfills the needs of students to communicate in their professional fields. From nine respondents, two of them were not clear enough if the literature fulfills the needs of the students and market requirement or not. That makes one suspicious whether respondents use proper literature/text book or not. In the future these students will need a professional vocabulary which will serve them to apply in their desired working place.

How many times per semester are students evaluated?	Nr
1	0
2	2
3	2
4	5

**Tab.10. Frequency of students' evaluation** (Site visit, March 2013, Prishtinë)

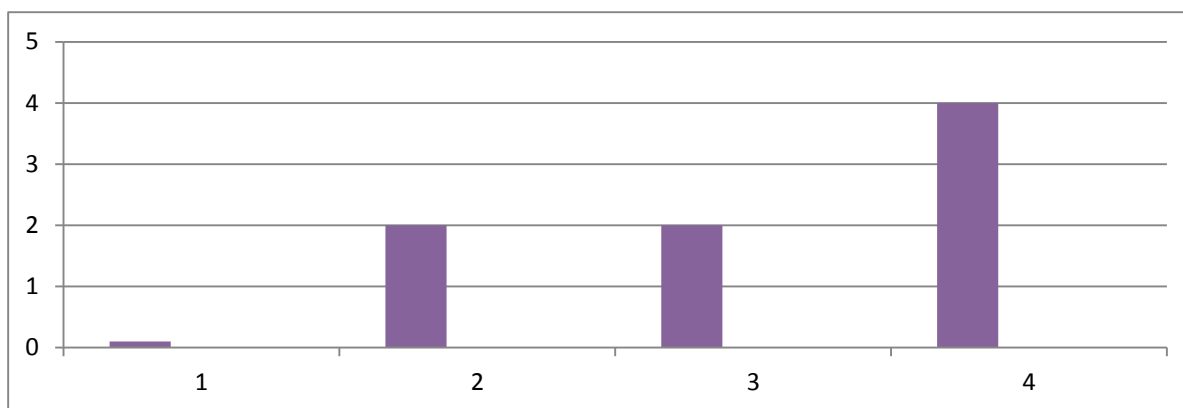
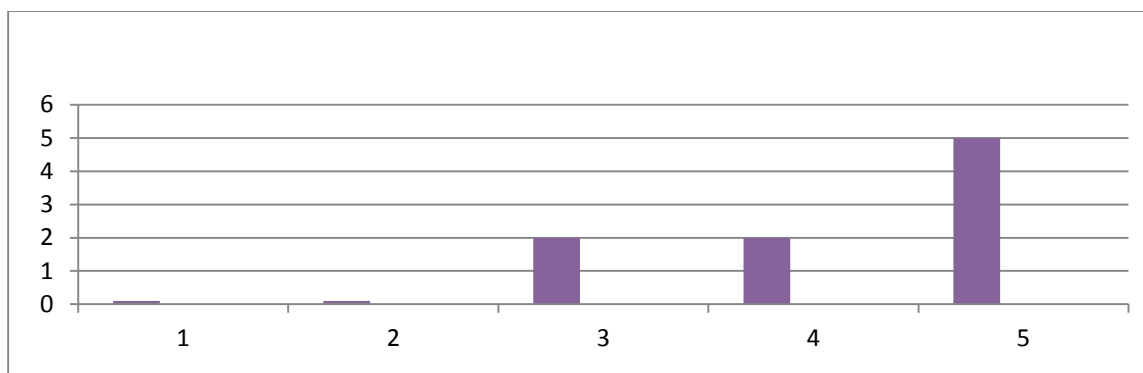


Chart 10. Frequency of students' evaluation

Referring to the questionnaire scale from one to four, the majority of respondents crossed number four. That means that students are evaluated only two times per semester in only two academic units, that is 22 percent, three times 22 percentages as well and four times per semester in five academic units of the university, which is 56 percentages. So, in most academic units students are evaluated four times per semester including two intermediary tests, seminar performances and the final exam. This means there is an on-going process of students' evaluation/assessment.

Are there any consultations held with students in order to achieve better results?	Nr
1	0
2	0
3	2
4	2
5	5

Tab.11. Consultations (Site visit, March 2013, Prishtinë)

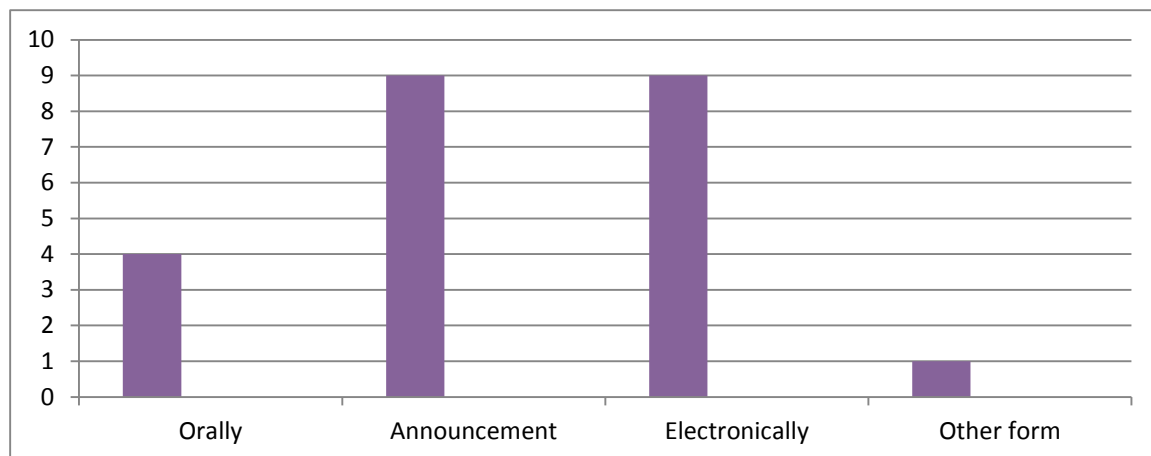


**Chart 11. Consultations**

According to the ratings of the respondents, the process of consultation with students is on the level **three**, which is evaluated by 56% and the level **four** and **five** is only 22%. These results show that the teaching staff and students of different academic units of the University of Prishtina communicate and have consultations in a relatively high level with the purpose of achieving better results. Some of the respondents added that they also have consultation hours announced on the board or faculty web page in order to be more helpful and closer to the students.

How are students informed about the results they achieve?	Nr
Verbally /Orally	4
Announcement	9
Electronically	9
Other form	1

**Tab.12. Information about exam results** (Site visit, March 2013, Prishtinë)



**Chart 12. Information about exam results**

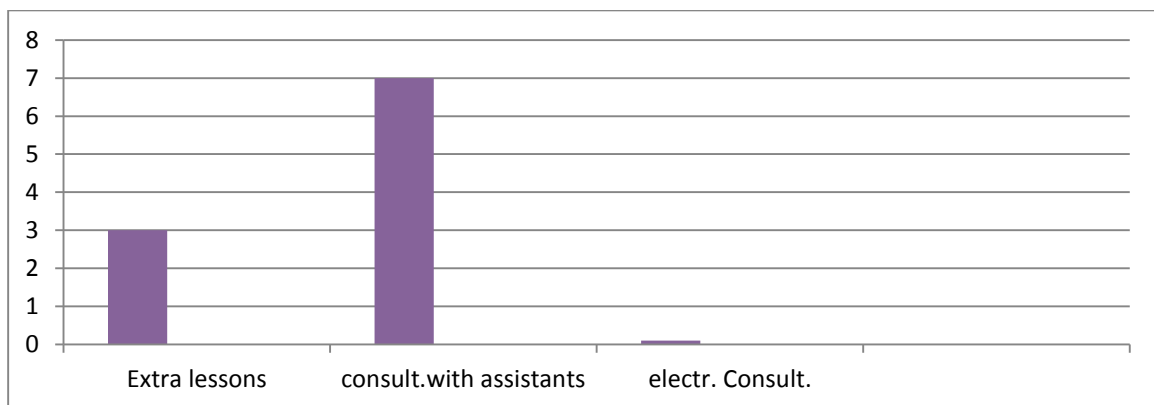
As the diagram shows, students have to read the announcement on the faculty web page to find out whether they have passed the exam or not. Only four of the respondents prefer to read test results in front of the students during their classes enabling students to see their mistakes. This is true with the low number of students sitting on the exam or those who pass the exam, on the exam date teachers together with students arrange a certain date to meet students and show them results. So, they meet and might give students a chance of verbal examination, enabling students to pass. This usually happens in those units where the English course has the status of the elective course, the number of students is not large so it is easier for both teachers and students. Another reason is the difficulties of using technology by the teachers. So some senior teachers find technology not really user-friendly. Some of the faculties have recently started using their SEMS a form of registering grades directly into students' electronic accounts. This is a better form of information about the exam results as it is private, only the student can see it, but not available at the University of Prishtina yet. Teachers have to announce the results prior to registering grades on SEMS. There is only one case on our chart using online services- SEMS. It would be much more efficient if there will be an online service implemented



within all academic units of the University of Prishtina. Only students of first year of study have their SEMS accounts the other two years not, they still have indexes. But SEMS application is going to continue in the future and index will not be used any more for future students.

If students do not achieve points to pass the exam do they get additional help or extra classes for the next exam term?		Nr
Students take extra lessons/ if they ask		3
They continually have consultations with the assistant		7
Electronic consultations		0

**Tab.13. Additional help offered to the students** (Site visit, March 2013, Prishtinë)



**Chart 13. Additional help offered to the students**

Most respondents declared that they do have consultations with their students to help them achieve the necessary points to pass the exam, some of them are even given extra classes, but they do not communicate electronically. Students do not communicate electronically as they have regular time for consultations written on the syllabus and on the time-table. There is a short answer to students' emails or messages of course but real communication is face - to - face.

How do you reward students who have the highest results?	Nr
Exam release	5
Gratitude	4
Another form	2

**Tab.14. Rewarding students/ types of reward** (Site visit, March 2013, Prishtinë)

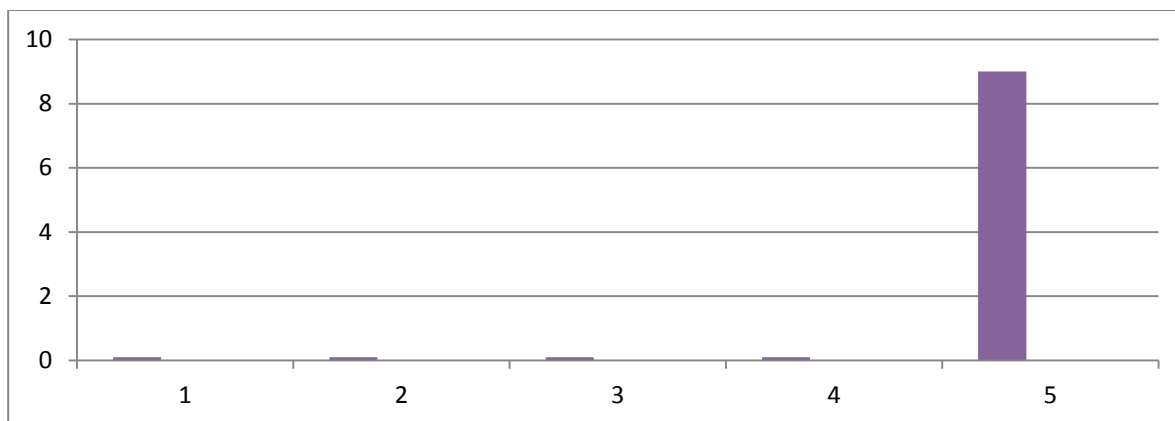


**Chart 14. Rewarding students**

In the rating from one to five (1- the lowest, 5- the highest), most of the students who achieve the highest points during the semester (on-going assessment) are released from their exam. There is a possibility given to the students in every university, the students are offered the grade based on the results reached during the semester. As 50% of the grade is built during the semester with two intermediary tests/mid-term tests, seminar presentation and activity in the class, some teachers do offer grades without exam participation. Of course this depends on student, if he/she is satisfied or not with the grade offered. If not then he/she sits on the exam for better result. So, they do not need to take the final exam, but in some other units the best students are given credits for being the best student.

Do you consider that learning ESP helps students compete in the job market?	Nr
1	0
2	0
3	0
4	0
5	9

**Tab.15. ESP and the job market** (Site visit, March 2013, Prishtinë)



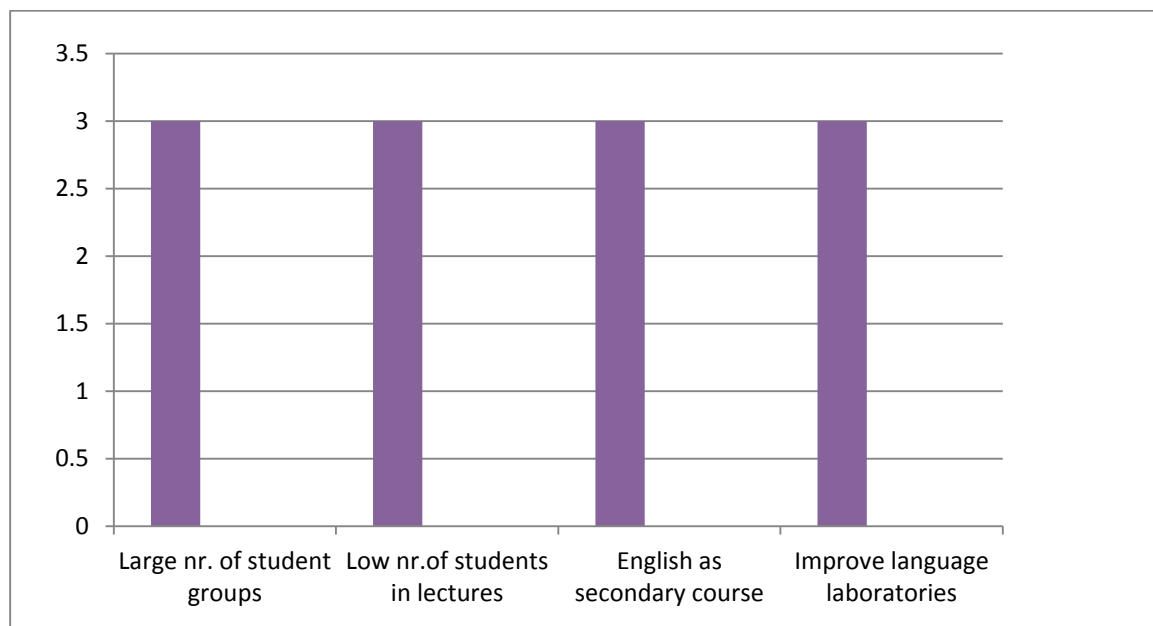
**Chart 15. ESP and the job market**

Learning ESP is considered necessary for the students of specific study fields and the respondents' rated this with the highest point five, which means 100%. Being able to communicate in professional vocabulary of English, students are always given priority when competing for a position in the labor market, participating in different projects, conferences etc. There is a number of students who are employed and have a good working position in banks, and other manufacturing companies in Kosovo who won the competition only because of speaking good English, especially those who combined and had proficiency in General English and English of the required field. Furthermore, there are many projects offered to students to visit foreign countries as visiting-students and unfortunately those who really have high grades in all study courses but do not speak English cannot participate.

The importance of English language, especially ESP is becoming more and more important nowadays. One can neither study nor have business trips, without speaking ESP, having the command of the language in a respective study field. It also enables students have online studies or exchange experiences with other international students.

What barriers do you face during the process of teaching ESP and during evaluating students?	Nr
Large number of student groups	3
Low number of participants (students) in lectures	3
Student consider English language as a secondary course	3
Improve language laboratories with equipment	3

**Tab. 16. Obstacles in teaching and evaluating students**



**Chart 16. Obstacles in teaching and evaluating students**

Barriers that respondents face during the process of teaching ESP are: language laboratories not equipped with necessary equipment such as microphone and head sets for the students. That would help students avoid noise and private communication. In fact

there are no laboratories at all, lectures are held in ordinary teaching halls. In those units where English language course has a status of an obligatory course large number of students in a group causes a lot of noise and it is really difficult to hear what the teacher says by all the students especially for those sitting in the last rows. Another barrier is that in the lack of space, respondents have larger groups of students and that makes the whole process of teaching and learning, interaction, speaking and assessment rather difficult. Another reason for having large number of students in a group is the lack of teachers. In other courses rather than English with sufficient teachers and teaching assistants students are divided into smaller groups maximum with 80 students in a group. Unfortunately this is impossible for English language course. English teacher teaches to the complete group of for example two hundred or more students in the class.

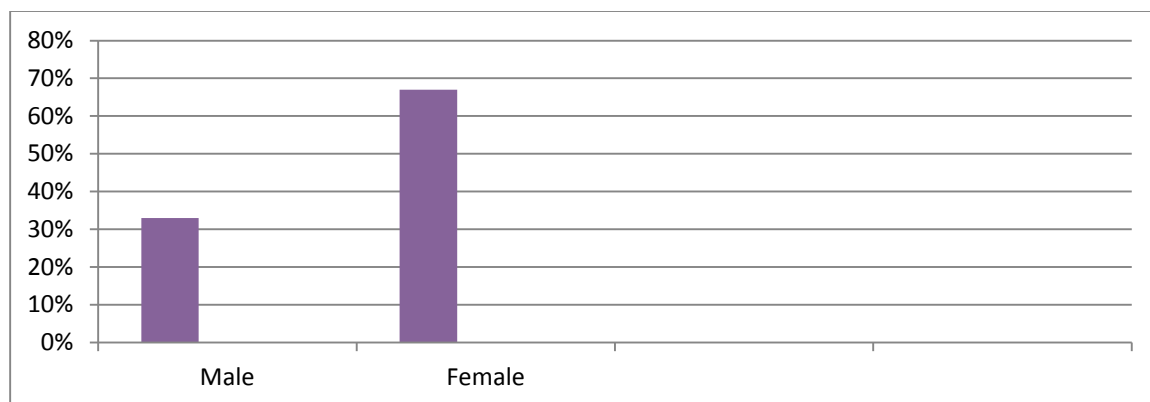
#### **4.3. Analysis of the Responses Provided by the Students**

As it has been mentioned in the literature review, evaluation of teaching quality by students helps teachers reflect upon their teaching, and professors' ratings of teaching have the potential to contribute positively in teaching improvement.

The findings in this section are the result of administering the Questionnaire at the end of the course. The questionnaire is anonymous in order to ensure the reliability of responses.

Gender	Percentage
Male	33%
Female	67%

**Tab.17. Student's gender (Site visit, March 2013, Prishtinë)**

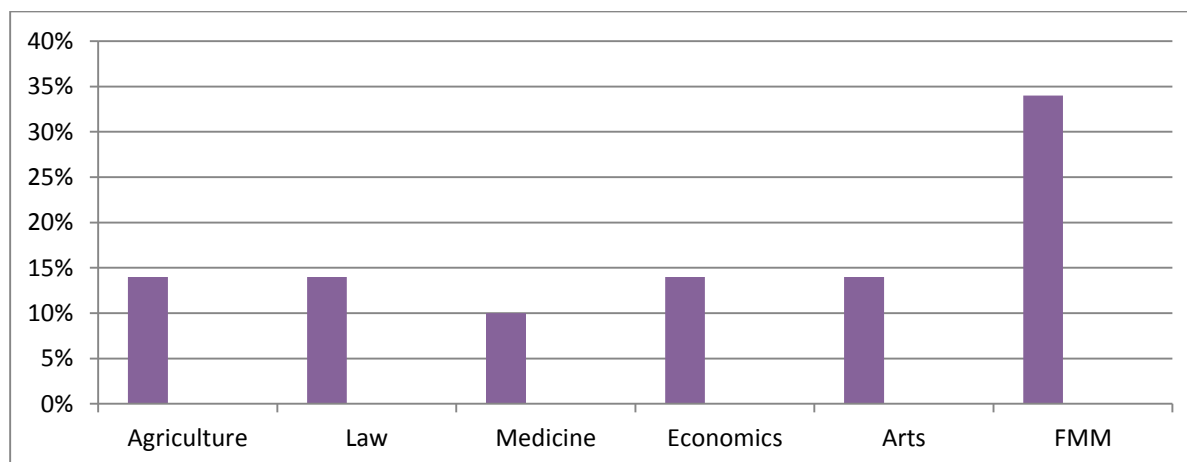


**Chart 17. Student's gender**

Students who agreed to answer this questionnaire were mostly female (it must be added that a large number of students did not respond from the fear of having consequences in the following year).

Faculties involved in the research	Percentage
Law	14%
Economic	14%
Medicine	10%
Faculty of Mining and Metallurgy	34%
Arts	14%
Agriculture	14%

**Tab.18. Faculties researched presented in percentage (Site visit, March, 2016.Prishtinë)**

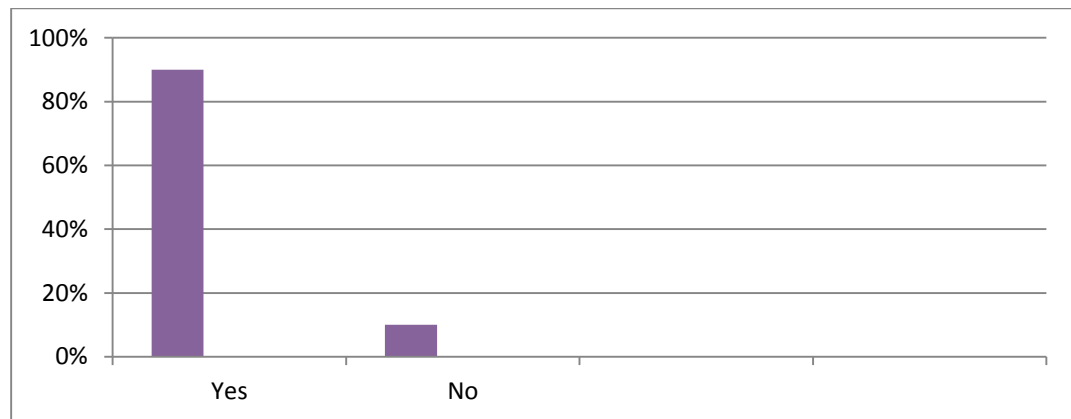


**Chart 18. Faculties researched presented in percentage**

Students from six units (twenty from each unit) were asked to complete this questionnaire. The largest number of respondents was from the Faculty of Mining and Metallurgy in Mitrovica. Not all students were ready to give their opinion about the process of learning ESP. They were ready to talk to the researcher and discuss it but not ready to put it down on the questionnaire. No reason was given by the students but it is assumed that they feared consequences of being known by the teacher for answering the questionnaire.

Do you learn ESP in your faculty?	Percent
Yes	90%
No	10%

**Tab.19. ESP learning (Site visit, March 2013, Prishtinë)**



**Chart 19. ESP learning**

Based on the students' responses most of the teaching staff in these six academic units does teach the English of the students' study field. Only 10 % said that they do not learn ESP. So, almost all students were satisfied with their teaching staff and textbooks. Students declare that even though they are taught ESP and aware of the importance of it, they still feel confused and stressed as the level of English language is low. They attend the ESP course but understand little from what is taught. They rather be taught general English. They consider ESP vocabulary really difficult compared to their language level. Even though all of them know the importance of ESP they still

prefer General English. So, the Ministry of Education should design better curricula for the students of secondary schools so that when they enter the university they have more knowledge of English language.

Do you use advanced methods and techniques?	Percentage.
<b>Group work</b>	42%
<b>Seminar presentations/computer and projector</b>	35%
<b>Audio-lingual</b>	4%
<b>The text analysis technique</b>	100%
<b>Techniques for building vocabulary</b>	100%

Tab.20. Learning methodology (Site visit, March 2013. Prishtinë)

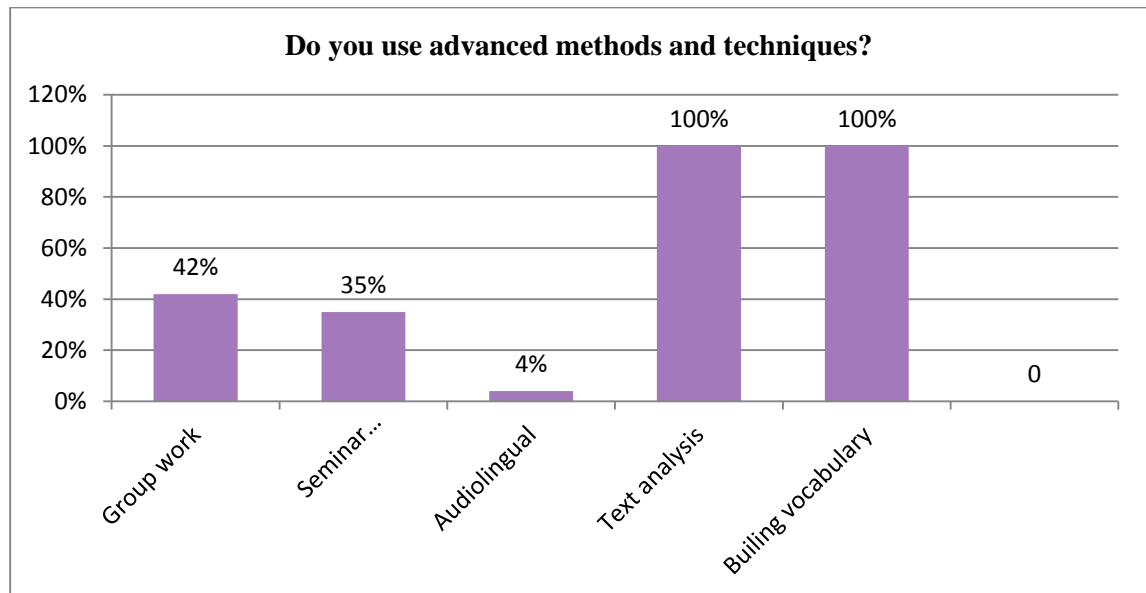


Chart 20. Learning methodology

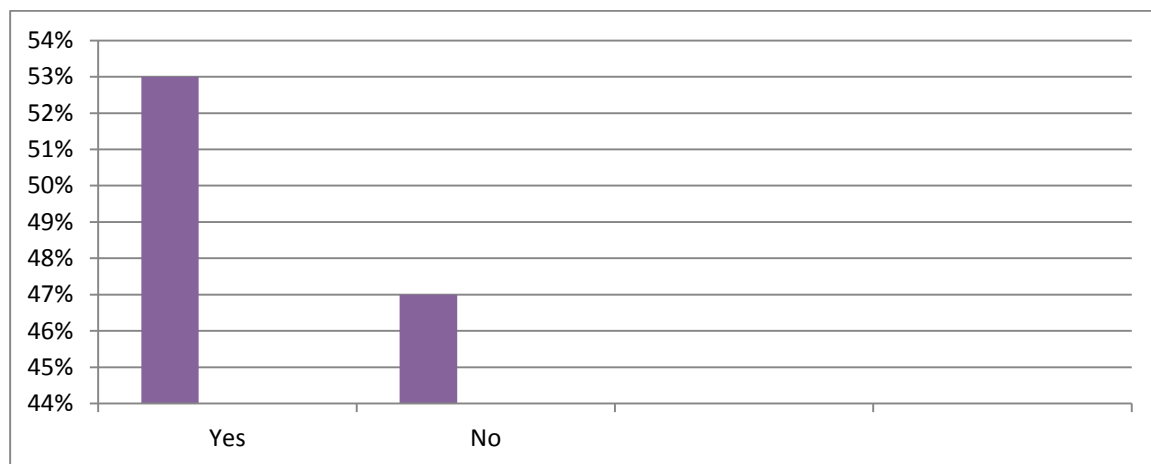
According to students' answers there are differences comparing to what teaching staff declare. The methods and techniques mostly used are text analysis technique and group work of two or three students only during seminar presentations using computer power point program. It results that the audio/lingual equipment (laptop/ projector) are used only when students have to perform seminars in front of the other students in the class. Not all the students have a chance to perform in front of their colleagues, because of the



heavy curriculum of the teaching staff in some faculties who have no time left for presentations so, students are asked to forward their work electronically to the teaching staff and then they read it at home and give evaluation later on to the students. There are no power point lectures or exercises, no television or radio in classrooms .The only working tool is the textbook with the text analysis technique and vocabulary building technique.

Do you have separate lectures from practice classes?	Percentage
Yes	57%
No	43%

**Tab.21. Course delivery** (Site visit, March 2013,Prishtinë)



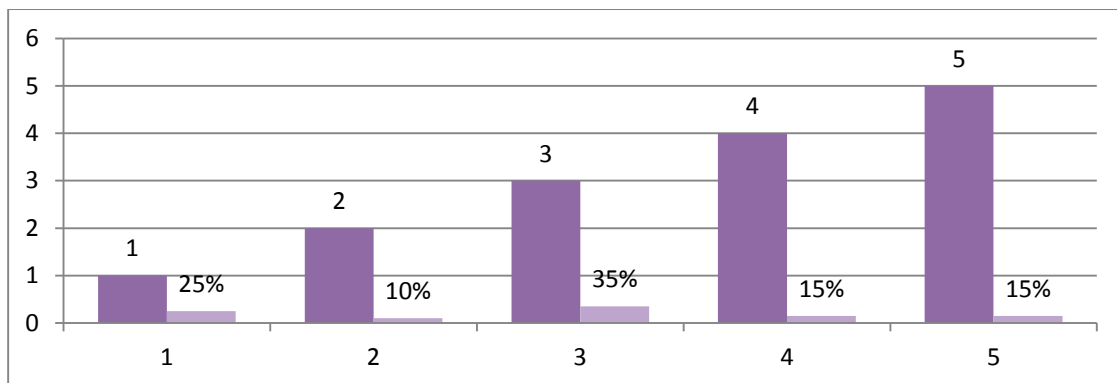
**Chart 21. Course delivery**

Students' responses to whether they have separate lectures from the practice classes was positive (yes) in most academic units, but 43% responded negatively, which means that not all of the professors have assistants. So, they have to deliver lectures and exercise themselves. This is considered as really tiring and boring for students as it means a long time spent with one person teaching them at the same day and in the same methodology.

Students prefer to have assistants for the practice classes. Some academic units in lack of assistants do not organize practice classes at all. This way students feel unmotivated and left behind in the sense of practicing language. Despite being ready to attend private courses it is impossible to find ESP course, no language school offers such courses.

Do the literature/textbooks used fulfill students' needs for a professional communication?	Percentage
1	25%
2	10%
3	35%
4	15%
5	15%

**Tab.22. Literature used in learning ESP (Site visit, March 2013, Prishtinë)**



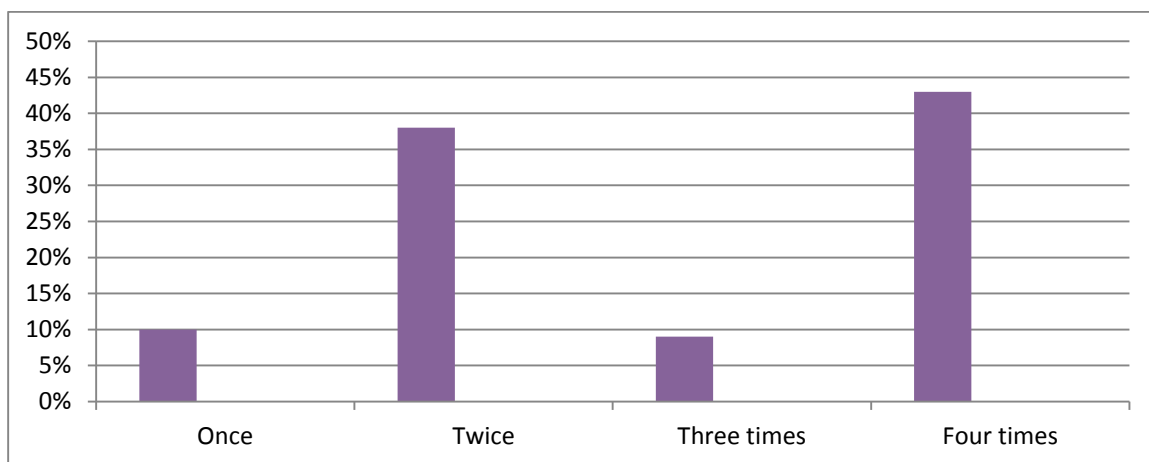
**Chart 22. Literature used in learning in ESP**

Out of rate five, ( one the lowest, five the highest) the majority of students ticked number three which contradicts professors' responses which is number four. So, not all the units use ESP literature/ textbooks, which mean the textbooks used do not fulfill students 'needs for professional communication. If we have a look on the syllabuses

provided by the teachers they are all composed of ESP subjects, but what is taught in class is completely different. There might be either the low language knowledge of students or teachers find it easier to teach General English. Also students ticked the positive answer of ESP learning, and then they declared that the language they learn does not meet their professional needs. Students seemed confused in this. Despite their complaints about not being taught ESP, students were aware of the importance of ESP. They said that there are no private language courses where they can learn ESP even if they want to attend such courses and pay extra money.

How many times are students evaluated /assessed during the semester?	Percentage
1 ( once)	10%
2 ( twice)	38%
3 ( three times)	9%
4 ( four times)	43%

**Tab.23. Frequency of students' evaluation (Site visit, March 2013, Prishtinë)**



**Chart 23. Frequency of students' evaluation**

According to the syllabi presented, students in most academic units are evaluated four times per semester, two intermediary tests, seminary presentation and final exam. 10 percent declared that they are evaluated only once per semester, that means final exam

evaluation. 38% (percent) are evaluated two times that means one test and the final exam while 9% (percent) are evaluated three times, two tests and final. This percentage highlights irregularities in the students' evaluation process. According to the syllabus all students in every course build their grades during the semester, there should be an on-going evaluation including two intermediary/ mid-term tests, seminar presentation, interactivity and regular attendance of the course. So, some students are assessed only once per semester, some have no mid - term tests or just one per semester and the other have no assessment for performing seminars as students are not asked to prepare one. Teachers are responsible for their own performance so, respect syllabus and give students their rights by letting them use their chances given on the syllabus.

How do professors inform you about the results that you achieve?	Percentage
Verbally /Orally	14%
Announcement	6%
Electronically	75%
Other form	5%

Tab.24. Information about exam results (Site visit, March 2013, Prishtinë)

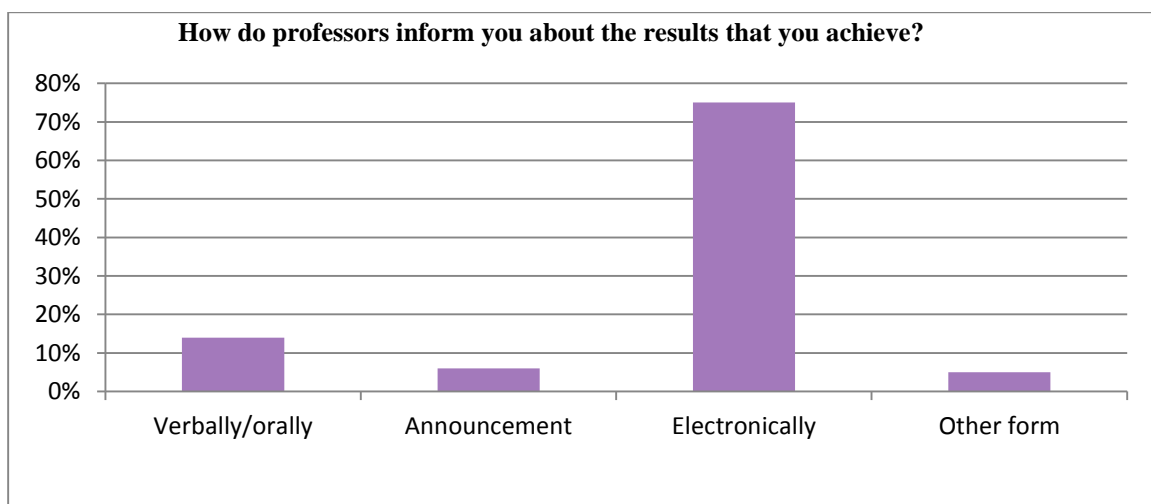
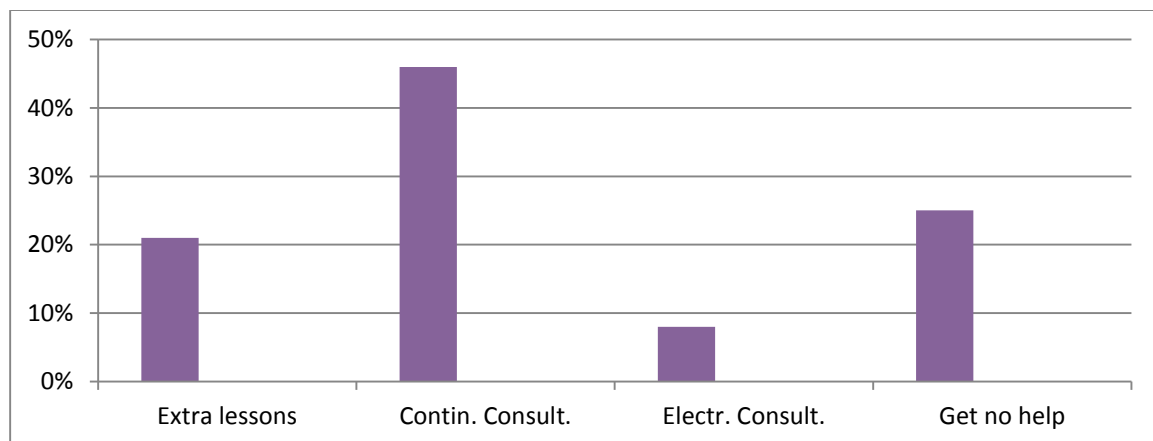


Chart 24. Information about exam results

Students declare that almost all the professors post evaluation results on the faculty web page. Only 14 % read results in front of the students and 6 six put the announcement on the department notice board or hall monitors to inform students about their results. In the questionnaire students expressed their complaints about having difficulties in getting the grades signed on the index as teaching staff is hard to be found in their offices as they are all engaged in more than one working place.

If you do not reach the required points to pass the exam do you consult your professors to help you for the next time?	Percentage
Get extra lessons/ if you ask	21%
Have continuous consultations with the assistant	46%
Have electronic consultations	8%
Get no help	25%

**Tab.25. Additional consultations** (Site visit, March 2013, Prishtinë)



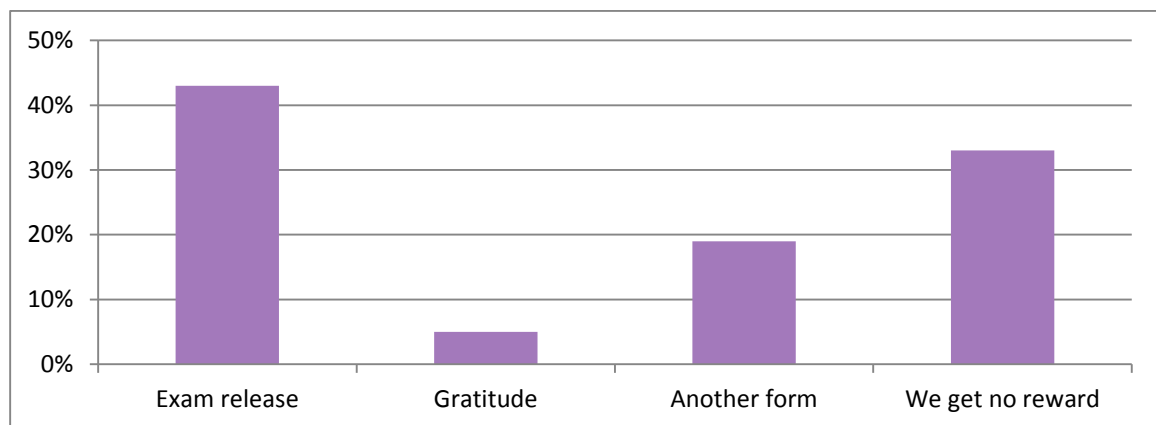
**Chart 25. Additional consultations**

These percentages show that most students require help from their professors and assistants and they offer continuous consultations to their students. That is 46 % of those academic unit that have assistants do help students with consultations and 21 % offer extra classes if students ask the teaching staff to do so. However there is a number of student declaring that (25 %) apart from being given no assistance or consultation in

order to increase their points, they have no chance to see the mistakes in the previous test or exam. Students have their right to ask for the exam paper and see what did they do wrong, what part of the course they need to revise more for the next exam term. University management is the one to set fix rules and monitor the teachers in their working process there should be published the consultation time together with the result exams on the faculty web page or in other ways of result publication.

How do professors reward students who reach the highest results?	Percentage
<b>Exam release</b>	43%
<b>Gratitude</b>	5%
<b>Another form</b>	19%
<b>We get no reward</b>	33%

**Tab.26. Rewarding students/ types of reward** (Site visit, March 2013, Prishtinë)



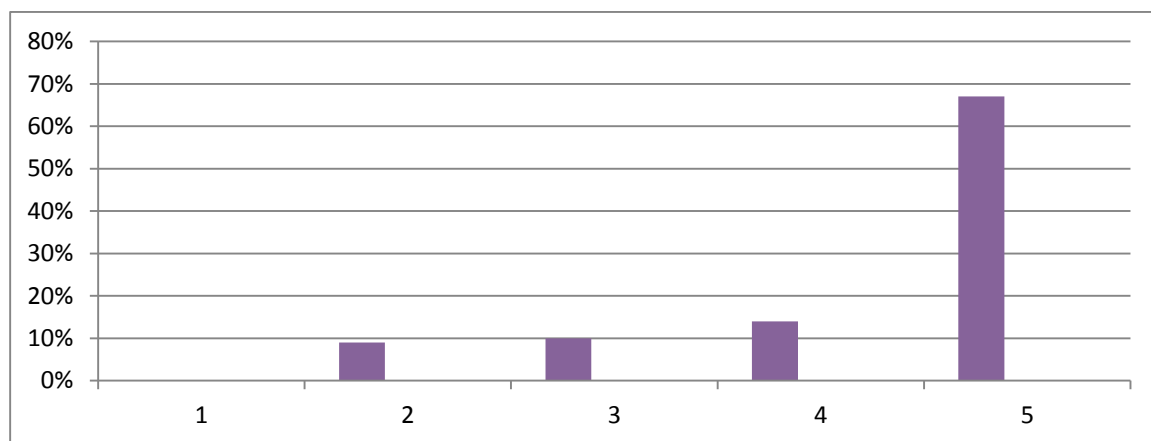
**Chart 26. Rewarding students/ types of reward**

The chart and the table show that in the most academic units of the University of Prishtina some students who do not need to participate in the final exam, as they get their grade during the semester by getting maximum point in the intermediary/ mid- term tests, by performing seminars and by being active during the lectures, etc. This way teachers

offer the student a grade they think he/she deserves, but students can also refuse that grade if not satisfied and have the right to sit on the exam. There was another part of respondents from some academic units who declared that they get no award at all, considering that active students in lectures and those who attend lectures regularly deserve a higher grade. Students complain that some teachers are not fair when assessing them thinking that students can copy or use other tricky forms during the intermediary test and want their students to write the final test and ask them to protect orally/ verbally that what they wrote on the test. There is the percentage of nineteen percent that offers another form of rewards such as giving active students higher grades in the final exam as active students during the lectures. Activity is calculated with 5% in the assessment percentage.

Do you consider that learning ESP helps you compete in the job market?	Percentage
1	0%
2	9%
3	10%
4	14%
5	67%

**Tab.27. ESP and the job market** (Site visit, March 2013, Prishtinë)

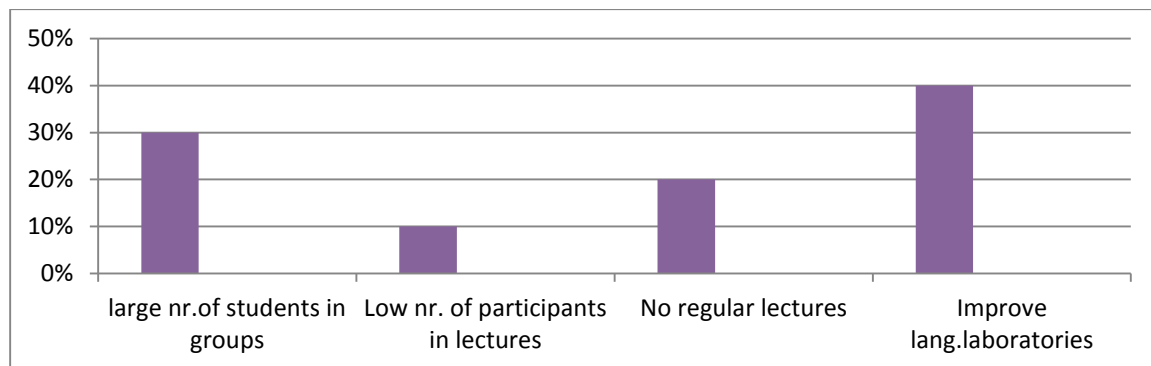


**Chart 27. ESP and the job market**

If this chart is carefully analyzed it can be noticed that the majority of students are aware of the importance of the ESP course. They consider that without mastery of ESP none of them will be able to find a job that they are being specialized for. Therefore, 68 % of students are already using additional literature to prepare exams in the main courses of their study field in English language and use online courses from different websites to improve their knowledge and enrich specialized vocabulary. As there are many programs available signed between the university of Prishtina and other European and American universities to exchange students or others like work and travel programs, it is really attractive for students motivating them to better commit themselves to learning ESP. There is another incentive that makes students pay more attention on ESP, that is all job advertisements require English language knowledge and applicants have to write a test on English, and the vocabulary required is from the specific job field.

<b>What barriers do you face while learning ESP?</b>	
<b>Large number of student groups</b>	<b>30%</b>
<b>Low number of participants (students) in lectures</b>	<b>10%</b>
<b>Have no regular lectures in English language</b>	<b>20%</b>
<b>Improve language laboratories with equipment</b>	<b>40%</b>

**Tab. 28. Obstacles in learning ESP** (Site visit, March 2013, Prishtinë)



**Chart 28. Obstacles in learning ESP**



There is a list of obstacles listed (1-4, 1 the lowest, 4- the highest) by the students that they face while learning ESP. First of all students complain about not having well-equipped language laboratories, in fact no laboratories at all. In those academic units where the ESP course is a compulsory or obligatory course, the number of students in groups is large and that causes a lot of noise, they consider an ineffective learning. According to students the lack of teaching staff prevents the management from dividing students into smaller groups and therefore teachers are unable to conduct lectures properly. In such large groups not all students are given opportunity to talk or be active during lessons. Another complaint from a number of students from few academic units was that they have no chance to learn ESP as they are given no regular lectures at all. They just get graded at the end of the semester in the final exam. Another hindrance mentioned by the students of those units where English language course has the status of elective course, is a large number of students who choose to have the course but do not participate in the lecture or there is a small number of those who choose the course. In both cases during the classes there is a small number of students so, according to students both the students and the teaching staff lose interest. Students declared that teachers just go quickly through what they have to teach and end up the lecture. Students do not attend the lectures, but in the exam there is a larger number of participants. Students justify their colleagues by saying that teachers make no problem about this because if they punish students who do not participate then they will not have the sufficient number of students to organize the course. The required number for an elective course is twenty. This makes teachers to be more “generous” when grading students.

#### 4.4 COMPARATIVE ANALYSIS OF THE DATA COLLECTED AT THE UNIVERSITY OF PRISHTINA

This chapter is dedicated to comparing data provided by both teaching staff and the students. What made us compare data was the difference in answering certain questions by both respondents involved in the research, teaching staff and the students.

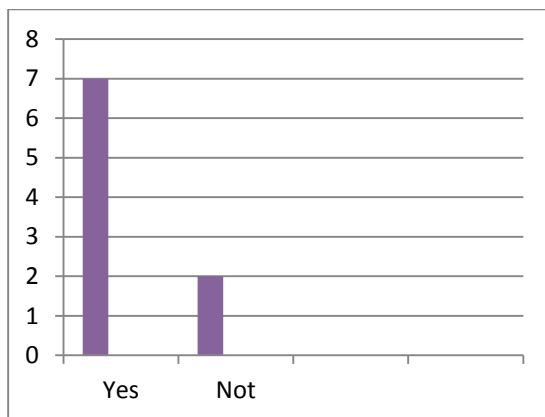


Chart.29. Responses provided by the teaching staff

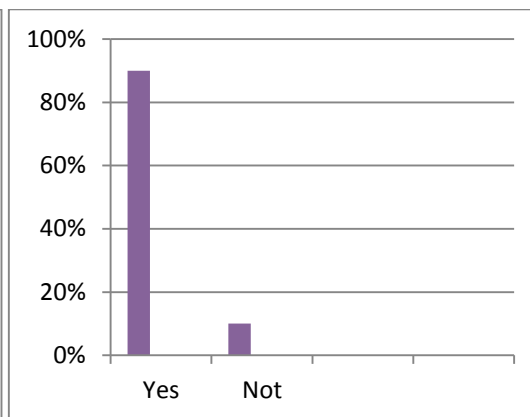


Chart 30. Responses provided by students

The charts show that 90% of students in the UP academic units learn ESP. Answers of both professors and students display the same percentage. The process of teaching / learning ESP at the higher education everywhere has a great importance as students understand their purpose of studying a specific field for their future career. ESP is used for real-life purposes by real people.

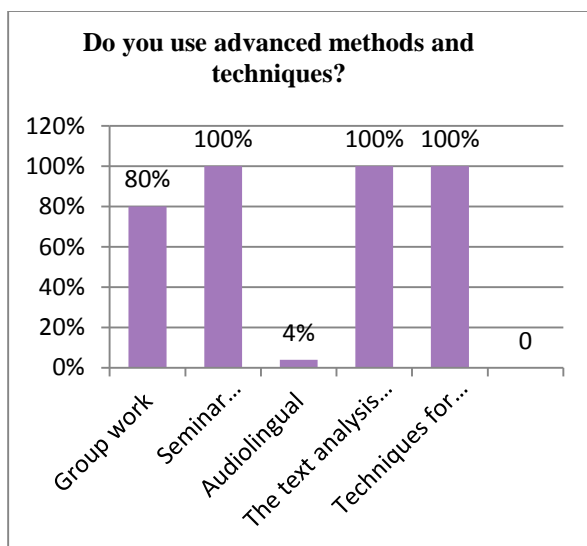


Chart 31. Responses provided by the teaching staff

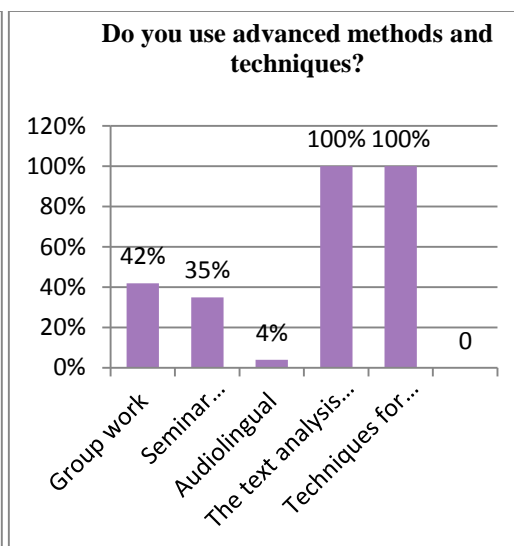


Chart 32. Responses provided by students

The analyses prove that the only method and techniques used in teaching are group work and seminar presentations in power point. All teachers apply the text analysis techniques and vocabulary building technique. The lack of language laboratories makes the use of audio-lingual method impossible in all academic units of the university. Lectures are not presented in power point as the course nature depends mostly on the textbooks. The only power point presentation are seminary papers that are considered as really helpful for the students as they are presented in groups of three or four students and a lot of discussions go on during the presentation. According to students' responses not all units organize class presentation because of the teachers being overloaded and because of the heavy curriculum. So, students in order to gain full percentage calculated on grade building are asked to email teachers the attached seminar and then to be analyzed and evaluated later on by the teachers at home. This is considered as unfair by students as they all are aware that speaking more and discussing in front of the class gives them more confidence and improving of their language fluency.

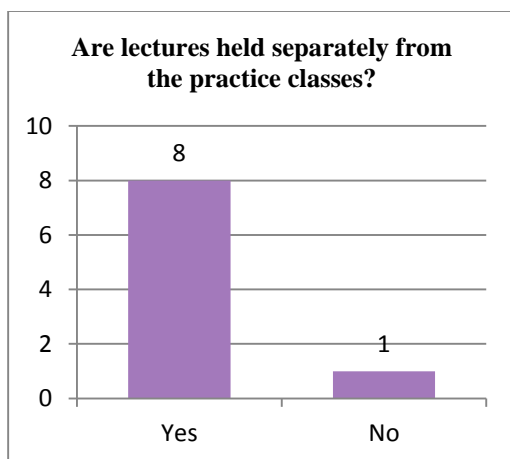


Chart 33. Responses provided by the teaching staff

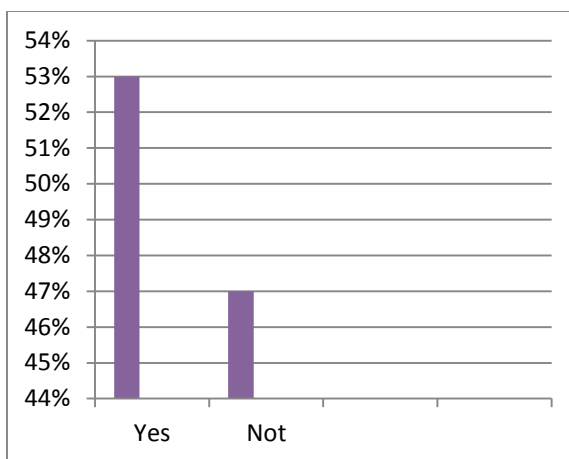


Chart 34. Responses provided by students

The comparison of these charts shows that according to the teaching staff lectures are held separately from practice classes in all academic units except those academic units which do not have enough staff (teaching assistants) for the English language courses. The opposing percentage comes from the students who say that there is a problem related to this question. In that academic unit where no assistants are engaged, the teacher gives them two attendance lists to sign at the beginning of the lecture classes and then no practice classes are held. Two attendance lists are given just to justify the presence of teacher in class so that management considers that the classes are held as scheduled. It is management duty to have more control over teachers' performance, because not always responsibility and trust work out properly. Not all teachers do their job correctly, that's why the evaluation results are unfair. There should have more supervision by management by asking teachers to sign at the beginning of the class when they get students' attendance lists and at the end when submitting attendance lists.

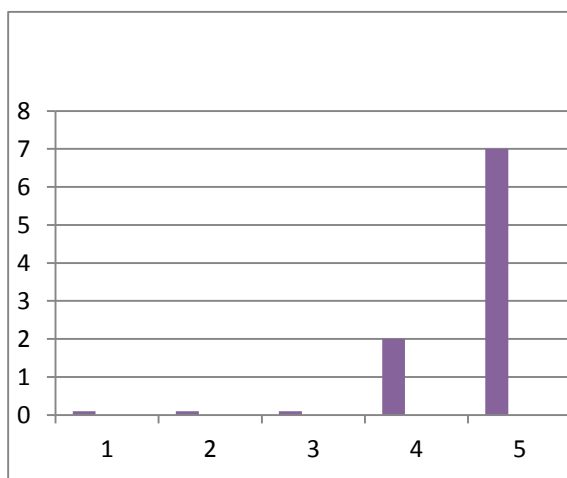


Chart 35. Responses provided by the teaching staff

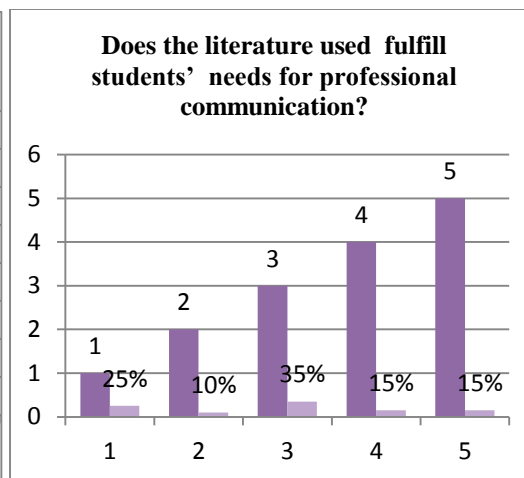


Chart 36. Responses provided by students

Considering the responses of both professors and students, the charts show that they do not match as the teaching staff declares that the literature does fulfill their needs while the students declare the opposite. Out of rate five the majority of students ticked number three which contradicts professors' responses which is number five. So, not all the units use ESP literature/ textbooks. If we have a look on the syllabuses provided by the teachers they are all composed of ESP subjects, but what is taught in class is completely different. The reason for different students' answers might be either the low language knowledge of students or teachers find it easier to teach General English. There were some students who ticked the positive answer of ESP textbooks used, and then they declared that the textbooks they learn from do not meet their professional needs. Some students seemed to be confused about ESP textbooks at first, but later on during the discussion they understood what in fact it means. Despite their complaints about not being taught ESP, students were aware of the importance of ESP.

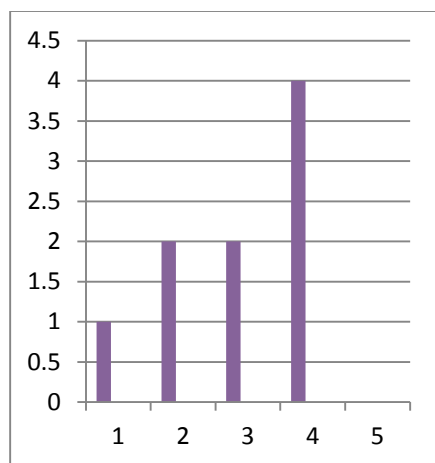


Chart 37. Responses provided by the teaching staff

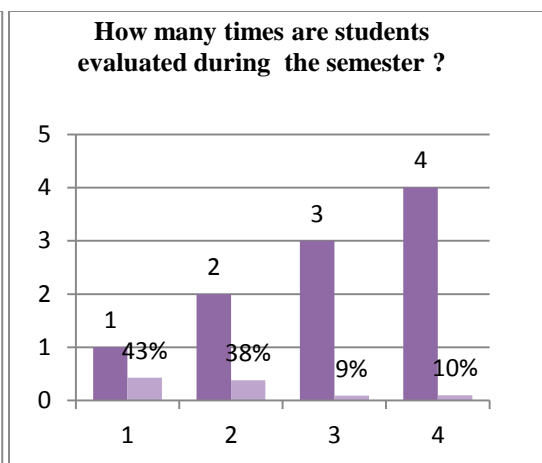


Chart 38. Responses provided by students

There is a slight difference in answering this question. Professors declared that students are evaluated three to four times per semester, while only 40 % of students say that they are evaluated four times per semester, two intermediary tests, seminary presentation and the final exam. 10% declared that they are evaluated only once per semester, that means final exam evaluation. 38% are evaluated two times that means one test and the final exam. This percentage comes due to the low knowledge of students resulting in a low number of test points so, teachers find it unnecessary to organize the second test and calculate exam as hundred percent. The remaining nine percent are evaluated three times, two tests and the final exam. This percentage highlights irregularities in the student's evaluation process. Faculty policies are the same for all courses in terms of students' evaluation and grade building. According to the syllabus all students in every course build their grades (50%) during the semester, there should be an on-going evaluation including two intermediary tests, seminar presentation and interactivity. First intermediary tests are organized during the sixth or seventh week of semester and the second intermediary test on the week fourteen or fifteen. So, one

semester consists of fifteen weeks in total, first mid-test is held in the mid of the semester and the second mid-test at the end of the semester. The third evaluation is seminar presentation and the final exam. Teachers are responsible for their own performance so, respect syllabus and give students their rights by letting them use their chances given on the syllabus.

#### Information about exam results

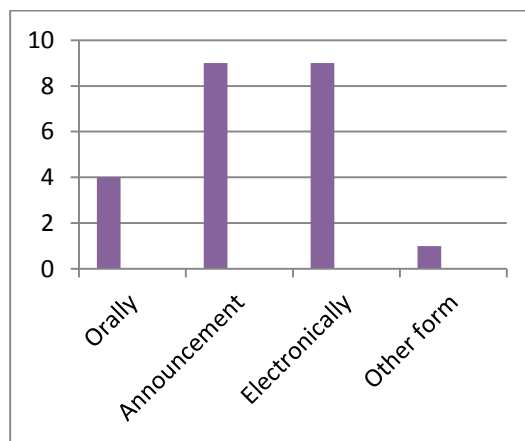


Chart. 39. Responses provided by the teaching staff

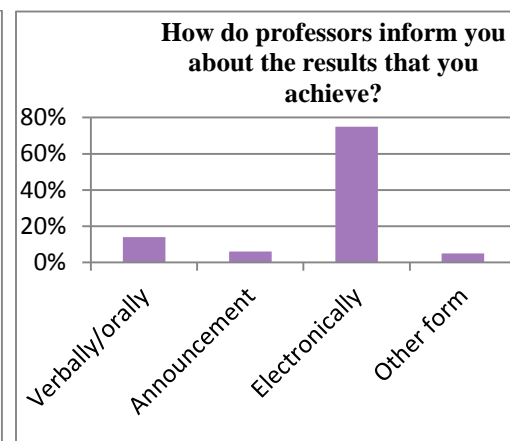
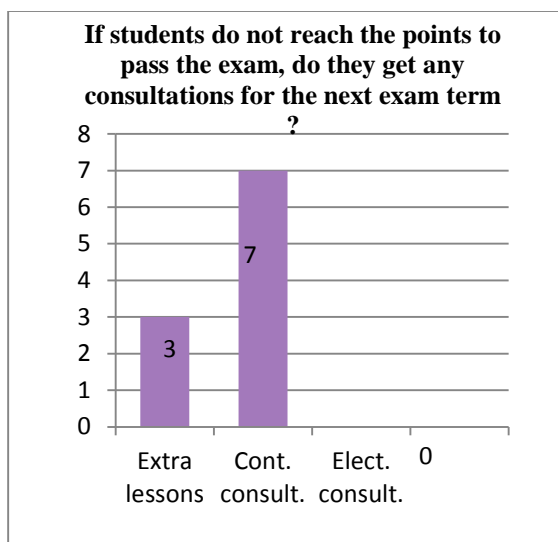
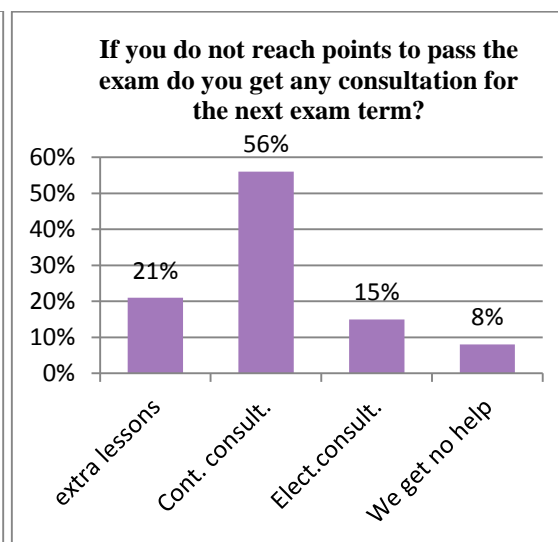


Chart 40. Responses provided by students

Almost all students (80%) are informed about their achieved results through announcement on the faculty web page. Only 14 % read results in front of the students and 6 % put the announcement on the department notice board or hall monitors to inform students about their results. There is no other form used for informing students about their points achieved. There is no privacy related to student's results as result publication is public, everyone can see what the others have reached. After having the results published on the web-page teachers write final grades on the Student Education Management System (SEMS) which is a new system in the universities of Kosovo.



**Chart 40. Responses provided by the teaching staff**



**Chart 41. Responses provided by students**

Based on teachers responses students are continuously given consultations or extra help, but comparing the students responses not all the academic units give continuous consultations to the students, 8 % of students declared that they get no consultation at all even if they ask for it. For the sake of honesty students declared that there are still some teaching assistants who offer students extra classes if they ask their teaching staff to help them. Assistants of these units are ready to respect the rule set by the management and spend time with students, giving their tests to analyze together and see what they did wrong. Still, there was a complaint that some students are not even given the chance to see the test and correct their mistakes for the next exam term. This is a right of students as well as necessary for teachers, too as they need to build up their work, based on students' results, find the causes and remedies. Students have their right to have electronic feedback from the teaching staff in the shortest time possible but unfortunately this rarely happens. Students should know their mistakes and the part of the course they need to revise more for the next exam term, etc. When publishing results list together with the



result publication there should be a time scheduled for the students to see their test and give them explanations for the next test time.

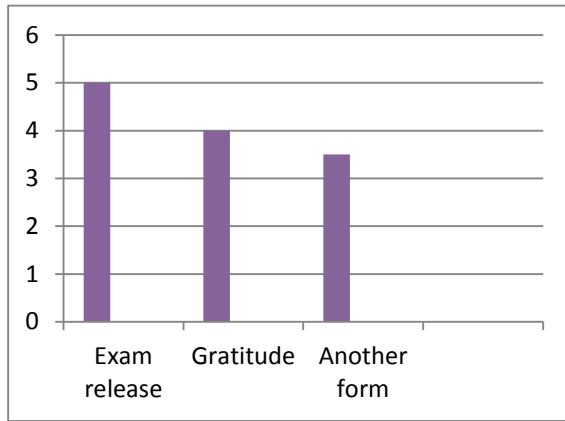


Chart 42. Responses provided by the teaching staff

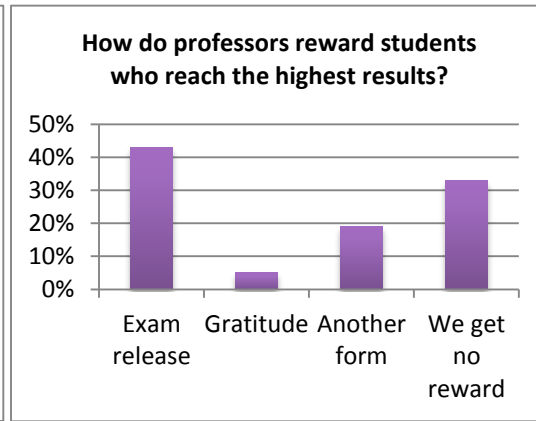


Chart 43. Responses provided by students

Asking whether students get any kind of reward for their highest result most of teaching staff answered that students in the most academic units of the University of Prishtina students who obtain the highest number of points in mid- tests do not need to participate in the final exam, as they get their grade during the semester being active, getting maximum point in the intermediary tests, by having best seminar performance, what is included, etc. According to students responses only 40% get released from the exam. It means responses do not match, as students declare the opposite of teachers. There was another part of respondents from some academic units who declared that they get no award at all. Students suggest that due to the large number of students in the tests teachers cannot control the entire hall and think that students can copy or use other tricky forms during the intermediary test so, they want their students to write the final test and ask them to protect orally that what they wrote on the test. There is the percentage of 19 % that offers another form of rewards such as giving active students higher grades in the

final exam as active students during the lectures. The activity in the class and regular attendance is foreseen with the syllabus in the grade building.

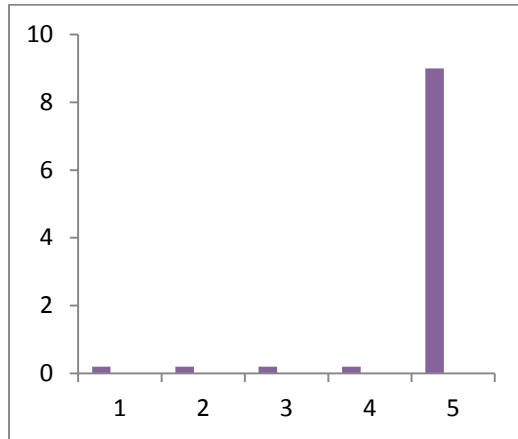


Chart 44. Responses provided by the teaching staff

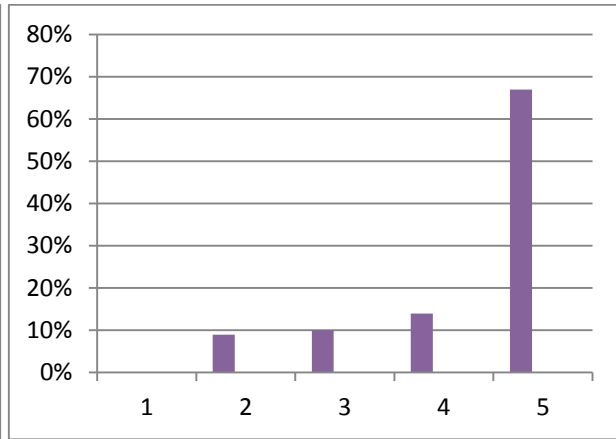


Chart 45. Responses provided by students

All teaching staff and students consider that learning ESP helps students compete in the job market. Only small number responded negatively. This might be because of not being taught the right literature for their study field. The majority of students strongly insist on using ESP literature; otherwise they will have to look for an alternative way of learning it by attending private ESP courses, which can hardly be found in Kosovo, or other alternatives such as going abroad for some time as seasonal workers. There are Erasmus programs and other alternative programs such as work and travel programs offered to students enabling them improve their specific vocabulary.

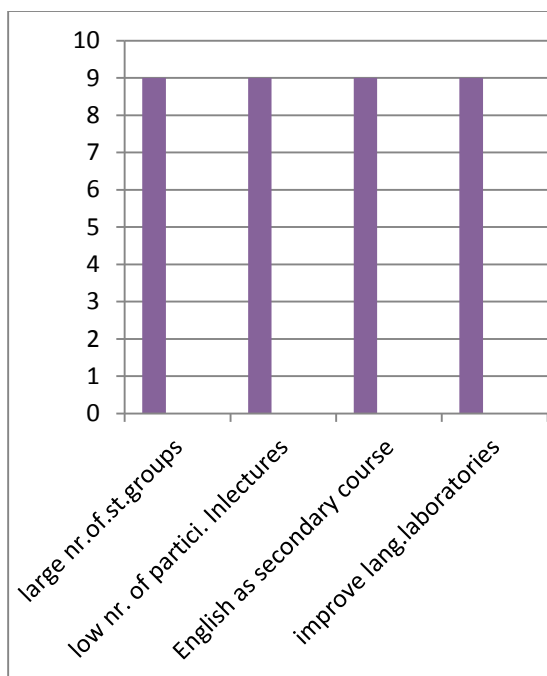


Chart 46. Responses provided by the teaching staff

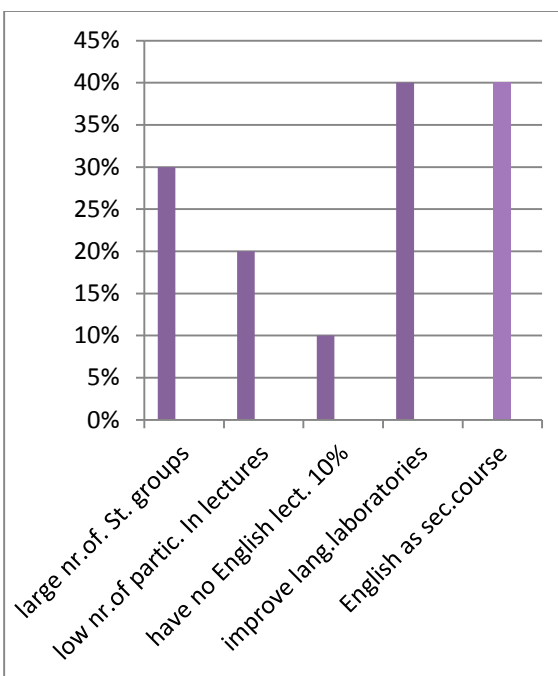


Chart 47. Responses provided by students

Both professors and students emphasize that there are barriers that they face during the process of teaching/learning ESP in the academic units of the University of Prishtina.

- Professors and students both complain about a large number of student groups causing a lot of noise in those faculties or academic units of the University of Prishtina where the English course has the status of compulsory course. The lack of teaching staff makes it impossible to spread students into smaller groups.
- There is also a low number of students participating in the lectures in units where English course is elective course, therefore considering English as a secondary or less important course students avoid attending the English course. In those cases teachers are forced to lower the criteria for passing the exam in order to attract students elect the course, otherwise if there are less than twenty students the course will not be organized.

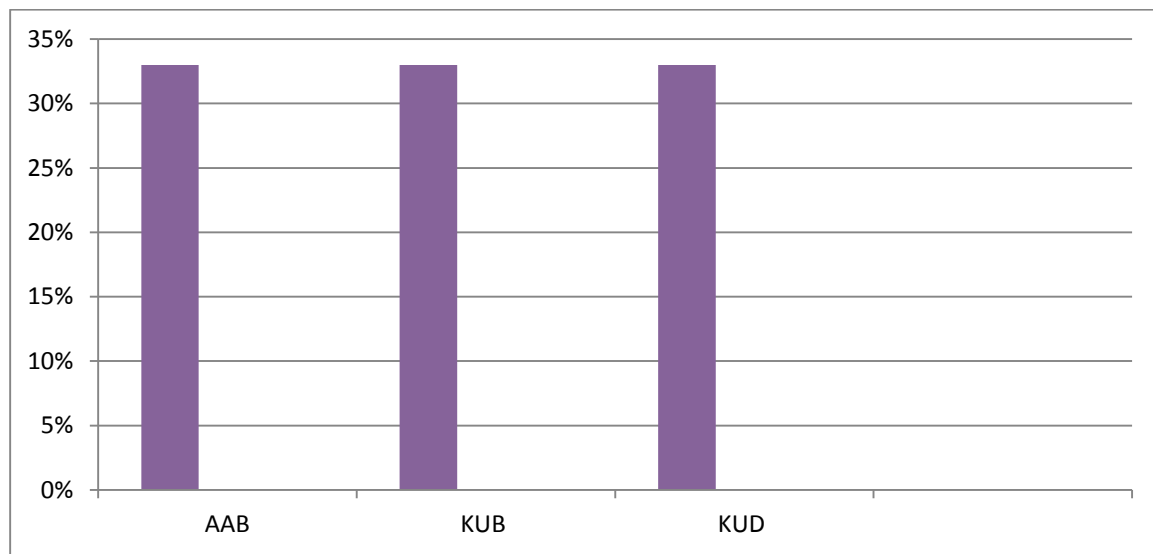
- Professors and students both complain about not having equipped laboratories with headsets and sound system, therefore find it difficult to hear what is being spoken in front of them.
- Some students also complain about having no regular English courses at all and just being graded at the end of the semester. In such cases a lecturer or an assistant is nominated, but it does not cover the lectures or practice classes regularly only organizing an exam at the end of the term. This situation is considered unacceptable by students and of course by the researcher, too. The lack of English teaching staff is the problem faced by almost all universities in country. University management should try and hire staff either from Albania or Macedonia otherwise students will remain handicapped in English language skills. It is suggested that students' groups be in a lower number thus avoiding noise and irregularities. The status of the ESP course be compulsory so the number of attendants would increase and the teachers would be more motivated to have more realistic evaluation. Also hiring more staff would be the greatest help. How? Senior teachers in master studies of English try to support their students more, not pretending to be endless holder of the position. The University of Prishtina organizes more doctoral studies, not only every three to four years and respect study rules and terms. This would really help to solve the staff problem at the University of Prishtina but, not only. This solution would be helpful not only for English Language courses but in all other courses as well, considering that there is almost the same situation all over.

## Chapter V

### 5. ANALYSIS OF THE RESEARCH DATA COLLECTED IN THE PRIVATE COLLEGES

Private colleges selected to be included in the research are AAB college in Prishtina, college Businesi in Gjakova/ Prishtina and college Dukagjini in Peja . These colleges were selected according to the different location as not to be all based in Prishtina. The following are the data provided by the three colleges in one chart the three of them for each question.

#### Analysis of the responses provided by the teaching staff



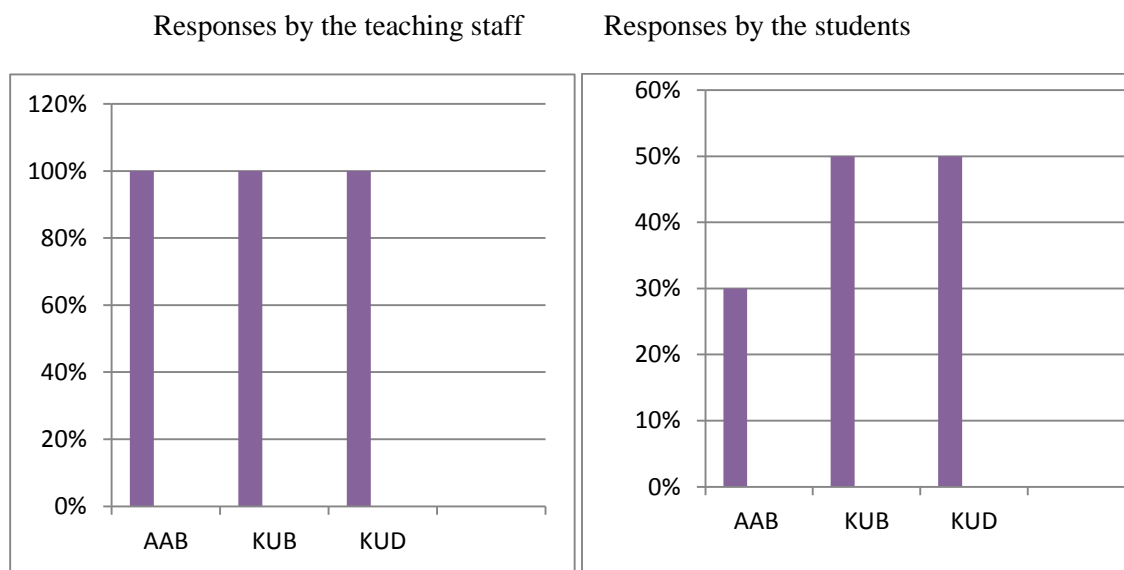
**Chart 48. Colleges involved in the research**

This figure shows the number of colleges involved in the research. College AAB in Prishtina, University College “Dukagjini” in Pejë and University College “Biznesi” in Gjakovë. As mentioned above there are three colleges selected for the research as they are situated in different towns of Kosovo. The aim was not to have all in Prishtina. The total number of respondents by the teaching staff is three as there are no teaching

assistants engaged in English language course in two university colleges, while 30 respondents from the students side in each college. There are no particular faculties selected but from each faculty of the each college 10 questionnaires are distributed randomly to the students.

Do you teach ESP in your faculty?	Nr.	Percent
Yes	3	100%
No	0	0%

**Tab.29. ESP teaching - responses collected from the teaching staff**



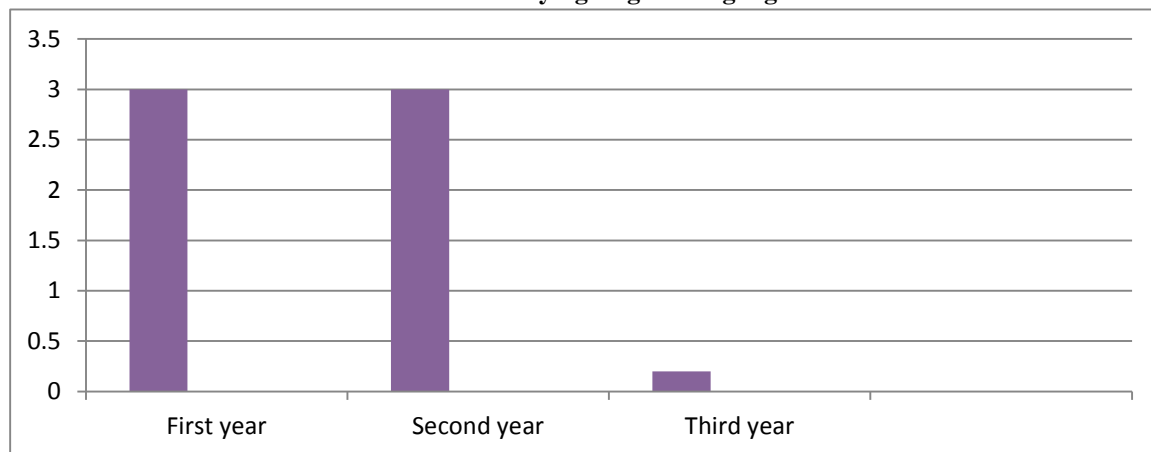
**Chart . 49. ESP vs. General English**

The answer to whether ESP is taught in these three colleges is positive/ yes. But, when compared to the syllabi provided by the teaching staff from three colleges, there is no match between syllabi and responses. There is also an opposite response from the students side who declare that what they learn is everyday English or as we refer in this thesis General English. The answer to the question why does this happen is that majority

of students have low knowledge of English language. This way students cannot be divided into separate groups for those who speak English and those who do not, so it was decided to start from the beginning for everyone. Students who are fluent in English do complain about being left behind concerning the language and feel that this is not fair, but they also understand that it is not fair for the other who do not speak any English to attend a course and understand nothing. However, fluent students try to help the others improve their language knowledge.

Year of studying English language	College
<b>First I</b>	3
<b>Second II</b>	3
<b>Third III</b>	0

**Tab.30. Year of studying English language**



**Chart 50. Year of studying English language**

Concerning the year of studying English at the private colleges not only in those researched but in all private university colleges and in public universities in Kosovo, there is a different program. In the first year English course is compulsory/ obligatory everywhere while in the second year in some colleges it is obligatory course in some others it is elective course. When asked why this happens or why there is not one certain

program for all private university colleges the answer was that it depends on how the policy makers of the college see the importance of English language and also depends on the program of the model college (colleges from Ljubljana, Zagreb, etc., ) they took it from. It should be mentioned that these colleges are not respecting the requirement set by International Accreditation Agency (IAA). They continuously put a stress on English language course to have the status of an obligatory/compulsory course.

Qualification of respondents	Nr
PhD	0
M.sc	3
Not declared (ND)	0

Tab.31. Qualification of respondents. Site visit, May 2013)

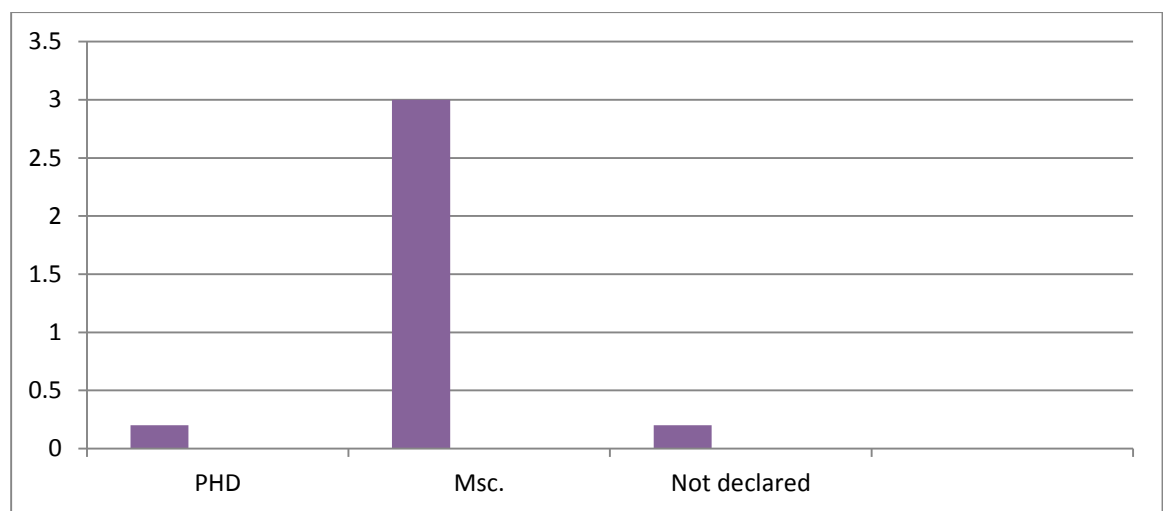


Chart.51. Qualification of respondents

The qualification of teaching staff in private colleges varies from that in public universities as they are all with Mac. or Mr. Degree, or PhD candidates. There is no lecturer holding Dr. or PhD degree at private colleges, since they are all engaged in public universities (two or three jobs). This is not a problem as the law allows Mac. candidates to get the title / position of the Lecturer and they are o.k. with the accreditation agencies.



Do you use advanced methods and techniques?	Nr
<b>Group work</b>	3
<b>Seminar presentations/computer &amp; projector</b>	2
<b>Audio/lingual</b>	1
<b>The Text Analysis technique</b>	3
<b>Techniques for building vocabulary</b>	3

Tab.32. Teaching methods and techniques (Site visit, May 2013. Prishtinë)

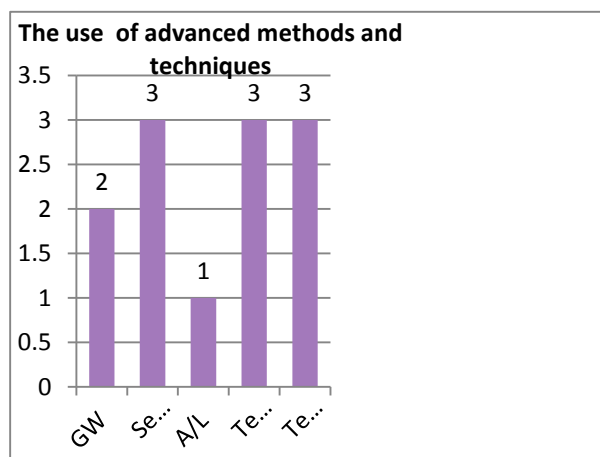


Chart. 52. Teaching methodology given by teachers

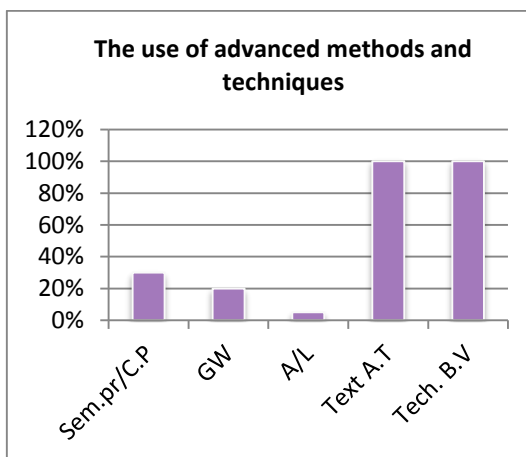


Chart 53. Teaching methodology given by students

The chart shows that the three respondents declared positively, it means all methods and techniques are used in the process of teaching English language. Here we have different situation compared to University of Prishtina as teaching rooms in private institutions are better equipped, and the number of students is much smaller than in public institutions. All students have a chance to read, discuss and perform seminars. At private institutions most teachers bring their personal computers with them (if there is not one provided by the institution), and all teaching rooms are equipped with projectors. These computers are

never use for other purposes apart from seminar presentations. It means students can never hear dialogues or listen to passages read by native speakers of English. However, the language knowledge of students is lower in private institutions than in public. In fact there is a small number of students who are really fluent, students who come from rich families, who have attended language courses and are interested to really learn. The rest are either students who could not get a place in public universities or those who are already employed and need a degree to save their working place. Same as at the University of Prishtina, the building vocabulary and text analysis techniques are mostly used ones.

Do you have separate lectures from practice classes?	Pr
Yes	70%
No	30 %

**Tab.33. Course delivery (Site visit, May 2013. Prishtinë)**

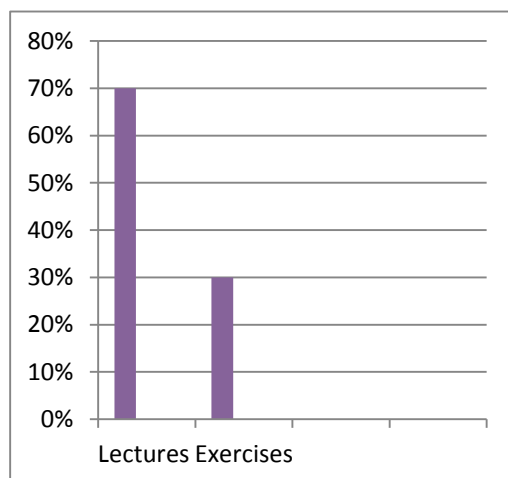


Chart.54. Responses given by teachers.

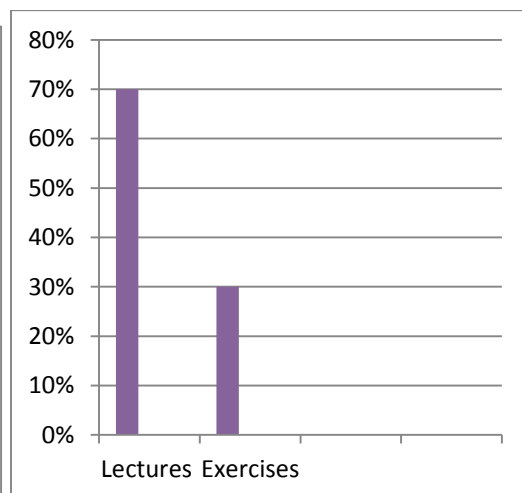


Chart.55. Responses given by students

The respondents in two colleges both students and teaching staff declare that lectures are held separately from the practice classes, while one respondent declares negatively as there is no teaching assistant engaged. So, students have only two teaching hours a week. Like in the University of Prishtina, in private institution of higher education the situation with lectures vs. exercises is almost the same. No teaching assistant, no exercise classes. Teachers of course do exercise what they teach but, they have no separate classes for that. Instead of having two plus one or two plus two the number of classes is only two, everything scheduled has to be covered within two hours weekly.

Does the literature used fulfill students' needs for professional communication?	Nr
1 ( the lowest)	0
2	0
3	1
4	0
5 (the highest)	0

**Tab.34. Literature used in courses(Site visit,May 2013. Prishtinë)**

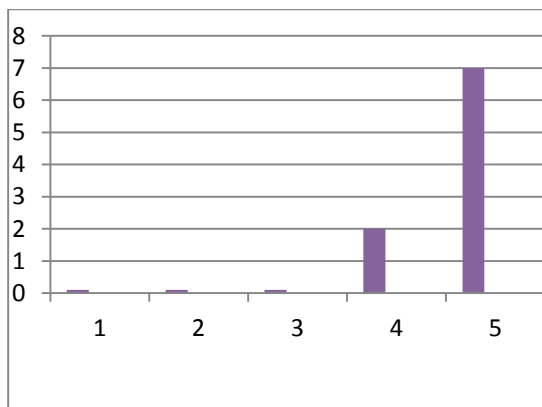


Chart.56. Responses given by teachers

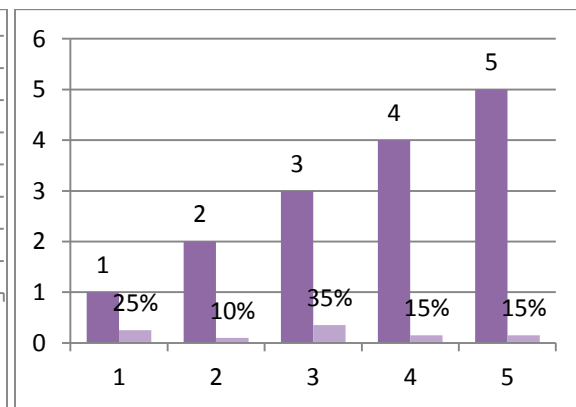


Chart.57. Responses given by students

Respondents by the teaching side in three colleges declared that the literature is really useful and help students advance their professional vocabulary and compete in the job market. Unfortunately the opposite is proven by the students' responses, who declare that

all they learn is everyday language combined with the grammar topics. Only in one college students are given some minutes at the end of the each course with a list of professional vocabulary to prepare for the exam. Students feel satisfied with their lessons taught as they are aware that their knowledge is too low for a professional discussion.

How many times are students evaluated during the semester?	Pr
1	0%
2	0%
3	0%
4	100%

**Tab. 35. Frequency of students' evaluation (Site visit, May 2013. Prishtinë)**

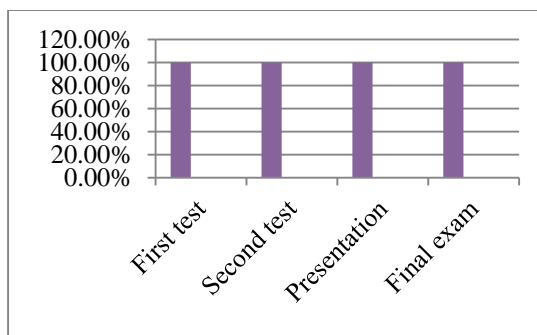


Chart.58. Responses given by teachers

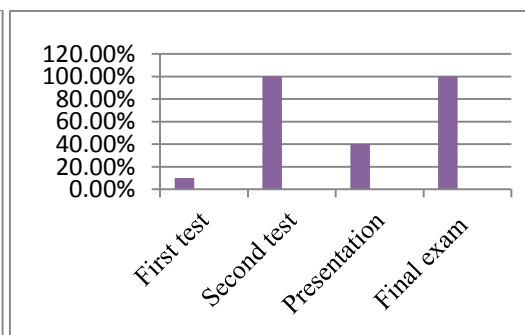


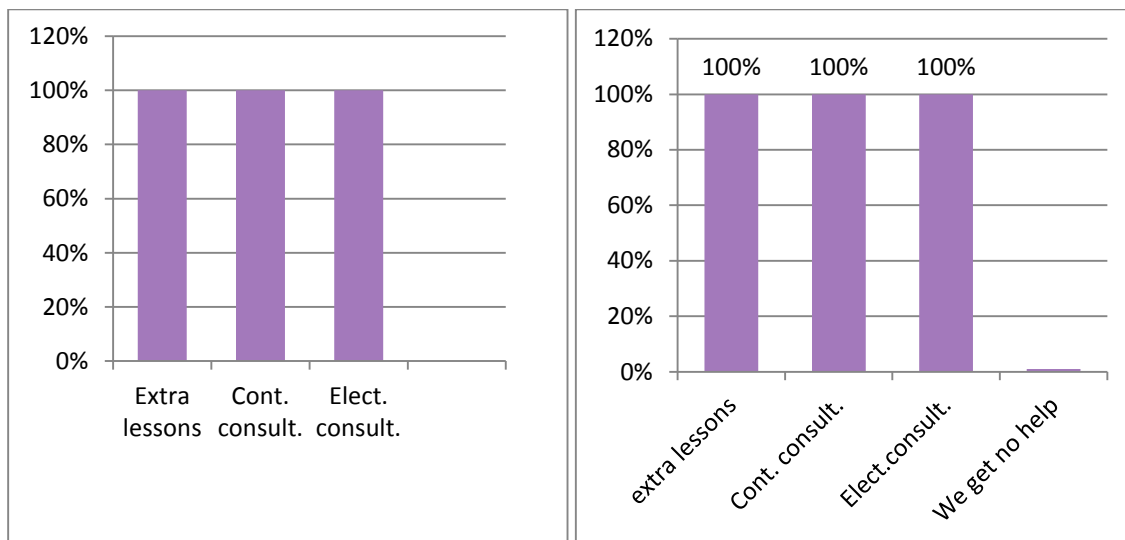
Chart.59. Responses given by students

Both students and teaching staff declare that evaluation process is conducted four times during the semester. Two intermediary/mid - term tests, seminar presentation and the final exam. But there is a number of students who do not attend classes regularly because of being employed so, they are evaluated only once, in the final exam but the percentage of calculating grade is different. Instead of earning only 50% they have to reach 100% in the final exam. Moreover, a number of part-time students sit on the intermediary tests but

are unsuccessful as they attend no classes and submit no seminar paper. After two exam terms teachers prepare easier exam papers in order to help students pass the exam.

Are there any consultations held with students in order to achieve better results?	Nr
1 ( the lowest)	0
2	0
3	2
4	2
5 (the highest)	3

**Tab.36. Consultations (Site visit,May 2013. Prishtinë)**

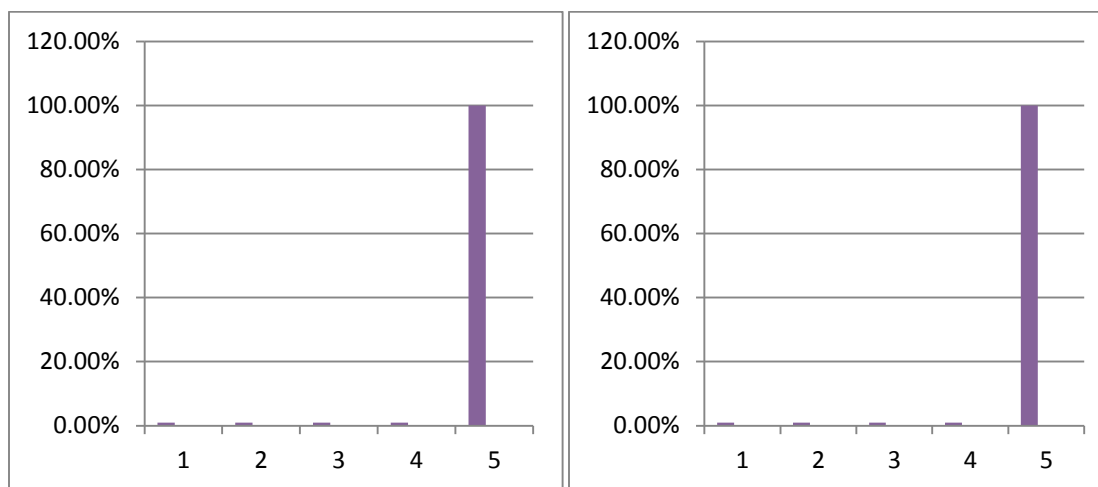


**Chart. 60. Responses given by teachers. Chart.61. Responses given by students**

There is no difference in this direction concerning the consultation in responses coming from both teachers' and students' sides, it means teachers are ready to offer help or extra classes if students ask for, but the question is whether they are interested in having extra classes or consultation be it in person or electronically. Students admit that they can get help any time they want but being honest they declare that they never ask for it. Students know that after failing once or twice they will finally pass the exam.

Do you consider that learning ESP helps students compete in the job market?	Nr
1	0
2	0
3	0
4	0
5	3

**Tab.37. ESP and the job market (Site visit, May 2013. Prishtinë)**



**Chart.62. Responses given by teachers.**

**Chart.63. Responses given by students.**

Both parties declare that ESP learning helps students compete in the job market, find better working place, conduct research, get a place in European universities, etc, because no job interview, no business, respectively no important and great deal can be accomplished without speaking the language of that specific field. Globalization decreasing the size of the world in the sense of business is in fact doing a great favor to English for Specific Purposes as the key role is fluent communication without the intermediation of translators. Both respondents are aware of the ESP importance but the impossibility of learning it is much greater than that. Low level of students' language knowledge, the lack of students' encouragement as well as the lack of supportive

environment are some of the factors that dictate the literature to be used during the study years. Some students had a really strange opinion when discussing about ESP role, saying that why do we need ESP, we can manage with general English. So, there should be considered an effort for better students' awareness towards English in general and ESP in particular. Teachers should give more efforts to encourage students learn English starting from elementary and secondary schools because no matter how hard teachers of colleges and universities try, they cannot reach the required level of English language for Specific Purposes. It is also parents who should pay more attention on educating their children that foreign language are important in life. The government, especially the Ministry of Education should set law to strengthen public schools and universities, meet European standards by investing more on teachers' training and improving teaching environment.

How are students informed about the results they achieve?	Nr
Verbally /Orally	2
Announcement on the notice board	3
Electronically	3
Other form	

**Tab.39. Information about exam results (Site visit, May 2013. Prishtinë)**

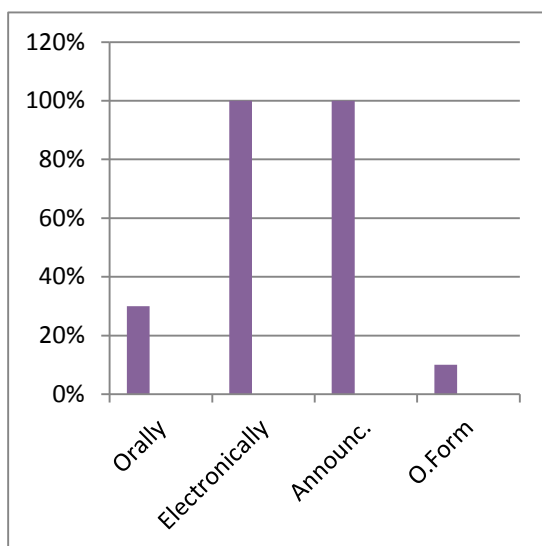


Chart 66. Responses provided by the teaching staff

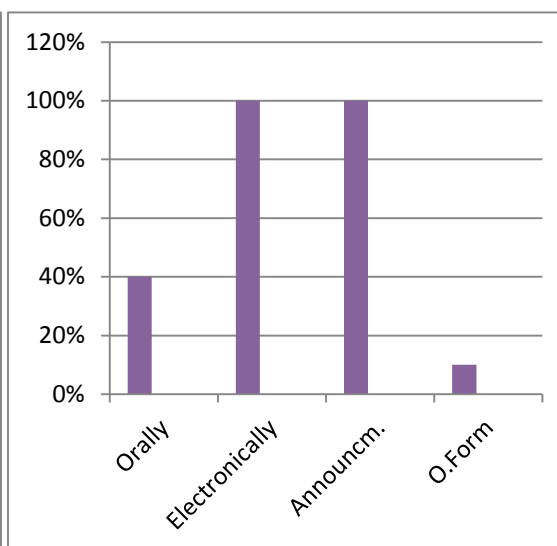


Chart 67. Responses provided by students

Information about evaluation results is done mostly electronically, by placing the announcement on the faculty web page for each department separately, by registering grades on SEMS, by putting the announcement on the board in case students do not have internet access or/and orally by reading results in front of the students. There is an extra form of informing students about the results they achieve by sending each student a private email from an officer in charge. The form of reading results in front of the students happens in case students want to be asked / examined orally or go for a higher grade.

How do you reward students who have the highest results?	Nr
Exam release	3
Gratitude	3
Another form	0

Tab.50. Rewarding students/ types of reward (Site visit, May 2013. Prishtinë)



## Rewarding students

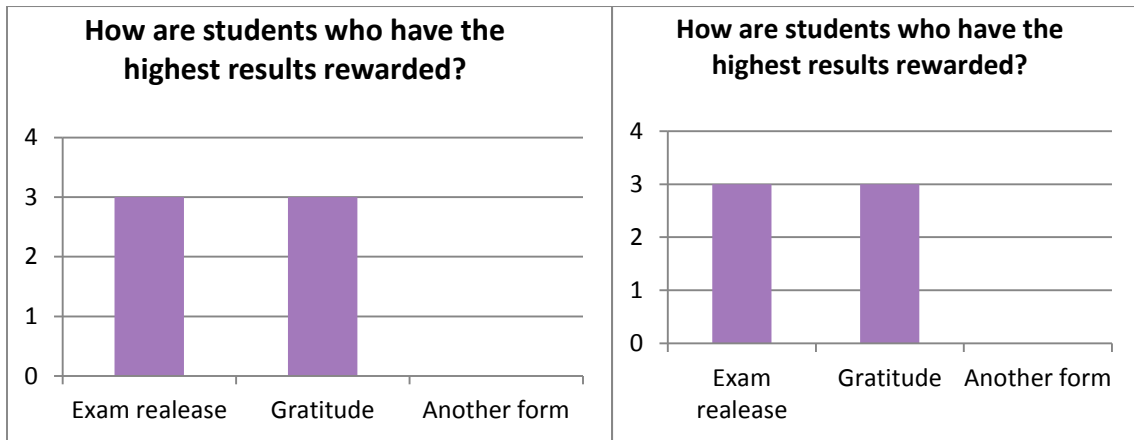


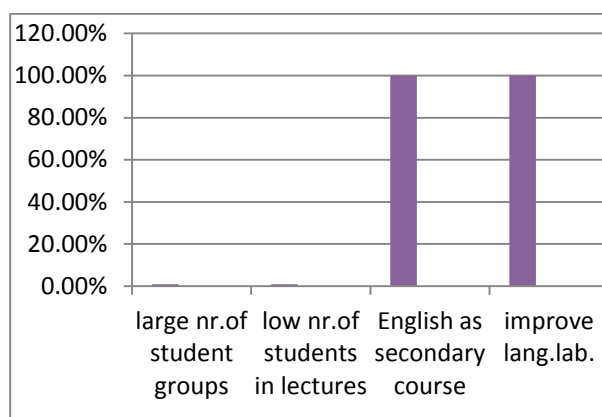
Chart 70. Responses provided by teachers.

Chart 71. Responses provided by students

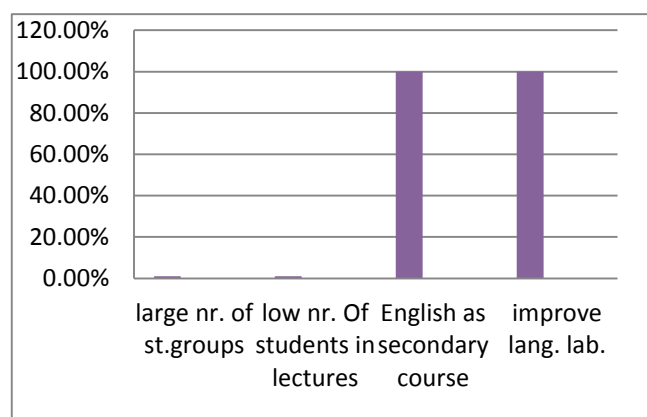
Students of private colleges get rewarded in different ways. Some of them get released from the exam, as all teachers consider the activity in the class as the main form of evaluation plus the intermediary tests' points because of the larger number of students in exam comparing to those attending lectures, so that teachers prefer exam release. Another form apart from getting released from the exam is gratitude, motivating students by an extra grade and a certificate or acknowledgement organized by faculties or colleges. Eventhough students are given the possibility of getting a grade without sitting on the final test, there are always dissatisfaction relating to the grade as students consider that they deserve more than what they are offered. This is way not all teachers offers such possibility. Some teachers would have two or more exam groups rather than confronting dissatisfied students.

What barriers do you face during the process of teaching ESP and during evaluating students?	Nr
Large number of student groups	0
Low number of participants (students) in lectures	0
Student consider English language as the secondary course	3
Improve language laboratories with equipment	3

**Tab. 38. Obstacles in teaching and evaluating students (Site visit, May 2013. Prishtinë)**



**Chart.64. Responses given by teachers.**



**Chart 65. Responses given by students.**

As opposed to the University of Prishtina where the large number of students in a group and low number of students participating in lectures, in private colleges these two obstacles do not exist. The number of students in colleges is sufficient, not too large nor too small, sometimes it is really small but teachers and students feel comfortable as teaching classes are smaller in size than at the University of Prishtina and that makes the atmosphere warmer and students feel like in private language schools. The two obstacles considered by students in private colleges is the status of the course in second year (being elective) and language laboratories which are not equipped with TV, radio or headsets. Teachers consider that sometimes no technology is needed as students are not fluent enough as to have power point presentations. It is more important to have radio or videos shown on computer where students would hear the words and see the action so that they

could understand more easily. Fairly considered private colleges concerning obstacles are in a better position than in public institutions. It is because of private colleges organize teaching classes in the afternoon shift, starting from four o'clock in the afternoon for those students who are employed and cannot attend classes during the morning shift. This enables division of students into smaller groups. But, language level of students is better in public institutions.

## **5.1 Findings and Interpretation of Data**

The University of Prishtina with its sixteen academic units face problems of different nature, amongst which is the process of ESP teaching and learning. Based on the research conducted in only six academic units of the University of Prishtina, there are some **findings** that present some problems that should be seriously taken into consideration and a lot of effort is required in order to find solution. English language nowadays is not considered a luxury of the day, but rather a necessity for every person regardless whether they are students or already employed, if they are young or old in age. No modern life can be run without English, especially English for Specific Purposes which provides students with the knowledge and communication skills in their study field.

### **5.1.1 Testing of Resesearch Hypothesis**

Based on the recent developments in the field of ESP, the ultimate aim of the research was to verify our main hypothesis listed below.

- For this study is used this model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_i$$

Y= (dependent variable) that expresses: Teaching ESP at the University of Prishtina and Private colleges in Kosovo.

X<sub>1</sub>= Lack of teaching staff

X<sub>2</sub>= Computer training for teaching staff

X<sub>3</sub>=Contemporary alternative teaching methods

X<sub>4</sub>=Selection of authentic materials

The instrument used to verify our hypothesis is T-Test

T-TEST

/TESTVAL=0

/MISSING=ANALYSIS

/VARIABLES=Q1 Q2 Q3 Q4

/CRITERIA=CI (.95).

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Lack of teaching staff	4	2.50	1.291	.645
Computer training for teaching staff	5	3.00	1.581	.707
Contemporary alternative teaching	5	2.80	1.304	.583
Selection of authentic materials	3	2.00	1.000	.577

Tab.39. Test statistics

### One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Lack of teaching staff	3.873	3	.030	2.500	.45	4.55
Computer training for teaching staff	4.243	4	.013	3.000	1.04	4.96
Contemporary alternative teaching	4.802	4	.009	2.800	1.18	4.42
Selection of authentic materials	3.464	2	.074	2.000	-.48	4.48

Tab.40. test statistics

FREQUENCIES VARIABLES=Q1 Q2 Q3 Q4  
/ORDER=ANALYSIS.

### Statistics

		Lack of teaching staff	Computer training for teaching staff	Contemporary alternative teaching	Selection of authentic materials
N	Valid	4	5	5	3
	Missing	1	0	0	2

Tab.41. test statistics

→**Hypothesis I:** Diagnosing the problems in teaching/ learning ESP helps a lot the improvement of ESP acquisition. ( $t=3.873$ ,  $\text{Sig.} = .030$ ).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Large number of student groups	1	20.0	25.0	25.0
Low number of participants (students) in lectures	1	20.0	25.0	50.0
Have no regular lectures in English language	1	20.0	25.0	75.0
Improve language laboratories with equipment	1	20.0	25.0	100.0
Total	4	80.0	100.0	
Missing System	1	20.0		
Total	5	100.0		

**Tab.42. test statistics hypothesis**

Based on the figures given by the Test the identification of the problems faced by both teachers and students during the teaching process is the most important thing and as a result the test proves the hypothesis as positive ( $t=3.873$ ,  $\text{Sig.} = .030$ ).

**The use of Contemporary alternative teaching methods**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Group work	1	20.0	20.0	20.0
Seminar presentations/computer and projector	1	20.0	20.0	40.0
Audio-lingual	1	20.0	20.0	60.0
The text analysis technique	1	20.0	20.0	80.0
Techniques for building vocabulary	1	20.0	20.0	100.0
Total	5	100.0	100.0	

**Tab.43. test statistics**

**Further training for teaching staff**

	Frequency	Percent	Valid Percent	Cumulative Percent
25	1	20.0	20.0	20.0
10	1	20.0	20.0	40.0
Valid 35	1	20.0	20.0	60.0
15	2	40.0	40.0	100.0
Total	5	100.0	100.0	

Tab.44 test statistics

**Carefull selection of authentic materials**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Phd	1	20.0	33.3	33.3
Msc	1	20.0	33.3	66.7
Not declared	1	20.0	33.3	100.0
Total	3	60.0	100.0	
Missing System	2	40.0		
Total	5	100.0		

Tab.45. test statistics.

The regression model can be used to study the relation between two or more variables and is called Linear model.

**R<sup>2</sup>**-is the norm of variances in relation to the total variance and interpreted as the ratio of the observed variance of Y's to explained by X.

<i>Regression Statistics</i>	
Multiple R	0.273969
R Square	0.075059
Adjusted R Square	0.013396
Standard Error	29.7056

$$R^2 = 0.075 \times 100 = 7.5\%$$

Based on the table it appears that R<sup>2</sup> (square), explains 7.5% explains 7.5% of evaluated Variables in our model.

## Independent variables vs. dependent variables

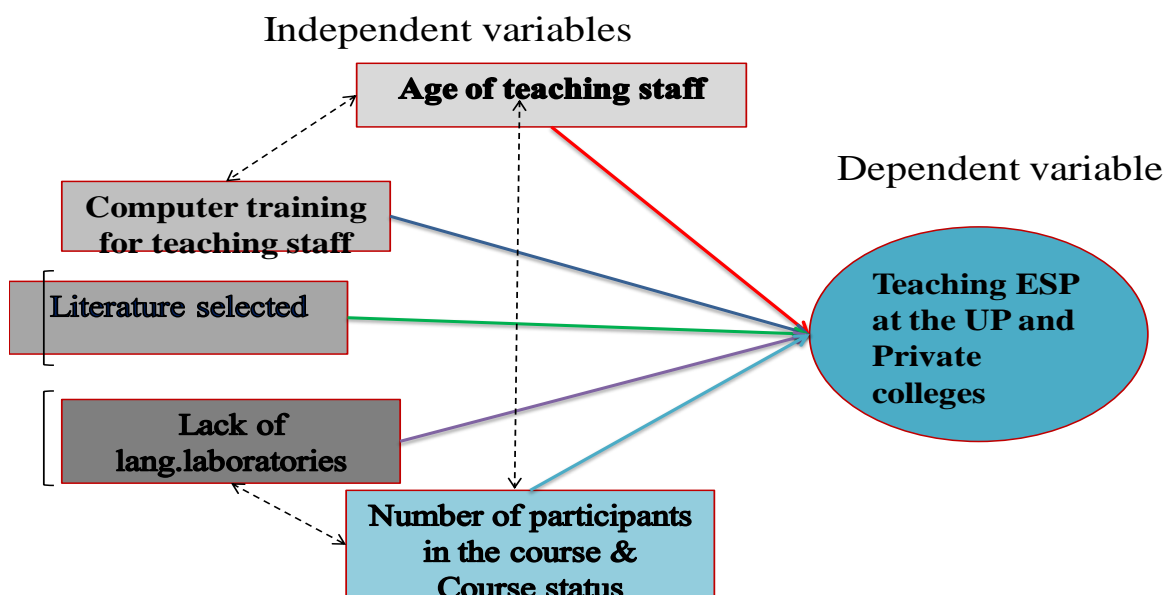


Chart.66. Relation between variables

All the academic units of the University of Prishtina organize English language courses, but not all of them offer ESP courses. According to analysis of the data collected at the University of Prishtina, the hypothesis given at the beginning of this research could successfully prove to be true. The age of the teaching staff prevents the use of technology thus, students being not provided with the methods and techniques necessary for the proper conduct of teaching process. Another issue based on the research findings is the literature/ text books in use which do not fulfill students' needs for a professional communication. This irritates students, as they need to look for alternative courses outside the university, which are ESL courses rather than ESP courses. Without being



able to use ESP students will not be able to conduct any research in their study field, update their knowledge, participate in different exchange students' programs nor continue their master studies in European universities. They can neither enroll online studies nor compete in the job market. Without mastery of ESP no student can be successful in their future career.

Large number of students in teaching rooms equipped with no voice equipment makes the process of teaching and learning difficult. It should be added that especially in the academic units with only one teaching staff, it is really hard to organize classes and divide students into groups as English is taught in the first and second year of studies. The difficulties that teachers of a large class at the UP face are almost the same with those around the world. But circumstances and education culture introduce different situation in our case. First of all when the teacher is responsible for hundreds of students, he/she meets them only once a week, learning names is extremely difficult. The question may arise; what is the role of the students' names? It is really important in case of grading students, because teachers might have it easier when knowing by names which student has been active during the class, which one has paid more attention to the lecture, or which students reached better results in mid-term tests, etc. Large number of students causes noise and misbehavior, assessment and feedback and personal communication consequences. Apart from disadvantages there is still an "advantage" of a large class of students in terms of exam time. Students are aware that they cannot rely only on the teacher for unclear issues during the exam so; they interrupt by asking one another for help, sharing notes and ideas by using cooperative approach. Someone sends answers from outside on phone messages and many other different forms of copies unpredictable

by the teacher and if there is not an extra teacher or assistant to help monitor the class, the exam process is really difficult, therefore unfair and dissatisfying results.

The workload can also be considered as a problem in the ESP teaching/learning process, especially in applying modern techniques and teaching methods. Teaching staff, being overloaded, have no time for seminar presentations and as a result some of them are late with the intermediary tests or they do not organize tests at all. This problem considered serious for UP is not a problem of private colleges, as the number of students is much smaller in private institutions of education. Implementation of online services in the University of Prishtina as in private colleges undoubtedly is considered as a great help for the students in getting informed from home about the exam dates and exam results, announcements about possible exam date changes, or for having online consultations with the teaching staff would be a great help. This would facilitate students' contact with their professors/assistants.

One issue raised by students was the matter of not having possibility to complain about their disagreements for assessments. Students need to have a complaints box, because not all students dare to complain orally about the irregularities in the teaching process so, by having an opportunity to submit their anonymous complaints in written form students would feel much relaxed and would not hesitate to do it. However, there are cases of anonymous complaints but not taken into consideration, justifying that there should be a name written on the paper submitted. Existence of a complaint box would be a great help to the teaching/learning process itself. As mentioned in the research, students fill in the evaluation form for each teaching staff and express their complaints towards a certain teacher, it is not considered as a fair one. There is an impression created that if a

teacher does not give good grades no matter how hard he/she works or how committed he/she is students are not honest and correct in evaluation. On the other hand, if the teacher is “generous” in grades then he/she will have the best evaluation grade by the students.

### **5.1.2. The impact of course status in proper course delivery**

English language, not being a compulsory course taught in every semester, makes students consider that it is not important and consequently is not chosen by them. But, knowing the importance of the English language especially in the job market, it would be necessary for students to have the English course as an obligatory course in all three years of study. This would enable students to apply for studies in European and American universities as full-time students or as exchange students. Reforms at the University require a literature which can be found only in internet or in books written in English language so it is difficult for a student who does not understand ESP to study that literature or use Internet sources. Rare are students who try hard to learn ESP on internet as it required more time than attending a private course or university course.

Apart from having English courses as mandatory courses, it would be much better if these courses would be offered in the third year, too. The question arises: Can students learn ESP only in one or two years of study and only in one semester per year? All prestigious Universities of Europe organize ESP courses in every year of study and in every semester, too. English is not a course that can be learnt in a month or two. It is a course that needs a long time and continuous process.

It may be ascertained that the main problem of the University of Prishtina regarding the English courses organized within all seventeen academic units is the shortage of the teaching staff. There are several reasons for this. First of all this problem was caused due to the retirement of a large number of staff from the old generations. Younger generations had no interest to study English or any other field as our country was occupied. Many were more interested to immigrate to Europe. After the war, those who came back were too old to get a place at the University even if they continued their studies. Second source of the shortage of staff is the presence of large number of international organizations after the war. Many English teachers from the University of Prishtina and pre-university education were hired by those organizations being motivated by high salaries, having no interest at all to continue their master or doctoral studies. Even now many teachers of English are more interested to get employed in private universities having possibilities to work in two or more faculties and earn more money. So, only those who are interested to get promoted in the academic hierarchy decide to get a job at the University of Prishtina due to the current regulations according to which private universities cannot provide such an opportunity.

## **Chapter VI**

### **CONCLUSION**

The University of Prishtina consists of sixteen academic units all of a different study field. Learning/teaching general English has a great difference from the process of ESP learning/teaching, as it has to do with completely different vocabulary based on students' study field. This work was dedicated to the research of the ESP teaching process within the University of Prishtina and private colleges in Kosovo. However, the research was conducted only in a number of the academic units, more precisely in six of them, which need to teach their students more professional language vocabulary, because each study field requires a specific vocabulary that differs from that of everyday English, for instance the vocabulary of legal English is completely different from that of the philology, as arts' vocabulary differs from the vocabulary of medicine, business, etc. There were only three private university colleges selected to be included in the research AAB College, Dukagjini College and Biznesi College.

The first hypothesis set as the main one has proved that the age of the teaching staff, accompanied with the use of the irrelevant literature/ textbook, large number of students groups, lack of language laboratories, the status of the course as well as the use of proper teaching methods and techniques present main problems that teachers and students of all the universities operating all over Kosovo face in the process of teaching/learning English for Specific Purposes. It means identifying problems and working towards improvement of them is the main action to be considered by the management of each university or

college.

-The age of the teaching staff prevents the use of technology thus students being not provided with the methods and techniques necessary for the proper conduct of teaching process. Another issue based on the research findings is the literature in use which does not fulfill students' needs for a professional communication. This irritates students, as they need to look for alternative courses outside the faculty, because without being able to use ESP students will neither be able to participate in the exchange student programs nor continue their master studies in European universities. They can neither enroll online studies nor compete in the job market.

- Large number of students in teaching rooms with no microphones and headsets makes the process of teaching and learning difficult. It should be added that especially in the academic units with only one teaching staff, it is really hard to organize classes and divide students into groups as English is taught in the first and second year of studies. The difficulties that teachers of a large class at the UP face are almost the same with those around the world. But circumstances and education culture introduce different situation in our case. First of all when the teacher is responsible for hundreds of students that meets them only once a week, learning names is extremely difficult. The question may arise; what is the role of the students' names? It is really important in case of grading students, because teacher might have it easier when knowing by names which student has been active during the class, which one has paid more attention to the lecture etc. Large number of students causes noise and misbehavior, assessment and feedback and personal communication consequences. Apart from disadvantages there is still an advantage of a large class of students. Students are aware that they cannot rely only on

the teacher for unclear issues so; they cope by asking each other for help and sharing notes and ideas by using cooperative approach.

-The workload can also be considered as a problem in the ESP teaching/learning process, especially in applying modern techniques and teaching methods. Teaching staff, being overloaded, have no time for seminar presentations and as a result some of them are late with the intermediary tests or they do not organize tests at all. Implementation of online services in the University of Prishtina would undoubtedly be a great help for the students in getting informed from home about the exam dates and exam results, announcements about possible exam date changes, or for having online consultations with the teaching staff. These would facilitate students' contact with their professors / assistants.

Students also need to have a complaints box. Not all students dare to complain orally about the irregularities in the teaching process so, by having an opportunity to submit their anonymous complaints in written form students would feel much relaxed and would not hesitate to do it. This would be a great help to the teaching/learning process itself.

-English language, not being a compulsory course, makes students consider that it is not important and consequently is not chosen by them. But, knowing the importance of the English language especially in the job market, it would be necessary for students to have the English course as an obligatory course in all three years of study. This would enable students to apply for studies in European and American universities as full-time students or as exchange students. Reforms at the University require a literature which can be found only in internet or in books written in English language so it is difficult for a student who does not understand ESP to study that literature or use Internet sources.

English language, not being a compulsory course, makes students consider that it is not important and consequently is not chosen by them.

Apart from having English courses as mandatory courses, it would be much better if these courses would be offered in the third year, too. The question arises: Can students learn ESP only in one or two years of study and only in one semester per year? All prestigious Universities of Europe organize ESP courses in every year of study and in every semester, too. English is not a course that can be learnt in a month or two. It is a course that needs a long time and continuous process. (See curricula in the annex I)

It may be ascertained that the main problem of the University of Prishtina regarding the ESP courses organized within all seventeen academic units is the shortage of the teaching staff. There are several reasons for this. First of all this problem was caused due to the retirement of a large number of staff from the old generations. Younger generations had no interest to study English or any other field as our country was occupied. Many were more interested to immigrate to Europe. After the war, those who came back were too old to get a place at the University even if they continued their studies. Second source of the shortage of staff is the presence of large number of international organizations after the war. Many English teachers from the University of Prishtina and pre-university education were hired by those organizations being motivated by higher salaries, having no interest at all to continue their master or doctoral studies. Even now many teachers of English are more interested to get employed in private universities having possibilities to work in two or more faculties and earn more money. So, only those who are interested to get promoted in the academic hierarchy decide to get a job at the University of Prishtina due



to the current regulations according to which private universities cannot provide such an opportunity.

-Senior teaching staff of the UP does not find modern technology a user friendly one. It is much easier for them to use chalk and table rather than computers in classrooms. General English is more preferable than ESP as it is a new subject for many universities not only in Kosovo but in other countries as well which requires more efforts and time to prepare for the lectures. So, necessity of training is evident.

Therefore based on the the analysis it can be concluded that:

- The number of English teachers in Kosovo is not sufficient in all levels of education. Primary and secondary schools hire teachers with bachelor degree while university teachers must have at least master degree to get a job as either lecturer or a teaching assistant. The UP has a limited number of English teachers with PhD degree. So, the scientific degree is not the issue that teachers of English courses at the University of Prishtina can proudly discuss about. Still, UP is in a better position than private colleges, as they all hire staff with MSc. or Ma. Degree.

- The age of the teaching staff prevents the use of technology thus students being not provided with the methods and techniques necessary for the proper conduct of teaching process.

Based on the syllabi collected and analyzed, the aim of English courses in each academic unit of UP and private colleges was to provide opportunities for the students to gain

knowledge and skills in understanding, communicating, translating, writing business, legal, medical, science letters and reports as well as have discussions in their study field.

By the end of these courses students of each academic unit are (not) able to communicate, write and carry on discussions in English as the teaching methodology of the English for Specific Purposes involves using the best possible methods and techniques such as: pre-teaching of the vocabulary, discussion about the meaning of new words and using them in sentence context, grammar exercises, listening focused tasks, seminar presentations, group work, etc.

- Nowadays almost all universities around the world offer different teacher trainings, conferences and seminars both local and international, aiming the enhancement of the relation between teachers and students that has a great impact on the process of teaching/learning. The University of Prishtina can be one of the participants in such trainings. The proper use of information technology, the possibility of having access to hundreds of internet web pages which provide teaching material both primary and secondary, information on teaching methods, communication etc., access to electronic libraries all over the world etc., are in favor of the teaching/learning process.

Unfortunately not all academic units of the University of Prishtina neither private colleges offer proper ESP courses. They all offer English language courses, so the literature that they use do not fulfill students' needs for a professional communication. This irritates students as they need to look for alternative courses outside the faculty. Since, not being able to use ESP, students will neither be able to participate in the

exchange student programs nor continue their master studies at European universities, have online studies, or compete in the job market.

Teachers' being overloaded, especially in those academic units with only one teaching staff, find it really hard to organize classes and divide students into groups (they manage it, anyway), as English is taught in the first and second year of studies. Usually the first year (English I) which is obligatory/compulsory course is more difficult while second year (English II), which in some units is taught in the second semester of the first year, being an elective course is much easier having less number of groups with less number of students. So, the workload of teachers can also be considered as a barrier in the ESP teaching/learning process.

Having English course as elective course makes students consider English less important course and they do not feel strongly obliged to attend it.

Apart from improving above mentioned teaching conditions students of the University of Prishtina feel ill-treated during the process of evaluation in the final exam. They consider that teachers apply the Maslow's theory in work and motivation. They (teachers) behave like universalists in Theory X of work and motivation given by Maslow - for those students who do not have any relationship with the teacher they consider that rules are the same for everyone, and on the other hand, they behave like particularists with those who have any kind of friendship or relationship (or think that teacher are sometimes corrupted) by giving them extra points or an extra grade.

Comparative analysis between the University of Prishtina and private colleges shows that in some points private colleges stand in a better position in a sense of respecting rules of holding regular lectures, beginning and ending on time but in a sense of teaching and

literature use the University of Prishtina is much better. This might be because of the students' language knowledge which is much lower in private colleges. As for the course status and calculation of ECTS credits there is the same situation in both parties. The calculation of ECTS credits seems to be a problem not only for the English Language courses but for the others too.

## **6.1 Recommendations**

Based on our research findings, it is clear that both teaching staff and students face different barriers and difficulties during the process of teaching and studying ESP. Based on all the answers given by both groups of research population it comes out that there is plenty to be done in order to improve the process of teaching/learning ESP courses at the University of Prishtina. Judging from all what is mentioned above, the following recommendations might be given:

### **6.1.1. Organize on-going trainings for teaching staff**

Especially for senior ones to update their knowledge and new teaching methodology. Senior teachers find application of technology difficult and it takes a lot of time to implement this into the curriculum. New technology and the internet is confusing not only for senior teachers but for some of the juniors as well. Organizing IT training for teachers how to use technology in the classroom will enhance and improve teaching process. You cannot teach with something that you do not completely understand or are not able to use it effectively. Teacher is a good teacher only if he/she has a good

knowledge and is able to transfer it to the others/students. Teachers' mission is to build people. Everyone can improve the quality only when we know what we are doing.

#### **6.1.2. Establish language laboratories**

Equipped with computers, head sets and microphones as the large number of students in classrooms causes plenty of noise making it rather difficult to follow the course of a lecture especially for those students sitting in the last rows. The use of microphones and headsets as well as separate cabins for each student would make our teaching rooms relevant to the European faculties.

#### **6.1.3. Employ more staff, if possible qualified staff in order to have fewer groups with lower number of students in one group for each professor/assistant.**

Most of the academic units face shortage of teaching staff. Consequently, one person (teaching staff) has to work with a large number of student groups. In those academic units that have only one teaching staff, exercises are hardly held because professors are allowed to have only five classes overtime so, if students are divided into three groups for the lectures there are six groups of students for practice/exercises which is equal to eighteen classes. So, only eleven teaching hours are paid, not more. Therefore, if there are no exercise classes offered to students they are not offered a chance to cooperate, participate in discussions and other activities of the group. By being involved in activities, performances and discussions students understand things better and remember them for longer time. Teachers should remember the slogan:

“Tell me, and I will forget

Show me, and I will remember

Involve me, and I will understand”.

Every teacher should know how well they are teaching- **you have to know how to be.**

#### **6.1.4. Introduce English courses as obligatory courses.**

Students consider English course unimportant as it is not an obligatory course and therefore try to avoid it. Related to this point there is contradiction. Those students who decide to attend the English course and there are only a small number of participants during the lectures they get bored and leave the classroom by finding it not attractive. To organize the course of English or any other course there should be a minimum number of twenty students in a group; in the contrary it is not allowed. At first students declare of electing the course and then do not attend it regularly. The other students who come to attend the course in a class with a small number of participants during the lectures get bored and start to leave the classroom by finding it not attractive. It is not only the students who find this kind of class boring but, the teachers, too. This is the reason why in some academic units there is a low number of participants in lectures. The status of the course is really a factor that gives importance to the students toward the course. This is another reason why English should be introduced as obligatory course because students feel that this course is less important and is easy to pass the exam. So, some students choose it not to learn something new or attend lectures, but by the logic of just considering it as already passed exam. When presenting syllabi to the students teachers

should explain students that as soon as the course is chosen by the students it becomes an obligatory course and they have all duties and obligations as in the compulsory course.

#### **6.1.5. Offer English courses in the third year.**

The question that arises is: How can students learn ESP only with one or two years of study and only in one semester per year? Considering the importance of the English language as a world language, possibility to travel worldwide and the open market, university management should come up with some changes in curricula for all academic units. This means that the English language courses in all academic units should have the same status, the same number of ECTS credit points and the same weekly classes. This would state the importance of English language at the University level.

#### **6.1.6. All academic units be provided with the specific literature relevant to the study field.**

Students sometimes need to look for an alternative way of learning ESP, as they are not offered it at their faculty. A number of the teaching staff prefers to use “Headway” series or other literature used in general English courses which is not relevant to students’ study field. Students then have to spend additional time consulting dictionaries when reading in English or searching on the Internet for extra information regarding the preparation for other exams in their study field and future profession.

Based on all what was said above it can be concluded that process of teaching English for Specific Purposes at the University of Prishtina, as well as at the private

university colleges in Kosovo generally leaves a lot to be desired. It is not only the teachers-students relationship to enhance and develop this process, but increased support from the university management would be the greatest incentive. When saying support, it is meant improve working conditions such as the ones mentioned above; more equipped and larger teaching rooms hire additional staff etc. Furthermore, as all employees need to be motivated by different ways such as: money, extra days off, pay raise and so on, it seems that having more control over job and study responsibility as well as being threatened with job / study security would be the best incentive of all. One has to give more in order to get more. Teachers work harder, students more committed towards their studies then the results would be higher.



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102. Willis, J.1996. A Framework for Task-Based Learning. London:
103. Xue, G. Y. and I, S, P. Nation. 1984. A University word list. *Language learning and communication*.
104. Zimmerman, F. 1989. English for Science. Englewood Cliffs, NJ: Prentice Hall.

# **APPENDIX A**

## **SYLLABI**

PRIVATE HOLDER OF HIGHER PRIVATE  
EDUCATION DUKAGJINI IN PEJA

SYLLABUS							
Level of studies		BACHELOR		Program	Law	Academic Year	2014/2015
SUBJECT		English I					
Year	I	Subject status	Mandatory	Code	1018	ECTS credits	5
Semester	II						
Teaching weeks		14		Classes		Lectures	Exercises
						0	4
Methodology of learning		Lectures, exercises, , tests					
Consultations		As arranged with the students					
Professor		Jonathan David, lector  Clare David, lector			e-mail	<a href="mailto:jonathan@evun.eu">jonathan@evun.eu</a>  <a href="mailto:mariondavid@evun.eu">mariondavid@evun.eu</a>	
					tel.		
Assistant		Ramadan Berisha			e-mail	<a href="mailto:dany039@yahoo.com">dany039@yahoo.com</a>	
					tel.		

<b>The aim of the study and content of the subject</b>	<b>Student's benefiting</b>
--	-----------------------------

<p>This course gives a basic introduction to the English language and is taken by first-year students. It teaches American English.</p> <p>The course is based loosely on the textbook <i>Interchange Intro</i> third edition, although many lessons are modified to make them suitable for the course and not all the lessons are used. Students can, if they wish, purchase this book from the College Library but this is not essential, as students are given comprehensive information and worksheets in each lesson (which can also be downloaded from the college website). The course covers the four basic skills of reading, writing, speaking and listening.</p> <p>All teaching is in small groups (less than 30 students) and is interactive in nature; there are no formal lectures. Students are divided into groups according to initial ability. Some lessons will include dictation, translation, and comprehension exercises.</p> <p>Unfortunately because it is American it is not possible to state where the course fits into the Common European Framework.</p>	<p>Key benefits for students on this subject will be:</p> <p>The course should equip students to deal with English language course material in other subjects and to carry out simple conversations in English.</p>
<b>Prerequisites:</b> none	

Methodology for accomplishing of study topics:		
<ul style="list-style-type: none"> <li>Visual presentation of the topic ( students may download material from the faculty website)</li> <li>Opportunity of study or assignments during exercise classes related to topic during the class</li> </ul>		
Facilities for accomplishing of topic:		
<ul style="list-style-type: none"> <li>Teaching room, computer and loudspeakers</li> </ul>		
Method of evaluating the student (in %) :		
Attendance 0-10%	Evaluation in%	Final grade
<ul style="list-style-type: none"> <li>Test I 0-7%</li> <li>Test II 0-7%</li> </ul>	91-100	10 (ten)

<ul style="list-style-type: none"> <li>• Test III 0-7%</li> <li>• Final exam 0-70%</li> </ul>	81-90	9 (nine)
	71-80	8 (eight)
	61-70	7 (seven)
	51-60	6 (six)
	0-50	5 (five)

#### Student's obligation:

Lectures	Exercises
<ul style="list-style-type: none"> <li>• Class Attendance</li> <li>• Active participation in discussions during the classes</li> <li>• Participation in tests</li> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in exercises</li> <li>• Group work during study and giving assignments</li> <li>• Participation in discussions related to study cases</li> </ul>

#### Student's obligation toward the subject

Activity	Hours	Days/Weeks	Total
Lectures	-	-	-
Exercises	4	14	56
Internship	-	12	12
Contacts and consultations with professors	1	14	14
Site exercises	-	-	-
Assessments and seminars,	1	1	1
Home assignments	-	-	-
Self-study time	-	13	65
Final preparation for the exam	2	1	2
Time spent during (tests, final exam, etc.)	1	4	4
Projects, presentations, etc.	-	-	-
<b>Comment:</b> 1 ECTS credit = 30 hours of engagement, e.g. if the course comprises of 6 ECTS credits-the student has to be engaged for 180 hours during the semester		<b>Total commitment:</b>	<b>154</b>

week	Lectures		Exercises	
	Topic	Hours	Topic	Hours

1.	Topic: Introduction to the course, assessment of initial student ability in English (for division into teaching groups)	2	Topic:	4
	Literature: see below		Literature:	
2.	Topic: Alphabet; numbers; times of day; greetings; titles; subject pronouns; possessive adjectives; verb <i>to be</i>		Topic: Alphabet; numbers; times of day; greetings; titles; subject pronouns; possessive adjectives; verb <i>to be</i>	4
	Literature:		Literature: see below	
3.	Topic: Everyday objects; articles; plurals; questions with <i>be</i> ; prepositions of place		Topic: Everyday objects; articles; plurals; questions with <i>be</i> ; prepositions of place	4
	Literature:		Literature: see below	
4.	Topic: Cities, countries, nationalities, and languages; yes/no questions and <i>be</i> ; appearance and personality; ages; <i>Wh</i> questions with <i>be</i>		Topic: Cities, countries, nationalities, and languages; yes/no questions and <i>be</i> ; appearance and personality; ages; <i>Wh</i> questions with <i>be</i>	4
	Literature:		Literature: see below	
5.	Topic: : Work and leisure clothes; colors; weather; possessive adjectives; possessive pronouns; the present continuous tense; conjunction		Topic: Work and leisure clothes; colors; weather; possessive adjectives; possessive pronouns; the present continuous tense; conjunctions	4
	Literature:		Literature: see below	
6.	Topic: Time; daily activities; cities and time zones; time expressions; activities using the present continuous tense		Topic: Time; daily activities; cities and time zones; time expressions; activities using the present continuous tense	4
	Literature:		Literature: see below	
7.	Topic: Transportation; family routines; simple present statements and questions		Topic: Transportation; family routines; simple present statements and questions	4
	Literature:		Literature: see below	
8.	Topic: Homes and furniture; simple present questions; short answers; dream homes; statements with <i>there is</i> , <i>there are</i> , <i>there isn't</i> ,		Topic: Homes and furniture; simple present questions; short answers; dream homes; statements with <i>there is</i> , <i>there are</i> , <i>there</i>	4

	there aren't		isn't, there aren't	
	Literature:		Literature: see below	
9.	Topic: Activities in the near and distant past; simple present statements with regular and irregular verbs; vacation activities with simple present yes/no questions and short answers		Topic: Activities in the near and distant past; simple present statements with regular and irregular verbs; vacation activities with simple present yes/no questions and short answers	4
	Literature:		Literature: see below	
10.	Topic: Occupations, jobs, and workplaces using simple present Wh-questions; opinions about jobs using be + adjective and adjective + noun		Topic: Occupations, jobs, and workplaces using simple present Wh-questions; opinions about jobs using be + adjective and adjective + noun	4
	Literature:		Literature: see below	
11.	Topic: Food; discussing food using like, have, and need; some and any; count/noncount nouns; eating habits; adverbs of frequency (quantifiers)		Topic: Food; discussing food using like, have, and need; some and any; count/noncount nouns; eating habits; adverbs of frequency (quantifiers)	4
	Literature:		Literature: see below	
12.	Topic: Evening, weekend, and birthday plans; statements and yes/no questions with the future simple tense; special occasions and festivals; Wh-questions with the future simple tense		Topic: Evening, weekend, and birthday plans; statements and yes/no questions with the future simple tense; special occasions and festivals; Wh-questions with the future simple tense	4
	Literature:		Literature: see below	
13.	Topic: Sports, skills, abilities, and talents; the future tense "be going to"; using can and can't		Topic: Sports, skills, abilities, and talents; the future tense "be going to"; using can and can't	4
	Literature:		Literature: see below	
14.	Topic: Topic: Parts of the body; health; common ailments using have + noun and feel + adjective; common medications; health advice; imperatives		Topic: Parts of the body; health; common ailments using have + noun and feel + adjective; common medications; health advice; imperatives	4
	Literature:		Literature: see below	

LITERATURE:
<p><b>Basic literature:</b></p> <p><i>Interchange Intro</i> third edition by Jack C Richards, published by Cambridge University Press</p> <p>A small English to Albanian dictionary</p>
Note:
<ul style="list-style-type: none"> <li>• <i>For each teaching topic the students will be provided with necessary material in the Albanian language</i></li> </ul>

Notice for the student:
<ul style="list-style-type: none"> <li>• Above all the student has to be honest and respect the institution and institution regulations.</li> <li>• Students have to respect the lecture and exercise schedule and pay attention during the classes.</li> <li>• Identification of the student with index during the exam or testing is obligatory.</li> </ul>



## **Syllabusi**

**Universiteti i Prishtinës**

**Fakulteti Juridik**

**Gjuha angleze II**

**Bachelor/obligative**

**Viti i parë/semestri II**

**Numri i orëve në javë: 2+0**

**Kodi i lëndës:**

**Vlera në kredi ECTS: 3**

**Mësimdhënësi i kursit: Shëfije Hasani**

**Kabineti nr. 45**

**Tel: 044/278-154**

**E-mail: [shhasani@yahoo.com](mailto:shhasani@yahoo.com)**

**Grupi I – e mërkurë – 08:00-10:00 – Salla nr. I**

**Grupi II – e premte – 08:00-10:00 – Salla nr. I**

**Grupi III – e premte – 10:00-12:00 – Salla nr. I**

## **Qëllimet e kursit**

Qëllimi i mësimit të gjuhës angleze në Fakultetin Juridik është që studentët të aftësohen që të kuptojnë dhe të shfrytëzojnë gjuhën angleze në lëmin juridik, si dhe të përdorin literaturën nga ky lëmë gjatë studimeve dhe gjatë punës profesionale, hulumtuese dhe shkencore. Qëllimi i parashtruar realizohet me analizimin e teksteve (leksioneve) autentike. Kështu, studentët njihen me leksikun karakteristik në kontekstin burimor të tij.

Leksionet e zgjedhura nga literatura përkatëse, përfshijnë terminologjinë themelore juridike që mundësojnë dhe nxisin punën e mëtutjeshme të pavarur. Në këtë mënyrë studentët, gradualisht, fitojnë shprehje që të mendojnë, flasin dhe të marrin shënime në gjuhën angleze. Nëpërmjet ushtrimeve të ndryshme gjuhësore, gramatikore dhe sintaksore, sqarohen problemet gjuhësore që hasen në leksionet përkatëse. Qasja e këtillë bazohet në faktin se studentët kanë njohuri të përgjithshme elementare paraprake dhe njohin “sistemin” e kësaj gjuhe. Në këtë kuptim, mësimi i gjuhës profesionale ka domethënien e një kursi më të lartë (specialistik) e jo të kursit fillestar. Gjatë kësaj, duhet pasur parasysh faktin se nëpërmjet kësaj lënde mësohet gjuha angleze në profesion e jo studimi i vetë profesionit.

## **Rezultatet e pritura të nxënies**

Pas përfundimit të këtij kursi studenti do të jetë në gjendje që:

1. Të përdorë literaturë të lëmit të drejtësisë në gjuhën angleze dhe të pajiset me njohuritë e nevojshme për çështjen përkatëse.

2. Të aftësohet që të zgjerojë njohuritë e veta profesionale duke shfrytëzuar literaturë të shumëllojshme të këtij lëmi dhe të familjarizohet me terminologjinë juridike në gjuhën angleze.

3. Njohuritë dhe shkathtësitë e fituara në këtë kurs të ushtrohet t'i shfrytëzojë për punë të mëtutjeshme kërkimore e shkencore, duke pasur parasysh ekzistimin e literaturës së begatë që ekziston në këtë gjuhë nga ky lëmë, si dhe mundësitë e mëdha që i ofron Interneti.

4. Të kuptojë problemet gjuhësore që hasen në leksikonet përkatëse dhe të njoh “sistemin” e kësaj gjuhe. **Metodologjia e mësimdhënies**

Kursi organizohet në formë të ligjëratës, diskutimeve për temat përkatëse, punës individuale (përgatitja e prezantimeve të temave të ndryshme dhe paraqitja e tyre para studentëve) dhe punës në grupe (përgatitja e gjykimeve të simuluar).

### **Literatura bazë**

1. Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 2003.
2. Vesel Nuhiu- ENGLISH GRAMMAR EXERCISES, Prishtinë, 1996.

## **Plani i detajuar i mësimit për një semestër**

**Java e pare:** Types of English Civil Law, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 121.

**Java e dytë:** Numerals, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 121.

**Java e tretë:** Contract, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 123.

**Java e katërt:** Relative Pronouns, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 123.

**Java e pestë:** Negligence, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 131.

**Java e gjashtë:** Modal Auxiliaries and Perfect Infinitives, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 131.

## **Vlerësimi i parë intermediar**

**Java e shtatë:** Forms of Business Organizations in the United States, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 140.

**Java e tetë:** The Imperative Mood, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 140.

**Java e nëntë:** Judicial Control of Public Authorities, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 145.

**Java e dhjetë:** Irregular Verbs, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 145.

**Java e njëmbëdhjetë:** Police Powers in Great Britain, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 149.

### **Vlerësimi i dytë intermediar**

**Java e dymbëdhjetë:** Indefinites, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 149.

**Java e trembëdhjetë:** The Rise of the Lawyer's Role in the Modern World, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 152.

**Java e katërbëdhjetë:** The Infinitive, Vićan, Pavić, Smerdel – ENGLISH FOR LAWYERS, Zagreb, 1996, faqe 149.

**Java e pesëmbëdhjetë:** The Constitution of the Republic of Kosova.

### **Metodat e vlerësimit:**

Vlerësimi i parë: 20 %

Vlerësimi i dytë: 20 %

Detyrat e shtëpisë ose angazhime tjera: 10 %

Vijimi i rregullt: 10 %

Provimi final: 40 %

**Politikat akademike dhe rregullat e mirësjelljes:**

- Vijimi i rregullt në ligjërata dhe mbajtja e qetësisë në mësim
- Hyrja në sallë me kohë dhe shkyçja e telefonave celular

**Literatura shtesë dhe bibliografia**

1. Alison Riley - ENGLISH FOR LAWYERS, Macmillan Publishers, 1991.
2. Richard Powel - LAW TODAY, Longman, 1993.

## UNIVERSITETI I PRISHTINËS

## FAKULTETI I ARTEVE

## DEGA E MUZIKËS DHE DRAMËS: DAM&amp;DAD

Viti akademik: 2014/15

Kodi i lëndës					
Emri i lëndës	GJUHA ANGLEZE				
Të dhënat e përgjithshme:					
Programi studimor	Arti Dramatik dhe Muzikor			Viti	I
Bartësi i lëndës	Prof. Reshat Rexhepi, tel:044 183 596	Bashkëpunëtor			
Statusi i lëndës	Obligative			Zgjedhore	X
Qëllimi i lëndës					
<p>Kjo lëndë ka për qëllim ngritjen e nivelit të njohjes se gjuhës angleze dhe aftësimin e mëtutjeshëm të studentëve në mënyrë që ata të jenë në gjendje ta kuptojnë, shkruajnë dhe flasin këtë gjuhë të huaj. Kjo do të arrihet me angazhimin e plotë dhe aktiv të arsimitarit dhe njëkohësisht edhe të vet studentëve.</p>					
Korrespondenca dhe korelativiteti i programit					
Korrespondenca e këtij programi duhet të qëndroj me gjitha lëndet tjera profesionale.					
Përmbajtja e lëndës					
Semestri i parë do të përqendrohet në avancimin e njohurive elementare të studentëve duke përdorur metoda dhe ushtrime të ndryshëm. Studentet marrin pjesë në grupe brenda klase duke qenë aktiv dhe kooperues mes vete dhe duke treguar e shfrytëzuar tërë kapacitetin e tyre intelektual dhe studimor në kuadër të kësaj lënde zgjedhore.					
Mënyra e realizimit të mësimdhënies dhe përvetësimit të njohurive (të shënohet me <b>bold</b> )					
Ligjërata	Seminare dhe punëtori	Ushtrime	Punime	Multimedija dhe Internet	

			individual e		
	Konsultime	Punë laboratorike	Punë grupore		
Komentet:					
Obligimet e studentëve:					
Prezenca e obligueshme, puna individuale, puna në grupe, sjellje kolegjiale dhe bazuar në etikën e sjelljes së studentit					
Përcjellja dhe vlerësimi i studentëve:					
(të shënohen me <b>bold</b> ) vetëm kategoritë relevante dhe në vend të vlerave zero të vendosen vlera përkatëse, në mënyrë që numri i përgjithshëm i kredive nëpër kategoritë të përzgjedhura duhet të korrespondojnë me numrin e përgjithshëm të kredive të lëndës;					
	Orë për javë	Numri i javëve	Gjithsej orë për lëndën	ECTS	Nota përfundimtare do të nxirret nga këto elemente:  Pjesëmarrja dhe angazhimi në ligjërata..... 10 %  Pjesëmarrja dhe angazhimi në ushtrime.....10 %  Punë individuale .....10 %  Punimi seminarik ..... 10%  Kolokuiumi I.....30 %  ç ) Kolokuiumi II.....30 %  (Nëse studenti nuk i kalon dy kolokuimet, kalon në provimin përfundimtar)  Provimi përfundimtar.....60 %
Ligjërata	2	15	60	7	
Ushtrime					
Punë individuale					
Punë seminarike					
Punë eksperimentale					
Punë praktike					
Ese					
Hulumtime					
Lexim shtesë					
Kolokvium					
Përgatitje për provim					
Provim					



Gjithsej:						
Sqarim: 1 ECTS = 30 Orë			ECTS kredi për lëndën = Gjithsej orë për lëndën / 301 Semestër = 30 ECTS			
Kredit dhe mënyra e zhvillimit të mësimdhënies						
			Semestri dimëror		Semestri veror	
ECTS koeficienti i ngarkesës së studentit						
Numri i orëve nëpër semestra			30		30	
Komentet: SISTEMI I VLERËSIMIT						
Nota	ECTS nota	Suksesi në %	Përkufizimi			
10	A	91-100%	SHKËLQYESHËM – njohuri të shkëlqyeshme me vetëm disa gabime minore			
9	B	81-90%	SHUMË MIRË –arritje mbi mesatare, por me disa gabime			
8	C	71-80%	MIRË – rezultat në përgjithësi i mirë me disa gabime që vërehen			
7	D	61-70%	KËNAQSHËM- mirë, por me mjaft gabime			
6	E	51-60%	MJAFTON – rezultatet i plotësojnë kriteret minimale			
5	FX	40-50%	DOBËT- kërkohet edhe pak punë nga studenti për të fituar kreditë			
5	F	00-39%	DOBËT – kërkohet shumë punë për të fituar kreditë.			
Literaturë themelore: Teksti i studentit dhe fletorja e punës nga sistemi ‘Headway’, fjalorët Anglisht –shqip-dhe anasjelltas nga autorët:Rmazan Hysa, Ilo Stefanllari, Pavli Qesku, pastaj English-English etj. Gramatika e gj. angleze nga M. Eckesley dhe materjal tjetër profesional i nxjerrë nga interneti						
Literaturë plotësuese						
Zhvillimi i kompetencave të përgjithshme dhe specifike (dituri dhe aftësi):						

Periudha	Data	Përmbajtja	Mënyra e ligjërimit	Literatura
Java e I		Njoftim me lënden e gjuhës angleze dhe një ushtrim me shkrim mbi pushimet verore	individuale	
Java e II		Unit 1-‘Hello everybody’ grammar, name of countries, new vocabulary, introduction etc	Interaktive dhe individuale, në grupe	Gramatikë e gj.angleye
Java e III		Unit 1- reading, speaking and listening activities through various exercises	Interaktive dhe individuale	Grammar book M. Eckesley
Java e IV		Unit 2- ‘Meeting people’-grammar-to be, family members, in a cafe, talking drills, homework	Interaktive dhe individuale e në grupe	Fjalorë të ndryshëm:ang-shqip dhe anasjelltas
Java e V		Unit 2-Opposite adjectives, Possessive ‘s, food and drinks, prices, how much is it, etc	Interaktive dhe individuale e në grupe	Grammar book: M. Eckesley
Java e VI		Practice: check it –grammar, reading and listening to different conversations	Interaktive , individuale dhe ne grupe	Gramatikë e gj. Angleze
Java e VII		Unit 3-‘The world of work’ grammar:Pres, simple-examples, questions&negatives, what time is it, speaking, reading and listening drills	Interaktive dhe ne grupe	Materjal nga interneti
Java e VIII		Dication: writing exercise, speaking about yourself professions etc	Interaktive dhe ne grupe	
Java e IX		Unit 3- Do/does examples, verbs: help, make Jobs and their names- oral exercises	Interaktive , individuale dhe ne grupe	Grammar book M. Eckesley
Java e X		Pronunciation, asking about people oral drills Phonetic symbols and their explanations	Interaktive , individuale dhe ne grupe	
Java e XI		Unit 4-grammar reference, questions and negatives, practice drills, reading and speaking exercises	Interaktive , individuale dhe	Grammar book

			ne grupe	M. Eckesley
Java e XII		Unit 4-“Take it easy” Present simple 2-examples Leisure activities, vocabulary and pronunciation	Interaktive , individuale dhe ne grupe	
Java e XIII		Translation practice, what do you think-oral drill Complete the questionnaire	Interaktive dhe individuale	Fjalorë të ndryshëm
Java e XIV		Unit 4-Everyday English-social expressions;practice of them;complete the conversations	Interaktive , individuale dhe ne grupe	
Java e XV		Written Test	individual	

*Prishtinë,*  
*Tetor, 2014*

*Bartësi i lëndës: Prof. Reshat Rexhepi*

## UNIVERSITETI I PRISHTINES

### Fakulteti Ekonomik

PLANPROGRAMI MËSIMOR – SYLLABUS							
Niveli i studimeve		BACHELOR		Departamenti	AB	Viti akademik	2013/2014
LËNDA		Gjuha Angleze I					
Viti	II	Statusi i lëndës	Obligative	Kodi		ECTS kredi	6
Semestri	IV						
Javët mësimore		15		Orët mësimore		Ligjerata	Ushtrime
						2	

<b>Metodologjia e mësimit</b>	Ligjerata, ushtrime, punime seminarike, konsultime, teste, raste studimi, detyra		
<b>Konsultime</b>	Një orë para dhe një orë pas ligjëratave		
<b>Mësimdhënësi</b>	Shpresa Hoxha, PhD, associated professor	e-mail	<a href="mailto:shpresaoxa@hotmail.com">shpresaoxa@hotmail.com</a>
		tel.	
<b>Asistenti</b>		e-mail	
		tel.	

Qëllimi studimor dhe përmbajtja e lëndës	Përfitimet e studentit
<p>Qëllimi i lëndës është aftësimi i studenteve që të kuptojnë dhe të shfrytëzojnë gjuhën angleze në situata të ndryshme të lemitë të Biznesit dhe ekonomisë si dhe përdorimin e literaturës nga këto lëme gjatë studimeve dhe gjatë punës profesionale, hulumtuese dhe shkencore. Me përdorimin e literaturës autentike dhe me analizën e teksteve studentët njihen me leksikun karakteristik në kontekstin burimor të tij. Nepermjet ushtrimeve të ndryshme gjuhësore, gramatikore dhe sintaksore, sqarohen problemet gjuhësore që hasen në leksiksonet përkatëse.</p>	<p><b>Njohuritë:</b></p> <ul style="list-style-type: none"> <li>• Përdorimi i literaturës në lëmin e ekonomisë dhe biznesit</li> <li>• Zgjerimi i njohurive profesionale dhe familiarizimi me terminologjinë ekonomike</li> <li>• Njohurit e fituara në këtë kurs të shfrytëzohen për punë të metutjeshme kërkimore shkencore.</li> </ul> <p><b>Aftësitë:</b></p> <ul style="list-style-type: none"> <li>• Të kuptojnë problemet gjuhësore që hasen në leksionet përkatëse dhe</li> <li>• Të njoh „sistemin“ e kësaj gjuhe.</li> </ul>

Metodologjia për realizimin e temave mësimore:
<ul style="list-style-type: none"> <li>• Ligjerata dhe diskutime lidhur me temën përkatëse</li> <li>• Punë individuale (prezantimi i temave seminarike)</li> <li>• Puna në grupe</li> </ul>

Kushtet për realizimin e temës mësimore:			
<ul style="list-style-type: none"><li>Salla e pajisur me kompjuter dhe projektor</li></ul>			
Mënyra e vlerësimit të studentit ( në %) :			
<ul style="list-style-type: none"><li>Vijimi i ligjeratave 0-5%</li><li>Aktiviteti 0-5%</li><li>Punimi seminarik 0-10%</li><li>Testi I 15 %</li><li>Testi II 15%</li><li>Provimi përfundimtar 50%</li></ul>	Vlerësimi në %	Nota përfundimtare	
	91-100	10 (dhjetë)	
	81-90	9 (nëntë)	
	71-80	8 (tetë)	
	61-70	7 (shtatë)	
	51-60	6 (gjashtë)	
	0-50	5 (pesë)	
Obligimet e studentit:			
Ligjërata	Ushtrime		
<ul style="list-style-type: none"><li>Vijimi i ligjëratave</li><li>Pjesëmarrja aktive në diskutime gjatë ligjëratave</li><li>Punimi seminarik</li><li>Pjesëmarrja në teste</li><li>Provimi përfundimtar</li></ul>	<ul style="list-style-type: none"><li>Pjesëmarrja në ushtrime</li><li>Puna grupore në raste studimi dhe detyra</li><li>Pjesëmarrja në diskutime lidhur me rastet e studimit</li></ul>		
Ngarkesa e studentit për lëndën			
Aktiviteti	Orë	Ditë/Javë	Gjithsejtë
Ligjerata	2	15	30
Ushtrime	2	15	30
Punë praktike	-	-	-
Kontakte me mësimdhënësit/konsultimet	1	5	10
Ushtrime në terren	-	-	-
Kolokviume, seminare	2	5	10
Detyra të shtëpisë	-	-	-
Koha e studimit vetanak	2	20	40
Përgatitja përfundimtare për provim	2	10	20
Koha e kaluar në vlerësim (teste, kuiz, provim final, etj.)	2	10	20
Projektet, prezentimet, etj.	2	10	20

<b>Vërejtje:</b> 1 ECTS kredi = 30 orë angazhim, p.sh. nëse lënda i ka 6 ECTS kredi studenti duhet të ketë angazhim gjatë semestrit 180 orë	<b>Ngarkesa totale:</b>	180
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Java	Ligjerata		Ushtrime	
	Tema	Orët	Tema	Orët
15.	Tema: Presentation of the literature	2	Tema: Presentation of the literature	2
	Literatura: English for business studies		Literatura: Language of Business English	
16.	Tema: The three sectors of the economy	2	Tema: There is/there are/ Have	2
	Literatura: English for business studies		Literatura: The language of business English	
17.	Tema: Management	2	Tema: Simple present tense	2
	Literatura: English for business studies		Literatura: The language of business English	
18.	Tema: Company structure	2	Tema: Letters and abbreviations	2
	Literatura: English for business studies		Literatura: The language of business English	
19.	Tema: Work and Motivation	2	Tema: Specifying measurements/	2
	Literatura: English for business studies		Literatura: Starting English for business	
20.	Tema: Management and cultural diversity	2	Tema: Simple Present Tense	2
	Literatura: English for business studies		Literatura: Starting English for business	
21.	Tema: First Test	2	Tema: Present continuous tense	2
	Literatura: English for business studies		Literatura: Starting English for business	
22.	Tema: Recruitment	2	Tema: Location phrases, specifying measurements.	2
	Literatura: English for business studies		Literatura: Starting English for business	
23.	Tema: Labour relations	2	Tema: Prepositions	2
	Literatura: English for business studies		Literatura: Starting English for business	
24.	Tema: Production	2	Tema: Some/ any/ office and restaurant inquires	2
	Literatura: English for business studies		Literatura: Starting English for business	
25.	Tema: Products	2	Tema: Past simple tense	2
	Literatura: English for business studies		Literatura: Starting English for business	

26.	Tema: Marketing	2	Tema: A lot/ a lot of ; much/ many	2
	Literatura: English for business studies		Literatura: Starting English for business	
27.	Tema: Advertising	2	Tema: Past continuous tense	2
	Literatura: English for business studies		Literatura: Starting english for business	
28.	Tema: Second test	2	Tema: Adjectives / comparison	2
	Literatura: English for business studies		Literatura: Starting english for business	
29.	Tema: Promotional tools	2	Tema: Superlative adjectives	2
	Literatura: English for business studies		Literatura: Starting english for business	

#### LITERATURA:

##### Literatura bazë:

English for Business studies by Mac Kenzie, Cambridge University Press- 2007

Starting English for Business by Donald Adamson, Cambridge University Press

##### Literatura shitesë:

The Language of Business English ( grammar and Functions), Nick Brieger & Simon Sweeney, Longman 2007

An outline of English Grammar, prof. Rudolf Filipoviq

#### VËREJTJE:

- Për çdo temë mësimore, studentët do të pajisen me materiale të nevojshme në gjuhën angleze
- Në fund të çdo ore mësimore, grupet e caktuara të studentëve do të angazhohen me detyrë apo raststudimi lidhur me temën e ligjëruar. Rezultatet e arritura nga ajo detyrë, grupet e studentëve duhet ti prezantojnë dhe t'i diskutojnë ato në orën e ushtrimeve.

#### Vërejtje për studentin:

- Para së gjithash, studenti duhet të jetë i ndërgjegjshëm dhe të respektojë institucionin dhe rregullat shkollore
- Duhet të respektojë orarin e ligjëratave , ushtrimeve dhe të jetë i vëmendshëm në orën mësimore
- Është i obliguar posedimi dhe paraqitja e indeksit në teste dhe provim
- Gjatë hartimit të punimeve seminarike, studenti duhet ti përmbahet udhëzimeve të dhëna nga mësimdhënësi për realizimin hulumtues dhe teknik të punimit.

**Titulli i kursit (lëndës mësimore): Gjuhe Angleze**

**Niveli dhe lloji i kursit:** (p.sh. Bachelor/obligative) **Bachelor/ obligative**

**Veterinari**

**Viti i studimeve dhe semestri: I dhe II; semestrat I, II, III dhe IV**

**Numri i orëve në javë: 6 ore ne javë**

**Kodi ose shifra e lëndës:011 ,023, 108, 205**

**Vlera në kredi ECTS : 3**

**Koha/lokacioni** (termini i mbajtjes së ligjëratës dhe salla): e marte: 8:30 – 10:00 e  
mërkure : 8:30 – 10:00e enjte: 8:30 - 10:00

**Mësimdhënësi i kursit:** [venerallunji@hotmail.com](mailto:venerallunji@hotmail.com) / tel: 044 141 063

**Qëllimet e kursit (modulit):**

Lënda **Gjuhe Angleze** per **studentet e Fakultetit te Bujqesise** perqendrohet ne te fituarit e njohurive të domosdoshme të gjuhës angleze përmes temave të ndryshme: të biologjisë, kimisë, fiziologjisë, por edhe temave sociologjike, filozofike, artistike dhe vecanërisht temave të cilat kanë të bëjnë me bujqësi dhe veterinë në periudha të zhvillimit. Theks i vecante i vihet rolit të shoqërisë, në të gjitha fushat e sidomos në kultivimin dhe respektimin e vlerave agroekonomike si në shoqëritë dhe mjediset globale ashtu edhe në atë vendase, zhvillimit të bujqësisë dhe veterinës me specifikat e veta dhe tema e qasje tjera në këtë lëmi.



**Rezultatet e pritura të nxënies** (nënkuptojnë njohuritë, aftësitë dhe shkathtësitë që do ti

fiton studenti pas përfundimit të suksesshëm të këtij kursi. Për ti paraqitur këto të arritura

përdoren foljet si: din, njeh, përshkruan, krahason, projekton, harton, zhvillon, etj)

Pas përfundimit të këtij kursi (lënde) studenti do të jetë në gjendje që:

- 1. \_ngrisin nivelin e tyre në të analizuarit dhe interpretimin e teksteve dhe artikujve të ndryshëm të nxjerrur nga burime të ndryshme në lëminë e bujqësisë dhe veterines
- 2. \_ngrisin nivelin e tyre në lexim, shkrim, të kuptuar dhe komunikim
- 3. pasurojnë fjalorin me fjalë dhe shprehje nga lëmi i bujqësisë dhe Veterines

**Metodologjia e mësimdhënies:** (p.sh. ligjëratë, seminar, diskutim, punë në grupe, etj)

Lënda Gjuhe Angleze për studentet e Fakultetit të Bujqësisë realizohet si kombinim i qasjeve ashtu që të përmbushen nevojat dhe kërkesat e studentëve gjatë procesit studimor. Lënda do të realizohet me studentin në qender të vëmendjes, mësimdhënësin si organizator dhe ndihmes për studentet gjatë ligjëratave.

Studentet do të kenë mundësi të një qasjeje aktive dhe të një mendimi kritik gjatë diskutimeve, ata do të kenë përfshirje aktive duke parashtruar pyetje dhe duke provokuar të menduarit kritik si dhe përmes aktiviteteve verbale; të mësuarit me bashkëpunim (d.m.th. studentet do të angazhohen për punë në grupe të vogla në përmbushjen e kërkesave që i parashtron ushtrimi respektivisht ligjëratave); prezentimet individuale dhe grupe poashtu do të jenë pjesë e punës aktive të studentve.

**Literatura bazë :**

**1. Betty Schramper Azar (2002),(3rd Edition). *Understanding and Using English***

*Grammar*

**2. Gillie Cunningham & Sue Mohamed (2002). *Language to go***

**3. Beatrice S.Mikulecky & Linda Jeffries (1986). *Reading Power*LAW TODAY**

**Plani i detajizuar i mësimit për një semestër:**

***Java e parë*** (titulli i ligjëratës): Introduction to English

Literatura:(teksti dhe nr.i faqes) :Understanding and Using English Grammar, f. 7

***Java e dytë:*** *Language to Go*, f. 5

literatura

***Java e tretë:*** *Language to Go* , f. 10

literatura

***Java e katërt:***

Literatura: Understanding and Using English, f. 13

***Java e pestë:***

Literatura: Understanding and Using English, f.17-23

***Java e gjashtë:***

Literatura: Language to Go, f. 14

**Vlerësimi i parë intermediar: nentor**

***Java e shtatë:***

Literatura: Langauager to Go, f. 19

***Java e tetë:***

Literatura: Reading Power, f. 4

***Java e nëntë***

Literatura: Reading Power, f. 8

***Java e dhjetë:***

Literatura: Reading Power, f. 10

***Java e njëmbëdhjetë::*** Language to Go, f. 23

Literatura

**Vlerësimi i dytë intermediar: mars**

***Java e dymbëdhjetë:***

Literatura: Language to Go,f. 27

***Java e trembëdhjetë:***

Literatura: Reading Power, f. 12-16

***Java e katërmbdhjetë:***

Literatura: Understanding and Using English, f. 25-37

***Java e pesëmbdhjetë:***

Literatura: **Understanding and Using English, f. 40-55**

**Vërejtje:** terminin e vlerësimeve intermediere e cakton mësimdhënësi sipas planifikimit të lëndës që e ligjëron.

**Metodat e vlerësimit:** Në vlerësim duhet të caktohet përqindja e pjesëmarrjes së secilit vlerësim parcial ose intermediar në vlerësimin definitiv. Një nga mënyrat e vlerësimit dotë është si në vazhdim:

Vlerësimi i parë: 30%

Vlerësimi i dytë 25%

Detyrat e shtëpisë ose angazhime tjera 10%

Vijimi i rregullt 5%

Provimi final 30%

Total 100%

**Politikat akademike dhe rregullat e mirësjelljes:** (mësimdhënësi cakton kriteret për vijimin e rregullt në ligjërata dhe ushtrime dhe rregullat e mirësjelljes si: mbajtja e qetësisë në mësim, shkyqja e telefonave celular, hyrja në sallë me kohë, etj.)

**Litaratura shtesë dhe bibliografia:**

**1. English Contemporary Dictionary**

**2. Materiale te nxjerra nga web faqet me te njohura boterore nga kjo lemi.**

**Formulary for Course Syllabus**

Basic information about course (subject)	
Academic unit:	Mid-wifery
Title of subject:	Medical English
Level:	Bachelor
Status of subject:	Obligatory
Year of study:	2014/2015
Number of hours per week:	40
The value of credits – ECTS:	4
Time / location:	I Semester
The professor of subject:	PhDc. Hysen Kasumi
Contact details:	tel. 044 722-533, e-mail hysen_kasumi@hotmail.com
The description of subject	<i>Medical English is designed with the sole purpose that the students become familiar with medical terminology in English. They work on their own, in</i>

	<i>groups, pairs, by reading the texts , commenting the reading material, doing different tasks in problem-solving as well as medical grammatical.</i>		
<b>Objective of subject:</b>	<i>Students will be able to read, take the average knowledge of grammar, translate and understand texts, dealing with their subjects of Medicine and receive excellent renowned medical texts used. Furthermore, they will be able to communicate with an intermediate level of English.</i>		
<b>Expected results of learning</b>	<i>Students will be able to:</i> <ul style="list-style-type: none"><li>• <i>Know how to read fluently in English</i></li><li>• <i>Recognize the medical terminology in English</i></li><li>• <i>Describe in their own words learned and read parts</i></li><li>• <i>Project workshops in writing and speaking skills.</i></li></ul>		
<b>The contribution in student loading time (should correspond with results of students learning)</b>			
<b>Activity</b>	<b>Hours</b>	<b>Days/week</b>	<b>Total</b>
Lectures	1	week	10
Practical /lab exercise	2	week	30
Practical work	-	-	-
The contact with lecturer/consults	-	-	-
Field exercise	-	-	-
Colloquium, seminars	1	Semester	
Home work			
Time of self learning of student (library or home)	2	Week	30
The final preparation for exam	2	Day	14
Time for student evaluation (tests, quiz, final exam)	-	-	-
Projects, presentations ,ect	-	-	-

Total				
The methodology of learning:		Lecture, discussion, working with the parties and in groups, reading, translation, grammar, seminars.		
The methodology of evaluation:		Students will be evaluated: 1. Present10% 2. Activities 10% 3. Seminars 20% 4. Final Exam 60%		
Literature				
Basic Literature		English for Medicine, Dentistry, Pharmacy, and Defect logy.		
Additional literature:		1. Grammer Spectrum II 2. Headway Pre-intermediate		
The designed plan of learning:				
Week		The planned lessons		
Week I:		"The Study of Man and Social Psychology"		
Week II:		"Anatomy and Skeleton"		
Week III:		"The Science of Genetics and Physiological Genetics"		
Week IV:		"Medical Plants (The History of Medical Plants, Drug Plants, Classification of Drugs,Drugs obtained from roots and other underground parts,Drugs obtained from leaves, Drugs obtained from flowers and fruits)"		
Week V:		"Evolution of Heredity and Chromosomes as Gene Carries"		
Week VI:		"Psychiatry"		
Week VII:		"Nutrition (The energy value of foodstuffs, Basal metabolism, Dietary Protein, Carbohydrates and Fats)"		

<b>Week VIII:</b>	<b><i>"The Sulphonamides and The Antibiotics (Fleming and Penicilin)"</i></b>
<b>Week IX:</b>	<b><i>"The Nervous Sistem and Mental Disorders and the Psychotherapies"</i></b>
<b>Week X:</b>	<b><i>:"Endocrine and Reproductive Physiology and Hemodynamics in the systemic circulation"</i></b>
<b>Week XI:</b>	<b><i>"Oral Manifestation of Occupational Disease (Masticatory Forces Exerted Upon Human Teeth, Partial dentures and Retention)"</i></b>
<b>Week XII:</b>	<b><i>"The Handicapped Child (The Auditorily Handicapped child, The Speech Defective, Mentally Hendicapped Children, The Orthopedically Handicapped)"</i></b>
<b>Week XIII:</b>	<b><i>"Disabled Persons and Hospital Rehabilitation Departments"</i></b>
<b>Week XIV:</b>	<b><i>"The teeth and The bones of the face"</i></b>
<b>Week XV:</b>	<b><i>:"History Taking and Physical Examination (The History, Review of Systems by Symptomes, General Helth, Past history and Family"</i></b>

**The academic policy and student's complaisance:**

***Students must be present. They must not disturb each other. They need to be careful in terms of how to behave with the professor and each other. They must respect the rules of the Faculty of Medicine and ethics of being student.***





KOLEGJI - COLLEGE  
**BIZNESI**  
Prishtinë

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038 500 878 | 044 500 878 | 049 500 878

Prishtinë, Ulpianë, rr. "Motrat Qirazi" nr. 29

PLANPROGRAMI MËSIMOR – SYLLABUS							
Niveli i studimeve		Bachelor	Programi	Menaxhment		Viti Akademik	2013-14
Lënda		ANGLISHTE EKONOMIKE II					
Viti	II	Statusi i lëndës	Zgjedhore	ECTS/kredi		5	
Semestri	III						
Javët mësimore		15		Orët mësimore	Ligjërata	Ushtrime	
					2	1	
Metoda e mësimimit		Ligjërata e drejtpërdrejtë. Mënyra konkretizimi. Puna me grupe. Dialogu.					
Konsultime		Një herë në javë					
Mësimdhënësi		Mr.Sc.Agnesa Çanta		Tel/mob	044/ 664-301		
				e-mail	<a href="mailto:agnesa.canta@hotmail.com">agnesa.canta@hotmail.com</a>		
Asistenti				Tel/mob			
				e-mail			
Qëllimi studimor dhe përmbajtja e lëndës				Përfitimet e Studentit			
Anglishtë Ekonomike II është kurs semestral i cili i ekspozon studentët ndaj një sërë temash nga fusha e ekonomisë, por nga këndvështrimi gjuhësor. Meqë ky kurs është në fakt vazhdim i kursit Anglishtja ekonomike I, temat janë më të ngarkuara në aspektin e terminologjisë si dhe përmbajtjes. Thëksi edhe këtu vihet në përmirësimin dhe vënien në zbatim të shkathtësive komunikative të studentëve në sfera të ndryshme të fushës së ekonomisë nëpërmjet avancimit të katër shkathtësive themelore të gjuhës: të dëgjuarit, të lexuarit, të folurit dhe të shkruarit, si dhe përvetësimit të strukturave gramatikore që mundësojnë të shprehurit e lirshëm dhe pa vështirësi. Qëllimi kryesor i lëndës, përveç përdorimit të terminologjisë me të sofistikuar ekonomike dhe avancimit të shkathtësive komunikuese të studentëve, është edhe rritja e vetëbesimit që njohuritë e fituara t'i zbatojnë konkretisht në praktike, psh. të komunikojnë rrjedhshëm , të shkruajnë plane biznesi, të				Pas përfundimit të kursit Anglishtë Ekonomike II studentet pritet: 1. Të jenë në gjendje të kuptojnë terminologji me të avancuar ekonomike dhe të komunikojnë me lehtësi në situata komunikative të konteksteve të ndryshme, me theks në fushën e ekonomisë. 2. Të jenë në gjendje të shkruajnë ese mbi temat e diskutuara gjatë ligjëratave me jo më pak se 500 fjalë. 3. Të jenë në gjendje të përdorin literaturën në gjuhën angleze për qëllime profesionale. 4. Të jenë në gjendje t'i shfrytëzojnë njohuritë e tyre të gjuhës në funksion të avancimit të tyre profesional nëpërmjet pjesëmarrjes në seminare, konferenca, simpoziume, etj 5. Të punojnë në drejtim të avancimit të mëtutjeshëm të njohurive të tyre në fushën e anglishtes ekonomike në funksion të			

krijojne reklama, te bejne marreveshje, te krijojne platforma bashkepunimi me partnere, te lexojne literature profesionale në gjuhën angleze ne favor te zgjerimit dhe pasurimit të fjalorit, etj.	avancimit te tyre te gjithmbarshem.		
METODOLOGJIA PËR REALIZIMIN E TEMAVE MËSIMORE			
Metodologjia e mësimdhënies bazohet kryekëput në Qasjen Komunikative, si ortodoksi dominante në botë në mësimdhënien e gjuhës angleze. Temat do te prezantohen here pas here me PowerPoint, ligjeratat do te zhvillohen ne forme interaktive duke i kyqur edhe studentet ne diskutime mbi probleme te ndryshme qe kane te bejne me veprimtarite e ndryshme jetesore, me theks te veçante ne ekonomi, duke u dhene shembuj dhe raste studimi per hulumtim. Diskutimet ne kuader te ushtrimeve do te zhvillohen ne grupe te vogla ne menyre qe te nxitet karakteri garues i studenteve. Poashtu, edhe prezantimet e seminareve dhe detyrave te tjera ne kuader te kursit do te jene pjese integrale e te mesuarit te cilet do te ndikojne qe studentet te perfitojne sa me shume qe te jete e mundur nga ky kurs.			
KUSHTET PËR REALIZIMIN E TEMËS MËSIMORE			
Salla e pajisur me kompjuter dhe projektor, tabela për ushtrimin e detyrave, markera.			
Mënyra e vlerësimit të studentit (në %):			
Performanca e studentëve në detyrat, projektet që i punojnë gjatë semestrit 10% Performanca e tyre në kollokvium 20% Angazhimi i tyre gjatë ligjëratave dhe ushtrimeve 10% Provim përfundimtar: 60%	Vlerësimi në %	Nota përfundimtare	
	91-100	10 (dhjetë)	
	81-90	9 ( nëntë)	
	71-80	8 (tetë)	
	61-70	7 (shtatë)	
	51-60	6 (gjashtë)	
OBLIGIMET E STUDENTIT			
Ligjërata	Ushtrime		
Vijimi i ligjëratave Pjesëmarrja aktive, Punime seminarike, projekte, Pjesëmarrja ne teste dhe ushtrime, Provimi përfundimtar.	Pjesëmarrja ne ushtrime Puna individuale dhe grupore ne raste studimi, Pjesëmarrja ne diskutime.		
NGARKESA E STUDENTIT PËR LËNDËN			
Aktiviteti	Orë	Ditë/Javë	Gjithsej
Ligjërata	2	15	30
Ushtrime	1	15	15
Punë Praktike			

Kontakte me mësimdhënësin	1	15	15	
Ushtrime në teren				
Kollokfiume/seminare	5	2	10	
Detyra të shtëpisë	2	10	20	
Koha e studimit vetjak	2	15	30	
Përgatitja përfundimtare për provim	10	1	10	
Koha e kaluar ne vlerësime (teste, kuiz, provimi final)	2	5	10	
Projektet propozimet	2	5	10	
Vërejtje: 1 ECTS kredi = 30 orë angazhim, p.sh. nëse lënda i ka 5 ECTS kredi studenti duhet të ketë angazhim gjatë semestrit 150 orë		Ngarkesa totale:	150	
Java	Ligjërata		Ushtrime	
	Tema	Orët	Tema	Orët
1	Introduction to the subject. A brief discussion on the units to be discussed during the term.	2	Students share their experience of winter holidayswith their colleagues.	1
2	Unit 1Communication. A quiet word beats sending e-mail- Financial Times.Good communicators. Idioms. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.6-13	2	Idioms. Dealing with communication breakdown. Case study: The price of success. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.11-13	1
3	Unit 2 International marketing.Diego Della Valle: Italian atmosphere is central to Tod's global expansion - Financial Times. Noun compounds and noun phrases. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.14-21	2	Brainstorming. Case study:Henri-Claude Cosmetics: Creating a Global Brand. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.19-21	1
4	Unit 3 Building relationships.How East is meeting West - <i>Business Week</i> . Multiword verbs. Networking. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.22-30	2	Case study:Al-Munir Hotel and Spa Group: Come up with a plan for improving customer satisfaction and loyalty. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.26-30	1
5	Unit 4 Success.An interview with the MD of a technology development company Profile: Carlos Slim- <i>The Telegraph</i> . Prefixes-present and past tenses. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.36-43	2	Negotiating. Case study:Kensington United: Negotiate a sponsorship deal for a football club. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.40-43	1
6	Unit 5 Job satisfaction. An interview with the Director of HR at a major company. Marriott Hotels International /KPMG - <i>The Sunday Times</i> . Synonyms and word-building. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.44-51	2	Cold-calling. Case study: Just good friends? Decide how to deal with in-house personal relationships. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.48-51	1
7	Unit 6 Risk. An interview with the MD of the Institute of Risk Management. Internationalisation - risk or opportunity? - <i>Financial Times</i> . Adverbs of Degree.	2	Reaching agreement. Case study:Winton Carter Mining: Evaluate the risks of a new mining venture..	1

	Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.52-59		Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.57-59	
8	Pre-test	2	Discussions on the pre-test.	1
9	Unit 7 Management styles. Anna Wintour/ Jim Buckmaster - <i>CBS/Times online</i> . Management qualities. Text reference. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.66-73	2	Presentations. case study: Selig and Lind: Choose a new project manager for a team. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.70-73	1
10	Unit 8 Team building. Recipes for team building - Financial Times. Modal perfect. An interview with the founder of a team-building company. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.74-82	2	Resolving conflicts. Case study: Motivating the sales team: Work out an action plan for improving the motivation of a sales team. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.78-82	1
11	Unit 9 Raising finance. No more easy money - <i>Financial Times</i> . Financial terms. Dependent prepositions. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.83-90	2	Negotiating. Case study: Last throw of the dice: Negotiate finance for a new film. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.87-90	1
12	Unit 10 Customer service. Customer service is changing the world: Up close and global - <i>Financial Times</i> . Complaints. Gerung. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.96-103	2	Active listening. Case study: Hurrah Airlines: Deal with customer complaints. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.101-103	1
13	Unit 11 Crisis management. An interview with a professor of ethics and social responsibility. How not to take care of a brand/Expect the unexpected - <i>Financial Times</i> . Conditionals. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.104-111	2	Handling crises. Asking and answering difficult questions. In Range: Plan a press conference to defend criticism of a video game. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.108-111	1
14	Unit 12 Mergers and acquisitions. Green targets - Corporate Knight. Describing mergers and acquisitions. Prediction and probability. Cotton, D. & Falvey, D. & Kent, S., Market Leader, Upper-Intermediate, 3 <sup>rd</sup> Edition, p.112-120	2	Making a presentation. Case study: Rinnovar International: Present recommendations for an acquisition.	1
15	Review of Units 1-12	2	Review of Units 1-12	1
LITERATURA				

**Literatura bazë:**

Cotton, David & Fulvey, David & Kent, Simon , Market Leader, Upper-Intermediate, 3<sup>rd</sup> Edition, Pearson, ELT, 2010

**Literatura shtesë:**

-MacKenzie, Ian, English For Business Studies, 3<sup>rd</sup> Edition, Cambridge University Press, 2010

-Maskull, Bill, Business Vocabulary in Use, Cambridge University Press, 2002

-Jack, C. Richards, NEW Interchange- English for International Communication, Cambridge University Press, 2004

-Greebaum , Sidney, The Oxford English Grammar, Oxford University Press, 1996

Swan, Michael & Walter, Catherine, How English Works: A Grammar Practice Book, Oxford University Press, 1997

-Bache, Carl & Davidsen-Nielsen, Niels, Mastering English: An Advanced Grammar for Non-native and Native Speakers of English

-Eastwood, John, Oxford English Grammar with Answers, Oxford University Press, 1999

-Materiale te ndryshme nga Interneti.

**VËREJTJE**

Për çdo temë mësimore, studentët do të pajisen me materiale të nevojshme në gjuhën angleze.

Në fund të çdo ore mësimore, grupet e caktuara të studentëve do të angazhohen me detyrë apo rast studimi lidhur me temën e ligjësuar. Rezultatet e arritura nga ajo detyrë, grupet e studentëve duhet t'i prezantojnë dhe diskutojnë gjatë orës së ushtrimeve.

**VËREJTJE PËR STUDENTIN**

Studentët duhet të jenë të ndergjegjshëm dhe të respektojnë institucionin dhe rregullat akademike. Ata duhet t'i vijnë ligjeratat dhe ushtrimet me rregull dhe të tregojnë interesim dhe angazhim të vazhdueshëm për lëndën, vullnet për të bashkëpunuar me njeri-tjetrin dhe respekt për të gjithë personat që i rrethojnë. Ata duhet t'i ndjekin me përpikëri udhëzimet e mesimdhënësve të tyre gjatë punëve seminarike dhe detyrave të tjera në kuadër të studimeve.

Testet dhe provimet vlerësohen individualisht për secilin student, prandaj ata duhet të përqendrohen në njohuritë e tyre personale. Poashtu, studentet janë të obliguar të kenë indeksin ose ID kartelën me vetë në provim, përndryshe nuk mund t'i nënshtrohen provimit. Shkelja eventuale e këtyre rregullave dhe në përgjithësi të gjitha rregullave të parapara sipas Statutit të Kolegjit ndeshkohet konform normave ligjore.

# **APPENDIX B**

## **QUESTIONNAIRES**

### **Pyetësori për prof/asistent**

Unë jam Shqipe Husaj dhe jam ligjëruese në Universitetin “Haxhi Zeka” në Pejë. Njëkohësisht jam studente në Fakultetin e Shkencave Sociale –Dega Pedagogji- pranë Universitetit European të Tiranës, studime të doktoratës. Si detyrë për përfundimin e studimeve të mia më duhet të bëj një hulumtim në disa nga njësitë e Universitetit të Prishtinës lidhur me mësimin e Anglishtes për qëllime specifike. Tema e studimit tim është “Identifikimi i problematikave të mësimin të Anglishtes për qëllime specifike në Universitetin e Prishtinës”.

Pyetësori është anonim (mos shënoni emrin dhe mbiemrin), prandaj ju lutem t’ju përgjigjeni këtyre pyetjeve në mënyrë sa më objektive.

1. Viti i lindjes \_\_\_\_\_/ grada shkencore\_\_\_\_\_

2. Vendbanimi/komuna\_\_\_\_\_

3. Gjinia:

a. Mashkull ☐

b. Femër ☐

4. Fakulteti\_\_\_\_\_

5. Drejtimi\_\_\_\_\_

6. Viti i studimeve të studentëve\_\_\_\_\_

7. A mësohet Anglishtja për qëllime specifike në fakultetin tuaj ?

1. Po ☐

2. Jo ☐

8. Sa orë në javë mësohet Anglishtja për qëllime specifike në fakultetin tuaj ?

1-2 ☐

2-3 ☐

Më shumë ☐

9. A përdoren metodat bashkëkohore?

1. Puna në grupe ☐
2. Prezentime seminarike me kompjuter dhe projector ☐
3. Prezantime elektronike ☐

10. Ju lutem tregoni materialet që përdoreni ju si pedagogë në fakultetin tuaj

☐ Vetëm librin e  
caktuar

☐ Gjithashtu dhe libra të tjerë

☐ Materiale të printuara

☐ Materiale elektronike

☐ Të tjera

11. A mbahen orë të ndara ushtrimesh nga Ligjërata ?

▪ Po ☐

▪ Jo ☐

12. Literatura e përdorur a i plotëson nevojat e komunikimit profesional të  
studentëve tuaj ?

**Dobët      mesatar      shumë mirë**

1 ☐      2 ☐ 3 ☐      4 ☐      5 ☐



13. A konsideroni se anglishtja për qëllime specifike iu ofron studentëve mundësi për studime të mëtutjeshme në botën e jashtme dhe përdorimin e literaturës botërore?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

14. A konsideroni se njohja e Anglishtes për qëllime specifike iu krijon studentëve lehtësi në konkurrencën e tregut të punës?

15. Sa herë në semester bëni vlerësimi i studentëve?

1 herë ☐, 2 herë ☐, 3 herë ☐, 4 herë ☐

16. Si e vlerësoni performancën e studentëve tuaj?

Ju lutem jepni komentin tuaj

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17. A ka bashkëpunim të ndersjelltë ndërmjet studentëve dhe profesorit/asistentit ?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ ( 1 dobët - 5 shumë mirë )

18. Përcaktimi i objektivave të mesimnxënies/ mesimdhënies a bëhet në bashkëpunim prof/student?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

19. A ekziston procesi i konsultimit të vazhdueshëm i profesorit/asistentit me studentë me qëllim të arritjes së suksesit më të lartë?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

20. A ekziston procesi i informimit të rregullt të studentëve për rezultatet e arritura në periudhën e caktuar të vlerësimit ?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

21. Si informohen studentët për rezultatet e arritshmërisë?

4. Gojarisht gjatë orëve ☐

5. Në formë të dokumentuar/shpallje e rezultateve ☐

6. Në formë elektronike ☐

7. Ndonjë formë tjetër \_\_\_\_\_

22. Për studentet që nuk kanë arritur të realizojnë rezultatet e përcaktuara a mbahen konsultime /ndihma shtesë? 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐.

23. Nëse po si bëhet ky proces?

Studentët marrin orë shtese/nëse kërkohet ☐

Konsultime të vazhdueshme nga ana e asistentit ☐

Komunikim elektronik në web faqen e përbashkët të lëndës ☐

24.A ka diskutime mes jush dhe studentëve rreth mesimdhënies dhe mesimnxënjes dhe metodave të përdorura?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

25..Nëse po a merren parasysh propozimet/kritikat e studentëve ?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

26.Studentët që kanë arritur rezultate më të larta a shpërblehen?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

27.Si shpërblehen studentët?

Lirim nga provimi ☐

Mirënjohje/ student i dalluar ☐

Apo ndonjë formë tjetër \_\_\_\_\_

28. Gjatë procesit të vlerësimit të studentëve në çfarë barrierash/problemesh hasin studentët?

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29. Procesi real i vlerësimit të studentëve çfarë efekti ka tek studentët?

- Pozitiv ☐
- Negativ ☐
- Neutral ☐

30. Mendimi juaj në lidhje me përmirësimin e cilësisë së mesimnxenies në fakultetin tuaj?

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**Ju faleminderit për pjesëmarrje!**

### **Pyetësi për studentët**

Unë jam Shqipe Husaj dhe jam ligjëruese në Universitetin “ Haxhi Zeka” në Pejë . Njëkohësisht jam studente në Fakultetin e Shkencave Sociale –Dega Pedagogji- pranë Universitetit European të Tiranës, studime të doktoratës. Si detyrë për përfundimin e studimeve të mia më duhet të bëj një hulumtim në disa nga njësitë e Universitetit të Prishtinës lidhur me mësimin e Anglishtes për qëllime specifike. Tema e studimit tim është “Identifikimi i problematikave të mësimin të Anglishtes për qëllime specifike në Universitetin e Prishtinës”.

Pyetësi është anonim (mos shënoni emrin dhe mbiemrin), prandaj ju lutem t’ju përgjigjeni këtyre pyetjeve në mënyrë sa më objektive

1. Viti i lindjes \_\_\_\_\_/ grada shkencore\_\_\_\_\_
2. Vendbanimi/komuna\_\_\_\_\_
3. Gjinia:

c. Mashkull ☐

d. Femër ☐

5. Fakulteti\_\_\_\_\_

6. Drejtimi\_\_\_\_\_

7. Viti i studimeve të studentëve\_\_\_\_\_

8. A mësohet Anglishtja për qellime specifike në fakultetin tuaj ?

• Po ☐

• Jo ☐

9. Sa orë në javë mësohet Anglishtja për qellime specifike në fakultetin tuaj ?

1-2 ☐

2-3 ☐

Më shumë ☐

10. A përdoren metodat bashkëkohore?

1. Puna në grupe ☐

2. Prezentime seminarike me computer dhe projektor☐

3. Prezantime elektronike ☐

**11. Ju lutem tregoni materialet që përdorin pedagogët në fakultetin tuaj**

☐ Vetëm librin e  
caktuar

☐Gjithashtu dhe libra të tjerë

☐Materiale të printuara

☐Materiale elektronike

☐ Të tjera

12. A mbahen orë të ndara ushtrimesh nga Ligjërata ?

▪ Po ☐

▪ Jo ☐

13. Literatura e përdorur a i plotëson nevojat e komunikimit profesional të

Studentëve?

**Dobët      mesatar      shumë mirë**

1 ☐      2 ☐ 3 ☐      4 ☐      5 ☐

14. A konsideroni se Anglishtja për qëllime specifike iu ofron studentëve mundësi për studime të mëtutjeshme në botën e jashtme dhe përdorimin e literaturës botërore?

1 ☐    2 ☐    3 ☐    4 ☐    5 ☐

15. A konsideroni se njohja e Anglishtes për qëllime specifike iu krijon studentëve lehtësi në konkurrencën e tregut të punës?

16. Sa herë në semester bëhet vlerësimi i studentëve?

2 herë ☐, 2 herë ☐, 3 herë ☐, 4 herë ☐

17. Si vlerësohet performanca e studentëve ?

Ju lutem jepni komentin tuaj

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18. A ka bashkëpunim të ndersjelltë ndërmjet studentëve dhe profesorit/asistentit ?

2 ☐    2 ☐    3 ☐    4 ☐    5 ☐    ( 1 dobët - 5 shumë mirë )

19. Përcaktimi i objektivave të mesimnxënies/ mesimdhënies a bëhet në bashkëpunim prof/student?

2 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

20. A ekziston procesi i konsultimit të vazhdueshëm i profesorit/asistentit me studentë me qëllim të arritjes së suksesit më të lartë?

2 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

21. A ekziston procesi i informimit të rregullt të studentëve për rezultatet e arritura në periudhën e caktuar të vlerësimit ?

2 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

22. Si informohen studentët për rezultatet e arritshmërisë?

4. Gojarisht gjatë orëve ☐

5. Në formë të dokumentuar/shpallje e rezultateve ☐

6. Në formë elektronike ☐

7. Ndonjë formë tjetër \_\_\_\_\_

23. Për studentet që nuk kanë arritur të realizojnë rezultatet e përcaktuara a mbahen konsultime /ndihma shtesë? 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐.

24. Nëse po si bëhet ky proces?

Studentët marrin orë shtese/nëse kërkohet ☐

Konsultime të vazhdueshme nga ana e asistentit ☐

Komunikim elektronik në web faqen e përbashkët të lëndës ☐

25. A ka diskutime mes profesorëve e/ asistentëve dhe studentëve rreth mesimdhënies dhe mesimnxënjes dhe metodave të përdoruara?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

26. Nëse po a merren parasysh propozimet/kritikat e studentëve ?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

27. Studentët që kanë arritur rezultate më të larta a shpërblehen?

2 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28. Si shpërblehen studentët?

Lirim nga provimi ☐

Mirënjohje/ student i dalluar ☐

Apo ndonjë formë tjetër \_\_\_\_\_

29. Gjatë procesit të vlerësimit të studentëve në çfarë barrierash/problemesh hasin studentët?

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39. Procesi real i vlerësimit të studentëve çfarë efekti ka tek studentët?

- Pozitiv ☐
- Negativ ☐
- Neutral ☐

31. Mendimi juaj në lidhje me përmirësimin e cilësisë së mesimdhënies dhe mesimnxënjes në fakultetin tuaj?

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**Ju faleminderit për pjesëmarrje!**